

TRAVEL AND TOURISM



Travel and Tourism

Level 2 Principal Learning

Specification (7452)
Assessment 2010 onwards

This Principal Learning specification should be read in conjunction with:

- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

This specification will be published annually on our website (www.diplomainfo.org.uk)

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH
or you can download it from our website (www.diplomainfo.org.uk)

AQA and City & Guilds are working together to provide Diplomas.

Copyright © 2009 The Assessment and Qualifications Alliance / The City and Guilds of London Institute.
All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity, number 1073334.
Registered address: AQA, Devas Street, Manchester, M15 6EX.

The City and Guilds of London Institute. Incorporated by Royal Charter. Founded 1878.
Registered Charity in England & Wales number 312832 and in Scotland SC039576.
Registered address: 1 Giltspur Street, London, EC1A 9DD.

Contents

1 Introduction

1.1	Why choose AQA-City & Guilds?	5
1.2	Why choose the Diploma in Travel and Tourism?	6
1.3	How do I start using this specification?	6
1.4	How do I find out more?	7

2 Specification at a glance

2.1	Higher Diploma at a glance – 800 GLH (guided learning hours)	8
2.2	Level 2 Principal Learning in Travel and Tourism at a glance	9

3 Principal Learning

3.1	Personal, Learning and Thinking Skills	10
3.2	Functional Skills signposting	13
3.3	Level 2 Units	15
	Level 2 Unit 1: Travel and tourism destinations	15
	Level 2 Unit 2: The UK travel and tourism sector	32
	Level 2 Unit 3: The travel and tourism business environment	49
	Level 2 Unit 4: Projects in travel and tourism	65
	Level 2 Unit 5: Improving customer service in travel and tourism	81
	Level 2 Unit 6: Promotional techniques in travel and tourism	99
	Level 2 Unit 7: Working in travel and tourism	117

4 Assessment guidance

4.1	Controlled assessment (internally assessed units)	134
4.2	What is controlled assessment?	134
4.3	AQA-City & Guilds approach to controls	135
4.4	Task setting (limited control)	135
	Applied and sector-relevant purpose	136
	Coherent assessment	136
	Tasks and activities	136
	Evidence	136
	Example assessments	136
	Internal standardisation	136
	Moderation of task setting	136
4.5	Task taking	137
	Time (limited control)	137
	Resources (limited or medium control)	137
	Collaboration (limited or medium control)	137
	Supervision (medium control)	138
	Authentication	138
	Feedback	139
	Revision, re-working and interim review of learners' work	139

4.6	Task marking (medium control)	139
	Guidance on applying the unit assessment grid	139
	Internal standardisation of marking	140
	Moderation of internal assessment and submission to AQA-City & Guilds	140
4.7	Malpractice	140
4.8	Timing of external assessments	141
4.9	Moderation	141

5 Administration

5.1	Availability of Principal Learning units	142
5.2	Centre registration	142
5.3	Centre requirements	142
	Health and safety	142
	Centre staff	142
	Continuing Professional Development (CPD)	142
5.4	Entries	143
5.5	Quality assurance	143
	Internal quality assurance	143
	External quality assurance	144
5.6	Irregularities	144
5.7	Awarding grades and reporting results	144
5.8	Certification of the Diploma	145
5.9	CABs, DABs and the Diploma aggregation service	145
5.10	Enquiries about results	145
5.11	Re-sits and shelf-life of unit results	145
5.12	Access arrangements and special consideration	146
	Access arrangements	146
	Special consideration	146
5.13	Language of examinations	146
5.14	Qualification titles	146

Appendices

A	Connections to other qualifications	147
B	Additional and Specialist Learning for the Higher Diploma in Travel and Tourism	148
C	Other issues	149

1 Introduction

1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Diploma at one point of contact.

Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Support Teams.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

1.2 Why choose the Diploma in Travel and Tourism?

The Diploma in Travel and Tourism introduces 14–19 year old learners to the exciting world of travel and tourism. Learners will acquire knowledge and develop skills in the broad context of the travel and tourism industries. In this rapidly changing, challenging, dynamic and global business environment learners will be able to make informed decisions about potential careers and further or higher education.

The Diploma in Travel and Tourism provides an education that helps learners thrive in a constantly changing global economy ensuring that teaching and learning draws on up-to-date developments from the relevant sector. Some topics covered include destinations and attractions, transport options, working in travel and tourism, images and perceptions, changing trends in travel and tourism and creating products and services.

Learners taking the Diploma in Travel and Tourism will also:

- have the opportunity to progress into work-based training, or further and/or higher education
- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or support progression
- have a wide choice of additional and specialist learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Travel and Tourism. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website: **www.dcsf.gov.uk**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website: **www.aqa.org.uk/admin/p_entries.html**
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at: **centreapproval@aqa.org.uk**

1.4 How do I find out more?

Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

www.aqa.org.uk/rn/askaqa.php

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

Contact your Diploma Support Team

You may also contact the Diploma Support Team for your region. Please check current details on:

www.diplomainfo.org.uk

Diploma Support Teams have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website.

There is a link to our fast and convenient online booking system for Teacher Support meetings at:

events.aqa.org.uk/ebooking/

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1036 or email: **eos@aqa.org.uk**

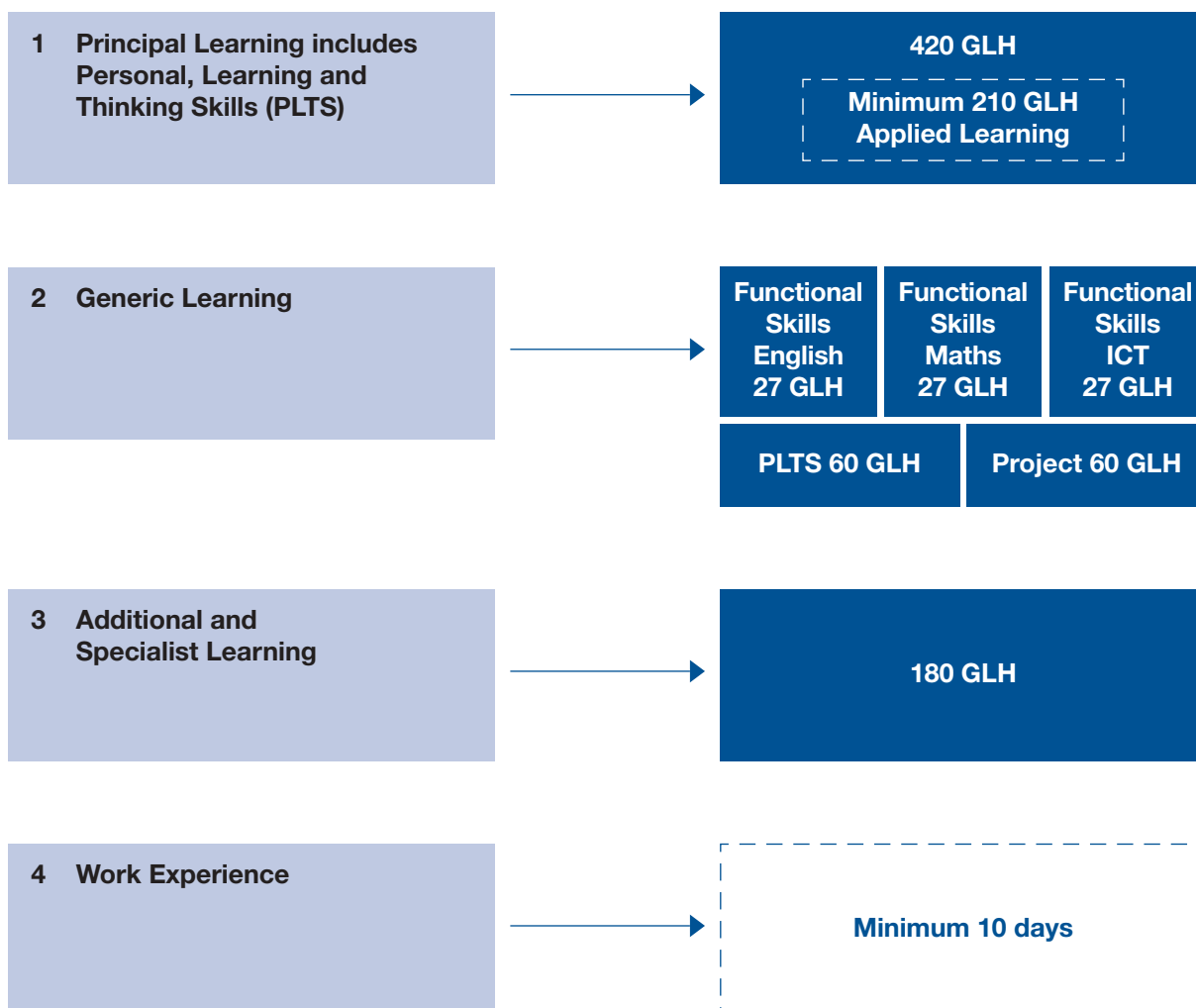
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Higher Diploma at a glance – 800 GLH (guided learning hours)

- comparable to 7 GCSEs grade A*–C
- 1 year full-time study or 2 years part-time with National Curriculum programmes of study
- all components are compulsory



2.2 Level 2 Principal Learning in Travel and Tourism at a glance

- all 7 units are compulsory

Unit 1 60 GLH

Travel and tourism destinations
Externally assessed

Unit 2 60 GLH

The UK travel and tourism sector
Internally assessed

Unit 3 60 GLH

The travel and tourism business environment
Internally assessed

Unit 4 60 GLH

Projects in travel and tourism
Internally assessed

Unit 5 60 GLH

Improving customer service in travel and tourism
Internally assessed

Unit 6 60 GLH

Promotional techniques in travel and tourism
Internally assessed

Unit 7 60 GLH

Working in travel and tourism
Internally assessed

3 Principal Learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that summarises the intended outcome of achieving the PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below is the PLTS framework. A copy of this should be given to each learner. Following these descriptors is a table showing the PLTS that are integrated into the assessment criteria in the Level 2 Principal Learning in Travel and Tourism.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect their own and others' ideas and experiences in inventive ways

CT4 question their own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 collaborate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations, including leadership roles

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own.

This table shows the coverage of PLTS in the Principal Learning units of the Higher Diploma in Travel and Tourism.

Level 2 Principal Learning in Travel and Tourism

PLTS	IE	CT	RL	TW	SM	EP
Unit 1						
Unit 2	★		★			★
Unit 3	★	★				★
Unit 4		★	★			
Unit 5					★	★
Unit 6	★	★	★			
Unit 7	★		★	★	★	

3.2 Functional Skills signposting

The units **may** use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Travel and tourism destinations	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 2 The UK travel and tourism sector	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 3 The travel and tourism business environment	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 4 Projects in travel and tourism	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 5 Improving customer service in travel and tourism	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 6 Promotional techniques in travel and tourism	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 7 Working in travel and tourism	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

3.3 Level 2 Units

Level 2 Unit 1: Travel and tourism destinations

What is this unit about?

The purpose of this unit is for learners to be able use information sources and to apply their knowledge of the different modes of travel and their advantages and disadvantages in different situations to plan and create travel itineraries to meet customers' needs.

This unit has been designed to help learners identify key destinations within the UK and worldwide and give them a good knowledge of travel geography. On completion of this unit learners will know where to source information of destinations in travel and tourism, and understand the different needs of the business and leisure customer. Learners will know how to create a travel itinerary that will meet the needs of the customer, for either a short or long journey, and may include a number of different modes of transport.

Travel and tourism is an exciting sector to work in, to be able to communicate with customers effectively learners must have a good understanding of major UK and Worldwide destinations.

Customers have a variety of different needs, selecting the correct destination and method of transport will be influenced by the reason for travel. Learners will be able to describe emerging destinations and identify key features.

Sustainable tourism is a developing sector. Learners will understand the key features of sustainable development and explain how sustainable tourism impacts on a customer's choice of destination. Learners will consider the economic and socio-cultural impact of travel and tourism on the environment, and the factors that influence choice of travel.

Guided learning hours

This unit has 60 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination of 1.5 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the key features of tourism destinations and hubs	a describe UK and worldwide business and leisure destinations b describe the main UK and worldwide hubs and gateways c describe the key features of hubs and gateways d describe the appeal of destinations for different visitor types e identify the reasons for the growth in popularity of new and emerging destinations
2 Know how to plan travel and holiday itineraries	a identify the reasons people travel b select relevant travel and tourism information sources, judging their relevance and value c select alternative transport options to meet customer needs
3 Understand the key features of sustainable development	a explain the economic, socio-cultural and environmental impacts of travel and tourism b explain sustainable development c assess the success of sustainable development practices in the travel and tourism sector
4 Be able to develop travel and holiday itineraries	a use information sources to identify key features and appeal of destinations b develop travel itineraries to meet a range of customers' needs

In this externally assessed unit, PLTS are not referenced against assessment criteria. However, the unit has been designed to afford ample opportunities for PLTS development through the learning programme. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit, to ensure that all learning outcomes can be met.

It is important that, through the Level 2 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from each of the six industries where appropriate and relevant. The six industries are travel services, tourism services, passenger transport, visitor attractions, conference and events and accommodation services.

Learning outcome 1: Know the key features of tourism destinations

UK and Worldwide business and leisure destinations

Business

- Urban destinations
 - UK – Birmingham, London, Manchester, Edinburgh, Cardiff
 - France – Paris
 - Belgium – Brussels
 - Australia – Sydney
 - Japan – Tokyo
 - Italy – Rome
 - Germany – Frankfurt
 - China – Shanghai, Hong Kong
 - USA – New York
- Key features
 - centres for business eg oil, finance, political
 - location.

Leisure

- Rural destinations:
 - UK – Lake District, St Austell
 - France – Lyon, Loire Valley
 - Germany – Black Forest
 - New Zealand
 - USA – Grand Canyon
 - Africa – The Gambia
- Key features
 - history
 - culture
 - outdoor adventure activities
 - attractions
 - Areas of Outstanding Natural Beauty

- Coastal Destinations:
 - UK – Blackpool, Newquay, Great Yarmouth
 - Canary Islands, Spain – Playa de las Americas
 - Balearic Islands – Majorca, Minorca
 - Spain – Costa Resorts
 - Italy – The Rivas
 - France – Nice
 - Brazil – Rio de Janeiro
 - Greek Islands – Corfu, Crete
 - Indian Ocean – Maldives, Seychelles
- Key features
 - attractions
 - beaches
 - water-sports
 - relaxation
 - wildlife.

The above destinations are examples of UK and worldwide business and leisure destinations. These examples must be taught as a minimum and learners should be able to locate these destinations in an atlas. However, there are many more destinations and these should be taught as and when they arise.

Learners must be able to describe what these destinations are mainly visited for, eg business, and therefore what the key features of these destinations are that make these destinations attractive for these purposes.

The main UK and worldwide hubs and gateways

Rail

- UK
 - Kings Cross
 - St Pancras
 - Waterloo
 - Victoria
 - Eurostar – Ashford, Ebbsfleet, St Pancras International
 - Eurotunnel – Folkestone to Calais
- Europe
 - France – Paris Gare du Nord
 - Eurostar – Paris Gare du Nord, Lille, Brussels
 - Germany – Frankfurt, Berlin
 - Spain – Barcelona, Madrid
- Worldwide
 - USA – New York, Chicago.

Airports

- UK
 - London, (Heathrow, Gatwick, Luton, Stansted, City)
 - Birmingham
 - Manchester
 - Glasgow
 - Cardiff
 - Belfast

- European
 - Amsterdam
 - Brussels
 - Paris
 - Madrid
 - Lisbon
 - Rome
 - Frankfurt
 - Moscow
- Worldwide
 - New York
 - Chicago
 - Sydney
 - Hong Kong
 - Dubai
 - Beijing
 - Tokyo
 - Singapore.

Seaports

- UK
 - Portsmouth
 - Dover
 - Southampton
 - Plymouth
 - Poole
 - Holyhead
 - Hull
 - Larne
 - Stranraer
- Europe
 - Belgium – Zeebrugge
 - France – Calais, St Malo, Marseille, Cherbourg, Caen
 - Ireland – Dublin
 - Germany – Hamburg
 - Spain – Bilbao, Barcelona, Palma
 - Italy – Genoa
 - Greece – Athens
 - Norway – Bergen
 - Sweden – Gothenburg
 - Netherlands – Rotterdam
- Worldwide
 - USA – Miami, Fort Lauderdale
 - India – Mumbai
 - Kenya – Mombasa
 - Egypt – Alexandria.

The above gateways and hubs are examples of the many which exist around the world. Learners must be taught the above as a minimum and be able to locate these. Learners must be able to describe the key features of these hubs and gateways from the list overleaf.

Hubs and gateways

A hub is an airport that an airline uses as a transfer point to get passengers to their intended destination. It is part of a hub and spoke model, where travellers moving between airports not served by direct flights change planes en route to their destinations. Many hubs of the airlines are also situated at airports in the cities of the respective head offices.

A gateway is a point of access to, or departure from, a country or holiday destination. Gateways include airports, seaports, border crossings, railway stations. Gateways often assist in the movement of international traffic. When creating an itinerary for a passenger it is usual to route via one with good international connections (LHR or Gatwick) rather than smaller airports (Luton/Stansted) as they have better connections to the city.

Key features of hubs and gateways

- Location
- Convenience for traveller
- Links to other transport networks
- Other facilities (ie for travellers with specific needs)
- Foreign exchange
- Car hire
- Duty/tax free shops
- Refreshments
- Fast track check in desks
- Executive lounge.

Learners must be able to describe the features of gateways and hubs in general as well as any specific features which may relate to any gateways or hubs.

The appeal of different destinations for different visitor types

- Affordability
 - value for money
- Access
 - accessibility (ie ease of travel to and around for all travellers)
- Attractions
 - sightseeing – cultural, historic, natural features, nostalgia, entertainment, battlefield tourism
 - manmade features – statues
 - education – learning something new
 - climate
 - events – carnivals, festivals, sports events (world cup, olympic games)
- Accommodation
 - value for money
- Amenities
 - sport and recreation
 - local food.

Learners must be able to describe the appeal of destinations for visitors. Learners must be able to apply these different appeals to the destinations in learning outcome 1.

The reasons for growth in popularity of new and emerging destinations

- Reasons for their growth in popularity
 - new airline route
 - destination has recently held a high profile event (eg China after the Beijing Olympics)
 - recent film location/television programme coverage
 - trends towards greener travel
 - sustainable and ethical tourism development
 - adventure tourism
 - new hotel complex.

New and emerging destinations are constantly changing. It is important that learners are taught destinations that are relevant and up-to-date.

Learners must be able to identify the reasons for the growth in popularity of new and emerging destinations.

Learning outcome 2: Know how to plan travel and holiday itineraries

Reasons for travel

- Leisure (holidays, health, sport, religious purposes, shopping)
- Business (conferences, meetings, exhibitions or events)
- Visiting friends or relatives
- Voluntary tourism
- Short breaks
- Days out
- Medical tourism

Learners should be able to identify the reasons people travel. Learners must know the above reasons as a minimum.

Select alternative transport options to different destinations

Air

- cost
- route – location of airport
- charter or schedule flight
- flight time to destination

Sea – Ferry

- port of departure
- port of arrival
- time of crossing
- foot passenger or car
- distance to onward destination

Land – Road

- distance to destination
- motorway or A roads
- coastal/rural route
- toll roads
- links to other road networks (UK/European ie Channel Tunnel)

Rail

- departure station
- arrival station
- connecting services (airport, ferry terminal, Eurostar)
- duration of journey
- overnight travel

Learners must be able to select alternative transport options to meet various customer needs.

Learning outcome 3: Understand the key features of sustainable development

The economic, socio-cultural and environmental impacts of travel and tourism

Economic

- Positive
 - employment
 - regeneration of area
 - inward investment to the area
 - multiplier effect
 - improved transport infrastructure
 - business development
- Negative
 - leakage of revenue
 - cost of infrastructure
 - increased property/land prices
 - terrorism/conflict.

Socio-Cultural

- Positive
 - promotion of local culture
 - provision of infrastructure
 - improved quality of life
 - development of the local community
 - retention of traditional skills
- Negative
 - overcrowding
 - anti-social behaviour
 - crime
 - traditions versus modernisation
 - disruption of communities.

Environmental

- Positive
 - conservation
 - waste management
 - education of local community & tourists
- Negative
 - inappropriate/over development
 - use of resources
 - loss of habitats – flora and fauna
 - erosion
 - pollution
 - noise
 - litter
 - water usage and sewage.

Learners must be able to explain both the positive and negative impacts of travel and tourism on a destination. Learners must know what the terms, economic, socio cultural and environmental refer to.

Sustainable development

Sustainable development means enabling this generation to meet the needs of the present, without compromising the quality of life of future generations.

Sustainable tourism refers to a level of tourism activity that can be maintained over the long term, which in turn will benefit the social, economic, natural and cultural environments of the area in which it takes place (ie tourists who enjoy their holiday in a destination, at the same time respecting the people, their culture and the environment).

Responsible Tourism means that individuals, organisations and businesses take responsibility to minimise negative economic, environmental and social impacts (ie support the local economy by encouraging tourists to purchase local goods involve local people in decisions that affect their community and encouraging tourists to support businesses who are environmentally aware).

Learners must be able to explain the meaning of sustainable development and be able to differentiate this from responsible tourism.

Assess the success of sustainable development in the travel and tourism sector.

- What action has been taken to work towards a sustainable future
- Benefits to the organisation, country, tourist attraction and/or local people
- Any downsides felt by the organisation, country, tourist attraction and/or local people
- Draw conclusion as to success.

In order to assess the success of sustainable development the learner must look at the above factors.

Learning outcome 4: Be able to devise travel and holiday itineraries

Use information sources to identify key features and appeal of destinations

Use information

- identify what information will be needed
- know where to find sources of information
- locate sources of information
- read through the sources of information
- select the relevant information.

Information sources

- organisations (eg tourist information centres)
- books (eg tourist guides)
- maps and atlases
- tourist attraction leaflets
- travel and tourism trade publications
- websites
- travel agents
- destination guides
- newspapers (holiday and travel section)
- holiday brochures
- trade associations (eg Institute of Travel and Tourism)
- reference books
- hotel guides.

Learners must know the range of information sources which are available, they must also know the value of certain information sources and be able to judge the relevance and value of the information, ie how up-to-date, bias, reliable source.

Develop travel itineraries to meet travellers' needs

- Different travellers – domestic, overseas, age, party size and mix, purpose of visit (leisure, business, visiting friends and relatives, specific needs)
- Customer's needs (price, location, duration, facilities, time, departure point, party size and mix, purpose)
- Cost
- Budget
- Travel preference (Air, Sea, Road, Rail)
- Times of chosen method of transport
- Journey times
- Route
- Board (Bed & Breakfast, Half Board, All Inclusive, Self Catering)
- Travel in resort (car hire, taxi, bus, coach).

In order to develop a travel itinerary, the learner must include relevant aspects from the above list to meet customers' needs. Learners must also know how to adapt travel itineraries to deal with unforeseen circumstances.

Assessment

Learning outcomes	Assessment criteria	Marks	Weighting
1 Know the key features of tourism destinations and hubs	a describe UK and worldwide business and leisure destinations	11	18%
	b describe the main UK and worldwide hubs and gateways		
	c describe the key features of hubs and gateways		
	d describe the appeal of destinations for different visitor types		
	e identify the reasons for the growth in popularity of new and emerging destinations		
2 Know how to plan travel and holiday itineraries	a identify the reasons for travel	8	13.3%
	b select relevant travel and tourism information sources, judging their relevance and value		
	c select alternative transport options to different destinations		
3 Understand the key features of sustainable development	a explain the economic, socio-cultural and environmental impacts of travel and tourism	19	32%
	b explain sustainable development		
	c assess the success of sustainable development practices in the travel and tourism sector		
4 Be able to develop travel and holiday itineraries	a use information sources to identify key features and appeal of destinations	22	36.7%
	b develop travel itineraries to meet customers needs		
Total		60	100%

Guidance for delivery

Teachers should actively encourage employer engagement, and when possible promote a hands-on approach by visits to travel and tourism businesses including major travel and tourism sector events. An opportunity exists to link to the work experience unit by arranging placements with travel and tourism employers, this will ensure currency of information.

Teachers should ensure students have access to trade resources including travel atlases, guides, brochures, manuals, timetables, holiday magazines and trade newspapers. Access to free training modules via electronic trade papers that offer up-to-date destination information can be used as an additional resource. Teachers should ensure that learners are also able to view holiday and travel programmes. Teachers should ensure that learners are familiar with the procedures used by the travel and tourism sector when dealing with customers. Teachers should encourage learners to undertake research using the internet and paper based resources to research destinations.

Teachers could ensure learners have contact with local community and volunteer groups such as adults, school age children and senior citizen groups to ensure they are able to understand the needs of these client groups. Contact with business groups would enable learners to understand the needs of the business customer. Teachers should also encourage learners to keep up-to-date with world events to evaluate how this will impact on customers needs and motivation.

When delivering this unit teachers should use a broad range of techniques including visits to and from employers, lectures, work sheets, discussions, role play exercises, group work, surveys, project work, poster work, scenarios, presentations, videos, web site searches and case studies. Teachers could ask potential customers to attend a focus group session. This would give an opportunity for students to gain some valuable information on where customers visited, what itinerary they used, and what their expectations were as a customer, ie booking a holiday or visiting a tourism attraction. Teachers could use case studies to explain the impacts of tourism on destinations.

Learners should be able to develop their skills in a realistic learning environment ie in-house travel shop or through work experience. Role plays, wherever possible, should be with people unknown to the learner to create authenticity to the exercise; learners should encourage feedback on their performance.

The learners should be able to ask open questions to obtain the required information, develop listening skills, understand straightforward spoken and written information and speak in a manner that others can understand. They should be able to write clear itineraries and verbally explain the written information. They should be able to research required information and check to ensure it meets the customers' stated requirements. The importance of non-verbal communication as in gesture, body language and facial expressions should be emphasised. Learners should be able to access information technology to create itineraries.

It is recommended that the teacher delivers this unit alongside Unit 6 Promotional techniques in travel and tourism. There are also strong links to Unit 7 Working in travel and tourism.

Teachers should ensure that there are sufficient opportunities for learners to develop research skills, communication skills and team working skills.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help with keeping the examples used in the taught content up-to-date.

It would be useful for learners to hear directly from employees within the travel and tourism sector who regularly work with customers to develop travel itineraries. This would provide learners with a realistic idea of the working environment and the experiences they may encounter when planning travel itineraries for customers.

Teachers could also work to ensure that learners have the opportunity to take part in surveys and focus groups to find out why people travel. Alternatively, teachers could work with employers to provide learners with information from surveys and focus groups. Case studies from employers would also be a useful resource for learners to have access to, to establish why people travel and the impact tourism can have on destinations.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- plan and carry out research of travel destinations, information and sources available (IE2)
- support conclusions, using evidence gained (IE6)

Creative thinkers

- generate ideas and explore possibilities for creating travel options and itineraries (CT1)
- try out alternatives or new solutions and follow ideas through for problem solving travel options (CT5)
- identify a unique selling point for travel destinations (CT3)
- adapt ideas as circumstances change while designing itineraries (CT6)

Reflective learners

- plan and set personal goals for research of travel destinations (RL2)
- review progress during planning of business design (RL3)
- invite feedback on the design of travel options and itineraries (RL4)
- evaluate travel options and itineraries (RL5)
- communicate experience and feedback gained through finished design plan (RL6)

Team workers

- co-operate with others while researching travel destinations and transport options (TW1)
- reach agreements for final itinerary design (TW2)
- show fairness and consideration when evaluating different travel options (TW4)
- take responsibility during the research task activities (TW5)
- provide constructive support and feedback to other itinerary designs (TW6)

Self-managers

- show flexibility when priorities change during the planning of travel options and itinerary (SM1)
- work towards goals, showing initiative, commitment and perseverance during the research and planning (SM2)
- organise time, resources and prioritise tasks when carrying out research, creating travel options and devising itineraries (SM3)

Effective participators

- discuss issues of concern, seeking resolution where needed during research (EP1)
- propose practical ways forward for alternative transport options to meet different needs (EP3)
- present a persuasive unique selling point to potential customers (EP2)
- identify improvements that would benefit the final itinerary designs and travel options created (EP4).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit, when researching destinations, hubs and gateways and the impact of travel and as well as using written sources to find information when creating itineraries. Learners will be exposed to a diverse range of texts and will need to extract relevant information about destinations and present it to travellers in a suitable way. They will need to present itineraries in a logical sequence.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. Opportunities exist for the development of speaking and listening skills whilst interacting with clients, or in role plays of responding to client requests. Group discussions about emerging destinations and the impact of travel and tourism and guest speakers from, or visits to, travel agents, tourist information centres or transport companies will afford learners opportunities to practise their speaking and listening skills.

Learners can also develop a range of mathematical skills, for example extracting information from maps, atlases, rail or other network diagrams, timetables, distance charts; calculations to do with distance, time and costs; comparing costs of different options; planning journeys within budgets and finding value for money. Learners might also use statistics, finding and using relevant data about reasons for travel and trends in destinations, including greener travel or carrying out primary research into the reasons people travel and their preferences.

There will be many opportunities to make use of ICT skills in researching destinations and trends, routes, timetables and costs, including the use of electronic maps and route planners to locate hubs and gateways and in presenting information about journey plans, including the use of text and numbers. Learners may use email, text messaging or web-based methods to communicate and exchange information as part of their research. Presenting their findings and recommendations could provide further opportunities to develop ICT skills, including the use of text combined with images or numbers.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 2 Unit 2: The UK travel and tourism sector

What is this unit about?

The purpose of this unit is for learners to understand the broad scope of the travel and tourism sector and its importance to the UK economy. Learners will develop an understanding of the key factors that have shaped the industries within the sector and will apply this knowledge to anticipate future developments. Learners will use past trends in data to anticipate and reduce the impact unplanned events can have.

Travel and tourism is a dynamic and ever changing sector that comprises many and varied industries. This unit will equip learners with knowledge of the key factors that have shaped the current UK travel and tourism sector such as changes in technology, together with changing holiday trends and patterns.

Learners will be able to recognise that change is a recurring feature of today's travel and tourism sector and the inevitability of change in the future. Learners will interpret historical trends within the sector and use this data to anticipate future developments in the sector.

Through case studies and interpretation of data they will develop an awareness of the significant impacts that can result from uncontrolled and unplanned events. By developing their knowledge and understanding of these events they will be able to outline a realistic future development in the sector.

This unit could be linked to Unit 3 The Travel and Tourism Business Environment.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- independent enquirers
- effective participators
- reflective learners.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 8 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 134–141 of this specifications.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the structure of the travel and tourism sector	a identify the range of industries that make up the travel and tourism sector	
	b identify key organisations within each of the industries	
	c define the role of the trade and professional bodies in the travel and tourism sector	
2 Understand factors which have shaped the UK travel and tourism sector	a explain the importance of the travel and tourism sector to the UK economy	
	b analyse how key factors have shaped the current UK travel and tourism sector	
3 Understand factors which may impact the future of the UK travel and tourism sector	a define the role of development destination management organisations	
	b explain how unplanned external influences can have an immediate impact on the sector	
	c explain how key factors may impact on future development of the sector	
4 Be able to use data to inform future developments	a analyse data to identify historical trends in the travel and tourism sector	IE4
	b present persuasive cases for future developments based on historical trends	EP2
	c evaluate proposed developments in light of feedback	RL5

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Scope of content

This section gives details of the scope to be covered in the teaching of the unit, to ensure that all learning outcomes can be met.

It is important that, through the Level 2 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 17 of the specification.

Learning outcome 1: Know the structure of the travel and tourism sector

Range of industries that make up the travel & tourism sector

- Travel Services
 - Retail Travel Services
 - Tour Operators
 - Ticketing Agencies
 - Bureau de Change
- Tourism Services
 - National and Regional Tourist Organisations
 - Tourist Information Centres (TICs)
 - Tour Guiding
- Conferences and Events
 - Conference Centres
 - Exhibition Centres
- Visitor Attractions
 - Museums and Galleries
 - Theme and Leisure Parks and Piers
 - Zoo and Animal Attractions
 - Historic Houses
 - Cathedrals and Places of Worship
 - Heritage Centres and Sites
 - Heritage Railways and Historic Transport
 - Landmark Attractions
 - Parks and Gardens
 - Farm Attractions
 - Science and Discovery Centres
 - Workplace Attractions
- Accommodation Services
 - Hotels
 - Holiday Parks
 - Caravans
- Passenger Transport
 - Bus
 - Rail
 - Light Rail
 - Tram
 - Metro
 - Coach
 - Aviation
 - Airlines
 - Airports
 - Ground Handling Agents
 - Inland Waterways
 - Maritime
 - Taxi and private hire
 - Transport Planning.

Learners must be taught to identify the industries within the sector. Learners should know the roles of the industries within the travel & tourism sector. When referring to 'the industries' throughout this qualification, it is the list above which should be referred to.

Key Organisations within each of the industries

- Travel Services
 - ABTA – Association of British Travel Agents represents over 5300 travel agencies and nearly 1000 tour operators throughout the British Isles. ABTA's main aims are to maintain high standards of trading practice for the benefit of its members, the travel industry at large and the consumers that they serve
- Tourism Services
 - VisitBritain is Britain's national tourism agency, responsible for marketing Britain worldwide.
 - UKInbound is the trade body for the inbound tourism industry representing tour operators and their suppliers
- Conferences and Events
 - The Business Visits and Events Partnership represents leading trade organisations and government agencies with an interest in conference and meetings, exhibitions and trade fairs, outdoor events, business events, incentive travel, corporate hospitality and business travel
 - Association of Conferences and Events is the largest membership organisation in the meetings industry based in the UK
- Visitor Attractions
 - Association of Leading Visitor Attractions represents the majority of the country's leading visitor attractions that include museums, galleries and heritage sites
 - British Resorts Association represents the interests of resorts throughout the UK including both seaside and inland resorts
- Accommodation Services
 - British Holiday and Home Parks Association is the representative body of the parks industry including caravans, chalets, tents and all types of self catering park accommodation
 - British Hospitality Association is the largest and most influential trade association in the hotel and catering sector and has some 22,000 members. Its hotel membership is drawn from the middle and upper end of the market.
- Passenger Transport
 - GoSkills is an employer led organisation, representing the passenger transport industries which operate throughout the UK. GoSkills assists employers to improve their business performance by developing staff skills
 - International Air Transport Association represents, leads and serves approximately 270 airlines comprising over 98% of all international scheduled air traffic.

Learners must be able to identify the key organisations within each of the industries and the relationships which exist between these organisations.

Role of trade and professional bodies that support the sector

- Association of British Travel Agents (ABTA)
ABTA's role is to maintain high standards of trading practice for the benefit of its Members, the travel industry at large, and the consumers that they serve.
- Institute of Travel and Tourism (ITT)
ITT is dedicated to developing and maintaining professional standards for the benefit of its members and the industry. ITT also welcomes travel and tourism students as members of the Institute
- Tourism Society (TS)
The Tourism Society is the professional membership body for people working in all sectors of the visitor economy. With around 1000 members in the UK and worldwide the aim of the Society is to drive up standards of professionalism in a fast-growing global industry which can have major social, economic and environmental impacts on communities and nations.

Learners must be able to define the role of the trade and professional bodies which operate within the travel & tourism sector.

Learning outcome 2: Understand factors which have shaped the UK travel and tourism sector

Importance of travel & tourism to the UK economy

- Employment
- Contribution to GDP
- Income from tourism
- Supports local businesses
- Economic – Job creation
- Social – benefit to the local community
- Environmental
- Inward investment – business.

Learners must explain the importance of the travel and tourism sector to the UK economy.

Learners must be given up-to-date information and facts and figures on these.

How key factors have shaped the UK travel & tourism sector

- Holiday trends
 - availability of leisure time (increased travel, short breaks, day visits)
 - currency fluctuation (increased inbound travel, strength of dollar; euro)
 - epidemics (foot and mouth, blue tongue – negative impact on rural tourism)
- Changes in technology
 - e business (increase of direct bookings via website, customer led)
 - booking systems (enquiries direct to business, no middle management of booking)
 - internet research (customers use of websites, e-marketing)
 - check in systems (e-booking, pre board check-in from home, improved customer service)
 - GPS (use of post codes as tool to map businesses ie satellite navigation and Google Earth)
 - payment systems (faster payment ie Paypal)
 - visitor management (destination management systems, ability to manage trends)
- Developments in transport
 - low cost airlines (increased accessibility for low income families)
 - increased transport capacity (additional airports ie London Heathrow Terminal 5 allows for increased inbound capacity)

- Environmental awareness
 - awareness of sustainability (responsible travel ie increased use of rail, public transport)
 - public pressure on development of roads and airports (increased demand for improved facilities).
- Socio economic changes
 - increase in disposable income (increased number of holidays, short breaks in UK)
 - decrease in disposable income (recession, increased UK holidays)
 - increased mobility (access to wide geographical choice)
 - flexible working patterns (increased leisure time)
 - changing demographics (impact on choice of holiday destination)
- Government influences
 - changes in border controls and deregulation of air travel (freedom on movement in the EU)
 - taxation (air passenger duty – increase cost of travel)
 - safety and security (delay at passport & immigration for customers inbound and outbound).

Learners must be able to analyse the key factors which have shaped the UK travel & tourism sector. This will include analysing data on these factors and drawing conclusions from this data as to trends which may be evident.

3

Learning outcome 3: Understand factors which may impact the future of the UK travel and tourism sector

Role of National and Regional Development Destination Management Organisations

National

A National Development Destination Management Organisation is responsible for marketing and promotion of tourism products and services of a destination.

Regional

Destination Management Organisations consist of a number of public and private sector representatives, ie tourism boards, councils or development organisations. As partnership organisations their role is to work together to market the destination on a regional basis.

Learners must be taught to define the roles of these organisations

How unplanned external influences can immediately impact on the sector

- Natural Disasters
 - tsunamis
 - volcano eruptions
 - earthquakes
 - floods
- Terrorist action or threat
- Political unrest in a country.

Example of how natural disasters can immediately impact on the sector

Natural disasters can be extremely disruptive to the travel and tourism sector. Flights can be delayed or cancelled, either for outbound passengers or for those on holiday or business in the destination. A natural disaster will impact on a number of businesses in the travel and tourism sector

Tour operator – stranded passengers need to be evacuated

Airline – cancellation of flights (reschedule)

Travel agent – contact to/from relatives

National government office – media coverage

Foreign Office – advice on travel to destination

Insurance claims if advised not to travel.

Learners must be able to explain how unplanned external influences can have an immediate impact on the travel and tourism sector. It should be made clear that these external factors are unplanned and uncontrolled and therefore outside of the control of the sector.

Key factors and how they may impact on future development of the sector

- Environmental awareness
Responsible tourism – minimises negative economic, environmental, and social impacts
- Socio economic changes
Corporate social responsibility– businesses' aim is to consider communities and the environment
- Holiday trends
Increased leisure time will have an impact on holiday trends
- Changes in technology
Social networking sites
Virtual meetings – business cuts in overseas travel
Enhanced booking systems – flights, ancillaries, location map
- Changes in industry structure
Employment in the sector, changes in work patterns, home working
- Developments in transport
Environmental – low carbon emission transport
- Government influences
Taxation – air passenger duty.

Learners must be able to explain how these factors can impact on the future of the UK travel and tourism sector.

Learning outcome 4: Be able to use data to inform future developments

Analyse data to identify historical trends in the sector

- Recognise the numbers involved ie 000's, m, mill
- Recognise patterns and trends
- Interpret trends
- Whether the factors had a positive or negative impact
- Quantitative data analysis
- Qualitative data analysis.

In order to be able to analyse data to identify historical trends the learner must carry out the techniques above.

Present a persuasive case for future developments based on historical trends

- Summarising the findings of analysis of historical trends
- Providing a rationale for ideas
 - strengths and weaknesses/pros and cons
 - including any evidence to support ideas for development
 - listing sources of information to support ideas for development
- Suggesting a plan for future developments including necessary resources and/or services.

In order to present a persuasive case for a future development, the learner should follow the steps above.

Evaluate proposed developments in light of feedback

- Dealing positively with constructive feedback including praise, setbacks and criticism:
 - responding in a positive manner
 - learning from feedback in order to improve future performance
- What were the main points from the feedback?
- What changes need to be made to the proposal?
- What do you need to change for future proposals?

Learners must be able to evaluate the proposal in light of constructive feedback.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 134–141 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

This assignment will help learners to understand the rapidly changing nature of the industries within the sector and enable them to make considered choices in the future about their involvement through employment, as customers or when advising future customers within the sector.

Learners must be supplied with recent data from a client who is wanting to develop their business in order to anticipate any future dips in business. The learner will interpret this data and identify historical trends before using this data to make recommendations as to how this client could develop their business.

The key focus of the tasks set in the assignment must be on interpreting the data and identifying trends/patterns, not using ICT to source information.

'Recent' may be interpreted as changes over the last 20 years.

Further elaboration of these points is covered in the Guidance for delivery section on page 45 of the specification.

Some forms of evidence will have specific controls related to how they are managed and assessed. Information related to controls for evidence can be found in the table in the assessment section on pages 134–141 of this specification.

Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. The assessment set must provide a coherent activity which will allow learners to evidence the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Analysis of statistical data	Report containing: <ul style="list-style-type: none"> Analysis of data Trends identified from analysis. 	Electronic or hard copy (No longer than 4 sides of A4 not including appendices)	2b, 3c and 4a
Presentation on a proposed development in the travel and tourism sector based on historical trends	Presentation containing: <ul style="list-style-type: none"> Details of proposed development Supporting evidence (using above analysis) Justification of proposal using knowledge of the sector and the role of organisations and professional bodies in the sector. 	<ul style="list-style-type: none"> hardcopy and/or some visual material such as posters or display and/or a recording of a verbal presentation or an electronic presentation (Presentation should be no longer than 15 minutes including questions)	1a, 1b, 1c, 2a, 3a, 3b and 4b
Evaluation of proposed developments	Evaluation containing: <ul style="list-style-type: none"> Feedback received Evaluation of proposed developments. 	Electronic or Hardcopy (No longer than 4 sides of A4)	4c

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 8 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assignment a real work-related purpose. The data used for the assignment must be relevant to the travel and tourism sector. Ideally it will be applicable to the local area.

Learners must be supplied with recent and relevant data to interpret in the assignment brief. They may **not** use the internet in order to interpret this data. Learners may use a calculator.

Supervision (medium control)

Learners must be supervised when carrying out any analysis, when preparing and delivering presentations and when writing their evaluations.

Collaboration (limited control)

Team work is not suitable for the assessment of this unit. Learners must present their own evidence and be able to identify clearly information they have been provided with and the proposals/developments that are their own ideas.

Feedback and roles

The presentation should be made to a real life employer from industry. If this is not possible the teacher may play the role of the client from industry. This person should be capable of giving realistic feedback on the proposed development the learner is presenting.

Learners should then use this feedback in their evaluations. It must not be used to further improve their presentation.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the structure of the travel and tourism sector	9	15%
2 Understand factors which have shaped the UK travel and tourism sector	9	15%
3 Understand factors which may impact the future of the UK travel and tourism sector	18	30%
4 Be able to use data to inform future developments	24	40%
Total	60	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 134–141.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know the structure of the travel and tourism sector	<p>Identified a limited range of industries within the sector.</p> <p>Identified a limited range of the key organisations within the industries.</p> <p>Offered a basic definition of the roles of the trade and professional bodies.</p>	<p>Identified a range of the industries within the sector.</p> <p>Identified the majority of the key organisations within the industries.</p> <p>Offered a clear definition of the roles of the trade and professional bodies.</p>	<p>Identified a broad range of the industries within the sector.</p> <p>Identified the key organisations within the industries.</p> <p>Offered a detailed definition of the roles of the trade and professional bodies.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Understand factors which have shaped the UK travel and tourism sector	<p>Offered a limited explanation of the importance of the travel and tourism sector to the UK economy.</p> <p>Analysed in a basic manner the key factors that have shaped the travel and tourism sector.</p>	<p>Offered a clear explanation of the importance of the travel and tourism sector to the UK economy.</p> <p>Analysed in a clear manner the key factors that have shaped the travel and tourism sector.</p>	<p>Offered a clear and detailed explanation of the importance of the travel and tourism sector to the UK economy.</p> <p>Analysed in a detailed manner the key factors that have shaped the travel and tourism sector.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
3 Understand factors which may impact the future of the UK travel and tourism sector	<p>Gave a limited definition of the role of the development destination management organisations.</p> <p>Gives a restricted explanation how unplanned external influences can have an immediate impact on the sector.</p> <p>Gave a limited and generalised explanation of how key factors may impact on the future development of the sector.</p>	<p>Defined clearly the role of the development destination management organisations with reference to the organisations involved.</p> <p>Gives a clear explanation of how unplanned external influences can have an immediate impact on the sector.</p> <p>Gave a developed explanation of how key factors may impact on the future development of the sector.</p>	<p>Gave a clear and detailed definition of the role of the development destination management organisations with specific reference to the organisations involved.</p> <p>Gives a detailed explanation of how unplanned external influences can have an immediate impact on the sector.</p> <p>Gave a fully developed and comprehensive explanation of how key factors may impact on the future development of the sector, giving examples.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 8 marks	9 to 16 marks	17 to 24 marks
4 Be able to use data to inform future developments	<p>Analysed data identifying minimal historical trends in the travel and tourism sector.</p> <p>Presented a brief case for future developments which was based on historical trends, but which had little persuasion.</p> <p>Gave a brief evaluation of proposed developments using little from the feedback.</p>	<p>Analysed data, identifying simple historical trends in the travel and tourism sector.</p> <p>Presented a case for future developments which was based on historical trends, the case was persuasive but had little evidence to back it up.</p> <p>Gave a detailed evaluation of proposed developments using little from the feedback.</p>	<p>Analysed data, identifying complex historical trends in the travel and tourism sector.</p> <p>Presented a case for future developments which was based on historical trends, the case was very persuasive and had a detailed case to back it up.</p> <p>Gave a detailed evaluation of proposed developments paying full attention to the feedback received.</p>

Guidance for delivery

When delivering this unit teachers should use a broad range of resources including the internet, TV, film, newspapers, and trade press together with textbooks to keep the case studies up-to-date and current. The examples given in the learning outcomes in the scope as such provide examples of the sort of topics to be covered rather than an exhaustive list. Local sector contacts may be a source of information to keep the content recent and relevant rather than textbook based and historical.

Learners' own experience through their own participation in travel and tourism activities may enable them to complete a relevant case study but learners need to be aware of different points of view and be prepared to adapt personal attitudes to enable them to work towards the agreed objectives. Learners should be encouraged to look at case studies from different points of view and compare the different actions of various organisations and industries to events.

Some aspects of this unit could be delivered by a variety of local practitioners through talks, discussions, seminar work or structured visits. A wide range of visiting speakers could make a valuable contribution to the learning experience.

The use of IT will be central to investigating statistics, preparing tables and graphs for work on visitor numbers and trends. The analysis of data to show trends is meant to show that learners understand the patterns and trends in tourism. As such the data could be supplied by the centre and trends described by annotation of graphs, diagrams and tables together with written communication.

It is important that the two areas are clearly identifiable as a separate analysis of visitor numbers and of employment levels rather than of general figures. Learners will need to explain the importance of travel and tourism to the UK economy. This can be done through data supplied by the centre, it is envisaged that this section of the report will be written.

Learners will look at real world examples of destinations and case studies that have relevance in the modern travel and tourism sector.

Learners should explore the impacts of travel and tourism on an actual location to give them an insight into how it may have an impact on their own lives as a resident.

Learners should explore the impacts of travel and tourism on different locations, to give them an insight as a tourist or traveller.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help with keeping the examples used in the taught content up-to-date.

Some aspects of this unit could be delivered by a variety of local practitioners through talks, discussions, seminar work or structured visits. A wide range of visiting speakers could make a valuable contribution to the learning experience.

The sourcing of real data from practitioners in the sector will make this unit more realistic.

Contact should be made with local travel agent or tour operator to discuss historical trends in travel and tourism destinations. Learners should be encouraged to analyse current destination trends by interviews with employers within the travel and tourism sector.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- analysing and evaluating information, judging its relevance when describing and explaining historical trends in the travel and tourism sector (IE4)
- planning and carrying out research on the factors that have shaped the structure of the travel and tourism sector (IE2)

Creative thinkers

- generating ideas and explaining possibilities for future trends in the travel and tourism sector (CT1)

Team workers

- collaborating with others to gather information about travel and tourism destinations (TW1)

Self-managers

- considering how to respond positively to change after receiving feedback on proposed future developments (SM6)

Reflective learners

- assessing their own and others' responses, identifying opportunities to improve upon their proposed developments (RL1)
- evaluating learning to inform future behaviour as a tourist or traveller (RL5).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are opportunities for the development of reading and writing skills in this unit when researching the industries, key organisations and professional bodies, past developments, including unplanned events such as natural disasters, and the economic significance. Learners may use a range of sources such as case studies, books, newspapers, journals and the internet and will need to select relevant information and combine it in a meaningful way to support their case.

Group discussions, guest speakers and visits will afford learners opportunities to practise their speaking and listening skills. Learners may use verbal communication skills to ask questions and interview representatives from industries within the sector. They will make a presentation on a proposed development in the sector based on historical trends; this will need to use style, language and non-verbal communication appropriate to the purpose and audience.

There may be opportunities to develop mathematical skills such as understanding and using large numbers and percentages when researching visitor numbers. Learners will need to find, extract, analyse and compare statistical data to identify trends within the sector. They will need to look at figures represented in different ways, such as lists, tables and charts, and be able to present numerical information in a way that is clear to others. They need to understand the difference between quantitative and qualitative data. It is important that, if learners use spreadsheet software to manipulate and present numbers, they have an understanding of the number underpinning this and use skills of estimation to check that answers generated electronically make sense in the context.

Learners may make use of ICT skills to obtain the data they need to establish trends in the sector. In addition to researching, learners may develop and present information, including a combination of text, tables, numbers and/or graphs for their report and their presentation, which may also draw on PowerPoint skills. As well as using the internet or software packages, they may make use of email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 2 Unit 3: The travel and tourism business environment

What is this unit about?

The purpose of this unit is for learners to plan to take advantage of a current business opportunity, trend or pressure facing a travel and tourism organisation.

The unit will introduce learners to a business culture by developing their awareness of the way in which travel and tourism industries work, how they are structured and ways in which they respond to business opportunities, threats and crises. Learners will examine the changing nature of this exciting and dynamic sector and will be introduced to methods in which entrepreneurial and enterprise skills may be developed, and ways in which business opportunities can be identified and assessed.

The unit seeks to equip learners with the basic knowledge of the ways in which businesses function, the different staffing structures within establishments and the transferable skills that would be a vital part of the process of working in or managing any business. The learners will find out how to plan business opportunities, and how to respond appropriately to a range of business opportunities, pressures and crises that may affect the original concept of any planning.

The unit will include a number of visits, speakers from the sector and electronic research. There will be an opportunity for learners to develop a range of PLTS, and for them to apply the depth and breadth of their knowledge in order to satisfy the future demands this ever changing and vibrant sector.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- creative thinkers
- independent enquirers
- effective participators.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 10 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 134–141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the businesses in the travel and tourism environment	a explain why businesses vary in structure and size within the travel and tourism sector	
	b explain the differing staffing structures and business functions in a range of organisations	
2 Understand how businesses respond to change	a explain reasons for organisations responding to opportunities, innovation and environmental pressures	
	b explain how organisations respond to opportunities, innovation and environmental pressures	
	c explain how organisations can minimise conflict when responding positively to change	
	d explain how key business functions work together to respond to opportunities, pressure and crises	
3 Know how to interpret data to identify business opportunities	a describe how entrepreneurial opportunities can arise in the travel and tourism sector	
	b identify ways in which key business data can be interpreted	
4 Be able to interpret statistics to plan business opportunities	a analyse data to identify trends and forecast business opportunities	IE4
	b generate ideas for a business opportunity	CT1
	c plan for business opportunities in the travel and tourism sector	
	d present cases for business opportunities	EP2

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the Learning outcomes can be achieved. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 17 of the specification.

Learning outcome 1: Understand the businesses in the travel and tourism environment

Why businesses vary in the travel and tourism sector

- Scope
 - facilities provision
 - retail sales
 - internet only sales
- Specialism
 - world tour operators
 - UK tour operator
 - agent business
 - specialist service provider
- Size
 - regional coverage eg miniples and sole traders
 - national coverage.

Learners must be able to explain why businesses vary in size and structure in the travel and tourism sector.

Staffing structures and business functions in a range of organisations

Staffing structures:

- hierarchical structure
- pyramid structure
- collaborative structure
- matrix structure.

Business functions:

- human resources
- sales and marketing
- research and development
- production (operations)
- customer service
- finance/accounts
- administration and IT.

Learners must be able to explain differing staffing and business structures including those in the list above as a minimum. Learners should be able to relate the above structures to organisations.

Learning outcome 2: Understand how businesses respond to change

Reasons for organisations responding to opportunities, innovation and environmental pressures

- Opportunities
 - to increase market share eg through diversification
 - to increase regional or world coverage eg through mergers and acquisitions
- Environmental Pressures
 - to take advantage of new trends eg ecotourism and sustainable development
 - access to countryside legislation
 - healthy lifestyles
- Innovation
 - to take advantage of new technology eg computerised booking systems and internet sales
 - to take advantage of new markets eg long haul destinations.

Learners must be able to explain the reasons that organisations need to respond to opportunities, innovation and environmental pressures.

How organisations can minimise conflict when responding positively to change

- Consultation
- Negotiation
- Technological developments
- Incentives
- Remain positive
- Communication with employees.

Learners must be able to explain how organisations minimise conflict amongst employees when responding to change.

How key business functions work together to respond to opportunities, pressures and crises

Crises:

- natural disasters
- terrorist threat
- pandemics and diseases.

Pressures:

- ecotourism and sustainability
- trends in tourist destinations
- transport improvements
- changes in technology
- working practices.

Opportunities:

- integration
- increasing demand
- trends in the travel and tourism sector
- technology and use of the internet.

Business functions work together by:

- establishing common goals and standards
- maintaining clear lines of communication
- pooling skills and resources
- allocating responsibilities
- aligning processes
- handling tensions and competing priorities.

Learning outcome 3: Know how to interpret data to identify business opportunities

How entrepreneurial opportunities can be identified in the travel and tourism sector.

Opportunities through

- franchising
- consortia
- organisation networks
- e-commerce
- gaps in the market
- innovation.

Learners must be taught the nature of the above terms and how they might be used as entrepreneurial opportunities.

Ways in which key business data can be interpreted

Interpretation of data to include

- statistical analysis, establishing trends and averages
- graphical representation of information, showing monthly and yearly patterns
- business summaries, analysis of information and figures.

Learners should know a variety of methods of interpreting data.

Learning outcome 4: Be able to interpret statistics to plan business opportunities

Analyse data to identify trends and forecast business opportunities.

Learners will be taught how to analyse data

- recognise the numbers involved ie 000s, m, mill
- recognise patterns and trends
- interpret trends
- whether the factors had a positive or negative impact
- quantitative data analysis
- qualitative data analysis.

Learners must be taught how the above points are used to establish a current position and forecast future trends in the travel and tourism sector.

Generate ideas for a business opportunity

- Identify aims and objectives
- Gather data against these aims and objectives
- Read, evaluate and extract job specific information
- Interpret information
- Draw conclusions
- Brainstorming
- Mind mapping
- Exploring different possibilities and ideas
- Considering feasibility of the ideas.

Learners should be able to generate ideas using the above methods.

Plan for a business opportunity in the travel and tourism sector

Planning

- determine the ideal outcomes
- determine methods to monitor and measure achievement of the objectives
- use of SMART goals
 - Specific – is there a clear outcome?
 - Measurable – how will you measure success?
 - Achievable – how achievable is the goal?
 - Relevant – will achieving your goal help you?
 - Time-bound – is the time frame realistic?

Organise time and resources

- identifying when time and resources are needed for particular activities
- planning how time and resources should be used
- prioritisation of actions
- anticipation of problems and how these could be resolved.

Learners must be able to plan for business opportunities in the sector.

Present a persuasive case for a business opportunity

- Summarising the findings of analysis
- Rationale for the final idea
 - strengths and weaknesses/pros and cons
- Plan of action including necessary resources and/or services.

Learners should be able to present a case to go through with a business opportunity. The case should include the above as a minimum.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 134–141 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

In this assessment learners will take advantage of a current business opportunity, trend or pressure facing a travel and tourism organisations.

Learners will be commissioned by a business in the travel and tourism sector to identify and plan a business opportunity for the business.

Through the analysis of historical data learners will generate ideas for business opportunities.

After generating a number of ideas based on this forecast, learners will take one of these ideas forward and develop a plan for development of the business opportunity. Learners will then present their idea and a persuasive case for it to a 'client'.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment, which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Learners should be commissioned by a business in the travel and tourism sector to identify and plan a business opportunity for the business. An employer from industry should detail the requirements to the learner at the beginning of the assessment. If an employer is not available then a teacher should assume this role.

For the purposes of this unit learners should be supplied with data on the specific area of the sector that the business operates in. This data should be sufficient to allow learners to identify trends and forecast business opportunities.

The learner will present a persuasive case for their business idea back to the 'client'.

Evidence

The table below indicates the evidence that should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Generate ideas for a business opportunity	Data analysis including <ul style="list-style-type: none">trends identifiedforecast of business opportunities. Ideas for business opportunity.	Hardcopy or electronic The analysis should be no longer than 8 sides of A4	3a, 3b, 4a and 4b

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Present a persuasive case for a business opportunity	Presentation including <ul style="list-style-type: none"> • Plan for business opportunity • Persuasive case for the business opportunity • Background detail on how the organisation could be structured and why • Detail on how to ensure smooth change within the organisation if the opportunity is taken up. 	Hardcopy or electronic Visual or audio recording The presentation should be no longer than 10 minutes	1a, 1b, 2a, 2b, 2c, 2d, 4c and 4d

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 10 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose. Learners would benefit from having access to internet resources.

Supervision (medium control)

Learners should be supervised when writing up results of analysis, making any type of presentation and producing business plans.

Collaboration (limited control)

Evidence submitted must be a candidate's own. Any preparation done, as part of a team must follow the guidelines in the assessment guidance section and individual contributions must be clear for moderation purposes.

Feedback/Roles

An employer from industry should detail the requirements to the learner at the beginning of the assessment. If an employer is not available then a teacher should assume this role. The learner will present a persuasive case for their business idea back to the 'client'.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the businesses in the travel and tourism environment	9	15%
2 Understand how businesses respond to change	15	25%
3 Know how to interpret data to identify business opportunities	6	10%
4 Be able to interpret statistics to plan business opportunities	30	50%
Total	60	100%

3

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 134–141.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Understand the businesses in the travel and tourism environment	<p>Attempted to explain why businesses vary within the sector, a minimal amount of different business types.</p> <p>Briefly explained some business functions and staffing structures using a minimal range of different business types.</p>	<p>Given a brief explanation as to why businesses vary within the sector, a small range of businesses.</p> <p>Explained business functions and associated staffing structures in a brief but accurate way using a large range of different business types.</p>	<p>Given an in depth explanation as to why businesses vary within the sector, a wide range of different types of businesses.</p> <p>Explained business functions and associated staffing structures in a detailed and accurate way using a large range of different business types.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand how businesses respond to change	<p>Given a basic explanation of reasons why organisations respond to opportunities, innovation and environmental pressures.</p> <p>Attempted to explain ways in which organisations respond to opportunities, innovation and environmental pressures.</p> <p>Attempted to explained ways in which organisations can minimise conflict by responding positively to change.</p> <p>Attempted to explain how some business functions work together in response to crisis, opportunities and pressures.</p>	<p>Given a clear explanation of reasons why organisations respond to opportunities, innovation and environmental pressures.</p> <p>Explained briefly but accurately ways in which organisations can respond positively to opportunities, innovation and environmental pressures.</p> <p>Briefly but accurately explained ways in which organisations can minimise conflict by responding positively to change.</p> <p>Explained in a brief but accurate way how some business functions work together in response to crisis, opportunities and pressures.</p>	<p>Given a detailed explanation of reasons why organisations respond to opportunities, innovation and environmental pressures.</p> <p>Explained in detail and accurately ways in which organisations can respond positively to opportunities, innovation and environmental pressures.</p> <p>Explained in detail ways in which organisations can minimise conflict by responding positively to change.</p> <p>Explained in detail how key business functions work together in response to crisis, opportunities and pressures.</p>
	0 to 2 marks	3 to 4 marks	5 to 6 marks
3 Know how to interpret data to identify business opportunities	<p>Described briefly how entrepreneurial opportunities in the travel and tourism sector can be identified.</p> <p>Identified a minimal amount of ways to interpret business data, few were appropriate.</p>	<p>Described clearly how entrepreneurial opportunities can be identified in the sector.</p> <p>Identified ways in which data can be interpreted. Most were appropriate.</p>	<p>Described in detail how entrepreneurial opportunities can be identified in the sector.</p> <p>Identified in detail ways in which key business data can be interpreted. Most were appropriate and relevant.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 10 marks	11 to 20 marks	21 to 30 marks
4 Be able to interpret statistics to plan business opportunities	<p>Used given data and statistics to identify some trends in travel and tourism.</p> <p>Generated ideas for a business opportunity, most had limited viability.</p> <p>Produced a plan for a business opportunity that was limited in its content and relevance.</p> <p>Given a brief presentation which had limited persuasiveness and accuracy.</p>	<p>Used given data and statistics to identify trends and attempted to apply the data to forecast business opportunities.</p> <p>Generated ideas for a business opportunity. Some ideas were viable.</p> <p>Produced a plan for a business opportunity that was brief but content was relevant and accurate.</p> <p>Given a brief but accurate presentation which had limited persuasiveness.</p>	<p>Used given data and statistics to identify trends, applied the facts from the data to forecast credible business opportunities.</p> <p>Generated ideas for a business opportunity, almost all were viable and relevant.</p> <p>Produced a plan for a business opportunity that was detailed and thorough and content was relevant and accurate.</p> <p>Given a thorough presentation which was highly persuasive and accurate.</p>

Guidance for delivery

When delivering this unit teachers should use a broad range of resources including the internet, television, radio, film, video, daily newspapers, trade press, trade promotional material, travel textbooks, trade shows and guide books to ensure currency of knowledge about the travel and tourism sector and its products and services.

Group discussions about personal knowledge and experiences of sector products and services may highlight business opportunities. Case studies of industries within the sector can give a basis for learners to identify business possibilities. When conducting research, local industry contacts can be encouraged to provide feedback about potential demand and may be prepared to extend their involvement to become a 'mentor' for the group. Visits to local travel agencies, hotels, tourist information offices, airports and tourist attractions may also provide ideas. Alternatively the sourcing of real data from local employers would provide a more realistic basis for initial discussion.

Learners should be able to use information from a range of current sources and draw appropriate conclusions to form the basis of project planning. Learners should be able to thoroughly plan their work and meet deadlines, whilst appreciating that things are subject to constant change. They should be able to offer creative solutions to problems and pressures that occur.

There are many activities that can be used to generate business ideas. However, they all involve a process of brainstorming, generating a list of options and producing a ranking for the various options. Each business idea will have a unique selling point (USP), even if it is simply being the only one of its type in the area. Learners should be given the opportunity to describe different business ideas and their USPs.

The subjects for brainstorming activities could take several forms. For example, learners could be provided with existing products or services and be challenged to come up with an improvement or added value. Alternatively, learners could conduct surveys to find gaps in the local market (which could be their school or college).

Teachers can help learners by selecting a range of products or scenarios from which the learners can select ideas for whole class investigation. Alternatively, if learners wish to select their own ideas, teachers can help filter out ideas that are not viable, perhaps through initial type activities that involve pitching an idea using initial research. This 'pitch' will be good practice for putting together the presentation to the client, which is required for assessment purposes.

Employee engagement

Employer engagement is essential in order to engage learners, to maximise the value of their experience and to support achievement. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help with keeping the examples used in the taught content up-to-date. Case studies provided, or activities set, by employers would give learning a real sector-relevant context and purpose. Learners would particularly benefit from employers being involved in setting the brief for the assessment of this unit.

An employer from the sector could be used to supply the data and case study for the assessment.

Teachers should engage with a number of businesses that vary in size and structure within the travel and tourism sector. Employer engagement with companies with a varied staffing structure should be encouraged ie multiple, miniple and independent travel agencies; national and regional tourism offices; tour operators and airlines.

Teachers should contact start-up businesses that have developed due to entrepreneurial creativity and innovation. Teachers should develop collaborative partnerships with local businesses to provide visits to the work place, or by invitation to speak to students about the skills and personal attributes that are required to become an entrepreneur.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to resolve (IE1)
- exploring issues from different perspectives (IE3)
- conducting research individually (IE2)
- analysing and evaluating information (IE4)
- considering the influence of circumstances on events (IE5)
- supporting recommendations with justifications (IE6)

Creative thinkers

- generating ideas in a business plan (CT1)
- adapting ideas and schedules as circumstances change (CT6)
- trying out alternative solutions to problems (CT5)

Self-managers

- showing initiative, commitment and perseverance (SM2)
- showing flexibility when deadlines or actions change (SM6)
- organising time and prioritising actions (SM3)
- dealing with competing pressures, including personal and work-related demands (SM5)
- anticipating risks when working towards objectives (SM4)

Effective participators

- presenting a persuasive case for a business opportunity (EP2)
- proposing manageable actions to work towards the set objectives (EP3)
- identifying improvements to benefit others as well as self (EP4)
- participating in discussions, negotiating to reach workable solutions (EP5).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners can develop their reading and writing skills when examining a range of business models within the travel and tourism sector. Learners will need to understand and use specialist vocabulary associated with finance, budgets and planning. They should utilise appropriate terminology in their written work and during classroom discussions.

Learners may use a range of sources such as the internet, television, radio, film, video, daily newspapers, trade press, trade promotional material, travel textbooks, trade shows and guide books and will need to select relevant information from different texts including charts of organisational structures and combine it in a meaningful way to inform and support their business plan.

Group discussions, guest speakers and visits to local travel agencies, hotels, tourist information offices, airports and tourist attractions will afford learners opportunities to practise their speaking and listening skills as well as gather ideas for their business plan. Learners may use verbal communication skills to ask questions and interview representatives from industries within the sector. If they present their business plan, they will need to use style, language and non-verbal communication appropriate to the topic and audience.

The unit provides numerous opportunities to develop a range of mathematical skills. For example, the use of large numbers, addition, subtraction, division, multiplication and percentages is likely to be required when identifying interpreting data to identify trends and forecast business opportunities. Learners will need to look at figures represented in different ways, such as lists, tables and charts, and be able to present numerical information in a way that is clear to others. It is important that if learners use spreadsheet software to manipulate and present numbers they have an understanding of the numbers underpinning this and use skills of estimation to check that answers generated electronically make sense in the context.

In addition to using ICT for their research, the presentation of business ideas would be enhanced by effective use of ICT demonstrating clearly how a business plan will work. This will require learners to develop and present information, including a combination of text and numbers and/or charts and may also draw on PowerPoint skills if they present their proposals. As well as using the internet or software packages, they may make use of email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 2 Unit 4: Projects in travel and tourism

What is this unit about?

The purpose of this unit is to encourage learners to consider business opportunities within the travel and tourism sector and to plan and implement an idea for a product or service.

Learners will develop the skills which will enable and support their participation in the exciting and challenging role of a project manager. Working within teams, learners will explore possibilities for new sector products or services from which they will then select one to take forward and implement. Planning, managing and evaluating this project will develop and demonstrate transferable knowledge and skills which are highly valued by sector employers.

Whatever decisions the learner makes will have wide ranging implications and the ability to constantly evolve a plan of action from changing criteria is extremely relevant to sector conditions.

The learner will participate in all stages of the project, negotiating and collaborating with colleagues and external contacts to deliver the proposed product or service. The learner will then evaluate the enterprise, reflecting on ways in which future projects could be enhanced.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- team workers
- reflective learners
- creative thinkers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 20 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 134–141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand factors affecting effective teamwork	a describe how to allocate roles and responsibilities	
	b explain how to communicate effectively for a range of purposes	
	c describe how potential problems can be resolved	
2 Understand the benefits of project evaluation	a describe the factors which affect a project's success	
	b explain how to evaluate projects	
	c outline the benefits of evaluation to future projects	
3 Be able to work as part of team to plan the implementation of products and services	a work in teams to generate ideas for travel and tourism products or services	CT1
	b use communication to reach agreements with other team members, on individual and team objectives	TW2
	c use project planning techniques to plan and cost the implementation of products or services	
4 Be able to implement products or services for travel and tourism as part of a team	a collaborate with others to implement travel and tourism products or services	TW1
	b evaluate the implementation of travel and tourism products and services, proposing improvements for the future	RL6

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Travel and Tourism learners receive a broad experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 17 of the specification.

Learning outcome 1: Understand factors affecting effective teamwork

Describe how to allocate roles and responsibilities

Identify team members' strengths

- experience
- attributes
- customer service skills
- communication skills
- personal skills (problem solving, dependability, flexibility)
- soft skills (planning and organising)
- knowledge skills (ICT, language)
- interests.

Allocation of roles

- breaking ultimate goals down into precise actions that must be taken
- identifying roles to be filled
- matching individuals' strengths to team roles
- identifying who will take these actions, how, and by when
- sharing work fairly, taking into account each other's abilities and feelings.

Learners must be able to describe how to allocate roles of responsibilities to team members.
Learners should know that the correct allocation of roles leads to a more effective team.

How to communicate effectively for a range of purposes

- Language used in both business and personal situations, including the avoidance of certain styles in business settings, eg text speak, use of colloquialisms, slang
- Tones of voice and how these may be perceived by the listener
- The various forms of body language and how to interpret these, eg aggressive poses, expressions of showing interest.

Learners must be able to explain how to use appropriate words, tone and body language when communicating in a team and when it is appropriate to use each.

Describe how potential problems can be resolved

Identify the problem to be resolved

- the problem that has arisen
- the cause of the problem.

Ways to resolve the problem identified

- promote negotiation
- promote compromise
- balance needs
- avoid allowing the problem to become a personal issue
- focus on what can be done, not what cannot be done
- encourage different points of view and honest dialogue
- accept ownership appropriately for all or part of the problem
- show respect for the other person's point of view before giving own.

Learners must be able to describe how to resolve problems that may be encountered with managing a project as a team.

Learning outcome 2: Understand the benefits of project evaluation

Describe the factors which affect a project's success

- Time
- Demand
- People
- Budget
- Resources.

Learners must be able to describe how the factors from the list above may affect a project's success.

Explain how to evaluate an enterprise

Individual evaluation

- self assessment;
- peer assessment;
- verbal feedback from participants;
- written questionnaires.

Project evaluation

- project outcomes compared to original objectives
- project outcomes compared to SMART (specific, measurable, achievable, relevant and time-bound) goals
- what went to plan?
- what did not go to plan?
 - what happened as a result?
- the success of the project.

Learners must be able to explain how the above points can be used to evaluate a project.

Outline the benefits of evaluation to future projects

- Clearer team roles
- Better communication
- Improved planning techniques.

Learners must be able to outline how evaluation of the implementation of a product or service can have benefits for future events and projects.

Learning outcome 3: Be able to work as part of team to plan the implementation of a product and service

Work in teams to generate ideas for travel and tourism activities.

Generation of ideas through:

- formal/informal discussions
- sub-committees
- brainstorming
- mind maps
- minutes/records.

Learners must be able to generate ideas, as part of a team.

Use effective communication with other team members to reach agreement on individual and team objectives

Effective Communication

- listening skills
- written communication
- tone of voice
- body language.

Setting Objectives

- defining and agreeing ultimate objective
- identifying what needs to happen and what time and resources are required in order for these objectives to be achieved
- breaking ultimate objectives down into SMART actions that must be taken
- setting priorities
- identifying who will take these actions, how, and by when
- setting success criteria in order to recognise when objectives have been met
- confirming understanding of objectives and individual roles, and recording these.

Learners must be taught the how to communicate effectively in a team in order to reach agreement on objectives for everybody in the team. The objectives should follow the SMART theory.

Use project planning techniques to plan and cost the implementation of a product or service

Planning

- determine the ideal outcomes
- determine methods to monitor and measure achievement of the objectives
- Use of SMART goals/objectives
 - Specific – is there a clear outcome?
 - Measurable – how will you measure success?
 - Achievable – how achievable is the goal?
 - Relevant – will achieving your goal help you?
 - Time-bound – is the time frame realistic?

Organise time and resources

- identifying when time and resources are needed for particular activities
- planning how time and resources should be used, including costing the implementation of the project
- prioritisation of actions
- anticipation of problems.

Learners must be taught how each of the above is important in the formulation of a plan for the implementation of a product or task.

Learning outcome 4: Be able to implement a product or service for travel and tourism as part of a team

Collaborate with others to implement travel and tourism products or services

Collaborating by:

- having a positive attitude
- communicating throughout
- contributing and allowing others to do so
- overcoming personal differences
- supporting each other if difficulties are encountered.

Implementing projects:

- work flexibly when problems arise
- respond appropriately to problems
- deal with competing pressures including personal and work-related demands.

Learners must be taught how to contribute effectively when working as part of a team using as a guide at least the points from the list above.

3

Evaluate the implementation of a travel and tourism product or service, proposing improvements for the future

- The overall success of the planned event
- Achievement of goals and deadlines
- The roles and responsibilities allocated to individual team members
- The strengths and weaknesses of individuals
- Behaviour of individuals that impacted on progress, both positively and negatively
- Areas where conflict arose and why.

Learners must be taught how to evaluate and report back on the areas above. Coverage needs to include how to evaluate their own performance and that of other members of the team.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 134–141 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

Learners will consider business opportunities within the travel and tourism sector and plan and implement an idea for a product or service.

Learners will be subject to time and resource constraints when scheduling their tasks and will have to work together towards the achievement of set objectives, adapting to changing demands and varying circumstances. The assessment showcases the learners' attitudes and abilities in 'real life' activities that reflect the day to day working in the modern travel and tourism sector.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Learners should be given parameters of the implementation and product or service they are to sell or create. The product or service may be set by the teacher to fit in with other units or things which are going on in the college at the time. For example learners may be able to create tours of a local area or team up with art students to hold an exhibition at a local place of interest.

It is important that learners will have the opportunity to display their ability to work within teams, manage their own roles and responsibilities and plan how to work towards objectives under changing circumstances.

Teams should be of a size appropriate to allow all members opportunities for participation. Suggested team size is between 4-10 members.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Planning of implementation of a product or service	Record of <ul style="list-style-type: none">discussions on ideasallocation of roles and responsibilitiesobjectives. Plan <ul style="list-style-type: none">timescalescostsfactors that may affect success.	Hardcopy or electronic Video and audio records Witness Testimony	1a, 3a, 3b and 3c

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Implement plan	Witness Testimony.	Hardcopy or electronic	4a
Evaluation	Report <ul style="list-style-type: none"> evaluation of implementation proposed improvements for the future evaluation of teamwork how any problems were resolved. 	Hardcopy or electronic The report should be no longer than 4 sides of A4	1b, 1c, 2a, 2c and 4b

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 20 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Supervision (medium control)

Learners must be supervised when taking part in the team planning and implementation and when writing up their plans and reports.

If the most suitable environment for learners to implement their plans is off site, this is acceptable provided that the teacher or other appropriate person supervises. If the person supervising is not the teacher then they must complete a witness statement with all the required information for the teacher/assessor to make a judgement about each learners individual contribution to the task.

Collaboration (medium control)

The assessment must be done as part of a team. A record of their contribution and a witness testimony must be provided as evidence.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand factors affecting effective teamwork	12	20%
2 Understand the benefits of project evaluations	12	20%
3 Be able to work as part of team to plan the implementation of a product of service	21	35%
4 Be able to implement a product or service for travel and tourism as part of a team	15	25%
Total	60	100%

3

Assessment grid

Task marking

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 134–141.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Understand factors affecting effective teamwork	<p>Briefly described how to allocate roles, responsibilities and objectives to ensure effective teamwork.</p> <p>Briefly explained how to communicate effectively for a range of purposes.</p> <p>Briefly described how some basic potential problems can be resolved.</p>	<p>Described clearly how to allocate roles, responsibilities and objectives to ensure effective team work.</p> <p>Explained in some detail how to communicate effectively for a range of purposes.</p> <p>Described clearly how potential problems can be resolved.</p>	<p>Described in detail how to allocate roles, responsibilities and objectives to ensure effective team work.</p> <p>Clearly and in detail explained how to communicate effectively for a range of purposes.</p> <p>Described in detail how a range of complex potential problems can be resolved.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand the benefits of project evaluation	<p>Briefly described some factors which affect a project's success with limited relevance.</p> <p>Gave a brief explanation of how to evaluate a project.</p> <p>Briefly outlined some benefits of evaluation to future projects.</p>	<p>Described a variety of relevant factors which affect project's success with some relevance.</p> <p>Gave a simple but accurate explanation of how to evaluate a project.</p> <p>Clearly outlined the benefits of evaluation to future projects.</p>	<p>Described in detail a variety of relevant factors which affect a project's success with absolute relevance.</p> <p>Gave a detailed and accurate explanation of how to evaluate a project.</p> <p>Outlined in detail the benefits of evaluation to future projects.</p>
	0 to 7 marks	8 to 14 marks	15 to 21 marks
3 Be able to work as part of team to plan the implementation of a product or service	<p>Worked in a team to generate some basic ideas for travel and tourism activities.</p> <p>Showed a limited use of effective communication, mostly concentrating on verbal communication. Some agreements were reached with team members.</p> <p>Used some project planning techniques to plan and cost the implementation of a product or service. Plan was very simple.</p>	<p>Worked in a team to generate relevant ideas for travel and tourism activities.</p> <p>Showed use of effective communication, concentrating on a few forms of communication. Some agreements were reached with team members.</p> <p>Used project planning techniques to plan and cost the implementation of a product or service. Plan and costing were simple but mostly accurate.</p>	<p>Worked in a team to generate a wide variety of relevant ideas for travel and tourism activities.</p> <p>Showed a good use of effective communication, using a wide range of communication. Agreements were reached with most team members.</p> <p>Used a variety of appropriate project planning techniques to plan and cost the implementation of a product or service. Plan and costings were in depth and accurate.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
4 Be able to implement a product or service for travel and tourism as part of a team	<p>Collaboration was intermittent and implementation was of the minimum required.</p> <p>Briefly reviewed teamwork activities. Briefly assessed own performance. Made some proposed improvements for the future.</p>	<p>Collaboration was of the minimum required and implementation was of a reasonable standard.</p> <p>Reviewed teamwork activities. Assessed own performance. Used evaluation of experiences and learning to propose a variety of improvements for the future.</p>	<p>Fully collaborated with others and implementation was of a high standard.</p> <p>Reviewed teamwork activities in detail. Assessed own performance and provided a detailed constructive review of others'. Used detailed evaluation of experiences and learning to propose a variety of relevant improvements for the future.</p>

Guidance for delivery

When delivering this unit teachers should use a broad range of resources including the internet, television, radio, film, video, daily newspapers, trade press, trade promotional material, travel textbooks, trade shows and guide books to ensure currency of knowledge about the travel and tourism sector and its products and services. Group discussions about personal knowledge and experiences of sector products and services may highlight opportunities for enterprise activities. Case studies of activities undertaken by other groups are available on enterprise web sites and can give a basis for learners to identify possibilities. When conducting research, local industry contacts can be encouraged to provide feedback about potential demand and may be prepared to extend their involvement to become a 'mentor' for the group.

Visits to local travel agencies, hotels, tourist information offices, airports and tourist attractions may also provide ideas for enterprise activities.

The effective teamwork aspect is key to this assessment and from the outset learners should be given team-building exercises to encourage the development of negotiation and co-operation skills. Learners need to be aware of different points of view and be prepared to adapt personal attitudes, so as to enable them to work towards the agreed objectives. The importance of clear lines of communication with all parties should be emphasised.

Learners should be able to develop their technical and interpersonal skills in a realistic work situation.

Learners should be able to use information from a range of current sources and draw appropriate conclusions to form the basis of project planning. Learners should be able to thoroughly plan their work and meet deadlines, whilst appreciating that things are subject to constant change. They should be able to offer creative solutions to problems.

Written work should be clear, well presented and logical in thinking. The evaluation should consider both the planning and implementation and the learner's personal contribution. The evidence for assessment must detail this clearly and not just relate to the team achievement.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It will be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors who can be called upon to help with keeping the examples used in the taught content up-to-date.

This unit has a range of opportunities for employer engagement in the travel & tourism sector. Contact should be made with local businesses to request support. This support could take many forms such as providing case studies, being part of a selection panel to listen to learners pitching project ideas or, acting a product advisor throughout the duration of the unit.

Teachers should contact their local business and existing employer organisations to create links useful for learners to hear first hand from these employers about what is involved in the process of implementing a product or service for the travel and tourism sector.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying questions to answer and problems to resolve (IE1)
- exploring issues from different perspectives (IE3)
- conducting research individually (IE2)
- analysing and evaluating information (IE4)
- considering the influence of circumstances on events (IE5)
- supporting recommendations with justifications (IE6)

Creative thinkers

- generating ideas for a product or service (CT1)
- adapting ideas and schedules as circumstances change (CT6)
- questioning assumptions (CT4)
- trying out alternative solutions to problems (CT5)

Team workers

- displaying confidence in taking responsibility for own contribution (TW5)
- adapting behaviour to suit different roles and responsibilities, including leadership (TW3)
- collaborating with team members to reach objectives (TW1)

Self-managers

- seeking responsibilities within the team (SM1)
- showing initiative, commitment and perseverance (SM2)
- showing flexibility when deadlines or actions change (SM6)
- organising time and prioritising actions (SM3)
- managing emotions under pressure and maintaining relationships (SM7)
- dealing with competing pressures, including personal and work-related demands (SM5)
- anticipating risks when working towards objectives (SM4)

Effective participators

- presenting a persuasive case for a new product or service (EP2)
- proposing manageable actions to work towards the set objectives (EP3)
- identifying improvements to benefit others as well as self (EP4)
- participating in discussions, negotiating to reach workable solutions (EP5)
- representing viewpoints of others which may differ from own (EP6).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Strong verbal and non-verbal communication skills are integral to effective team working. Learners will have to use oral and written communication skills to liaise successfully with team members to plan, manage and evaluate the project. Group discussions and asking questions to get feedback will provide further opportunities to improve interpersonal skills. If guest speakers are invited, learners will need to use active listening skills to get the most from the opportunity.

Learners may use a range of sources such as the internet, television, radio, film, video, daily newspapers, trade press, trade promotional material, travel textbooks, trade shows and guide books and will need to select relevant information from different texts to inform and support their choice of project. Learners will keep a diary or log and may produce other evidence of the team planning and implementation in writing, such as minutes of meetings or publicity materials. The action plan may be presented in the form of a chart and learners will produce a written evaluation.

Number skills may be developed when finding, extracting and interpreting information from tables or charts and reviewing budget requirements. Calculations to do with time, costs and other resources are likely to be required to plan a successful implementation of a product or service.

In addition to using ICT for their research, learners may use email, text messages or web-based methods to communicate and exchange information. Records of discussions could be written or may be recorded using a mobile phone with the permission of the other participants. Presenting their evaluation and recommendations will provide further opportunities to develop ICT skills.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 2 Unit 5: Improving customer service in travel and tourism

What is this unit about?

The purpose of this unit is for learners to gain the customer service skills required to work within any industry within the sector. Learners will apply customer service skills including responding to a diverse range of customers using appropriate methods.

First class communication skills, empathy and being a people person are essential, as is good personal presentation. The customer's first contact with an organisation is when they meet the organisation's employees for the first time therefore good presentation and a good first impression are important in the customer's perception of the organisation.

To work in any of the industries of the sector, learners will need to be able to work with people and for people in circumstances that might be, on occasions, highly charged and fast moving. Correct complaint handling is essential and this demands a creative and sympathetic approach as well as a thorough understanding of company procedures and key legislation governing travel and tourism operations.

Learners will need to enhance their 'people' skills through practical activity and this unit provides ample opportunity to practice with colleagues and customers alike. These skills can be developed in a variety of ways through role play, work experience, hosting events and working in practical settings. This will allow learners to demonstrate their ability to bring together all facets of customer service – personal presentation, communication skills, product knowledge, teamwork and managing challenging situations.

Knowledge and skills gained in this unit will assist learners to obtain their first positions of employment or might help them gain promotion in any current part-time employment. Skills gained in this unit will be transferable to any service industry where front-line customer contact is involved.

This unit should be taught in conjunction with Unit 6 Promotional techniques in travel and tourism.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- effective participators
- self-managers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 10 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 134–141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the customer service in the travel and tourism sector	a explain the impact of excellent and poor customer service	
	b describe why customer standards are set and how they are maintained	
	c outline the tools used to monitor customer service levels/standards	
	d describe the impact of key legislation and controls on customer service delivery	
2 Understand how to communicate with customers in the travel and tourism sector	a explain how to communicate with customers	
	b assess the impact of personal presentation on customer perception	
	c summarise the skills and techniques necessary to provide customer service	
	d explain how teamwork can impact on customer service delivery	
3 Know tools available to aid customer service in the travel and tourism sector	a identify products and services travel and tourism industries develop to meet the needs of their customers	
	b describe how product knowledge impacts on customer service delivery	
	c describe technological developments that have improved the customer experience	
4 Be able to serve customers effectively	a maintain personal presentation in customer service situations	
	b carry out customer service to a diverse range of customers, seeking advice and support where needed	SM5
	c monitor customer service delivery against agreed standards, identifying improvements that would benefit all	EP4

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers are urged to refer to, and use examples from, a range of industries where relevant. Details of the industries may be found on page 17 of the specification.

Learning outcome 1: Understand the customer service in the travel and tourism sector

The impact of excellent and poor customer service

Impact of excellent customer service

Customers

- improving customer loyalty and generating repeat business
- exceeding customer expectations.

Organisational success

- increased profits
- attracting new customers
 - improving the business's reputation
 - getting an edge over the competition.

Impact of poor customer service

Organisational success

- negative effects such as poor reputation leading to financial loss and even eventual closure.

Learners must be able to explain the impact that excellent or poor customer service has on businesses.

3

Why customer standards are set and how they are maintained

Why Customer Service standards are set

- Customer service standards are set to give clear targets to staff and measure the level of customer service that is being delivered.

How customer service standards are maintained

- Customer service standards are maintained by the constant monitoring of customer service in the various ways listed below.

Learners must be able to describe why customer service standards are set and how they are maintained.

Tools used to monitor customer service levels/standards

- Customer service questionnaires (CSQs)
- Welcome Home cards
- Staff feedback
- Staff training
- Comment cards
- Complaint
- Monitoring of service calls.

Learners must outline the tools used to monitor customer service. Learners must be able to outline the above as a minimum.

The impact of key legislation and controls on customer service delivery

Key Legislation:

- UK contract law and booking conditions
- Trades Description Act 1968
- Sales of Goods Act 1979
- Supply of Goods and Services Act 1982
- National Quality Assurance Standards (NQAS).

Impact of legislation and controls

- Ensures consistency of service and standards across the sector
- NQAS ensures that employees work to meet standards for accommodation in Britain, ensuring a quality product that will meet or exceed customer expectations.

Learners will need to describe the key legislation that governs the sector and the organisations that control sector standards. Learners must describe the impact these legislations have on customer service.

Learning outcome 2: Understand how to communicate with customers in the travel and tourism sector

A range of customer types and their varying needs

- | | |
|-------------------------|----------------------------------|
| • Young adults | • Frequent travellers |
| • Young families | • Business customers |
| • Older families | • Foreign visitors |
| • Married couples | • Non English speakers |
| • Elderly travellers | • Customers with cultural needs |
| • First time travellers | • Customers with specific needs. |

Learners must explain the diverse needs of a range of customer types. The above customer types must be taught as a minimum.

How to communicate effectively with customers

Effective Communication

- use forms of communication effectively (ie verbal, non-verbal, written)
- listening and questioning skills
- develop their telephone techniques
- develop their conversational skills
- be creative and show initiative
- ensure accuracy of information both written and verbal
- present information to both external and internal customers correctly and in an easily understood format
- organise paperwork and workload
- work under pressure and meet deadlines
- empathise with clients and meet specific needs
- work in a team.

Learners must be able to explain how to communicate with customers. The sector is a people centred sector and communication skills are essential to work effectively with both internal and external customers.

Assess the impact of personal presentation on customer perception of the organisation and the sector

Impact of personal presentation

- good personal presentation creates a positive first impression of professionalism, both personally and in their working environment
- portrays image of the company
- gives perception of cleanliness.

Good personal presentation is essential within the travel sector. Learners must be able to assess the impact of personal presentation on customer perception.

Summarise the skills and techniques necessary to provide excellent customer service

- Good personal appearance
- Approaching and greeting customers
- Building rapport with customers
- Use of positive body language
- Active listening
- Questioning techniques – asking relevant open and/or closed questions to identify what the customer needs
- Keeping product knowledge up-to-date in order to be able to provide accurate and relevant information to customers
- Acting with integrity – making sure that messages communicated are reflected in actions
- Thanking customers for their business
- Rewarding repeat custom – eg through loyalty card schemes offering discounts
- Polite
- Efficient.

Learners must be able to summarise the skills and techniques needed to provide customer service. The above skills and techniques must be taught as a minimum.

How teamwork can impact on customer service delivery

- Clearer communication
- Maximising skills within the team, making the most of individuals expertise
- Increased efficiency
- Share knowledge of products and services.

Learning outcome 3: Know tools available to aid customer service in the travel and tourism sector

The products and services the travel and tourism industries develop to meet the diverse needs of their customers

- Cruise travel
- Specialist travel
- Destination information
- Tailor made holidays
- Accommodation inc. holiday parks, self catering, and barges
- Ferry travel
- Air travel
- Coach and rail travel
- Ancillary services such as insurance, foreign exchange, car hire.

Learners must be able to identify the product and services the industries develop to meet the needs of their customers. Learners must be able to identify products from each of the six industries.

How product knowledge impacts on customer service delivery

- Increased opportunities for sales
- Improved ability to handle complaints
- Improved ability to sell products
- Increased job satisfaction and promotion prospects for employee
- Customer satisfaction and repeat business.

Learners must describe how good product knowledge impacts on customer service delivery.

Technological developments that have improved the customer experience

- The internet
- Customer Reservations Systems (CRS)
- GDS (Global Distribution systems)
- E-mail.

Learners must be able to describe a range of technological developments that have improved the customer experience across the travel and tourism sector.

Learning outcome 4: Be able to serve customers effectively

Maintain appropriate personal presentation in a range of customer situations

- Present themselves in a positive way
- Communicate appropriately with customers and colleagues
- Demonstrate knowledge of a range of products and services
- Be aware of the technology used in the travel sector.

Learners must be able to demonstrate their knowledge and understanding of customer service in a range of customer service situations by identifying and responding to diverse customer needs and situations.

Carry out customer service to a diverse range of customers, using a range of methods and media

Using customer service techniques:

- approaching customers at the appropriate time
- making a positive first impression
- selecting appropriate techniques to use
- applying techniques covered in learning outcome 2
- showing confidence.

Managing emotions and behaviour to build relationships with customers:

- making conscious decisions about own behaviour in response to individuals and situations
- remembering the role of the salesperson in providing customer service and representing the business
- remaining calm and polite at all times including with demanding customers
- ensuring that interactions with customers end positively, with the customer likely to return in the future.

Adapting behaviour to meet the diverse needs of customers:

- observing customers' body language
- asking relevant questions to establish customers' needs
- demonstrating active listening
- avoiding making judgements about customers
- responding to customers' behaviour.

Learners must be able to carry out customer service to a diverse range of customers.

Monitor customer service delivery against agreed standards, identifying improvements

- Questionnaires
- Collecting feedback and suggestions from customers and staff
- Customer data
- Mystery shoppers
- Observations/staff appraisals
- KPI monitoring and implementation
- Peer appraisals.

Learners must be able to monitor their customer service delivery against agreed standards using the above methods and present solutions for improvements.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 134–141 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this unit is for learners to learn the customer service skills required to work within any industry in the sector. Learners will apply customer service skills including responding to a diverse range of customers using appropriate methods.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Role plays should be designed so that the learner has to deal with at least 4 different customer types. In this at least one role play should be a complaint and one should require the learner to refer the query to a manager or supervisor. At least one role play should require the learner to communicate with a method other than verbal communication. The learner should carry out monitoring of customer service delivery throughout.

Learners should be expected to dress appropriately for the role play, promote a positive image and be able to demonstrate their verbal and non-verbal communication skills with both internal and external customers.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Application of customer service skills to 4 different customer types with differing needs.	Role Plays: <ul style="list-style-type: none">• Identification of the needs of the various customers• Personal presentation and the impact of customer perception	Witness testimony, diary or work experience log, observation by subject specialists Each role play should take no longer than 7 minutes including any supplementary questioning from the teacher	1a, 1b, 2a, 2b, 2c, 4a and 4b

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Review	Report: <ul style="list-style-type: none"> Tools used to monitor the customer service The impact of legislation on the delivery of customer service Any other tools used and how these met the needs of the customers. 	Electronic or hard copy The report should be no longer than 4 sides of A4	1c, 1d, 2d, 3a, 3b, 3c and 4c

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 10 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Supervision (medium control)

Learners must be supervised when taking part in role plays and when writing up reports.

Collaboration (limited control)

This unit is not suitable for team work.

Feedback/Roles

An appropriate adult should play the role of the customer in this assessment. Role plays should be made more authentic by using members of staff unknown to learners.

The teacher or marker may ask questions of the learner in order to establish understanding of some aspects. This should be documented and added to the witness statement. Candidates should be observed in practical situations, where possible this should be in the workplace, if this is not possible the role plays should be as realistic as possible. The involvement of sector specialists in these tasks is strongly encouraged.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand customer service in the travel and tourism sector	12	20%
2 Understand how to communicate with customers in the travel and tourism sector	18	30%
3 Know tools available to aid customer service in the travel and tourism sector	9	15%
4 Be able to serve customers effectively	21	35 %
Total	60	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 134–141.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Understand the customer service in the travel and tourism sector	<p>Limited explanation of the impacts of excellent and poor customer service on customers, colleagues and organisational success in a range of situations.</p> <p>Limited description of customer standards and how they are maintained.</p> <p>Limited outline of the tools used to monitor customer service levels.</p> <p>Limited description of key legislation and its impact on customer delivery to internal and external customers.</p>	<p>Clear explanation with some detail of the impacts of excellent and poor customer service on customers, colleagues and organisational success in a range of situations.</p> <p>Clear description with some detail of customer standards and how they are maintained.</p> <p>Clear outline with some detail of the tools used to monitor customer service levels.</p> <p>Clear description with some detail of key legislation and its impact on customer delivery to internal and external customers.</p>	<p>Detailed and thorough explanation of the impacts of excellent and poor customer service on customers, colleagues and organisational success in a range of situations.</p> <p>Detailed and thorough description of customer standards and how they are maintained.</p> <p>Detailed and thorough outline of the tools used to monitor customer service levels.</p> <p>Detailed and thorough description of key legislation and its impact on customer delivery to internal and external customers.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
2 Understand how to communicate with customers in the travel and tourism sector	<p>Explained a limited number of customer types and their needs.</p> <p>Gave a limited explanation of how to communicate effectively with customers.</p> <p>Gave a brief assessment of the impact of personal presentation on customer perception mostly concentrating on organisations.</p> <p>Gave a limited summary of the skills and techniques necessary to provide excellent customer service.</p> <p>Gave a limited explanation of how team work can impact on customer service delivery.</p>	<p>Explained a range of customer types and their needs.</p> <p>Gave a brief but largely accurate explanation of how to communicate effectively with customers.</p> <p>Gave a brief assessment of the impact of personal presentation on customer perception of the organisations and sector.</p> <p>Gave a brief but largely accurate summary of the skills and techniques necessary to provide excellent customer service.</p> <p>Gave a brief but largely accurate explanation of how team work can impact on customer service delivery.</p>	<p>Explained a comprehensive range of customer types and their needs.</p> <p>Gave a detailed explanation of how to communicate effectively with customers.</p> <p>Gave a detailed assessment of the impact of personal presentation on customer perception of the organisations and sector.</p> <p>Gave a detailed summary of the skills and techniques necessary to provide excellent customer service.</p> <p>Gave a detailed and accurate explanation of how team work can impact on customer service delivery.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
3 Know tools available to aid customer service in the travel and tourism sector	<p>Identified a limited range of products and services that industries produce to aid customer service, some were accurate.</p> <p>Described in limited detail how product knowledge impacts on customer service delivery.</p> <p>Described a limited range of technological developments that have improved the customer experience.</p>	<p>Identified a wide range of products and services that industries produce to aid customer service, some were accurate.</p> <p>Described in limited but accurate detail how product knowledge impacts on customer service delivery.</p> <p>Described a wide range of technological developments that have improved the customer experience.</p>	<p>Identified a comprehensive range of products and services, that industries produce to aid customer service, most were accurate.</p> <p>Described in great detail, showing great awareness how product knowledge impacts on customer service delivery.</p> <p>Described a comprehensive and insightful range of technological developments that have improved the customer experience.</p>
	0 to 7 marks	8 to 14 marks	15 to 21 marks
4 Be able to serve customers effectively	<p>Maintained limited personal presentation in a small range of customer service situations.</p> <p>Carried out adequate customer service to a minimal range of customers, using a minimal range of methods and media.</p> <p>Applied a limited amount of compliance with customer service standards or relevant legislation and controls.</p> <p>Showed limited monitoring of customer service delivery against agreed standards and minimal solutions for improvement.</p>	<p>Maintained appropriate personal presentation in a small range of customer service situations.</p> <p>Carried out adequate customer service to a wide range of customers, using a minimal range of methods and media.</p> <p>Applied adequate compliance with customer service standards or relevant legislation and controls.</p> <p>Showed adequate monitoring of customer service delivery against agreed standards and minimal solutions for improvement.</p>	<p>Maintained excellent personal presentation in most customer service situations.</p> <p>Carried out excellent customer service to a wide range of customers, using a wide range of methods and media.</p> <p>Applied appropriate and timely compliance with customer service standards or relevant legislation and controls in most situations.</p> <p>Showed appropriate monitoring of customer service delivery against agreed standards and insightful solutions for improvement.</p>

3

Guidance for delivery

In order for learners to be able to identify good customer service it will be essential for learners to have as much contact with the travel and tourism sector as possible. Visits from travel professionals to discuss aspects of customer service, as well as visits to airports, ferry terminals, tourist attractions and travel businesses to observe customer and staff interactions will be essential for learners to be able to understand the intrinsic importance of customer service to travel and tourism. It is important that learners have exposure to customer service in as many industries within the travel and tourism sector as possible. Customer service expectations will vary across industries based on the diversity of customers handled. It is essential therefore that extensive links with the sector are developed which will offer learners a range of experiences. In addition learners should be involved in routine travel and tourism events such as trade fairs, promotion evenings and conferences.

Learners should be encouraged to discuss their own holiday experiences and first hand contact with travel professionals and analyse the impact of these on them as the customer. These discussions will not only allow learners to share ideas with others but will allow them to develop the Personal, Learning and Thinking Skills as reflective learners. They will also allow learners to follow the customer journey and understand, through their own experiences, how poor customer service has much wider implications than just an individual's experience.

Learner's own experiences through part-time employment in other sectors of the service industry such as hospitality and retail are important and should also be incorporated into classroom discussions. The standards that these employers expect with regard to personal presentation, interpersonal skills and customer service should also be considered. Details of this can be found on employer websites and can be used as a good starting point for classroom discussion for industry standards regarding personal presentation.

In order to understand customer service in travel and tourism businesses, learners will need to learn about the functions, policies and procedures of the businesses themselves, therefore there will be considerable benefits to the learner if this unit is delivered in conjunction with Level 2 Unit 6 Promotional techniques in travel & tourism.

Every opportunity to allow learners to develop their customer care skills should be maximised. Internal events within the school or college where outside guests are invited are opportunities for learners to act as hosts to 'meet and greet' visitors and develop interpersonal skills. Learners should be encouraged to develop their own personal presentation in these situations and feedback given accordingly. Events such as this will also further enhance the learners' knowledge and understanding if guests are asked to complete feedback forms which would provide an evaluation of learners' customer care skills, personal presentation and interpersonal skills.

Low level language skills such as being able to 'meet and greet' customers in their own language and having a basic conversation is an extension of good customer service and learning a language albeit at a basic level should be encouraged.

Teachers should ensure that a range of teaching and learning techniques are used to enable learners to develop communication and listening skills and observational and presentation skills. Such techniques would include discussions, group work, presentations, role plays, case studies and sector visits. In most industries within the travel and tourism sector employees work as part of a team. Identifying opportunities where learners can work as a part of a team will help develop the skills needed in the workplace.

Schemes of work should reflect coherence to the learning outcomes and assessment criteria. Informal assessment through feedback from the teacher in classroom situations or from employers or visitors to the school or college through feedback forms should be used to encourage learners to review their customer care skills.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the industries who can be called upon to help with keeping the examples used in the taught content up-to-date.

Employers may help learners in the following ways:

- work experience where learners will act individually or as a member of a team dealing with internal and external customers
- observations of travel professionals in customer service situations
- employer events, guest speakers, visits to travel and tourism businesses, and conferences
- part-time term time or holiday job employment dealing with customers eg in the hospitality or retail sector.

Visits to travel and tourism organisations will be essential for learners to be able to see at first hand the technology used by the sector in its day to day activities.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- assessing the range of customer service provision in the sector (IE4)
- summarising the impact of excellent and poor customer service on the organisation and the sector (IE5)

Team workers

- demonstrate their ability to work with others towards a common aim (TW1)
- adapting their behaviour in different customer service situations (TW3)

Self-managers

- developing own presentation and communication skills (SM1)
- organising their own workload such that they can effectively demonstrate their customer care skills in customer service situations (SM3).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners will be able to develop spoken communication skills, putting into practice the principles of verbal and non-verbal communication skills which are integral to good customer service, by interacting with customers. There is scope to develop speaking in different registers when speaking to different customer groups and in using appropriate language and register for the audience and situation. Role play and performing the 'meet and greet' function at events will afford valuable practice. Group discussions and asking questions to get feedback will provide further opportunities to improve interpersonal skills. Learners should be able to discuss their experiences with colleagues and plan future activity and actions coherently. Explaining a course of action to a customer will need to be logical and appropriate. The use of training videos, of visits from travel professionals to discuss aspects of customer service and of visits to airports, ferry terminals, tourist attractions and travel businesses to observe customer and staff interactions will require active listening skills to gain the most from the opportunity.

There will be ample opportunity for learners to develop their reading skills and technical vocabulary through research into products and services as well as customer service policies and procedures, methods of communicating and the psychology underpinning customer care, identifying, extracting and combining relevant information. Writing skills may be developed through producing a written self-assessment and action plan and keeping an analytical record of their customer service experience. Learners need to understand the need to have a clear audit trail for customer complaints.

There may be opportunities to develop mathematical skills by finding and analysing data relating to customer service and customer satisfaction, possibly gathering this first-hand by surveying customers about their experiences. Learners should understand the difference between quantitative and qualitative data, how to source each of these and the way they are used by organisations to improve customer service. They may need to understand tables, graphs and charts or create them to illustrate their findings. The need for time management will provide further opportunities to practise numeracy skills.

Learners may make use of ICT skills in researching products and services and customer service and in analysing data. Mobile phones could be used to record interviews and customer service situations with the other person's permission. Producing written questions for customers about satisfaction or electronic records of customer service experiences in the form of diaries or logs would enable learners to use word processing skills. As well as using the internet or software packages, they may make use of email, text messages or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 2 Unit 6: Promotional techniques in travel and tourism

What is this unit about?

The purpose of this unit is for learners to be able to make recommendations on which type of promotion methods and distribution channels are suitable for the products and services in the travel and tourism sector. Promotional activities encourage sales of products and services, which have a direct impact on profitability. Integral to the success of the promotion of products and services is the selection of an appropriate distribution channel.

The unit will develop the learners' understanding of the important role of promotion and sales to the success of a business. As well as seeing the effects of technological developments on these techniques, they will create promotional material and use it to the best advantage for the organisation to increase sales.

Learners will select the appropriate channels of distribution used for travel and tourism products and services. The learners will create their own promotional materials targeted at a specific audience and applied directly to a relevant distribution channel.

The range of terminology and techniques used in this unit will be relevant to other businesses and also relevant to employment within today's dynamic and competitive travel and tourism sector.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- independent enquirers
- reflective learners
- creative thinkers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 8 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 134–141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of sales and promotion to business success	a select the reasons for promoting travel and tourism products and services	
	b explain the techniques used in the travel and tourism sector to promote products and services	
	c explain the materials used in the travel and tourism sector to promote products and services	
2 Understand the use of channels of distribution in the travel and tourism sector	a justify the choice of channels of distribution for products and services	
	b explain the impact of technology on channels of distribution of products and services	
3 Understand the factors influencing promotional activities	a analyse how the features of products and services influence sales and promotion	
	b explain ethical and cultural considerations that may affect promotional activities	
	c explain how sales staff are incentivised	
4 Be able to recommend promotional techniques for travel and tourism products or services	a recommend promotional techniques and materials for products or services using reasoned arguments and evidence	IE6
	b present recommendations to different audiences	RL6
	c adapt recommendations in light of client feedback	CT6 RL4
	d evaluate recommendations and learning to inform future progress	RL5

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure learners have fully covered the learning outcomes.

It is important that, through the Level 2 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 17 of the specification.

Learning outcome 1: Understand the importance of sales and promotion to business success

Select reasons for promoting travel & tourism products and services

- Raise awareness of the brand
- Encourage customers to purchase the product or service
- To increase sales
- To increase market share
- To retain market share by repeat customers/brand loyalty.

Learners must select the reasons for promoting products and services in order that they can use these reasons in the promotion of products and services. The reason for promoting any particular product or service will have a bearing on the type of promotional techniques and materials that are chosen and the message that these techniques and materials put across to potential customers.

Techniques used in the travel & tourism sector to promote products and services

- Advertising – Any paid form of non-personal communication of ideas or products in the ‘prime media’ eg television. Advertising is intended to persuade and to inform. The two basic aspects of advertising are the message (what you want your communication to say) and the medium (how you get your message across)
- Personal Selling – Oral communication with potential buyers of a product with the intention of making a sale. The personal selling may focus initially on developing a relationship with the potential buyer, but will always ultimately end with an attempt to ‘close the sale’
- Sales Promotion – Providing incentives to customers or to the distribution channel to stimulate demand for a product
- Publicity/Public Relations (PR) – The communication of a product, brand or business by placing information about it in the media without paying for the time or media space directly.

Learners must explain the main types of promotional techniques used in the travel and tourism sector to include those from the list above.

Materials used in the travel & tourism sector to promote products and services

- Advertising
 - television
 - radio
 - newspapers and magazines
 - internet
 - merchandising
 - direct marketing
 - leaflets
 - posters
 - flyers
 - promotional videos
- Personal Selling
 - sales events
 - text messages
 - telephone selling (telesales)
 - video conferences
- Sales Promotion
 - discounts – group rates and seasonal pricing
 - special offers – early and late booking offers/incentives
 - incentives – coupons and vouchers
 - rewards – loyalty points
- Publicity/Public Relations (PR)
 - press releases
 - magazine editorials
 - promotional events.

Learners must be able to explain the promotional materials as listed above.

Learners must have an awareness of the relative cost of these materials for example PR is a free activity, however television advertising is normally a highly expensive promotional material.

Learning outcome 2: Understand the use of channels of distribution in the travel and tourism sector

Channels of distribution for products and services

- Travel agents
- Tour operators
- Chartered brokers
- Internet
- Direct selling
- Ticketing and vending machines
- TV channels.

Learners must be taught that a channel of distribution is a way of getting products or services to the consumer. Learners must be taught about the main channels of distribution for products and services in the travel and tourism sector and should be able to justify methods of distribution relevant to specific products or services in the different industries.

Learners must also be kept up-to-date with new channels of distribution which are opening up due to emerging technology.

Justify the choice of channels of distribution

- Target market
- Product or service
- Direct or indirect
- Intensive, selective or exclusive channels of distribution
- Timescale
- Budget.

Learners must be able to justify the choice of channels of distribution, whether this be their own choice, or that of others.

When justifying, learners must be taught that there are a number of factors to take into consideration. These factors will impact on the channel of distribution which is chosen. Learners must know the factors listed above as a minimum, however other factors should be addressed in teaching as and when they arise.

3

The impact of technology on channels of distribution

- An increase in customers making their own bookings
- An enhanced customer experience through personal research
- An increase in internet use to access information
- An increase in e-mail communication
- An increase in the use of mobile technology
- A large increase in transport developments
- Increased efficiency in distribution systems
- Ability to respond quickly to changes in market trends
- Job losses – closure of high street businesses
- A reduction in face to face sales.

Learners must explain the impact of technology on distribution channels as well as speeding up the time in getting the product or service to the customer.

Learning outcome 3: Understand the factors influencing promotional activities

The influence of the features, products and services on sales and promotion

Product

- influence of physical location
- unique selling point (USP)
- influence of the product life cycle on timing and length of promotional campaigns
- whether the product is perceived to be budget or luxury
- is it for business or leisure travel?

Service

- influence of perishability on sales and promotional campaigns
- influence of intangible nature of services on promotion
- influence of advertising standards and codes of practice
- the perceived or actual benefits of the service
- high level services versus high cost services
- whether the product is perceived to be budget or luxury.

Learners must analyse how the features of products and services influence sales and promotion. They must understand that the nature of the product and service being sold will affect the chosen method of advertising and the channel of distribution.

Ethical and cultural considerations that may affect promotional activities

Considerations include

- if the destination has recently been affected by a crisis e.g. war or a natural disaster
- if the destination is a developing country
- if there are any particular religious beliefs or customs that tourists must be aware of and adhere to.

Learners must explain any ethical and cultural considerations that may affect promotional activities.

How sales staff are incentivised

- Educational qualifications
- Discounts/Concessions
- Prizes
- Commission
- Promotion
- Performance related pay.

Learners must explain how organisations incentivise staff and be able to explain how this can maximise sales, attendance and customer care.

Learning outcome 4: Be able to recommend promotional techniques for travel and tourism products or services

Recommend promotional techniques and materials for a product or service using reasoned arguments and evidence

- Nature of the product or service
- Outline target group
- Methods of cost control
- Timing
- Monitoring and evaluation procedures.

Learners must understand the factors that have to be taken into account when developing promotional material to include at least those from the box above.

When recommending the use of certain promotional materials, learners must consider each of the points above in relation to the intended benefit and/or increase in sales.

3

Recommend using reasoned arguments

Developing reasoned arguments:

- consider all viewpoints
- summarising the findings when generating plans
- rationale for the final idea
- strengths and weaknesses/pros and cons
- plan of action including necessary resources and/or services
- contingency plans in case of change to circumstances.

When recommending the use of certain promotional techniques and materials. Learners must be taught to consider each of the points above in relation to the intended benefit and/or increase in sales. Learners must be taught to back up any recommendations with reasoned arguments.

Present promotional techniques to different audiences, inviting feedback

Methods of presentation

- PowerPoint or other electronic presentation
- verbal presentation/discussion
- pictorial presentation with commentary new media.

Learners must consider

- the audience with which the communication is being held
- formal or informal meetings and the different styles to adopt
- the nature of the message to be communicated.

Learners must carry out presentations. This will include choosing the most suitable presentation method for the audience. Learners must also ask for feedback.

Adapt recommendations in light of feedback

- Identify initial alternatives
- Accept criticism
- Identify realistic alternatives
- Apply feedback
- Implement
- Check.

Learners must be able to adapt any recommendations in light of feedback which a client gives.

Evaluate recommendations and learning to inform future progress

- List recommendations
- What were the main points from the feedback?
- What changes need to be made to the recommendations?
- What did you learn from the feedback session?
- What do you need to change for future presentations?
- What will you do differently in the future?

Learners must be able to evaluate their recommendations and include any lessons they have learnt and will apply in the future.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 134–141 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is for learners to be able to make recommendations for the best channel of distribution and promotional techniques and materials for a product or service. Learners will also be able to apply their knowledge of the reasons for promotion to devise a promotional message for the materials.

The brief for the assessment must clearly detail the product or service to be sold and promoted and should include background details of the industry in which the product or service exists.

The brief must detail who any recommendations are for and any specific details of who the pitch should be aimed at including who will be giving the learner feedback.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence, which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Presentation of recommended distribution channel, promotional techniques, materials and promotional message to a client.	Presentation, including: <ul style="list-style-type: none">• recommendation of channel of distribution• recommendation of promotional techniques• justification for these recommendations.	Hard copy or electronic presentation slides? Transcript or video or witness testimony The presentation should be no longer than 10 minutes	1a, 1b, 1c, 2a, 3a, 3b, 3c, 4a and 4b
Adaptation of recommendations in light of feedback	Adapted proposal including: <ul style="list-style-type: none">• the feedback received• the amended recommendations.	Hard copy or electronic or recording or oral presentation or mixture of above.	4c

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Evaluation of recommendations and learning	Report including: <ul style="list-style-type: none"> an evaluation of the recommendations any learning which may be drawn upon in the future how the recommendation may be impacted by technology. 	Hard copy or electronic or recording or oral presentation or mixture of above. The report should be no longer than 4 sides of A4	2b and 4d

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 8 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assignment a real work-related purpose.

Supervision (medium control)

Learners must be supervised when preparing and making their presentations of their recommendations and adapted proposals, and when writing up or delivering their evaluations in an acceptable format.

It is acceptable for learners to undertake their presentations off site provided that an appropriate adult (or the teacher) supervises and completes a witness statement with all the relevant information necessary for a judgement to be made about how each individual learner has met the assessment criteria.

Collaboration (limited control)

This assessment has not been designed for teamwork purposes. Learners must work independently to produce recommendations and when delivering presentations.

Feedback/Roles

In this assignment the client should, where possible, be an employer. This will give real meaning to the assignment and mean any feedback given is as realistic as possible. If a local employer is not available then the teacher should assume the role of the client. In all cases, the teacher should be the marker of the assignment.

Feedback should be limited to that which will enable learners to demonstrate that they can adapt their recommendations in the light of changing circumstances or requirements from the client rather than assisting them to meet the assessment criteria. Feedback should also be monitored to ensure that any demands made on the learner do not go beyond the requirements of the unit.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the importance of sales and promotion to business success	15	25%
2 Understand the use of channels of distribution in the travel and tourism sector	9	15%
3 Understand the factors influencing promotional activities	15	25%
4 Be able to recommend promotional techniques for travel and tourism products or services	21	35%
Total	60	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 134–141.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Understand the importance of sales and promotion to business success	<p>Selected basic reasons for promoting travel and tourism products and services. A limited number were relevant.</p> <p>Briefly explained techniques used to promote products or services, most were relevant to the travel and tourism sector.</p> <p>Briefly explained materials used to promote products or services, most were relevant to the travel and tourism sector.</p>	<p>Selected the reasons for promoting travel and tourism products and services. Most were relevant.</p> <p>Explained clearly and with some detail, techniques used to promote products and services in travel and tourism, techniques given were relevant to the sector.</p> <p>Explained clearly and with some detail, materials used to promote products and services in travel and tourism, techniques given were relevant to the sector.</p>	<p>Selected precisely and accurately the reasons for promoting travel and tourism products and services.</p> <p>Explained thoroughly and in detail, giving examples, techniques used in the promotion of products and services in the travel and tourism sector.</p> <p>Explained thoroughly and in detail, giving examples, materials used in the promotion of products and services in the travel and tourism sector.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Understand the use of channels of distribution in the travel and tourism sector	<p>Gave a limited justification as to the choice of channels of distribution for products and services.</p> <p>Briefly explained the impact of technology on the channels of distribution of products and services.</p>	<p>Gave a clear and accurate justification as to the choice of channels of distribution for products and services.</p> <p>Clearly explained the impact of technology on the channels of distribution of products and services.</p>	<p>Gave clear and detailed justifications as to the choice of channels of distribution for products and services.</p> <p>Explained in detail and thoroughly, the impact of technology on the channels of distribution of products and services.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand the factors influencing promotional activities	<p>Gave a limited analysis of the impact of the features of products and services on sales and promotion, drawing some conclusions.</p> <p>Gave a basic explanation of ethical and cultural considerations that may affect promotional activities.</p> <p>Briefly explained some ways organisations incentivise staff.</p>	<p>Gave an analysis of the impact of the features of products and services on sales and promotion, drawing reasonable conclusions.</p> <p>Gave a detailed explanation of ethical and cultural considerations that could affect promotional activities.</p> <p>Clearly explained using relevant examples, how organisations incentivise staff.</p>	<p>Gave a thorough analysis of the impact of the features of products and services on sales and promotion, drawing insightful conclusions.</p> <p>Given a thorough explanation of ethical and cultural considerations that may affect promotional activities.</p> <p>Explained in detail using a variety of relevant examples how organisations incentivise staff.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 7 marks	8 to 14 marks	15 to 21 marks
4 Be able to recommend promotional techniques for travel and tourism products or services	<p>Recommended promotional techniques and materials for a product or service that were sometimes relevant. Gave little reasoning or evidence for the recommendations.</p> <p>Presented recommendations using simply prepared materials and with limited relevance for the audience feedback.</p> <p>Made limited adaptations to the recommendations paying limited attention to the feedback received.</p> <p>Offered a basic evaluation of the recommendations and offered partially relevant possible improvements for the future.</p>	<p>Recommended promotional techniques and materials for a product or service that were relevant. Gave some reasoning or evidence for the recommendations.</p> <p>Presented recommendations using well prepared materials and in a method that was relevant for the audience.</p> <p>Made adaptations to the recommendations showing some attention to the feedback received.</p> <p>Offered a detailed evaluation of the recommendations and offered relevant possible improvements for the future.</p>	<p>Recommended promotional techniques and materials for a product or service that were insightful and relevant. Gave full and comprehensive reasoning and evidence for the recommendations.</p> <p>Presented recommendations using well prepared materials and in a method that was relevant for the audience.</p> <p>Made adaptations to the recommendations drawing fully on the feedback received to improve the recommendations.</p> <p>Offered a fully developed evaluation of the recommendations linking them to relevant possible improvements for the future.</p>

Guidance for delivery

As this is a Level 2 unit it is unlikely that learners will have studied the topic previously, but it is important to discuss with them at the outset of the qualification their understanding of sales and promotion.

Learners will all have experienced a level of sales, whether as a customer or as a sales person, and they will have formed their own views on a range of promotional activities viewed, for example, through the media. A good classroom activity to begin would be to explore their level of knowledge and understanding either through classroom discussion, brainstorming or through structured research. It is important that this unit is relevant to current practice in the sector, and examples from all industries within the sector should be drawn upon at all times. Use should be made of trade press, journals, newspapers, internet sites and other sector relevant information such as brochures and leaflets.

When discussing the various methods in use for promotion and sales, learners must be taught ways in which they can apply the knowledge to different organisations, and they could do this by studying the different materials produced by different companies, examining the difference between the print media and technological promotions, including specific websites, reviews and blogs. As a classroom activity learners could examine the material and try to identify the target market, assessing the suitability of the language used, the design and layout of any advertising and whether they think it is effective as a selling tool or a promotional activity. This would introduce learners to the importance of linking appropriate sources of sales and promotion to different channels of distribution and to appropriate business ideas or plans.

When assessing the effects of sales and promotional techniques they could also look at the influence of cheap travel, the changes to average selling prices of holidays and the effects that discounted breaks have on other promotional activity. Throughout this unit the learners should be encouraged to be aware of the links with the Customer service unit, since sales and promotional activities are very customer focused.

When investigating and discussing promotional activities, cultural and ethical considerations need to be taken into account, learners should be encouraged to examine a number of projects such as the World Care Fund and its impact upon sustainable tourism and to access guides available on the internet on how to be a responsible tourist and traveller.

This unit will focus on the importance of the work-related experiential learning as the majority of material used will be drawn from the sector in its broadest sense. Speakers from the sector and visits to a range of units will form an important part of the acquisition of skills and will assist the learner to relate the importance of the promotion and sales activity to all areas of the sector and to understand its significance to the ultimate success of any business.

Learners will be able to apply the skills and knowledge gained by this unit in the future by work experience and employment where they can contribute to such things as themed displays and promotional campaigns. They will be able to make decisions about the ethical and moral issues involved in the marketing and promotional activities as an employee within the travel and tourism sector. As a consumer they will be aware of the promotional pressures they are being subjected to and be able to make informed decisions as a consumer of products and services.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

Learners will benefit from visits to organisations, which will develop a wider understanding of the different aspects of the sector, the business opportunities and the influence of different markets on the sales and promotional activity. In addition to visits, speakers from all aspects of the travel and tourism sector should be invited to address the learners whenever possible, and invited to attend any specific events or promotional activity that the learners arrange.

Employers may be able to supply a range of up-to-date promotional material for specific marketing activities which can be used in work on target markets and promotional campaigns. There may be scope for the audience for presentations and materials to include employer representatives. Employers may be willing to contribute realistic ideas for promotional campaigns and marketing tasks for the learners' assessment activity.

Learners could be required to 'pitch' their ideas to a certain business audience or present a report to certain business customers who could give feedback on the viability of the ideas presented.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- identifying the questions they should ask when using marketing terminology to promote products and services (IE1)
- exploring issues and problems from a number of different perspectives when producing promotional materials (IE3)
- considering how circumstances, beliefs and feeling influence decisions, events and the travel and tourism sector (IE5)

Creative thinkers

- generating ideas and exploring possibilities during discussion on promotional campaigns (CT1)
- asking questions to extend their thinking when producing information for sales and promotional activities (CT2)
- questioning their own and others' assumptions when evaluating a business idea (CT4)

Reflective learners

- setting goals when creating project plans (RL2)

Team workers

- reaching agreement and managing discussions in class (TW2)

Self-managers

- organise time and resources, learning how to prioritise actions when researching for assignments (SM3)

Effective participators

- acting as an advocate for differing beliefs and views when debating issues in class on ecotourism, sustainability and ethical marketing activities (EP6).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners will have ample opportunities to develop their reading skills when examining the different promotional techniques and distribution channels. They will be introduced to the vocabulary associated with the sales and promotional aspects of the travel and tourism sector, and they should utilise appropriate terminology in all their written work and during classroom discussions. They will need to prepare a presentation of their recommendations and also a report, using appropriate language and style.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. If visits and guest speakers are used, learners will need to use active listening skills to get the most from the opportunity.

There may be opportunities to develop mathematical skills through investigating and comparing costs of promotional materials and techniques and the likely effect on sales. This may involve understanding tables, graphs or charts and dealing with large numbers and percentages. When justifying their own choice of promotional materials and distribution channel, learners will need to reflect on timescales, costs and budgets as well as likely projections for any increase in sales. It is important that if learners use spreadsheet software to manipulate and present numbers they have an understanding of the numbers underpinning this and use skills of estimation to check that answers generated electronically make sense in the context.

Learners may make use of ICT skills in their research, visiting websites of relevant organisations and using email or web-based methods to communicate and exchange information. The presentation of a business idea and the selection of promotional materials would be enhanced by effective use of ICT, demonstrating how internal promotional activity can also be used for sales campaigns. In presenting their case, they may also use electronic presentation skills such as PowerPoint.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

Level 2 Unit 7: Working in travel and tourism

What is this unit about?

The purpose of this unit is to introduce learners to the job roles and potential careers they could have in this sector. The learner will gain an understanding of the skills and attributes required to work in the sector and assess these needs against their own skills and attributes, identifying any gaps. These skills gaps will inform a plan for a future job role to show how the learner will achieve the skills and qualifications they require to obtain the job and career that they want.

Travel and tourism is an exciting, dynamic and fast changing sector, comprising many different industries. There are many career and job opportunities within the sector, by completing this unit learners will have the opportunity to develop the skills that will help them prepare for work in the travel and tourism sector.

On completion of this unit learners will have researched career opportunities in a number of the many diverse industries in the travel and tourism sector. They will investigate a wide range of job opportunities, the skills required, understand the recruitment process and take part in a mock interview.

Employers within the sector actively seek recruits that demonstrate their knowledge of the sector, on completion learners will have the skills to develop a career in the travel and tourism sector.

The following personal, learning and thinking skills (PLTS) will support learners' achievement in this unit and have been embedded in the content:

- reflective learners
- independent enquirers
- self-managers

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 15 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 134–141 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the career opportunities in the travel and tourism sector	a identify sources of information and advice on employment in the travel and tourism sector	
	b identify the range of job roles offered in the sector	
	c state the features that travel and tourism employers look for in potential recruits	
2 Understand how to plan for future careers	a describe how to plan for future job roles	
	b explain the importance of reviewing progress against personal plans	
3 Understand the nature of employment in the travel and tourism sector	a describe how employees are recruited and selected	
	b explain how employees are inducted into organisations	
	c explain why it is important for employees to receive inductions	
	d describe the tools used to measure staff performance	
	e explain the implications of the key statutory and contractual rights and responsibilities of both employees and employers	
4 Be able to plan for future job roles	a use information to determine the nature of working in job roles	IE4
	b assess personal skills against those of job roles	RL1
	c create plans for future job roles using sources of information, seeking new challenges	RL2 SM1

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the Learning outcomes can be achieved. This includes examples relating to breadth and depth where applicable.

It is important that, through the Level 2 Principal Learning in Travel and Tourism, learners receive as broad an experience of the whole sector as possible. Teachers should refer to, and use examples from, each of the six industries where appropriate and relevant. Details of the industries may be found on page 17 of the specification.

Learning outcome 1: Know the career opportunities in the travel and tourism sector

Sources of information and advice on employment in the travel and tourism sector

- jobcentre
- trade papers
- internet
- Connexions.

Sources of information should be covered using a broad a range of examples from the above as possible.

3

The range of job roles offered in the sector

Travel

- Travel Agents, Leisure and Business:
 - sales consultants
 - foreign exchange
 - administrator
 - travel agent home worker

Tourism

- Tourist Attraction:
 - administration
 - marketing
 - sales
 - tour guide
- Regional Tourist Board
 - marketing
 - PR
 - research
 - training
 - development
- Tourist Information Centre
 - information officers
- Historic and cultural tourism:
 - tour guide
 - retail.

Hospitality and Catering

- Hotel:
 - reception
 - housekeeper
 - night porter
 - waiter/waitress
 - bar staff
 - maintenance staff
 - conference organiser.
- Pubs and Restaurants:
 - chef
 - bar staff
 - waiter/waitress.

Passenger transport

- Coach companies:
 - drivers
 - tour guides
- Rail Companies:
 - drivers
 - catering staff
 - conductors
- Bus Companies:
 - drivers/conductors
- Airlines:
 - Flight
 - crew
 - cabin crew.

The above list is not exhaustive and it is not expected that learners will know every single job role in all the industries of the Travel and Tourism sector. Learners should be given at least one example of different job roles in each industry.

The features that travel and tourism employers look for in potential recruits

- Relevant skills and qualifications
 - communication
 - inter-personal
 - numeracy
 - literacy
 - IT
 - languages
 - knowledge of the sector
 - qualifications eg NVQs, Apprenticeships, Diplomas.
- Personal qualities and attributes
 - enthusiasm
 - motivation
 - professional attitude
 - willingness to learn
 - team player
 - professional appearance.

Learners must be able to explain a range of attributes needed to enter work in travel and tourism and why these are important to different employers in industry.

Learning outcome 2: Understand how to plan for future careers

The importance of reviewing progress against personal plans

- To ensure you are on track
- To make any changes and update it
- To ensure you are keeping to the timescales involved.

Learning outcome 3: Understand the nature of employment in the travel and tourism sector

How employees are recruited and selected

- Newspaper advertising
- Recruitment agencies
- Online recruitment
- Headhunting
- Interview
- Recommendation
- Application.

3

How employees are inducted into organisations

- How to create a CV and covering letter
- Application forms – how to complete an application off and on line
- Applying for jobs on-line – covering email
- Mock interview – learners must be given experience of the interview process
- Personal appearance – appropriate dress code for attendance at interviews.

Why it is important for employees to receive inductions

- To tell them about the organisation
- To go through any policies and procedures
- To help them to see where they fit in the 'bigger picture'
- To introduce them to their team/co-workers.

The tools used to measure staff performance

- Appraisals with managers
- Observations
- Regular one to one meetings with manager
- Receiving feedback from customers.

The implications of the key statutory and contractual rights and responsibilities of both employees and employers

- Contracted hours
- Holiday entitlements
- Periods of notice
- Disciplinary procedures
- Appeals procedures
- Minimum wage
- Employment legislation
- Equal opportunities legislation
- Disability discrimination.

Learning outcome 4: Be able to plan for future job roles

Use information to determine the nature of working in a chosen role

Information will include:

- careers advisor
- connexions
- internet searches and programmes
- travel & tourism magazines
- talking to people working in the industry.

Nature of work

- hours
- pay structure
- progression opportunities
- duties.

Assess personal skills against those of a chosen career

Self-assessment

- record the use of work-related skills (customer service, communication, teamwork)
- identify attributes when using skills (approachability, clear communicator, team player)
- assess personal attributes (identifying strengths and weaknesses)
- assess recent development/progress of skills and attributes.

Other skills/attributes to consider for assessment

- interpersonal skills (communication, influencing)
- vocational skills (developed through learners' studies)
- personal skills (against those in assessment criteria a of learning outcome 2)
- soft skills (people management, planning and organising)
- knowledge skills (ICT, language)
- personal interests
- life experience
- educational achievement
- preferences
- aptitudes
- ambitions
 - their own skills gaps
 - the suitability of the interview documents that they have produced
 - their performance at interview
 - achievements and opportunities for future improvement.

Learners must be able to critically assess their own strengths and weaknesses.

Create a personal development plan using sources of information

- How they can develop their skills, attitudes and behaviours through setting goals and success criteria:
 - action planning
 - to-do lists
 - work experience
 - voluntary work
- Carrying out a personal risk and reward assessment:
 - time spent working
 - remuneration
 - job satisfaction
 - holidays
- How they plan progression to further study and/or career:
 - advice
 - qualifications and finance needed
 - study plans
 - timescales
- Drawing up a career development plan based on:
 - their own skills matched against job requirements
 - identification of skills gaps
 - evaluation of work experiences and learning against personal goals.

Learners must be able to set personal goals using SMART targets for their potential career goals in Travel and Tourism.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 134–141 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

The purpose of this assessment is for learners to show their understanding of the skills and attributes required to work in the sector by assessing these needs against their own skills and attributes, identifying any gaps. These skills gaps will inform a personal development plan to show how the learner will achieve the skills and qualifications they require to obtain the job and career that they want.

Travel and tourism has a number of industries which offer an opportunity to develop an exciting and rewarding career. There is a vast range of jobs that offer exciting prospects for a rewarding and progressive career, it is therefore important that the learner has the knowledge and skills to research the range of potential job opportunities, and create a plan for their own personal development. Travel and tourism employers recruit via a number of different methods, learners must be able to demonstrate their skills and knowledge to ensure that they are able to excel in a competitive market.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Learners will use information to determine the nature of job roles that they might like to do. They will then assess their own skills and attributes against those required for their chosen role and create a personal development plan.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Research a career in a travel and tourism industry	Report: <ul style="list-style-type: none">Identifying potential job rolesAssessment of personal skills against those of job rolesWhere information was foundHow employees recruit in the organisationThe nature of the jobThe features looked for in potential recruits.	Electronic or hardcopy format Any evidence of self analysis (eg questionnaires, peer appraisal) The report on jobs in the sector should be a maximum of 8 sides of A4 paper	1b, 1c, 3a, 3b, 3c, 3d, 3e, 4a and 4b

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Create a personal development plan	Personal Development Plan: <ul style="list-style-type: none"> When plan will be reviewed and the importance of this. 	Electronic or hardcopy format The Plan should be no longer than 6 sides of A4 in total	2a, 2b and 4c

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 15 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Teachers may wish to supply a template for the personal development plan. This is not compulsory.

Supervision (medium control)

Learners should be supervised when writing up their personal development plans and reports. Learners should also be supervised when researching job roles. It is not appropriate for learners to carry out research for this assessment at home.

Collaboration (limited control)

This assessment is not suitable for team work.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the career opportunities in the travel and tourism sector	12	20%
2 Understand how to plan for future careers	9	15%
3 Understand the nature of employment in the travel and tourism sector	18	30%
4 Be able to plan for future job roles	21	35%
Total	60	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification on pages 134–141.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Know the career opportunities in the travel and tourism sector	<p>Identified a basic range of sources of information and advice on employment.</p> <p>Identified a basic range of job roles offered in the sector.</p> <p>Stated a basic range of the features that travel and tourism employers look for in potential recruits.</p>	<p>Identified a range of sources of information and advice on employment.</p> <p>Identified a range of job roles offered in the sector.</p> <p>Stated a range of the features that travel and tourism employers look for in potential recruits.</p>	<p>Identified a wide range of sources of information and advice on employment, some of which were insightful choices.</p> <p>Identified a wide range of job roles offered in the sector.</p> <p>Stated a wide range of the features that travel and tourism employers look for in potential recruits.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Understand how to plan for future careers	<p>Described in minimal detail how to plan personal development, covering only some aspects.</p> <p>Explained in minimal detail the importance of reviewing plans against progress.</p>	<p>Described in some detail how to plan personal development, covering a range of relevant aspects.</p> <p>Explained in some detail the importance of reviewing plans against progress.</p>	<p>Described in extensive detail how to plan personal development, covering a wide range of relevant aspects.</p> <p>Explained in extensive detail how to plan personal development, covering a wide range of relevant aspects.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
3 Understand the nature of employment in the travel and tourism sector	<p>Described in limited detail how employees are recruited and selected.</p> <p>Explained in limited detail how employees are inducted into organisations.</p> <p>Explained in limited detail why it is important for employees to receive inductions.</p> <p>Described a basic range of the tools used to measure staff performance in limited detail.</p> <p>Explained in limited detail the implications of statutory and contractual rights and responsibilities of mainly employers.</p>	<p>Described in some detail how employees are recruited and selected.</p> <p>Explained in some detail how employees are inducted into organisations.</p> <p>Explained in some detail why it is important for employers to receive inductions.</p> <p>Described a range of the tools used to measure staff performance in limited detail.</p> <p>Explained in detail the implications of statutory and contractual rights and responsibilities of employers and employees.</p>	<p>Described in extensive detail how employees are recruited and selected.</p> <p>Explained in extensive detail how employees are inducted into organisations.</p> <p>Explained in extensive detail why it is important for employees to receive inductions.</p> <p>Described a wide range of the tools used to measure staff performance in limited detail.</p> <p>Explained in extensive detail the implications of statutory and contractual rights and responsibilities of employers and employees.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 7 marks	8 to 14 marks	15 to 21 marks
4 Be able to plan for future job roles	<p>Used a basic range of information to determine the nature of working in a chosen role.</p> <p>Made a limited assessment of personal skills with little connection to a chosen role.</p> <p>Created a sparse personal development plan with unrealistic timings and limited stretch.</p>	<p>Used a range of information to determine the nature of working in a chosen role, some was relevant.</p> <p>Made an adequate assessment of personal skills with connection to a chosen role.</p> <p>Created a detailed personal development plan with realistic timings and but limited stretch.</p>	<p>Used a wide range of information to determine the nature of working in a chosen role, most were relevant.</p> <p>Made an extensive and insightful assessment of personal skills with full connection to a chosen role.</p> <p>Created a detailed personal development plan with realistic timings and stretch.</p>

Guidance for delivery

Teachers have an opportunity to deliver this unit to inspire students to develop their knowledge of job opportunities in a vibrant and exciting sector. Industries of the travel and tourism sector offer many jobs that are diverse and form part of a growth market.

There a number of resources available to support the delivery of this unit including DVDs, websites and books that contain valuable information. However to engage and encourage the learner, sector support via organisational visits and presentations via staff employed within the sector will help to deliver a unit that motivates and informs.

Whilst the timing of work experience can be tailored to meet centre requirements, work experience will need to have taken place before this unit is completed.

Learners may begin to look at potential employment opportunities using newspapers, job centres, contact with employers in the area regarding job opportunities, online sources and employment agencies.

From job search data collected, learners may consider the purpose of the job description and person specification of selected employment opportunities. They can develop awareness of specific qualities and skills required by employers in a variety of job roles. Contact with a business would be useful in explaining the requirements of a variety of job roles within their business, helping learners to develop an understanding of the generic expectations employers have from potential and existing workers in their business. Developing awareness of statutory and contractual rights of both employers and employees could usefully be delivered through employer contact, providing considerations from an employer's perspective. This will assist learners in their understanding of employers' expectations of them, helping them to develop a more informed plan for their future.

Learners will need awareness of sources of information and advice available to them in helping them plan for their future.

Role plays can be devised within centres for the interview. Learners can participate in an interview scenario using a range of selection methods that a business may use in their selection process such as group interviews, presentation, psychometric tests, and individual interviews in either a formal or informal setting. Interviews may be observed in the centre and witnessed through observation sheet, or with an external agency conducting the interview and providing feedback.

This will include how they can develop their skills, attitudes and behaviour thorough setting goals and success criteria. They may consider specific actions they need to take, for example within school or college, during their work experience placement or voluntary work. Learners should consider carrying out a personal risk and reward assessment, to consider the time spent working against pay they may receive and other benefits.

The plan should consider who they will approach for advice for further study or job requirements, the qualifications and finance they may need, and study plans.

A personal development plan can then be drawn up, identifying their own skills against the requirements of the job, and how they might address any skills gaps. Realistic personal goals should be set with timescales. An evaluation of the career development plan following a period of work experience will highlight areas that the learner may still have to develop, and any skills or experience they have successfully managed to achieve in preparation for their future.

When considering the development plan, learners will review their own skills gaps, and identify areas needing improvement in terms of preparing for success at work.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with the employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sector who can be called upon to help with keeping the examples used in the taught content up-to-date.

Some aspects of this unit could be delivered by a variety of local practitioners through talks, discussions, seminar work or structured visits. A wide range of visiting speakers could make a valuable contribution to the learning experience.

There are opportunities to use external speakers from those careers identified by learners and also to make presentations on the requirements of different careers.

Visits to and from businesses will be invaluable in establishing the requirements of employers. Following these links through to the completion of recruitment documentation and participation in role play interviews would help in providing the learner with a 'real' interview experience. In preparation for work, this will assist the learner in their awareness of different employers' requirements.

The Diploma has employer support, therefore where possible travel and tourism companies should be contacted to work with the teacher to provide practical support and guidance. This could be through attendance at mock interviews, work experience or one to one Q & A sessions.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement of this unit.

Independent enquirers

- analysing and evaluating information about different careers, judging its relevance and value (IE4)

Creative thinkers

- generating ideas and exploring possibilities for ways to achieve their career goals (CT1)

Reflective learners

- creating an action plan to address gaps in personal skills and attributes, identifying opportunities and achievements (RL1)
- recognising positive and negative features of own performance during work experience, learning to inform future progress (RL5)
- setting goals with success criteria for their development and work (RL2)
- reviewing progress following a period of work experience, and acting on the outcomes (RL3)

Self-managers

- organising time and resources and prioritising actions when planning for the future (SM3)

Effective participators

- proposing a practical career plan, breaking it down into manageable steps (EP3).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Learners can develop their reading skills by researching career opportunities in the sector, recruitment processes, the statutory rights and responsibilities of employers and employees and tools used to measure staff performance.

Completing a CV, covering letter and application forms will give more opportunities to practise writing in different styles and formats.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. If visits and guest speakers are used, learners will need to use active listening skills to get the most from the opportunity. Work experience or job shadowing would provide further opportunities to develop verbal and non-verbal communication skills. Using language for purpose can be developed when learners undertake a mock interview.

Researching job opportunities and the way these have changed within the industry over the years will afford learners opportunities to use data handling skills and selecting appropriate statistics will help the learners' understanding. Learners may present data about job opportunities to the rest of the group in class discussions using graphs or charts.

Learners may make use of ICT skills in their research, visiting websites of relevant organisations and using email or web-based methods to communicate and exchange information. They may use web-based programmes to analyse personal skills when they are mapping them against those needed for their chosen career. They may use wordprocessing skills to write up notes, complete a CV, write a covering letter and fill in application forms as well as completing their personal development plan.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

AQA-City & Guilds will publish suggested learning and teaching resources on its website:

www.diplomainfo.org.uk

Teachers should be able to draw together information for this unit from a variety of sources. It is important that teachers use resources that they feel most comfortable with, however in this fast moving sector it is important to ensure that the latest edition of any resource is utilised.

4 Assessment guidance

The following information is applicable to all lines of learning and at all levels. This information is also available on www.diplomainfo.org.uk

4.1 Controlled assessment (internally assessed units)

This section of the specification provides instructions for controls that apply across the whole qualification. Specific instructions on controls for task taking are also contained within the assessment section of each unit.

The information contained within this section has been written in accordance with the *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of these instructions must be made available to all subject leaders as well as this specification.

4.2 What is controlled assessment?

- Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.
- Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.
- Depending on the level of control defined within the unit, controlled assessments may take place for example:
 - in a normal timetabled lesson or other defined session under supervised conditions;
 - entirely within the centre under supervision with controlled access to resources; or
 - outside the centre and involve research with limited supervision.
- Controlled assessments may take place at anytime during the course. However, centres must ensure that the controlled assessment task issued to learners is appropriate to the year in which the assessment will be submitted to AQA-City & Guilds.

4.3 AQA-City & Guilds approach to controls

The following table sets out the AQA-City & Guilds approach to controls for internally assessed units for the Level 2 Principal Learning in Travel and Tourism.

Aspect	Level 1	Level 2	Level 3
1 Task setting	Limited	Limited	Limited
2 Task taking			
a Time	Limited	Limited	Limited
b Resources	Limited/medium	Limited/medium	Limited/medium
c Supervision	Medium	Medium	Medium
d Collaboration	Limited/medium	Limited/medium	Limited/medium
3 Marking	Medium	Medium	Medium

Limited control: means that consortia have control over that area, within the guidance set out by AQA-City & Guilds in its documentation on the unit, the qualification and the assessment.

Medium control: means that the parameters for that area of assessment are more closely controlled by AQA-City & Guilds and that anything that can be altered by the consortium is made clear in the appropriate guidance.

4

4.4 Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section which contains instructions on task setting for that unit. Parameters are specified in terms of:

- setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** that covers all the learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, including the level of demand
- the **evidence** that must be produced.

Applied and sector-relevant purpose

The assessment section provides information on the purpose of the assessment which consortia must adhere to when setting briefs and tasks for assessment. The brief must clearly state to the learner what the purpose of the assessment is and the assessment must provide an outcome that would be meaningful to an employer. It may help to support learner achievement if the brief for the assessment is able to be set in collaboration with an employer.

Coherent assessment

The weighting of learning outcomes table shows the weightings of learning outcomes, and should be referred to when setting tasks, so that appropriate depth and breadth can be allocated to different areas of the assessment.

The table in the assessment section of the unit which details tasks and evidence should also be considered when setting tasks to ensure that assessment criteria are covered.

Example assessments are provided for all internally assessed units which aim to help consortia when designing assignments.

Tasks and activities

The task and evidence table in the assessment section of the unit details the types of tasks that may be set to cover the assessment criteria. Consortia may devise different tasks provided that they meet the requirements of the unit and add up to an applied, purposeful activity. When setting tasks, consortia must also specify the controls for task taking in terms of time, resources, collaboration and supervision for each activity.

Learners should be set tasks of equivalent complexity regardless of whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

Evidence

The task and evidence table in the assessment section of the unit details the types of acceptable evidence that should be provided for the assessment and the acceptable format. In some cases, and to ensure access to assessment, the format of the evidence may be altered.

Example assessments

Examples of suitable internal assessment will be made available to all consortia via www.diplomainfo.org.uk. These are examples only and should not be used as off the shelf assessments, but may be adapted to suit local delivery circumstances and requirements.

Internal standardisation

The Domain Assessor at a consortium who has overall responsibility for internal standardisation is also responsible for the standardisation of task setting. This must include checking that the assessment is suitable for the line of learning and the level and that it will allow learners full access to the assessment criteria.

Moderation of task setting

All consortia will receive an early visit by their moderator, which will include checking suitability of controlled assessment internally set and marked units. This visit will also include guidance on marking.

Consortia will also receive detailed feedback following moderation of any units, which includes appropriateness of the tasks set.

4.5 Task taking

Task taking covers the following aspects: time, resources, supervision and collaboration. AQA-City & Guilds will apply either a limited or medium level of control to specific aspects of task taking depending on the unit. The details contained in this section provide information that applies across all of the Level 2 Principal Learning in Travel and Tourism. It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the instructions specified by AQA-City & Guilds and the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of the JCQ instructions must be made available to all subject leaders as well as this specification.

Time (limited control)

The overall time to be spent generating evidence for the assessment is specified in the assessment section of each unit. It is up to individual consortia to determine the amount of time to be allocated to each task within the assessment. Although this time does not have to be followed to the minute, it is recommended that variance should not normally be by more than plus or minus 10%.

Resources (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to resources. This means that consortia must determine appropriate physical resources and information sources for the assessment. However, for some units, the level of control for resources will be medium where particular requirements for resources are specified.

Consortia must have access to sufficient equipment to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment such as access to a 'mock shop', use of the internet, or interaction with simulated or live clients/customers will be found in the assessment section of the relevant unit. All resources used, including sources of information, must be clearly referenced by learners.

Guidance on how this should be done can be found in section 4 of the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*.

Collaboration (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to collaboration. Limited control for collaboration means that consortia should determine appropriate opportunities for collaboration during the assessment.

For some units, the level of control applied to collaboration will be medium. This will apply when learners are required to carry out tasks as part of a team and the team-working skills are an integral part of the assessment requirements. In such cases, the information contained in the assessment section will specify the parameters for how the team work should be managed.

Where an assessment is undertaken as a group, for example generating ideas, each learner must write up his/her own account. Even if all learners have the same information, the description of how the information was obtained and the conclusions drawn from it must be in each learner's own words. Alternatively, learners may collaborate in the construction of the product or the presentation but their evaluative responses must be their own and their individual contribution clearly identified.

Teachers/assessors assessing a learner's evidence where group work has been undertaken will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

Where group work/team work is not suitable for the assessment activity, this is stated in each individual unit's assessment section.

Supervision (medium control)

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching staff are present. In this way, the consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

Learners may work without direct supervision when preparing to undertake controlled assessments. This will include discussing the task or equipment needed with peers and gathering background information. However, if the activity constitutes part of the assessable outcomes, for example, planning with others or generating ideas, then these activities must be supervised.

Supervision is defined by AQA-City & Guilds as normal classroom/studio/workshop conditions where the teacher or assessor is present in the same room whilst learners are producing the evidence for assessment. It is not required that learners work under examination conditions.

The assessment section in each unit specifies the tasks that must be directly supervised in line with the guidance above and those which may be undertaken without direct supervision. On occasion, the requirement for direct supervision may be relaxed if it is not possible to directly supervise the activity required to produce the evidence for assessment. For example, if the most suitable environment for producing the evidence means that the teacher or assessor cannot be present, such as for customer service activities carried out in a work placement, then the teacher or assessor must ensure that an appropriate person supervises the evidence collection. A signed witness statement must be completed with enough information to allow the teacher or assessor to make a reliable judgement about the evidence. An appropriate person is defined as someone who has a supervisory role within the workplace (or equivalent) and who has the required skills. This person must not be a family member.

Evidence produced in the learner's own home is not acceptable for assessment, as it cannot be authenticated by the assessor or teacher and a parent or carer is not an appropriate person to supervise.

Authentication

Both the learner and the teacher are required to sign the Candidate Record Form (CRF) to confirm that the work submitted for assessment is the learner's own. The teacher must declare that the work was conducted under the specified controls and record details of any additional assistance.

Other materials can be utilised in controlled assessments for research and reference, but sources of information must be fully acknowledged.

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions contained in this specification and the guidelines contained in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. To meet the regulator's Operating Rules for Component and Diploma Awarding Bodies, AQA-City & Guilds requires:

- learners to sign the Candidate Record Form (CRF) confirming the work submitted is their own. For forms completed electronically a typed name is sufficient
- teachers/tutors to confirm on the CRF that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- the teacher/tutor responsible for internal standardisation also signs the Centre Declaration Sheet (CDS/PL) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher/tutor has undertaken the marking, that person must sign this form. For each unit, a CRF must be completed for each learner and these, together with the Centre Declaration Sheet for Principal Learning, must be sent to the moderator by the specified date with the final marks. Failure to sign either or both the CRF and the CDS/PL may delay the processing of results.

If the teacher or assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA-City & Guilds will set the associated mark(s) to zero.

Feedback

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded by the teacher on the Candidate Record Form (CRF) and be made available to the moderator upon request.

Whilst feedback may be provided to learners, the consortium must ensure that the work submitted is the learner's own. On occasions, the assessment task will require that learners are given feedback which they must act upon as part of the assessment. This feedback must be recorded and the learner's individual response noted as part of his/her achievement of the task. If feedback is required as part of the assessment, this will be detailed in the assessment section for that unit.

Please also refer to the section on 'Revision, re-working and interim review of learners' work' below.

Revision, re-working and interim review of learners' work

Learners may make amendments to their work in the light of feedback from their teacher provided that this feedback is in line with the requirements of the unit. Learners must not be allowed to make amendments after the work has been submitted for the final assessment by the teacher.

4.6 Task marking (medium control)

AQA-City & Guilds apply a medium level of control to task marking. The information in this section applies across all units within the Level 2 Principal Learning in Travel and Tourism. The assessment grid can be found in the assessment section of each unit.

Guidance on applying the unit assessment grid

In the assessment grid for each unit, mark ranges are specified for each learning outcome. The mark ranges apply to the top of each band. When assessing and marking a learner's work, teachers/assessors should use their professional judgement to identify, for each learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

In order to meet the higher level mark band descriptions and therefore achieve higher level marks, learners must show greater depth and breadth of understanding, higher level skills in terms of synthesis, analysis and evaluation, as well as a higher level of independence and originality as required in the assessment criteria.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars of learners' work as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

Internal standardisation of marking

The consortium is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the consortium has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking (normally the Domain Assessor) must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The consortium is required to send to the moderator a signed form confirming that the marking of work at the consortium has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Further guidance on how to conduct internal standardisation can be found in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'.

Moderation of internal assessment and submission to AQA-City & Guilds

Moderation of internal assessment and submission to AQA-City & Guilds will only be available in the summer term by a fixed deadline that will be published at the start of the academic year.

4.7 Malpractice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds regulations concerning malpractice.

Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Consortia must report suspected malpractice to AQA-City & Guilds.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to other learners, but learners should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by another person or third party without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessment is identified by a consortium after the learners have signed the declaration of authentication, the Head of Centre making entries for the unit must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk).

Malpractice in controlled assessment discovered prior to the learners signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

4.8 Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

4.9 Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator will give guidance on task setting; check the arrangements for task taking and review the consortium's marking.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for controlled assessment.

The second stage of moderation is to check the marking of assessments. This stage will take place at a fixed time in the academic year, and may be through postal moderation or through visit to a consortium. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2011. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 2 Principal Learning in Travel and Tourism. Further details of the approval process are available on the website at:

www.diplomainfo.org.uk

5.3 Centre requirements

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Lead and domain assessors will be supplied with supporting material, including this specification and exemplars related to internal assessment. These exemplars will also include example learner work and marking guidance.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (TAT2U1)

Unit 2 (TAT2U2)

Unit 3 (TAT2U3)

Unit 4 (TAT2U4)

Unit 5 (TAT2U5)

Unit 6 (TAT2U6)

Unit 7 (TAT2U7)

5.5 Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- setting of appropriate tasks (see Section 4.4)
- the application of appropriate controls for task taking (see Section 4.5)
- training in the use of the assessment grid (see Section 4.6)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.6)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.6).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.9. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators will:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- 1 facilitate any inspection of the centre which is undertaken on behalf of AQA-City & Guilds
- 2 make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ *Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

www.jcq.org.uk

5.7 Awarding grades and reporting results

The Higher Diploma in Travel and Tourism will be reported on a four-grade scale: A*, A, B and C. Learners who fail to reach the minimum standard for grade C will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 2 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 2 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCDA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCDA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCDA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCDA in order to certificate whole Diploma qualifications for the Diploma in Travel and Tourism at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCDA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

www.jcq.org.uk/exams_office/access_arrangements/

or you can follow the link from our website:

www.aqa.org.uk/admin/p_special_3.html

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 2 Principal Learning in Travel and Tourism.

Appendix A

Connections to other qualifications

The Higher Diploma in Travel and Tourism incorporates the following qualifications in addition to the Principal Learning:

Functional Skills qualifications in English, mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

www.cityandguilds.com/functionalskills

The Level 2 Project qualification

For details of the AQA-City & Guilds Level 2 Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Higher Diploma in Travel and Tourism

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Higher Diploma in Travel and Tourism is published on the National Database of Accredited Qualifications. Visit:

www.accreditedqualifications.org.uk

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Travel and Tourism are also published on:

www.diplomainfo.org.uk

Appendix C

Other issues

European Dimension

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.



Level 2 – Principal Learning

DI-13 9992

125004580

