

# TRAVEL AND TOURISM





# Travel and Tourism

## Level 3 Principal Learning

**Specification (7453)**  
**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

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# 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 | Advanced Diploma at a glance – 1080 GLH (guided learning hours) | 8 |
| 2.2 | Level 3 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 3 Units  | 15  |
|     | Level 3 Unit 1: Travel and tourism – destinations and cultures                     | 15  |
|     | Level 3 Unit 2: Environmental influences of the travel and tourism sector          | 31  |
|     | Level 3 Unit 3: Political and economic influences in the travel and tourism sector | 43  |
|     | Level 3 Unit 4: Technology in travel and tourism                                   | 58  |
|     | Level 3 Unit 5: Project management in travel and tourism                           | 76  |
|     | Level 3 Unit 6: Travel and tourism – image and perception                          | 93  |
|     | Level 3 Unit 7: Travel and tourism – the people sector                             | 109 |
|     | Level 3 Unit 8: Changes and Trends in travel and tourism                           | 128 |

## 4 Assessment guidance

|     |   |     |
|-----|---|-----|
| 4.1 | Controlled assessment (internally assessed units) | 143 |
| 4.2 | What is controlled assessment?                    | 143 |
| 4.3 | AQA-City & Guilds approach to controls            | 144 |
| 4.4 | Task setting (limited control)                    | 144 |
|     | Applied and sector-relevant purpose               | 145 |
|     | Coherent assessment                               | 145 |
|     | Tasks and activities                              | 145 |
|     | Evidence  | 145 |
|     | Example assessments                               | 145 |
|     | Internal standardisation                          | 145 |
|     | Moderation of task setting                        | 145 |
| 4.5 | Task taking                                       | 146 |
|     | Time (limited control)                            | 146 |
|     | Resources (limited or medium control)             | 146 |
|     | Collaboration (limited or medium control)         | 146 |
|     | Supervision (medium control)                      | 147 |
|     | Authentication                                    | 147 |
|     | Feedback  | 148 |

|     |   |     |
|-----|---|-----|
|     | Revision, re-working and interim review of learners' work             | 148 |
| 4.6 | Task marking (medium control)   | 148 |
|     | Guidance on applying the unit assessment grid                         | 148 |
|     | Internal standardisation of marking                                   | 149 |
|     | Moderation of internal assessment and submission to AQA-City & Guilds | 149 |
| 4.7 | Malpractice   | 149 |
| 4.8 | Timing of external assessments  | 150 |
| 4.9 | Moderation  | 150 |

## 5 Administration

|      |  |     |
|------|--|-----|
| 5.1  | Availability of Principal Learning units       | 151 |
| 5.2  | Centre registration                            | 151 |
| 5.3  | Centre requirements                            | 151 |
|      | Health and safety                              | 151 |
|      | Centre staff                                   | 151 |
|      | Continuing Professional Development (CPD)      | 151 |
| 5.4  | Entries  | 152 |
| 5.5  | Quality assurance                              | 152 |
|      | Internal quality assurance                     | 152 |
|      | External quality assurance                     | 153 |
| 5.6  | Irregularities                                 | 153 |
| 5.7  | Awarding grades and reporting results          | 153 |
| 5.8  | Certification of the Diploma                   | 154 |
| 5.9  | CABs, DABs and the Diploma aggregation service | 154 |
| 5.10 | Enquiries about results                        | 154 |
| 5.11 | Re-sits and shelf-life of unit results         | 154 |
| 5.12 | Access arrangements and special consideration  | 155 |
|      | Access arrangements                            | 155 |
|      | Special consideration                          | 155 |
| 5.13 | Language of examinations                       | 155 |
| 5.14 | Qualification titles                           | 155 |

## Appendices

|   |   |     |
|---|---|-----|
| A | Connections to other qualifications   | 156 |
| B | Additional and Specialist Learning for the Advanced Diploma in Travel and Tourism | 157 |
| C | Other issues  | 158 |

# 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](http://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](http://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](mailto: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](http://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](http://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/](http://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](mailto: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](mailto:eos@aqa.org.uk)**

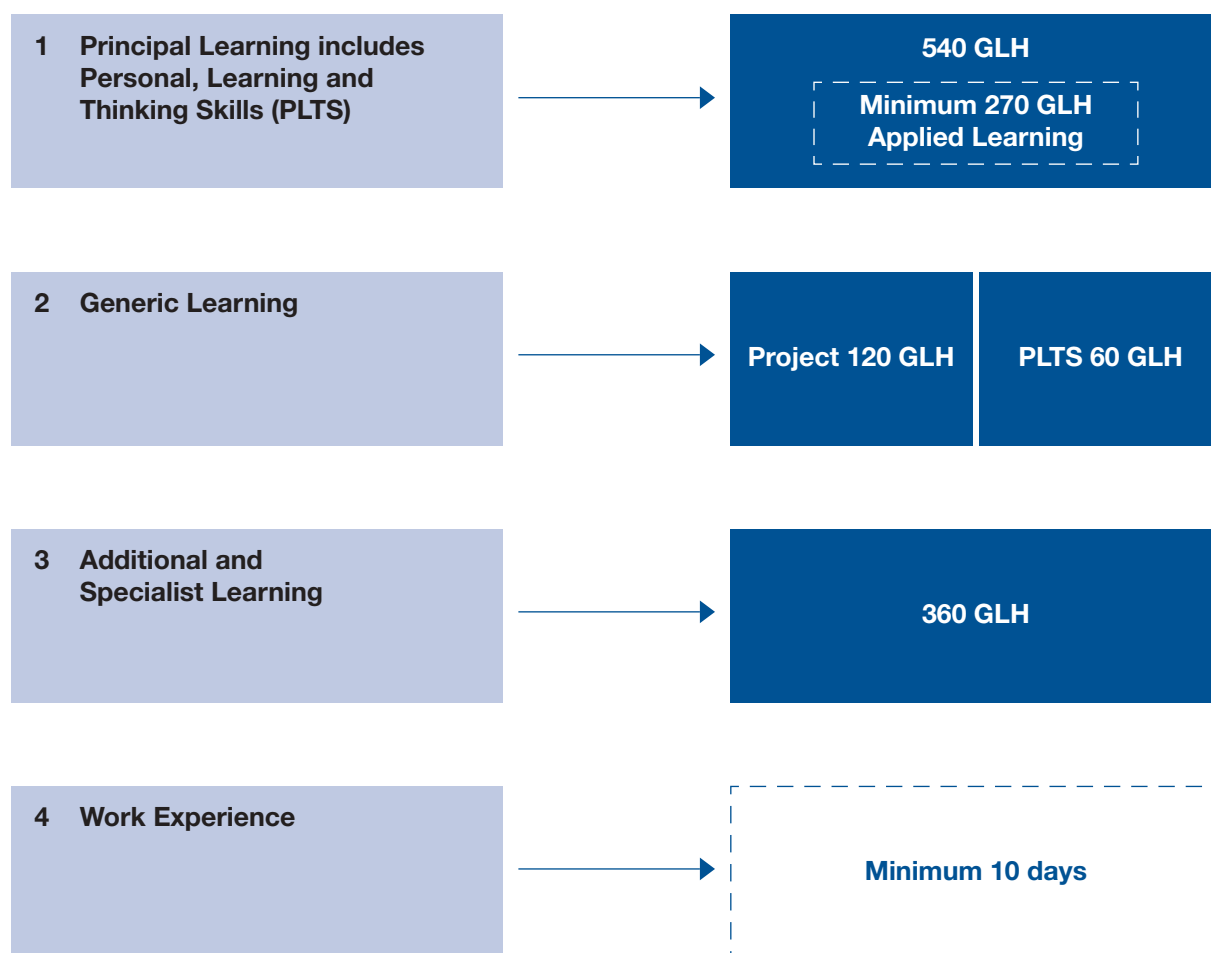
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

**[www.aqa.org.uk/regional\\_officer.php](http://www.aqa.org.uk/regional_officer.php)**

## 2 Specification at a glance

### 2.1 Advanced Diploma at a glance – 1080 GLH (guided learning hours)

- comparable to 3.5 GCE A Levels
- 2 years full-time study
- all components are compulsory
- Progression Qualification available – consists of Principal Learning and Generic Learning only – ie no additional or specialist learning



## 2.2 Level 3 Principal Learning in Travel and Tourism at a glance

- all 8 units are compulsory

### Unit 1 60 GLH

**Travel and tourism – destinations and cultures**  
Externally assessed

### Unit 2 60 GLH

**Environmental influences of the travel and tourism sector**  
Externally assessed

### Unit 3 60 GLH

**Political and economic influences in the travel and tourism sector**  
Internally assessed

### Unit 4 60 GLH

**Technology in travel and tourism**  
Internally assessed

### Unit 5 90 GLH

**Project management in travel and tourism**  
Internally assessed

### Unit 6 60 GLH

**Travel and tourism – image and perception**  
Internally assessed

### Unit 7 90 GLH

**Travel and tourism – the people sector**  
Internally assessed

### Unit 8 60 GLH

**Changes and trends 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 3 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 Advanced Diploma in Travel and Tourism.

### Level 3 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 |    |    | ★  |    |    | ★  |
| Unit 8 | ★  | ★  | ★  |    |    |    |

## 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<br>Travel and tourism – destinations and cultures                     | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |
| Unit 2<br>Environmental influences of the travel and tourism sector          | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |
| Unit 3<br>Political and economic influences in the travel and tourism sector | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |
| Unit 4<br>Technology in travel and tourism                                   | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |
| Unit 5<br>Project management in travel and tourism                           | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |

| Principal Learning                                  | Functional Skills  |  |  |
|---|--|--|--|
| Unit  | English  | Mathematics  | Information and communication technology   |
| Unit 6<br>Travel and tourism – image and perception | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |
| Unit 7<br>Travel and tourism – the people sector    | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |
| Unit 8<br>Changes and trends in travel and tourism  | <ul style="list-style-type: none"> <li>• Speaking and listening Level 2</li> <li>• Reading Level 2</li> <li>• Writing Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 2</li> <li>• Analyse and process using mathematics Level 2</li> <li>• Interpret and present results Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Use ICT systems Level 2</li> <li>• Find and select information Level 2</li> <li>• Develop, present and communicate information Level 2</li> </ul> |

## 3.3 Level 3 Units

# Level 3 Unit 1: Travel and tourism – destinations and cultures

## What is this unit about?

The purpose of this unit is for learners to be able to make recommendations on how to preserve the social fabric and cultural features of host communities whilst meeting the needs of future visitors.

As people become more adventurous and experienced travellers, the appeal of both UK and worldwide destinations is an ever growing phenomenon. Through studying the global nature of the sector learners will develop knowledge and understanding of socio-cultural impacts of tourism, how features can be used to benefit destinations and how negative impacts can be minimised.

Learners will be taught why people travel and where they travel from and to for both business and leisure purposes. They will identify and explain key destinations for UK outbound travellers and UK inbound and domestic travellers and the appeal and features of these destinations. Learners will analyse how destinations have developed and used social and cultural features to attract visitors.

The knowledge developed through their studies will enable those learners who are considering choosing a career in this global sector to understand why it is vitally important to have a thorough understanding of travel and tourism destinations throughout the world. As many travel agents and intermediaries move towards charging customers service fees for their bookings, it is the knowledge of destinations that staff can provide that will often prove the difference.

## 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 2.5 hours.

## Content details

| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  |
|--|--|
| 1 Know the global nature of travel and tourism                                 | <ul style="list-style-type: none"> <li>a describe the reasons people travel</li> <li>b describe the global nature of the travel and tourism sector</li> <li>c identify key generating and receiving countries for business and leisure tourism</li> <li>e describe key destinations for UK travellers</li> </ul>   |
| 2 Understand the impact of tourism on destinations                             | <ul style="list-style-type: none"> <li>a explain the differences between ethical, responsible and sustainable tourism</li> <li>b analyse the socio-cultural impacts of travellers on destinations</li> <li>c explain how destinations have developed</li> <li>d analyse how destinations can use their social and cultural features to attract visitors</li> </ul> |
| 3 Understand measures taken to preserve destinations                           | <ul style="list-style-type: none"> <li>a explain the organisations that drive ethical tourism</li> <li>b assess the impact of cultural preservation measures</li> <li>c explain the benefits of ethical practices by ethical tourism organisations</li> </ul>  |
| 4 Be able to make recommendations to preserve the cultures of host communities | <ul style="list-style-type: none"> <li>a discuss the viewpoints of travellers and host communities</li> <li>b recommend how the cultures of host communities can be preserved whilst meeting the needs of tourists</li> </ul>  |

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 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 3 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 global nature of travel and tourism

#### The reasons people travel

##### Leisure

- relaxation
- holidays
- health
- sport
- religious purposes
- education
- special events
- culture and heritage.

##### Business

- conferences
- sales meetings
- business meetings with customers
- business meetings with colleagues
- exhibitions or events.

##### Visiting friends and relatives (VFR)

- holidays
- special events
- family occasions.

##### Medical Tourism

##### Volunteer Tourism

##### Adventure Tourism

Learners must be able to describe the reasons why people travel. Teachers should relate why people travel to the theoretical definitions of travellers as defined by interest, age group and maturity of travellers' experience.

## Global Nature of Travel & Tourism

Global business  
Integration of companies  
International consortia  
Unlimited destinations  
Budget airlines  
Accessibility of worldwide destinations  
Worldwide web raises awareness of opportunities  
Developing countries provide wider range of experiences to attract tourists  
Economic prosperity encourages international tourism.

Learners must be able to describe the global nature of the sector.

Learners must know that different industries within the sector operate in a local, regional, national and international arena.

## Key tourism generating and receiving countries for business and leisure tourism

Tourism generating countries

Business

- UK
- USA
- China
- Japan
- India
- Germany
- Russia
- Brazil.

Leisure

- Germany
- UK
- USA
- Malaysia
- Italy
- China
- France.

Tourism receiving countries

- Spain
- France
- Irish Republic
- USA
- Italy
- Germany
- Greece
- Netherlands
- Portugal
- Belgium
- Turkey.

Learners must be able to identify the origins of travellers both leisure and business and the countries to which they travel. Generating and receiving countries listed have been identified in the International Passenger Survey (IPS) 2007. Learners must be made aware that these may change on an annual basis and should be taught the up-to-date list.

## Key destinations, for UK outbound business and leisure travellers

### Key destinations for UK outbound travellers

#### Urban

- Paris, Rome, Berlin, Amsterdam, Moscow, Warsaw, Barcelona, Brussels, Dublin, New York, Washington, Chicago, San Francisco, Los Angeles, Athens, Lisbon

#### Rural

- Black Forest, Dordogne, Loire Valley, Pyrenees, Tuscany, Everglades, Grand Canyon, National Parks, Irish Republic

#### Coastal

- French and Italian Rivas, Greek Islands, Spanish and Portuguese Costas, Balearic Islands, Caribbean, Hawaii, Florida Keys, Thailand – Phuket, Koh Samui, Mexico & Caribbean

### Key Destinations for UK inbound and domestic business and leisure travellers

#### Urban destinations

- |              |             |
|--------------|-------------|
| • London     | • Liverpool |
| • Edinburgh  | • Bristol   |
| • Manchester | • Oxford    |
| • Glasgow    | • Cambridge |
| • Birmingham | • Brighton. |

#### Coastal resorts

- |             |                |
|-------------|----------------|
| • Brighton  | • Bournemouth  |
| • Blackpool | • Newquay      |
| • Torquay   | • Scarborough. |

#### Key Features

- Beaches
- Leisure facilities
- Activities for all the family
- Entertainment
- Water sports.

#### Rural destinations

- National Parks – Dartmoor, Exmoor, New Forest, Norfolk Broads, South Downs, Peak District, Yorkshire Dales, North York Moors, Northumberland, Lake District, Snowdonia, Brecon Beacons, Pembrokeshire Coast, Cairngorms, Loch Lomond.
- Areas of Outstanding Natural Beauty.

#### Key Features

- Scenic locations
- Outdoor leisure activities
- Conservation areas
- Wildlife
- Restricted development.

National sporting venues (eg Wembley)  
National conference venues (eg NEC Birmingham)  
Heritage & Cultural and themed sites

- Castles
- Cathedrals
- Museums
- Palaces
- Stately homes
- Theatres
- Film and TV locations.

Learners must be able to locate the above destinations. Learners must also describe the features and appeal of these destinations. Learners should be taught the above as a minimum but also be aware that there are many more destinations that are popular with outbound travellers. Learners should also be aware that the popularity of destinations will change over time and learners should be familiar with current popular destinations.

3

## Learning outcome 2: Understand the impact of tourism on destinations

### The differences between ethical, responsible and sustainable tourism

Ethical tourism

Tourism which seeks to ensure that the local population benefits from tourist development and activities.

Responsible tourism

Tourism which implements practices which are respectful of natural and cultural environment and which contributes in an ethical manner to the local economic development.

Sustainable tourism

Tourism which makes a positive difference when we travel, acting responsibly and respectfully, giving fair economic returns to local people, and protecting and enhancing destinations for the future enjoyment of visitors and the people who live there.

Whilst exploring socio-cultural issues learners must be able to explain the differences in the meaning of ethical, responsible and sustainable tourism. Definitions for each of these aspects should be taught to ensure learners are able to compare the implications of each aspect on developed and developing destinations and their communities.

### Analyse the socio-cultural impacts of travellers on destinations

Socio-cultural impacts affect local communities' social structures and cultural integrity. This includes:

- Local infrastructure
- Local environment
- Local economy
- Local culture and tradition
- Local attitudes.

Learners must be able to analyse the socio-cultural impacts of travellers on a destination.

### How destinations have developed

- Location
- Accessibility
- Infrastructure – amenities and attractions
- Markets – business and leisure
- Financial investment
- Development management
- Future planning.

Learners must be able to explain the reasons for the growth of certain tourism destinations from a historical perspective as well as predicting future developments. The developments in the growth of package travel should be explored together with the impact this has had on host nations and the current and future planned developments to ensure destinations do not lose their appeal to travellers. The global nature of business and its impact on destinations is another area that should be explored with learners taught to appreciate the impact that this has had on the development of facilities for the business traveller.

3

### Analyse how destinations have used their social and cultural features to attract visitors

- Cultural customs
- Religious customs
- Local traditions
- Local beliefs
- Social history
- Positive and negative influences.

Learners must analyse how destinations use their social and cultural features to attract visitors.

## Learning outcome 3: Understand measures taken to preserve destinations

### The organisations that drive ethical tourism

#### Public sector

- national tourist offices
- tourist boards
- regional development agencies
- national development agencies
- local government offices
- conservation organisations.

#### Private sector

- landowners
- property developers
- global hotel chains
- global tourist organisations
- airline and airport operators
- travel media and publishers.

#### Voluntary sector

- conservation groups
- charity foundations
- community groups.

There are many organisations involved with ethical tourism (this can include sustainable and responsible tourism).

Learners should be able to explain the main organisations and the roles that they play.

### The impact of cultural preservation measures

#### Benefits to destinations

- Supports the retention of traditional activities which may attract visitors and income, preserving the traditional way of life
- Providing employment
- Planned future development
- Funding accessed from external agencies.

#### Costs to destinations

- Retention of traditional features can prevent modernisation of facilities
- May mean funds are diverted from other priorities.

#### Benefits to businesses

- Preserving unique products and services
- Ensuring funds are spent locally.

#### Costs to businesses

- May restrict developments
- Local levies and taxes may be imposed
- Restriction on tourism.

#### Benefits to travellers

- Allow them to see and experience traditional activities
- Overcrowding reduced.

#### Costs to travellers

- Costs of preservation initiatives may be passed on to travellers
- Restrictions on visitor numbers may limit accessibility.

Learners must be able to assess the impact of cultural preservation measures, for the destinations, travellers and businesses.

### Benefits of ethical practices by ethical tourism companies

#### Destinations

- Protection of local environment and culture
- Enhances careful development of local infrastructure.

#### Businesses

- Use of local products and services benefits the economy.

#### Customers

- Protects environment and culture for future visits
- Minimises negative attitudes to visitors.

Learners must be able to explain the benefits to different groups of the practices that ethical tourism companies put in place.

## Learning outcome 4: Be able to make recommendations to preserve the cultures of host communities

### Discuss the viewpoints of travellers and host communities

- Existing infrastructure and attractions
- Socio-cultural implications of tourism
- Financial implications of tourism
- Benefits and costs to tourists
- Benefits and costs to host communities
- Ensure each argument is discussed accurately
- All perspectives considered.

Learners must be able to discuss the viewpoints of travellers and host communities including looking at both sides of the argument objectively, and cover the above factors as a minimum.

### Recommend how cultures of host communities can be preserved whilst meeting the needs of tourists

Recommend:

- making judgements based on data and given information
- stating a decision about how cultures of host communities can be preserved, giving reasons
- referring to information that supports recommendation.

### Measures taken to ensure the cultures of host communities can be preserved whilst meeting the needs of tourists

- limiting visitor numbers to a destination
- using host communities to provide visitor accommodation
- identifying areas for development to enhance local communities whilst reducing the impact on the community
- ensuring any development is complementary to existing local development
- respecting the culture of the host community limiting leakage by international organisations
- investing in the infrastructure of the destination to benefit the host community
- protecting the appeal of the destination for future generations
- providing guidance to tourists, sustainable tourism policies or planning and management of destinations.

Learners must be able to recommend how cultures of host communities can be presented whilst meeting the needs of tourists.

## Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

This unit will be tested via an external assessment under controlled conditions. Learners will be allowed 2.5 hours to complete the paper.

Duration: 2.5 hours

Assessment type: Long answer question paper

Number of marks: 90 marks

| Learning outcomes  | Assessment criteria  | Marks     | Weighting   |
|--|--|-----------|-------------|
| 1 Know the global nature of travel and tourism                                 | a describe the reasons people travel   | 15        | 16.7%       |
|  | b describe the global nature of the travel and tourism sector  |           |             |
|  | c identify key countries for generating and receiving business and leisure tourism                     |           |             |
|  | d describe key destinations for UK travellers  |           |             |
| 2 Understand the impact of tourism on destinations                             | a explain the differences between ethical, responsible and sustainable tourism                         | 20        | 22.2%       |
|  | b analyse the socio-cultural impacts of travellers on destinations                                     |           |             |
|  | c explain how destinations have developed  |           |             |
|  | d analyse how destinations can use their social and cultural features to attract visitors              |           |             |
| 3 Understand measures taken to preserve destinations                           | a explain the organisations that drive ethical tourism   | 30        | 33.3%       |
|  | b assess the impact of cultural preservation measures  |           |             |
|  | c explain the benefits of ethical practices by ethical tourism organisations                           |           |             |
| 4 Be able to make recommendations to preserve the cultures of host communities | a discuss the viewpoints of travellers and host communities  | 25        | 27.7%       |
|  | b recommend how the cultures of host communities can be preserved whilst meeting the needs of tourists |           |             |
| <b>Total</b>   |  | <b>90</b> | <b>100%</b> |

## Guidance for delivery

It should be recognised that those studying travel and tourism are likely to come from a variety of backgrounds and have different knowledge of the subject.

It is expected that learners are able to analyse information and provide supportive information on travel and tourism destinations worldwide. The key to understanding this is to be able to find information and interpret it from the various sources that are available. Learners are expected to research information and provide analysis of destinations worldwide, providing effective suggestions and recommendations for travellers.

The unit has not been designed to assess basic geographical features such as geographical terms, continents and the location of oceans and seas. If learners are studying this unit without having studied travel and tourism destinations or the global nature of the sector at a lower level then it may be necessary for teachers to provide some additional underpinning knowledge. For example, the location of oceans and seas can be taught in relation to the location of the major tourist destinations. This unit is broken down into regional travel and tourism destinations, as specified by the World Tourism Organisation (WTO). It is recommended that learners study each region in turn (although the order in which this will be done is entirely up to teachers). Learners studying this unit are expected to gain knowledge of travel and tourism destinations in the UK, as well as within Europe and worldwide. It is recommended that teachers ensure learners gain in depth knowledge of UK travel and tourism destinations. The WTO website is also a good starting point for information on trends and statistics relating to various destinations.

It is more important that learners are taught the reasons for the growth of global tourism, how and where destinations have developed, and the significance of the socio-cultural attraction of destinations in relation to both leisure and business travel. Ethical, responsible and sustainable tourism must be explored and can be discussed in relation to established destinations and how they have and are changing to meet the demands of a more mature market.

Learners should be able to relate to the cultures of host communities when recommending destinations to travellers and in the case of business travellers make suggestions as to how to address cultural and religious customs when conducting business. Learners should also make recommendations and suggestions to leisure travellers on respect for cultural and religious customs of their host community. It is important that learners are taught about the organisations that are driving ethical tourism and how ethical practices can benefit all stakeholders. Agencies such as Tourism Concern have a variety of case studies and resources that would be a good starting point to discussions on ethical and sustainable tourism in the global market. Learners will also be able to advise travellers why visiting some destinations can be more expensive when taking into consideration the costs and benefits of preserving the culture of a destination.

Throughout the unit learners should be encouraged to look out for information relating to the impacts of tourism development, especially in the press and magazines. Using these articles for a display in the centre would help to keep the subject relevant and accessible. These articles are likely to introduce the learner to details of how a destination has maximised positive and minimised negative impacts.

The unit should be delivered in an interactive format encouraging the learner to practise using travel atlases and other manuals to source the answers as much as possible. Learners should be encouraged to examine visual references of destinations and their features. These should include the usual methods such as travel atlases and maps, and also videos, photographs and pictures of destinations and attractions (as used in brochures and guidebooks). For example, learners should be able to associate pictures of attractions with countries. The scope statements included within this unit are not definitive lists. Instead, it is expected that learners should have an excellent knowledge of worldwide travel and tourism destinations. This will allow teachers to teach a variety of destinations and offer flexibility in teaching about new and up and coming destinations.

The developments in the growth of package travel should be explored together with the impact this has had on host nations and the current and future planned developments to ensure destinations do not lose their appeal to travellers. The global nature of business and its impact on destinations is another area that should be explored, with learners taught to appreciate the impact that this has had on the development of facilities for the business traveller.

To enable learners to understand the reasons for travel they must be introduced to the global nature of the travel and tourism sector and the inter-relations between different industries in the sector.

## 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.

Engagement with employers in the travel and tourism sector is essential to support delivery of this unit. Teachers should contact organisations that would have up-to-date information on travel and tourism destinations and visitor trends eg World Travel and Tourism Organisation, National and Regional Tourist Boards.

Teachers should also contact travel and tourism companies who promote sustainable and responsible tourism. It would be useful for learners to hear first hand from tourism organisation about the practices that are implemented in order to preserve the social fabric and cultural features of destinations. Contact could also be made with organisations that provide data on sustainable travel, ie Federation of Tour Operators, Travelife Sustainability System.

## 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

- planning and carrying out research on global destinations (IE2)
- analysing and evaluating information to identify features and appeal of destinations to travellers (IE4)
- considering the influence of travellers and the socio-cultural impact on destinations (IE5)
- considering host communities' beliefs and feelings when making recommendations (IE5)
- supporting conclusions and recommendations for preserving the social fabric and cultural features of destinations using reasoned arguments and evidence (IE6)

### Creative thinkers

- generating ideas and exploring possibilities to preserve the social fabric and cultural features of destinations (CT1)

### Effective participators

- discussing issues of concern when exploring ethical, responsible and sustainable tourism (EP1)
- seeking resolutions to preserving destinations for future generations (EP1)
- presenting a persuasive case when making recommendations for preserving the social fabric and cultural features of destinations (EP2)
- acting as an advocate for views and beliefs that may differ from their own when presenting the viewpoint of travellers and host communities (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.

There are a number of opportunities for the development of reading and writing skills in this unit, when researching key worldwide destinations, how they have developed and the socio-cultural impacts of tourism. Learners also need to develop reference skills to be able to locate detailed information as required and interpret it. They need to make effective suggestions and recommendations for travellers according to their needs and those of host communities and this may be done in writing or verbally.

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 travellers, or in role plays of responding to client requests. Group discussions about ethical, responsible and sustainable tourism and guest speakers from, or visits to, travel agents, tourist information centres or transport companies will afford learners further opportunities to practise their speaking and listening skills.

Learners can also develop mathematical skills, for example by extracting information from maps, atlases, network diagrams, timetables, distance charts; doing calculations relating to distance, time and costs; and comparing costs of different options. Learners might also use statistics, finding and using relevant data about numbers travelling to and from various destinations; about growth, changing trends and predicted future developments; and about costs and funding measures to preserve destinations and their culture.

There will be many opportunities to make use of ICT skills in researching destinations, trends and impacts, including the use of electronic maps and in presenting information about travel. 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 electronically 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](http://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 3 Unit 2: Environmental influences of the travel and tourism sector

### What is this unit about?

The purpose of this unit is to enable learners to make recommendations relating to infrastructure, business practices and visitor choices to ensure tourism is sustainable.

Learners will develop an understanding of the environmental impacts, both positive and negative, and pressures created by travel, destination developments and visitors. They will be able to explore the fragile nature of tourism and the impact it can have on countries and host nations.

As tourism has and is developing in countries worldwide it is becoming ever more important that learners understand the need for tourism development to be sustainable, being maintained over the long term and the benefits it brings to the country and host nations. Learners will investigate the impacts of climatic changes, the developments in transport and the changes to infrastructure that tourism development can have on a country and its people, either real or perceived. Those involved with tourism development often have conflicting needs and choices that can have both positive and negative impacts on the host nation and community, it is important that learners consider the choices that are made and how they either contribute to or alleviate the pressures of developments.

Learners will gain knowledge of those actively involved in sustainable and environmentally friendly tourism development and the roles of those organisations within developments. These roles can be varied and learners will explore how the public, private and voluntary sectors all contribute with varied roles that play an important part of sustainable development. Learners will develop an understanding of the costs and benefits of environmentally friendly tourism practices to all involved. Learners will investigate and consider the objectives of sustainable and environmentally friendly tourism development and how they are put into practice within destinations including how the travel and tourism sector supports sustainable and environmentally friendly developments. Learners will use the knowledge of sustainable and environmentally friendly developments to investigate the process of environmental impact assessments and how and why it is used in the planning process.

From the investigations learners will then be able to make suggestions and proposals that will influence environmentally friendly tourism developments.

### 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 2 hours.

## Content details

| <b>Learning outcomes</b><br>The learner will:                              | <b>Assessment criteria</b><br>The learner can:  |
|--|---|
| 1 Understand measures taken to ensure tourism is sustainable               | a describe different definitions and uses of the term 'environmental'<br>b explain the meaning of environmentally friendly tourism<br>c assess the measures taken by destinations to ensure a sustainable environment<br>d summarise the role of governments in sustainable development of destinations |
| 2 Understand the impact of climate change on the travel and tourism sector | a evaluate the impact of climate change on destinations<br>b explain the impact of climate change on tourism  |
| 3 Understand the impact of tourism on host nations                         | a assess the resources needed by tourism businesses<br>b explain the pressures and problems faced by host communities<br>c evaluate the pressures on ecosystems by the growth of tourism destinations   |
| 4 Understand the implementation of environmental impact assessments        | a explain what an environmental impact assessment is<br>b summarise the use of environmental impact assessments   |
| 5 Be able to propose cases for sustainable tourism                         | a propose persuasive cases for environmentally sustainable tourism development  |

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 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 3 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 measures taken to ensure tourism is sustainable

#### Definitions and uses of the term 'environmental' in relation to tourism development

- Of or relating to the external conditions or surroundings; 'environmental factors'
- Concerned with the ecological effects of altering the environment; 'environmental pollution'
- Pertaining to one's environment
- Relating to or being concerned with the ecological impact of altering the environment.

Learners must be able to describe what is meant by environmental and the different uses of the word. The above definitions should be taught as a minimum.

Teachers should use the definitions found in the wide range of textbooks on tourism development.

#### The meaning of environmentally friendly tourism

Environmentally friendly tourism is travel to fragile, pristine, and usually protected areas that strives to be low impact and (often) small scale. It helps educate the traveller, provides funds for conservation, directly benefits the economic development and political empowerment of local communities; and fosters respect for different cultures and for human rights.

Learners must be able to explain the meaning of environmentally friendly tourism in its widest concept.

#### Measures taken by destinations when planning development to ensure a sustainable environment

##### Economic

- limiting leakage by transnational companies
- investing in the infrastructure of the destination to benefit the host community.

##### Environmental

- building type and structure
- ensuring any development is complementary to existing local development
- protecting the appeal of the destination for future generations
- sustainable tourism policies or planning and management of destinations.

#### Socio-cultural

- respecting the culture of the host community
- investing in the infrastructure of the destination to benefit the host community
- protecting the appeal of the destination for future generations
- providing guidance to tourists.

Learners must assess the measures taken by destinations to ensure a sustainable environment.

### Role of governments in sustainable development

- Providing finance
- Facilitating partnerships
- Advice and guidance on planning and developments
- Protection of the environment and natural features of the proposed development area.

Learners must be able to summarise the role of government in sustainable tourism.

### Learning outcome 2: Understand the impact of climate change on the travel and tourism sector

#### The impact of climate change destinations

Mountain regions – glaciers will melt and eventually disappear – changing the appearance and stature of the range, more avalanches.

Coastal and island resort – the sea will rise and coastal resorts and islands will eventually disappear.

Learners must be able to evaluate the impact of climate change on destinations.

#### The impact of climate change on tourism

Ski resorts will have less snow, avalanches will occur more often

Hotter weather will mean resorts can have longer seasons but also that domestic travel may increase as it is hotter at home

Learners must be able to explain the impact of climate change on tourism. The above are a few impacts that climate change will have on tourism destinations which rely on a certain climate.

## Learning outcome 3: Understand the impact of tourism on host nations

### The resources needed by tourism businesses

- A basic infrastructure
- Supply of water
- Drainage
- Sewage systems
- Power
- Transport networks
- Access routes
- Hospitals and emergency services
- Building materials and construction workers, availability of staff for the business
- Access to prospective customers.

Learners should assess the resources needed by travel and tourism businesses.

3

### Pressures and problems faced by host communities

#### Economic

- increased living costs
- decline of traditional employment
- over-dependency on tourism
- interest rates increasing
- inflation in host and home countries.

#### Environmental

- congestion
- pollution
- loss of habitat
- erosion of resources.

#### Socio-cultural impact

- crime
- sex tourism
- conflict
- antisocial behaviour
- displacement
- seasonal employment
- dilution of cultural identity
- westernisation
- demonstration effect.

Learners must be able to explain the pressures and problems faced by host communities that support travel and tourism developments.

## Pressures on Ecosystems

- Aquatic ecosystem
- Chaparral
- Coral reef
- Desert
- Human ecosystem
- Large marine ecosystem
- Marine ecosystem
- Rainforest
- Rubbish
- Savanna
- Terrestrial ecosystem
- Tundra
- Urban ecosystem.

The above are examples of ecosystems and learners must evaluate the pressures on ecosystems from the growth of tourism destinations.

## Learning outcome 4: Understand the implementation of environmental impact assessments

### What an environmental impact assessment is

An environmental impact assessment (EIA) is an assessment of the possible impact – positive or negative – that a proposed project may have on the environment considering natural, social and economic aspects. The purpose of an Environmental Impact Assessment is to ensure that decision makers consider the ensuing environmental impacts to decide whether to proceed with the project.

This describes the procedure that must be followed for certain types of project before they can be given development consent. Learners must understand the EIA process and procedures including when and how they are used for specific situations.

### Summarise the use of Environmental Impact Assessments

An Environmental Impact Assessment (EIA) is used to assess the potential impact of a proposed project or development on the environment.

EIAs are used typically in the following situations:

- planning applications that, if approved, may have a significant impact on the environment
- when a project is being considered where it may have an impact on natural, social and economic aspects
- to investigate the ecological impact of a development or project.

## Learning outcome 5: Be able to propose cases for sustainable tourism

### Propose persuasive cases for environmentally sustainable tourism development

- The proposal and its features
- The impact of relevant external factors
- How to combat the findings of the EIA.

Proposing a case for action

- Making proposals that are SMART (specific, measurable, achievable, relevant and time-bound)
- Assessing viability of different ideas (eg budget)
- Supporting proposals with quantitative and qualitative data.

## Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

The question paper will comprise extended answer questions some based on case study information. Learners will be allowed 2 hours to complete the paper.

Duration: 2 hours

Assessment type: Extended answer examination paper

Number of marks: 90 marks

| Learning outcomes  | Assessment criteria   | Marks     | Weighting   |
|--|---|-----------|-------------|
| 1 Understand measures taken to ensure tourism is sustainable               | a describe different definitions and uses of the term 'environmental'           | 24        | 26.7%       |
|  | b explain the meaning of environmentally friendly tourism                       |           |             |
|  | c assess the measures taken by destinations to ensure a sustainable environment |           |             |
|  | d summarise the role of governments in sustainable development of destinations  |           |             |
| 2 Understand the impact of climate change on the travel and tourism sector | a evaluate the impact of climate change on destinations                         | 9         | 10%         |
|  | b explain the impact of climate change on tourism                               |           |             |
| 3 Understand the impacts of tourism on host nations                        | a assess the resources needed by tourism businesses                             | 18        | 20%         |
|  | b explain the pressures and problems faced by host communities                  |           |             |
|  | c evaluate the pressures on ecosystems by the growth of tourism destinations    |           |             |
| 4 Understand the implementation of environmental impact assessments        | a explain what an environmental impact assessment is                            | 9         | 10%         |
|  | b summarise the use of environmental impact assessments                         |           |             |
| 5 Be able to propose cases for sustainable tourism                         | a propose persuasive cases for environmentally sustainable tourism development  | 30        | 33.3%       |
| <b>Total</b>   |   | <b>90</b> | <b>100%</b> |

## Guidance for delivery

One way of bringing this subject alive is to deliver the unit through case studies. The study of the issues surrounding tourism development and sustainability can sometimes be quite demanding for learners since they may contain unfamiliar concepts. There are many case studies of regions where, in the last 20 years, there has been a rapid increase in tourism activity. When considering destinations, learners could investigate a destination from a developing country – in other words, a less economically developed country (LEDC). In no particular order, examples of these destinations include Mexico, Cuba, the Gambia, Nepal, Mongolia, Vietnam and Cambodia, all of which are experiencing a dramatic rise in tourism activity. The economic, socio-cultural and environmental impacts can be introduced at an early stage since these tend to be concepts which learners will find straightforward to identify.

It is also recommended that learners are introduced to destinations which have had an established tourism industry for over 20 years. These will provide a good basis for comparison with the less-developed destinations, by looking at how these destinations have been developed and examples of good and poor developmental practices. Throughout the unit learners should be encouraged to look out for information relating to the impacts of tourism development, especially in the press and magazines. Using these articles for a display in the centre would help to keep the subject relevant and accessible. The Sunday supplements and trade press are a particularly good source for articles. These articles are likely to introduce the learner to details of how a destination has maximised positive and minimised negative impacts. Case studies can relate to both more established tourism destinations where they have had the time to implement appropriate measures, or to those who are in the early stages of development and are introducing the concept of sustainable and environmentally friendly developments. Through scrutiny of case studies, learners will also be introduced to the range of agents involved in sustainable and environmentally friendly tourism development, and how the travel and tourism sector is supporting the growth of sustainable and environmentally friendly tourism development.

Group activities can be used to introduce the key concepts of ‘objectives’, ‘agents’ and ‘impacts’. A variety of methods could be used but it needs to be recognised that, as the unit progresses, learners will need to read articles and papers on these subjects which may initially be quite demanding. There is a wide range of texts on sustainable tourism and responsible development but more often than not these are written for undergraduate study. Teachers will need to be selective in the material they decide to use.

To succeed in the assessment requirements for the unit, learners will need to undertake independent research using a range of sources. Delivery of this unit should incorporate the development of research skills. Where case studies are ‘discovered’ by learners, their source should be highlighted.

To introduce the concept of how the travel and tourism sector supports sustainable and environmentally friendly tourism development, learners could be invited to look at a range of tour operators’ products, representing mass market and specialist holidays, and investigate their claims for responsible tourism. Many operators now display the ‘sustainable tourism’ logo (to represent their membership to the tour operators’ initiative for sustainable and environmentally friendly tourism development) inside the front cover of their brochures and have policies or guidelines which are very easy to understand. Similarly, charities such as Tourism Concern and the Travel Foundation have codes of conduct clearly demonstrating their guidance to tourists. Airlines are also actively promoting responsible tourism and hotel companies (global and locally owned) are also claiming to have an interest in sustainable and environmentally friendly development. Learners should be encouraged to look at products and destinations which go beyond their own experiences of travel and see how effective planning and management can ultimately be the only way forward.

## Employer engagement

Employer involvement 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.

Guest speakers could include representatives from any of the relevant development agencies.

Teachers should contact employers who promote and support sustainable and responsible tourism to develop links for guidance:

- National Government Offices
- World Travel & Tourism Council
- Tour Operators

Employer engagement with those companies that have a corporate social responsibility policy would be useful in supporting delivery of this unit. Attendance at travel and tourism events that provide networking opportunities with employers in the sector would also assist in developing links with businesses.

## 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

- planning and carrying out research and investigating sustainable and environmentally friendly tourism development concepts, practices and how these are implemented (IE2)
- considering the benefits and pressures of tourism development on host nations and communities when evaluating the impact of developments (IE5)

### Effective participators

- undertaking an environmental impact assessment on a chosen destination (EP1)
- presenting and justifying proposals on infrastructure, business practices and/or visitor choices relating to sustainable and environmentally friendly tourism developments (EP2).

## 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 skills in this unit, when considering case studies and researching the environmental and socio-cultural impacts and pressures created by travel and tourism and its associated development. Learners will need to understand related terminology and deal with emotive as well as factual language. They may practise selecting and writing in a suitable style and format when presenting findings from their environmental impact assessment and proposing ideas for sustainable tourism; this is likely to include images or graphs or charts.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. Group discussions about ethical, responsible and sustainable tourism and guest speakers will afford learners further opportunities to practise their speaking and listening skills. Learners may give a verbal presentation of their proposal; this should be in a language and style suited to the audience.

Learners can develop mathematical skills through interpreting information from tables and charts when studying the complexity and breadth of sustainable and environmentally friendly tourism development. They must be taught how to plan, collect data, analyse the results and present findings of an environmental impact assessment to enable them to evaluate the impacts of tourism developments on the environment and to examine the sustainability of the proposed developments.

There will be many opportunities to make use of ICT skills in researching sustainable and environmentally friendly tourism development. Learners may use email or web-based methods to communicate and exchange information as part of their research. Presenting their findings and recommendations electronically could provide further opportunities to develop ICT skills, including the use of text combined with images or numbers as a written document or in a presentation.

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](http://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 3 Unit 3: Political and economic influences in the travel and tourism sector

### What is this unit about?

The purpose of this unit is for learners to have an understanding of the external factors that impact upon the travel and tourism sector and use this understanding to be able to propose solutions to incidents and crises that affect the travel and tourism sector.

Travel and tourism is a global sector contributing significantly to national economies and influenced by a multitude of factors. The purpose of this unit is to provide the opportunity for learners to understand the roles of international, national and regional agencies and how they influence the sector together with the political and economic influences on the sector.

The impact of global incidents or crises can be significant to the UK. Learners will develop investigative and practical skills that would be useful in a range of travel and tourism organisations. These will be developed through practical research where the learner interprets and presents economic data and presents proposals for a response to a crisis or incident.

The unit will also introduce learners to the political and economic decisions made by the UK government and the impact these decisions can have on the UK 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.

### 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 143–150 of this specification.

## Content details

| Learning outcomes<br>The learner will:  | Assessment criteria<br>The learner can:   | PLTS |
|---|---|------|
| 1 Understand how external agencies influence the travel and tourism sector    | a explain the role of international organisations on the travel and tourism sector                            |      |
|   | b explain the role and influence of national and local government on the travel and tourism sector            |      |
|   | c assess the role and influence of trade and professional bodies on the travel and tourism sector             |      |
| 2 Understand potential external impacts on travel and tourism in the UK       | a analyse how economic factors impact on the UK travel and tourism sector                                     |      |
|   | b explain how the contribution of the travel and tourism sector to the UK economy has changed over time       |      |
|   | c assess how global political and economic influences can impact on UK domestic, inbound and outbound tourism |      |
|   | d evaluate the impact key planning processes have on the travel and tourism sector                            |      |
| 3 Be able to respond to incidents and crises in the travel and tourism sector | a recommend potential solutions to incidents or crises using reasoned arguments and evidence                  | IE6  |

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 3 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 how external agencies influence the travel and tourism sector

#### The role of international organisations on the travel and tourism sector

Roles of international organisations

- legislation introduction
- regulation
- national and international strategies.

Organisations

- United Nations (UN)
- European Union (EU)
- World Tourism Organisation (WTO)
- World Travel and Tourism Council (WTTC)
- International Air Transport Association (IATA).

Learners must be able to explain the roles of international organisations in travel and tourism.

3

#### Roles and influence of national and local government on the sector

Roles and influence

- legislation introduction
- regulation
- national strategies
- nationalisation
- funding.

National and local government organisations

- National government departments
  - Department for Culture Media and Sport (DCMS)
  - Department for Transport (DfT)
  - British Foreign and Commonwealth Office (FCO)
  - Department for Environment Food and Rural Affairs (DEfRA).

- Regional government departments
- Regional Assemblies
  - Welsh Assembly WAG
  - Scottish Parliament
  - Northern Ireland Assembly
- Regulatory Bodies and Organisations
  - Strategic Rail Authority
  - Civil Aviation Authority
  - Visit Britain.

Learners must be able to explain the roles and influence of national and local government organisations on travel and tourism.

### The role and influence of trade and professional bodies on the sector

Professional bodies' responsibilities

- influence over planning controls
- influence over legislation such as working and driving hours, night flights.

Professional Bodies

- Association of British Travel Agents (ABTA)
- Association of Leading Visitor Attractions (ALVA)
- Association of Train Operating Companies (ATOC)
- Airport Operators Association (AOA)
- Confederation of Passenger Transport (CPT).

Learners must assess the roles and influence of the main trade and professional bodies that influence the travel and tourism sector.

## Learning outcome 2: Understand potential external impacts on travel and tourism in the UK

### Analyse how economic factors impact on UK travel and tourism

Economic Factors

- currency exchange rates for the US dollar, euro and pound
- inflation levels
- tax rates
- interest rates.

Learners must be able to analyse the key economic factors that impact on the UK travel and tourism sector.

### How the contribution of the sector to the UK economy has changed over time

Contribution to the UK by the travel and tourism sector

- Employment
- Income generated
- % of GDP.

Learners must explain how the key contribution of the travel and tourism sector has changed over time. Learners must explain the above factors and how they have changed over at least the last 25 years.

### How global political and economic influences can impact on UK domestic, inbound and outbound tourism

Political and economic influences

- political unrest in other countries
- travel advice
- medical issues
- taxation
- economic migration for employment.

Learners must assess how global political and economic influences can impact on UK domestic, inbound and outbound tourism.

### The impact key planning processes have on the sector

Key planning processes

Transport planning

- rail networks and franchises
- toll roads
- congestion charging

National park authorities

- planning controls on building

Local government

- maintenance of public open space, planning of local attractions

Learners must be able to evaluate the impact of the key planning processes that affect the travel and tourism sector.

Learners need to know the impact these planning processes have on the sector.

## Learning outcome 3: Be able to respond to incidents and crises in the travel and tourism sector

### Recommend potential solutions to incidents or crises using reasoned argument and evidence

- establishing the nature of the problem
- considering possible solutions
- comparing possible solutions and selecting the most appropriate
- proposing the solution, showing how it overcomes the problem.

#### Incidents and crises

- political
- social
- economic
- environmental.

#### Reasoned argument and evidence

- give a balanced view
- be objective
- consider points of view that may differ from own
- consider all evidence before drawing conclusions.

Learners must be able to recommend potential solutions to incidents or cases on the travel and tourism sector.

## 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 143–150 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 aim of this assessment is for learners to gain a greater understanding of the influences, both external and internal that can impact on the industries within the travel and tourism sector.

The purpose of this assessment is for learners to know how the travel and tourism sector responds to crises and incidents and for them to be able to propose solutions.

Learners will interpret data supplied by the centre to show an understanding of the significant economic impact the travel and tourism sector has on the UK economy.

#### 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 need to be supplied with a case study of an incident or crisis which requires multi agency response. The incident may be UK based or world-wide but should have an implication on UK tourism to ensure full coverage of the assessment criteria. The case study should contain sufficient detail to allow the learner to propose a solution to an incident or crisis using government agencies.

The presentation section of the assignment may be in a role-play situation or with a real life audience from the travel and tourism sector. The work should be presented to an audience or group and can be in the forms outlined in the teacher guidance section.

#### Evidence

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

| Task   | Evidence<br>The following must be provided:   | Acceptable formats   | LO/AC mapping                     |
|--|---|--|-----------------------------------|
| Propose solutions to an incident or crisis in the UK | A report including: <ul style="list-style-type: none"><li>• Recommendation of potential solution in response to a crisis or incident</li><li>• How various government agencies may be used.</li></ul> | Hard copy or electronic<br><br>The report should be no more than 8 sides of A4 | 1a, 1b, 1c, 2a, 2b, 2c, 2d and 3a |

#### 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 90 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 should be supervised when writing up their proposals.

### **Collaboration (limited control)**

This unit is not appropriate for teamwork.

## **Weighting of learning outcomes**

| Learning outcomes   | Marks | Weighting |
|---|-------|-----------|
| 1 Understand how external agencies influence the travel and tourism sector    | 30    | 33.3%     |
| 2 Understand potential external impacts on travel and tourism in the UK       | 39    | 43.3%     |
| 3 Be able to respond to incidents and crisis in the travel and tourism sector | 21    | 23.3%     |
| <b>Total</b>  | 90    | 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 143–150.

| Learning outcomes  | Band 1  | Band 2  | Band 3   |
|--|---|---|--|
|  | The learner has:  |   |  |
|  | 0 to 10 marks   | 11 to 20 marks  | 21 to 30 marks   |
| 1 Understand how external agencies influence the travel and tourism sector | <p>Briefly explained the role of international organisations on the travel and tourism sector.</p> <p>Briefly explained the role and influence of national and local government on the travel and tourism sector.</p> <p>Gave a limited assessment of the role and influence of trade and professional bodies on the travel and tourism sector.</p>   | <p>Explained clearly the role of international organisations on the travel and tourism sector.</p> <p>Explained clearly the role and influence of national and local government on the travel and tourism sector.</p> <p>Gave a brief but clear assessment of the role and influence of trade and professional bodies on the travel and tourism sector.</p>   | <p>Explained clearly and in detail the role of international organisations on the travel and tourism sector using relevant examples.</p> <p>Explained clearly and in detail the role and influence of national and local government on the travel and tourism sector using relevant examples.</p> <p>Gave a clear and detailed assessment of the role and influence of trade and professional bodies on the travel and tourism sector using relevant examples.</p>   |
|  | 0 to 13 marks   | 14 to 26 marks  | 27 to 39 marks   |
| 2 Understand potential external impacts on travel and tourism in the UK    | <p>Gave a simplistic analysis of how UK economic factors impact on the UK travel and tourism sector.</p> <p>Briefly explained how the contribution of the travel and tourism sector to the UK economy has changed over time.</p> <p>Gave a limited assessment of how global political and economic influences can impact on UK domestic, inbound and outbound tourism.</p> <p>Gave a limited evaluation of the impact the key planning processes have on the travel and tourism sector.</p> | <p>Gave a detailed analysis of how UK economic factors impact on the UK travel and tourism sector.</p> <p>Explained clearly how the contribution of the travel and tourism sector to the UK economy has changed over time.</p> <p>Gave a brief but clear assessment of how global political and economic influences can impact on UK domestic, inbound and outbound tourism.</p> <p>Gave a clear evaluation of the impact the key planning processes have on the travel and tourism sector using relevant examples.</p> | <p>Gave a clear and detailed assessment of how UK economic factors impact on the UK travel and tourism sector.</p> <p>Explained clearly and in detail how the contribution of the travel and tourism sector to the UK economy has changed over time.</p> <p>Gave a clear and detailed assessment of how global political and economic influences can impact on UK domestic, inbound and outbound tourism.</p> <p>Gave a clear and detailed evaluation of the impact the key planning processes have on the travel and tourism sector using specific and relevant examples.</p> |

| Learning outcomes   | Band 1   | Band 2   | Band 3  |
|---|--|--|---|
|   | The learner has:   |  |   |
|   | 0 to 7 marks   | 8 to 16 marks  | 17 to 21 marks  |
| 3 Be able to respond to incidents and crises in the travel and tourism sector | Recommended basic potential solutions to the incident or crises which had limited clarity or relevance. Arguments given were limited and minimal evidence was submitted. | Recommended clear and relevant potential solutions. Arguments were imbalanced and with limited evidence. | Recommended detailed, clear and highly relevant potential solutions. Arguments were balanced and fully evidenced. |

3

## Guidance for delivery

This unit requires teachers to work closely with the sector to ensure that learners can understand the relevance of actions taken by employers in the development of travel and tourism and in crisis situations. Some of these actions such as data analysis might on the face of it seem inconsequential, but it is important for learners to see that the development of travel and tourism and crisis management require teamwork and data analysis forms an important part of the equation, forming the bedrock for future decisions.

Teachers should try to work with the regional tourist office to ensure the relevancy and currency of data analysed and feeding back conclusions should involve employees from the organisation. A visit to the head office of the organisation will help set the task in context. Where learners have access to other travel and tourism organisations such as major tour operators, airlines and major conference providers, teachers should endeavour to make links with these organisations in the same way, however they should ensure that the data analysed is manageable and within the parameters outlined in the scope of content.

Learners should be encouraged to think globally and laterally, considering the impact of trends and relationships with various functions such as the supply chain. Case studies could be devised with input from other curriculum areas such as economics, history and maths teachers if necessary, to enable learners to explore solutions to hypothetical problems. Learners should be encouraged to keep a close eye on national and world events and these should be used in classroom discussions to analyse their effect on tourism globally. Creating a weekly notice board might help learners to reflect on past events and how these affected tourism, eg the SARs epidemic was initially seen as a catastrophe for global tourism and the Bali nightclub bombings were seen as the death knell for tourism in South East Asia.

Visits to events like the World Travel Market in London will allow learners to collect information about world travel organisations such as IATA and WTO and see the role of national organisations such as ABTA, CAA and Tourism Concern in context. It is important to emphasise to learners that all these organisations are part of the travel and tourism jigsaw and have an equal contribution in contributing to the effectiveness of the sector. Teachers should ensure that learners research these organisations in an active way with plenty of opportunities for classroom discussions, presentations and visiting speakers. International and national organisations should be seen in the context with their role in local tourism, eg local airports are subject to CAA regulations, local travel agents to ABTA, domestic airlines to IATA.

Within this unit there is also an opportunity to link with Unit 7 and to explore the job roles in those public and private sector organisations that oversee the travel and tourism sector. There is also an opportunity to explore further more unusual job roles in tour conferences and aviation.

Learners must be made aware that in order to make any kind of prediction of what might happen in the future it is important to have an understanding of what is happening now within the sector. By using the relevant websites that explain these factors, learners can explore this type of management analysis. This unit allows learners to further develop their understanding of a global industry and its interdependence on economic and political factors. Learners should be encouraged to think creatively about solutions to crisis management. They should be encouraged to look at the lessons learned from previous events and apply these to present situations. They should look at the importance of correct forecasting on effective data analysis. Essentially, teachers should emphasise the importance of teamwork, accuracy and leadership in all of these activities. Learners should be given hypothetical situations in which they have a limited time to come up with a solution to a problem. This will emphasise the real nature of the travel and tourism sector and showcase the skills needed to work effectively in the sector.

## 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.

Employers linked to the consortium need to be made aware of the aims of this unit and should be asked how they think they could contribute to making the unit realistic. Scenarios created by employers will reflect real situations and will engage the learner.

Visits and visiting speakers are always useful, but their content should be maximised with pre and post visit activities and should be focused on a particular aim. Half day workshops where employers can work with learners on a particular aspect of crisis management or as a mentor over a longer period of time should be encouraged and will give realism to the topic. Holding these workshops on the employer's premises, if possible, will add greater realism to the task.

Essentially teachers should endeavour to work with local employers but larger companies have comprehensive websites and information packs that may also be useful. Contacting those larger national companies that are part of the Diploma Development Partnership would also be useful. Teachers should endeavour to work with a range of employers covered by the sector to bring variety to learners and widen their career options.

## 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 (IE4)
- supporting conclusions in their review of technological development using reasoned arguments and evidence (IE6)

### Creative thinkers

- generating ideas and exploring possibilities (CT1)
- questioning their own assumptions when proposing responses to an incident/crisis in the sector (CT4)

### Team workers

- taking responsibility for their own proposals on responding to an incident, showing confidence in themselves and their contribution (TW5)

### Self-managers

- considering how to respond positively to change (SM6)

### Effective participators

- proposing practical ways forward when responding to an incident or crisis, breaking these down into manageable steps (EP3)

### Reflective learners

- assessing their own and others' responses (RL1)
- communicating their learning in relevant ways for different audiences (RL6).

## 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 skills in this unit, when considering case studies and researching economic factors in travel and tourism and the role and impact of governments and agencies. They may practise selecting and writing in a suitable style and format when presenting their proposals in response to a crisis or incident in a given case study; this is likely to include images or graphs or charts.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. Group discussions about key factors that impact on travel and tourism and guest speakers will afford learners further opportunities to practise their speaking and listening skills. Learners may give a verbal presentation of their proposal; this should be in a language and style suited to the audience.

Learners will develop investigative and practical mathematical skills that would be useful in a range of travel and tourism organisations. These will be developed through practical research where the learner interprets and presents economic data and presents proposals for a response to a crisis or incident.

There will be many opportunities to make use of ICT skills when researching facts and learners may use email or web-based methods to communicate and exchange information as part of their research. Presenting their findings and recommendations could provide opportunities to develop PowerPoint 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](http://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 3 Unit 4: Technology in travel and tourism

### What is this unit about?

The purpose of this unit is to enable learners to propose technological solutions for the travel and tourism sector. Technological advancement in the sector is highly necessary in order that companies can remain competitive.

The unit gives learners the opportunity to engage with employers and apply their learning through the review of a technological development. This will inform their proposals for a technological solution in the sector.

The unit will engage learners in a very practical way through links with business organisations. Travel agents, transport organisations or hotels are all possible organisations/venues where learners can see first hand the use of technology within the travel and tourism workplace.

This unit covers technology in the travel and tourism sector. Technology has been one of the key driving forces in the sector in recent times. The purpose of this unit is to ensure learners have an understanding of the central and dynamic role that technology has in the sector. In this unit learners will develop knowledge in the technological developments used by the sector, but the unit also gives them the opportunity through applying this newly acquired knowledge and the skills gained, to propose their own technological solution to enhance customer experience.

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

- creative thinkers.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 12 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 143–150 of this specification.

## Content details

| <b>Learning outcomes</b><br>The learner will:                                | <b>Assessment criteria</b><br>The learner can:   | <b>PLTS</b> |
|--|--|-------------|
| 1 Understand the role of technology in the travel and tourism sector         | a explain the role of technology in the travel and tourism sector  |             |
|  | b explain how technology in the sector supports organisational objectives  |             |
|  | c assess the impact of technology on working practices   |             |
| 2 Understand how technological development has impacted on the sector        | a explain the impact of technology on customer experience  |             |
|  | b assess the impact of technological developments on channels of distribution for travel and tourism products and services |             |
|  | c explain the significance of technological developments in air, sea and land passenger transport                          |             |
|  | d analyse the success of technological developments within the sector  |             |
| 3 Be able to propose technological solutions to enhance customer experiences | a present ideas for technological solutions to enhance customer experiences  | CT1         |
|  | b adapt proposals in light of feedback from clients  | CT6         |

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 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 3 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 role of technology in the travel and tourism sector

#### The role of technology in the travel and tourism sector

##### Travel Services

- Internet and e-business
  - computer reservation systems allow full availability checks and booking 24/7 for the majority of travel services
  - availability of online booking encourages independent travel
  - online resources (Gazetteers, support sales).

##### Tourism Services

- Internet and e-business
  - websites give access to tourism information to support visit planning
  - E-business systems enable direct bookings with a wide range of providers
- Global Positioning Systems
  - ease of location finding and identifying of local services
- Destination Management Systems
  - business applications to support tourism destinations and SMEs.

##### Conferences and Events

- Video conferencing
- Smartboard technology enhances presentations.

##### Visitor Attractions

- Multi media
  - sound tracks in different languages
  - interactive displays
  - queue systems at theme parks.

##### Accommodation Services

- Internet and e-business
  - online reservation systems
- Hotel services
  - guest wi-fi and broadband capability as extra chargeable service.

### Passenger Transport

- Global distribution systems
  - Galileo, Amadeus and Worldspan enable agents to book multiple and complex bookings using one system
- Internet
  - e-ticketing where immediate confirmation is given with boarding card
  - fast ticket machines for rail travel
  - computerised check in at airports
- Personal identification
  - new chips in passports enable computerised boarding
- Security systems
  - security scanning at airports of baggage and passengers.

Learners must be able to explain the role that technology plays in each of the industries within the travel and tourism sector.

Learners should also know that not all systems used by companies within the sector are ready made systems and that companies also get tailor made systems designed to meet their own personal needs and objectives.

Learners should be taught the above as a minimum, however there are many more examples of technology in the sector and these should be taught as they arise.

### How technology supports organisational objectives

- Increased sales
  - ease of booking and payment via secure websites and online payment options eg Paypal
  - customer databases can target appropriate marketing initiatives
  - live chat facility on websites helps encourage customer online bookings
  - enhanced customer service
- Improved accessibility of information and contact
  - information available in a range of languages and formats
- Enhanced customer experience
  - white knuckle rides at theme parks
  - computerised queuing systems avoid waiting
  - recorded guides to explain attractions to visitors
  - interactive displays at visitor attractions and events
- Improved customer safety
  - scanning techniques at ports and airports improve security and give protection from terrorist action
- Cost effectiveness
  - electronic delivery of communications and documents saves money and time
  - use of software systems to monitor expenditure can target best use of funds
- Environmental issues
  - saving of resources, eg paper, by use of electronic communications
  - video conferencing reduces carbon footprint for businesses
  - new technical developments improve fuel efficiency for transportation.

Learners must be able to explain how technology supports organisational objectives.

## The impact of technology on working practices

- Change in qualifications/skills needed for entry to industries within the sector
  - familiarity with IT processes
  - technical expertise to maintain equipment
  - updating to take account of new developments
- Changes in business systems
  - maintaining records
  - monitoring processes
- Changes in processing payments from customers
  - internet booking
  - credit card payments and charges
- Changes in methods of communicating with customers and suppliers
  - email
  - video conferencing
- New legal requirements
  - health and safety
  - consumer protection
- Changes in marketing and promotion
  - company websites
  - online booking discounts
  - comparison websites
  - email alerts
  - e-brochures/leaflets.

Learners must be able to assess the impact of technological developments on working practices. These impacts may be positive or negative as not all technological advancements are positive.

Whilst most of the above examples apply in most industries within the sector, learners must be taught where specific examples apply to specific industries.

## Learning outcome 2: Understand how technological development has impacted on the sector

### Impact of technology on the customer experience

- Research
  - internet access to niche products
  - internet sites' brochures
  - comparison websites
- Purchasing
  - direct booking
  - travel agents' booking
  - internet booking
  - live chat facility on web sites

- Travel and destination activities
  - downloadable audio guides
  - ride technology
  - interactive exhibits
  - translation and interpretation
  - improved access
  - improved journey times
  - Wi-Fi internet access for hotels, trains and airport lounges
  - internet cafés on cruise ships
  - web-cams
  - use of satellite navigation devices to locate services in destinations.

Learners must be able to explain the impact of technology in these areas on the customer experience.

### **The impact of technological developments on channels of distribution for travel and tourism products and services**

- Telephone enquiries and sales
  - landline
  - mobile
- Computer reservation bookings systems
- Vending technology
  - fast ticket machines
  - vending of products at attractions
- Communication
  - dial a bus service
  - taxi text services such as Cabwise.
- Internet websites

Learners must be to assess the impact of technology on channels of distribution for travel and tourism products and services in terms of speed, choice, access and competition. Also that technology has led to lots of new channels of distribution opening up.

The above should be taught as a minimum, however there are many more examples in the sector and these should be taught as and when they arise.

### **The significance of technological developments in air, sea and land passenger transport**

- Booking and information technology
  - e-booking
  - fast ticket machines
  - information travel signs on motorways
  - automated announcements at rail stations and ferry terminals
  - bus time information displayed at bus stops
- Access technology
  - satellite navigation with downloadable updates in road transport
  - congestion charging
  - online check in at airports
  - number plate recognition at ferry terminals' check in
  - biometric passports with 'chip' technology

- Engineering and build technology
  - Tilting trains to increase speed and reduce journey times
  - Seat technology on long haul flights for entertainment and sleeping
  - Suspension lowering on buses and coaches to improve disabled and child access
  - Larger cruise ships and planes to carry higher number of passengers
  - New variety of activities on cruise liners
    - Internet cafes
    - Ice rinks
    - Surf rider wave pools
    - Rock climbing walls
- Significance
  - Ease of booking
  - Speed of journey
  - Comfort of journey
  - Facilities on journey
  - Cost of journey.

Learners must be able to explain the significance of these developments to the customer and the sector.

### Analyse the success of technological developments within the sector

- Were there problems in the initial development?
- Did it meet the objectives of the reason for development?
- Did it actually work, were there teething problems?

Learners must be able to objectively assess the success of technology in the sector. This will include looking at successful examples and unsuccessful examples.

When analysing the success or otherwise of technological developments, learners should look at the above factors as a minimum, however other factors may be relevant for specific technological examples.

## Learning outcome 3: Be able to propose technological solutions to enhance customer experiences

### Present technological solutions to enhance customer experiences

- Research provision in an existing travel or tourism facility
- Consider a possible technological innovation which might enhance the customer experience.
- Analyse the potential benefits and drawbacks for the organisation
- Prepare a proposal to present to the organisation
- Present technological solutions
  - use visual aids or images
  - keep to time and be concise
  - use the rule of three (three messages you want to deliver)
  - rehearse
  - use anecdotes to illustrate points
  - contingency plans (eg technology not working)
  - summarise the findings of analysis
  - rationale for the final idea
  - plan of action including necessary resources and/or services.

Learners must be able to present ideas for technological solutions.

### **Adapt proposals in light of feedback**

- Obtain feedback from the organisation, relative to the proposal
- Use the feedback to identify aspects which need alteration
- Adapt the proposal taking feedback into consideration
- Adapt proposals:
  - identify initial alternatives
  - accept criticism
  - identify realistic alternatives
  - apply feedback
  - implement
  - check.

Learners must be able to adapt proposals in light of feedback.

## 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 143–150 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.

Technology plays a major part in all industries within the travel & tourism sector. In this assignment learners will apply their learning through the analysis of a technological development in the sector. Learners will use this analysis to inform a proposal for a technological solution to enhance the customer experience from a client brief.

#### Tasks

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

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.

The learner will need to be presented with a client's brief for a development to enhance customer experiences. Teachers may use a real brief supplied by employers.

Learners should be supplied with a case study which exemplifies a technological development which has been successful or unsuccessful. The case study should have sufficient detail that the learner can carry out in depth analysis of the development and draw conclusions as to why this particular technological development was successful or unsuccessful. Case studies should include numerical data which the learner should refer to in their proposals.

Learners will be required to use their conclusions from this case study analysis to propose a technological solution to enhance a visitor experience. They will be required to put their initial proposals forward for review and use feedback from this to make appropriate adaptations. The revised proposal will then be presented.

#### Evidence

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

| Task   | Evidence<br>The following must be provided:   | Acceptable formats  | LO/AC mapping     |
|--|---|---|-------------------|
| Analyse the success of a technological development in the sector | Report including: <ul style="list-style-type: none"><li>• Analysis of the success of a technological development in the sector</li><li>• The role of technology in the sector</li><li>• The impact of technology on channels of distribution</li><li>• The significance of technological developments in air, sea and land transport.</li></ul> | Hardcopy or electronic<br><br>The report should be no more than 8 sides of A4 | 1a, 2b, 2c and 2d |

| <b>Task</b>  | <b>Evidence</b><br>The following must be provided:  | <b>Acceptable formats</b>  | <b>LO/AC mapping</b> |
|--|---|--|----------------------|
| Present a technological solution to enhance a visitor experience | Presentation including: <ul style="list-style-type: none"> <li>• Details of the technological development</li> <li>• Reasons it will support the organisations objectives</li> <li>• Impact of the technology on the workings of the organisation</li> <li>• Impact of the development on the customer experience.</li> </ul> | Hardcopy or electronic<br><br>Audio or visual presentation<br><br>The presentation should be no more than 10 minutes | 1b, 1c, 2a and 3a    |
| Adapt ideas in light of feedback                                 | Report including: <ul style="list-style-type: none"> <li>• Adapted proposal</li> <li>• Details of feedback from the client.</li> </ul>  | Hardcopy or electronic<br><br>The report should be no more than 3 sides of A4  | 3b                   |

3

### **Task taking (limited control)**

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 12 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 analysing case studies, writing up their reports and when preparing and delivering their presentations.

#### **Collaboration (limited control)**

Team work is not appropriate for the assessment of this unit.

#### **Feedback/Roles**

If it is not possible for a real employer to give the learners feedback on their proposals, then feedback should be given by the teacher, taking the role of the client and using the sector viewpoint.

## Weighting of learning outcomes

| Learning outcomes   | Marks     | Weighting   |
|---|-----------|-------------|
| 1 Understand the role of technology in the travel and tourism sector        | 15        | 16.7%       |
| 2 Understand how technological development has impacted on the sector       | 30        | 33.3%       |
| 3 Be able to propose technological solutions to enhance visitor experiences | 45        | 50%         |
| <b>Total</b>  | <b>90</b> | <b>100%</b> |

## 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 143–150.

| Learning outcomes   | Band 1  | Band 2  | Band 3   |
|---|---|---|--|
|   | The learner has:  |   |  |
|   | <b>0 to 5 marks</b>   | <b>6 to 10 marks</b>  | <b>11 to 15 marks</b>  |
| 1 Understand the role of technology in the travel and tourism sector  | <p>Described in a basic manner the key role of technology in the travel and tourism sector.</p> <p>Explained briefly how technology in the sector supports some organisational objectives.</p> <p>Briefly assessed the impact of technology on working practices in a general way.</p>  | <p>Described in a clear way examples of key technology used in the travel and tourism sector.</p> <p>Explained how technology in the sector supports a range of organisational objectives.</p> <p>Assessed the impact of technology on working practices clearly using relevant examples.</p>   | <p>Described in detail specific examples of key technology used in the travel and tourism sector.</p> <p>Explained in detail how technology in the sector supports a wide range of organisational objectives.</p> <p>A thorough assessment of the impact of technology on working practices using clear examples.</p>  |
|   | <b>0 to 10 marks</b>  | <b>11 to 20 marks</b>   | <b>21 to 30 marks</b>  |
| 2 Understand how technological development has impacted on the sector | <p>Gave a brief explanation of the impact of technology on customer experience in the travel and tourism sector.</p> <p>Gave a limited assessment of the impact of technological developments on channels of distribution for travel and tourism products and services.</p> <p>Briefly explained the significance of technological developments in air, sea and land passenger transport to the sector and to the customer.</p> <p>Gave a basic analysis of the success of technology in the sector, mainly looking at successful examples.</p> | <p>Explained the impact of technology on customer experience in the travel and tourism sector in a clear way.</p> <p>Assessed the impact of technological developments on channels of distribution for travel and tourism products and services.</p> <p>Clearly explained the significance of technological developments in air, sea and land passenger transport to the sector and to the customer.</p> <p>Gave a detailed review of the success of technology in the sector, mainly looking at successful examples.</p> | <p>Explained the impact of technology on customer experience in the travel and tourism sector in detail using relevant examples.</p> <p>Assessed using detailed examples the impact of technological developments on channels of distribution for travel and tourism products and services.</p> <p>Gave a clear and detailed explanation of the significance of technological developments in air, sea and land passenger transport to the sector and to the customer.</p> <p>Gave a detailed, valid and insightful review of the success of technology in the sector, looking at successful and unsuccessful examples and drawing legitimate conclusions.</p> |

| Learning outcomes  | Band 1  | Band 2  | Band 3  |
|--|---|---|---|
|  | The learner has:  |   |   |
|  | 0 to 15 marks   | 16 to 30 marks  | 31 to 45 marks  |
| 3 Be able to propose technological solutions to enhance customer experiences | Gave a basic presentation of some undeveloped technological solutions to enhance customer experiences.<br><br>Adapted proposals in light of feedback. | Gave a clear presentation of some developed but unviable ideas for technological solutions.<br><br>Marked relevant adaptations to proposals in light of feedback. | Gave a detailed and clear presentation of fully developed and viable ideas for technological solutions.<br><br>Marked adaptations to proposals in light of feedback, demonstrating insight and understanding. |

3

## Guidance for delivery

This unit enables learners to explore the uses and impacts of technology in travel and tourism. Learners will assess the impact of technology on businesses/organisations within the sector. The opportunity to view the impact of technology first-hand, would be extremely advantageous for the learner. Many further education colleges either have their own travel agencies or have very close links with local travel agencies and it would be helpful if learners spent some time observing the use of CRS systems and analysing their impact on the industry. CRS systems were only introduced into mainstream travel agencies in the 80s so it would be interesting for learners to hear how bookings were made prior to that and discuss the advantages to the customer, the travel agent and the tour operator. Likewise the aviation industry has been revolutionised by the introduction of technology with internet booking, on-line check in and paperless tickets. A visit to a local airport would allow learners to assess the impact this has on the customer and airline costs. Ryanair could be used as a case study in its relentless pursuit of driving air travel costs down through the use of technology.

The use of technology in providing travellers with up-to-date information both in airports and stations as well as in the comfort of their homes should be considered and the impact of sites such as lastminute.com and Expedia on the more traditional travel agencies and package tour operators. It would be helpful if learners got a more rounded view of customer perceptions of the impact of technology on the travel and tourism industry by conducting market research surveys or vox pops in the local areas.

Learners should see technology being used and analyse its impact on both the industry itself and the customers. It is important that they include a range of customers of all ages to be able to understand the implications technology has overall. To this effect teachers will need to have considerable interaction with local employers and community groups.

Visits to theme parks would be a very useful opportunity for learners to explore in detail the role technology has on the tourist experience. Smaller local attractions would also give an insight into how technology can improve the tourist experience and give learners ideas for the assessment task. It would be more relevant for the learner if the assessment task was devised in conjunction with local tourism organisations so learners could present their ideas to employers and receive industry feedback.

Although there are opportunities for learners to work as part of team to gather information, the proposals for a technological solution to enhance customer experience needs to be made by individuals to ensure the assessment is based on the learner's own contribution.

## Employer engagement

Employer engagement is essential in order to engage learners, both 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 sector 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.

It will be essential for this unit that learners are able to visit travel agencies, airports, transport providers and tour operators to see technology in action. To maximise the effectiveness of these visits, employers should be involved in the planning and informed of the content of the unit. Part of their work experience requirement could be based on this unit, with learners and employers having detailed criteria of what the learner is observing and what the outputs should be. Many employers would welcome this structured approach to work experience where tasks are clearly defined, allowing learners to use CRS and GDS systems under supervision.

Where rural areas have limited access to larger tourism employers, partnerships with other consortia in urban areas would allow consortia to work together on facilitating visits. Rural areas could give urban areas access to local tourist attractions.

A visit to the World Travel Market would also introduce learners to the impact of technology on the travel and tourism industries.

## 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

- supporting conclusions in their review of technological development using reasoned arguments and evidence (IE6)

### Creative thinkers

- generating ideas on technological solutions to enhance customer experience and explore possible options (CT1)
- trying out alternative solutions in generating ideas on a solution to enhance visitor customer experience (CT5)

### Team workers

- collaborating with others on research into organisations and industries within the sector to work towards common goals (TW1)

### Self-managers

- working towards set goals on proposals for technological solutions showing initiative in generation of ideas to enhance customer experience (SM2)

### Effective participators

- identifying improvements in technology at a visitor attraction that would benefit others as well as themselves (EP4)
- presenting a persuasive case on their proposed technological solution on customer experience (EP2)
- proposing practical ways in which an organisation could deal with change in technology, breaking these down into manageable steps (EP3)

### Reflective learners

- reviewing progress on proposing technological solutions, acting on outcomes to further enhance customer experience (RL3)
- evaluating learning gained through studying technological change to inform possible future progress in a career in the sector (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 a number of opportunities for the development of reading and writing skills in this unit, when considering case studies and reviewing information on technological developments to judge the advantages and disadvantages of such developments. Learners will need strong writing skills when reporting on the role and impact of technology and putting forward a convincing and reasoned proposal for a technological solution to enhance the customer experience.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. Group discussions about technological developments and guest speakers and visits will afford learners further opportunities to practise their speaking and listening skills. Learners may give a verbal presentation of their final proposal; this should be in a language and style suited to the audience.

Learners can develop mathematical skills when carrying out an in depth analysis of a case study of a technological development and draw conclusions as to why this particular technological development was successful or not. Learners will need to extract, analyse and present numerical data to justify their conclusions and their proposed development.

The use of ICT is central to this unit. Learners will draw on their experience of technology within the sector and take advantage of opportunities to see systems in operation, including databases and spreadsheets. 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 electronically will provide further opportunities to develop ICT skills, including the use of text combined with images or numbers as a written document or in their final presentation.

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](http://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 3 Unit 5: Project management in travel and tourism

### What is this unit about?

The purpose of this unit is to work in a team to create a travel and tourism product or service meant for target customers. Learners will work in groups to use project planning techniques in order to achieve the desired outcome.

Half of all new small businesses fold in their first three years of operation. This usually reflects a failure to thoroughly assess the feasibility of a new business idea in terms of the market, customer requirements and financial requirements. Existing businesses have to constantly review and update their products and services to take account of ever changing developments in one of the fastest moving sectors. By actively engaging with customers and suppliers, learners will gain an insight into the creation of a real business proposal and experience the demands of the implementation process, with all its highs and lows.

The learner will become part of a team which will generate ideas for an innovative business project, ideally working in conjunction with sector representatives. One idea will then be selected in collaboration with colleagues, and the team will actively project manage the delivery of the product or service, using appropriate business tools, and afterwards reflect on the experience to ensure that valuable lessons are learned for the future.

This unit introduces the leadership and management aspects of teamwork and project planning. As a group activity, there will be ample opportunities to experience the benefits of applying effective leadership and motivational theories to encourage productive teamwork. The learner will identify and develop individual strengths and gain confidence in working with others to achieve set objectives. These experiences will enhance future learning and employability and will apply to whatever career path is chosen within the sector.

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

- team workers
- creative thinkers
- reflective learners
- effective participators.

### Guided learning hours

This unit has 90 GLH assigned to it, of which a maximum of 30 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 143–150 of this specification.

## Content details

| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  | PLTS       |
|--|--|------------|
| 1 Know how to generate business ideas  | a describe methods of identifying potential business customers and ideas                                   |            |
|  | b identify the range of support services available for planning and setting up a business                  |            |
| 2 Understand the process of business start up in the travel and tourism sector | a explain the factors involved in researching a potential business idea                                    |            |
|  | b assess what affects the success of a business idea   |            |
|  | c explain the methods of effective communication with potential customers                                  |            |
|  | d justify the use of project planning techniques in business start-up                                      |            |
| 3 Understand leadership and management in team work                            | a explain the benefits of allocating roles and responsibilities using established models                   |            |
|  | b explain how to apply motivation theories to enhance effective team work                                  |            |
|  | c compare methods of conflict management within teams  |            |
|  | d assess project outcomes with a range of evaluation tools   |            |
| 4 Be able to manage travel and tourism business projects as part of a team     | a generate ideas for business projects, negotiating agreement with team members                            | CT1<br>TW2 |
|  | b assign roles to team members showing fairness and consideration to others                                | TW4        |
|  | c collaborate with others in project management tasks  | TW1        |
|  | d use a range of evaluation tools to evaluate all aspects of the project, dealing positively with feedback | RL4        |
|  | e propose improvements for future projects   | 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 3 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 how to generate business ideas

#### Methods of identifying potential business customers and ideas

Market Research

- questionnaires
- focus groups
- personal interviews.

Learners must be able to describe a variety of factors when identifying potential business projects.

#### The range of support services available for planning and setting up a business

- websites
- published material
- advisory services
- financial institutions
- Princes Trust.

Learners must be able to identify the range of support services available for planning and setting up a business.

### Learning outcome 2: Understand the process of business start up in the travel and tourism sector

#### The factors involved in researching a potential business idea

- constraints on budget
- resources
- time
- demand
- objectives
- identifying existing products or services
- considering trends and developments
- identifying a gap in the market.

Learners must be able to explain the factors which affect the feasibility and success of an enterprise or activity.

Learners must consider the risks which may be involved in a project. They must be taught to expect that circumstances will change on an ongoing basis, the necessity of planning for any contingency which may arise and ways of minimising any disruption.

### **The factors which affect the success of a business idea**

- Changes in market trends
- Actions of competitors
- Illegal activity
- Actions by interest groups
- Production or delivery problems
- Cash flow
- Failure of teams to perform efficiently
- Operational problems
- Factors outside of control eg recession.

Learners must be able to assess the factors which may affect a business idea.

3

### **Methods of communicating effectively with potential customers**

- emails
- posters
- handouts
- point of sale material
- media advertisements
- brochures
- leaflets
- presentations.

Learners must be able to explain the methods of communicating effectively with potential customers to make them aware of the product or service offered.

### **Justify the use of project planning techniques in business start up**

- Agree specification for the project
- Plan the project – time, team, activities, resources, budget, risk assessment
- Communicate planned actions to your project team
- Agree and delegate roles and responsibilities
- Manage, motivate, inform, encourage, and enable the project team
- Review project progress on an ongoing basis; adjust project plans, and inform the project team and others
- Deliver the project; review and report on project performance to identify ways to improve.

Learners must be taught the project planning techniques and justify the use of these in starting a business.

## Learning outcome 3: Understand leadership and management in team work

### The benefits of allocating roles and responsibilities using established models

Belbin's Team Role Model.

Learners must be taught the models which theorise the allocation of team roles and responsibilities and how to use these to create the most effective team, enhancing team productivity. The importance of a clear leadership and management structure must be highlighted.

### Apply motivation theories to enhance effective team work

Motivation theories will include:

- Maslow
- McGregor
- Herzberg
- Vroom.

Learners must be able to explain the above motivational theories and how these can be applied to enhance team performance.

### Methods of conflict management within teams

- active listening
- empathy
- helpful attitude
- positive body language
- searching for common ground – a win-win situation.

Learners must be able to explain the principles of managing conflict within the team and how to use these methods to diffuse challenging situations with colleagues.

### A range of evaluation tools to evaluate project outcomes

Evaluation tools will include:

- verbal, written and peer feedback
- questionnaires, interviews.

Learners must be taught a range of evaluation tools to evaluate a product or service and also team performance.

## Learning outcome 4: Be able to manage travel and tourism business projects as part of a team

### Ideas for a business project, negotiating agreement with team members

Generating ideas:

- brainstorming
- negotiating and agreeing with others on a business idea
- setting SMART objectives which relate effectively to the project.

### Assign roles to team members showing fairness and consideration to others

Identify team members' strengths

- experience
- attributes
- customer service skills
- communication skills
- personal skills (eg problem solving)
- soft skills (eg planning and organising)
- knowledge skills (eg 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 others' abilities and feelings.

### Collaborating with others in project management tasks

- the importance of creating and maintaining effective working relationships
- co-operating with others to work towards agreed common goals
- adapting behaviour to suit different situations and individual roles
- showing fairness and consideration to other team members
- fulfilling own responsibilities and obligations
- communicating clearly and effectively with members of team to achieve clarity of information, confirmation of understanding and communicate progress and problems
- negotiating and balancing conflicting views to reach workable project objectives.

When contributing to the project management tasks, learners should consider the factors above.

### Using evaluation tools to evaluate aspects of the project, dealing positively with feedback

#### Evaluation tools

- questionnaires and surveys to assess the success of the project
- having a meeting to find out others views on the project
- group discussions
- mind mapping.

#### Evaluate aspects of the project

- project outcomes compared to original objectives
- dealing positively with feedback
- what went to plan?
- what did not go to plan?
  - what happened as a result?
- the overall success of the project.

### Propose improvements for future projects

#### Proposing improvements will include:

- asking for and receiving feedback verbally and in writing from others
- identifying successes and achievements
- outlining appropriate improvements that could be taken in future projects
- justifying proposals with supporting reasons.

## 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 143–150 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 work as part of a team to create a travel and tourism product or service meant for target customers. Learners will use project planning techniques in order to achieve the desired outcome.

Any of the sector industries will highly value practical experience of planning and delivering a business project. This has direct relevance to any employer's recruitment criteria as there is no substitute for experience, whether gained in the workplace or in a realistic work-based activity. The team work aspect will indicate to an employer how effective a learner may be as a potential member of staff working with existing employees. If this can be demonstrated effectively, it is a great advantage when considering applications.

#### 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.

This assignment will give learners the opportunity to select, plan, deliver and evaluate a business project relevant to the travel and tourism sector. This project may relate to any of the varied organisations within the wider sector, including transportation, accommodation, tour operations, tourism, travel management, or conference and events.

This assessment should be carried out in a team of more than four but no more than ten.

#### Evidence

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

| Task  | Evidence<br>The following must be provided:   | Acceptable formats   | LO/AC mapping                             |
|---|---|--|---|
| Run a travel and tourism business project (as part of a team) | Report showing: <ul style="list-style-type: none"><li>• Market research</li><li>• Support services used</li><li>• Ideas generation</li><li>• Allocation of roles and methodology used</li><li>• Factors which may affect the business idea and solutions to these.</li></ul> Project Plan including: <ul style="list-style-type: none"><li>• Justification of the use of project planning in the start up of the business</li><li>• Full details of the project.</li></ul> Witness testimony of implementation of plan. | Hardcopy or electronic<br><br>Witness testimony<br><br>The report should be no more than 8 sides of A4<br><br>The plan should be no more than 10 sides of A4 | 1a, 1b, 2a, 2b, 2c, 2d, 3a, 4a, 4b and 4c |

| Task  | Evidence<br>The following must be provided:   | Acceptable formats  | LO/AC mapping     |
|---|---|---|-------------------|
| Evaluate project outcomes<br>(Individually) | Report containing: <ul style="list-style-type: none"> <li>• Evaluation of all aspects of the project</li> <li>• Conflict Management methods used</li> <li>• Motivational theories used</li> <li>• Details of evaluation tools used</li> <li>• Improvements for the future.</li> </ul> | Hardcopy or electronic<br><br>The report should be no more than 8 sides of A4 | 3b, 3c, 4d and 4e |

### 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 30 of the 90 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 (limited control)

Learners must be supervised when planning and running projects and when writing up reports.

Learners may be unsupervised when carrying out market research towards the controlled assessment however the use of the research, for example in the writing up of reports, generating ideas and project plans, must be supervised.

#### Collaboration (medium control)

This assessment must be carried out as a team activity. As this is a team activity, sufficient evidence must be recorded to allow for individual performance to be assessed against the assessment criteria. Aspects of the process may be recorded by audio or video to allow for future assessment. Learners need to only produce one project plan and one market research report per team, however each individual must write their own evaluation report.

#### Feedback/Roles

If an industry representative is involved in the assessment process, it is important that they are given detailed guidance on aspects which need to be evidenced by an individual and how they should give appropriate feedback.

## Weighting of learning outcomes

| Learning outcomes  | Marks | Weighting |
|--|-------|-----------|
| 1 Know how to generate business ideas  | 9     | 10%       |
| 2 Understand the process of business start up in the travel and tourism sector | 18    | 20%       |
| 3 Understand factors involved in the leadership and management of team work    | 18    | 20%       |
| 4 Be able to manage travel and tourism business projects as part of a team     | 45    | 50%       |
| <b>Total</b>   | 90    | 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 143–150.

| 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 how to generate business ideas  | <p>Briefly described some methods of identifying potential business customers and ideas.</p> <p>Identified some of the range of support services available for planning and setting up a business.</p>   | <p>Described in detail major methods of identifying potential business customers and ideas.</p> <p>Identified major support services available for planning and setting up a business.</p>   | <p>Gave a clear and detailed description of wide ranging methods of identifying potential business customers and ideas.</p> <p>Identified an extensive range of support services available for planning and setting up a business.</p>   |
|  | 0 to 6 marks   | 7 to 12 marks  | 13 to 18 marks   |
| 2 Understand the process of business start up in the travel and tourism sector | <p>Explained briefly some of the factors involved in researching a potential business idea.</p> <p>Assessed briefly what affects the success of a business idea.</p> <p>Gave a brief explanation of the primary methods of communicating effectively with potential customers.</p> <p>Gave a very simple and brief justification of using project planning techniques in the start up of a business.</p> | <p>Explained briefly but accurately some of the factors involved in researching a potential business idea.</p> <p>Assessed in some detail what affects the success of a business idea</p> <p>Gave a brief and clear explanation of the major methods of communicating effectively with potential customers.</p> <p>Gave a detailed justification of using project planning techniques in the start up of a business.</p> | <p>Explained fully all of the factors involved in researching a potential business idea.</p> <p>Assessed comprehensively what affects the success of a business idea.</p> <p>Gave a detailed and clear explanation of the wide ranging methods of communicating effectively with potential customers.</p> <p>Gave an in depth and insightful justification of using project planning techniques in the start up of a business.</p> |
|  | 0 to 6 marks   | 7 to 12 marks  | 13 to 18 marks   |
| 3 Understand factors involved in the leadership and management of team work    | <p>Explained some of the benefits of allocating roles and responsibilities using established models.</p> <p>Explained briefly how to apply some motivation theories to enhance effective team work.</p> <p>Made a basic comparison of methods of conflict management within teams, little conclusion was drawn.</p>  | <p>Explained the major benefits of allocating roles and responsibilities using established models.</p> <p>Explained in detail how to apply some motivation theories to enhance effective team work.</p> <p>Made a basic but accurate comparison of methods of conflict management within teams, a basic conclusion was drawn.</p>  | <p>Explained extensive benefits of allocating roles and responsibilities using established models.</p> <p>Explained in detail how to apply a wide range of motivation theories perceptively to enhance effective team work.</p> <p>Made an in depth comparison of methods of conflict management within teams, a full conclusion was drawn.</p>  |

| Learning outcomes  | Band 1   | Band 2   | Band 3  |
|--|--|--|---|
|  | The learner has:   |  |   |
|  | 0 to 15 marks  | 16 to 30 marks   | 31 to 45 marks  |
| 4 Be able to manage travel and tourism business projects as part of a team | <p>Generated ideas for business projects with minimal appropriateness, negotiating agreement with team members.</p> <p>Assigned roles to team members, showing little regard for their strengths or fairness or consideration.</p> <p>Showed limited collaboration with others in project management tasks showing limited application of team working skills.</p> <p>Used a range of evaluation tools to evaluate aspects of the project.</p> <p>Proposed improvements for future activities with some justification.</p> | <p>Generated well reasoned ideas for a business project, negotiating agreement with team members.</p> <p>Assigned roles to team members, showing fairness but giving little consideration as to the strengths of the members.</p> <p>Showed collaboration with others in project management tasks applying and offering input in a consistent manner.</p> <p>Used a range of evaluation tools to evaluate all aspects of the project in well reasoned detail.</p> <p>Proposed improvements for future activities with sound justification.</p> | <p>Generated appropriate and insightful ideas for a business project, negotiating agreement with team members.</p> <p>Assigned roles to team members, giving full consideration to their strengths and showing fairness to others.</p> <p>Collaborated extensively with others in project management tasks, offering input in consistent manner.</p> <p>Used a wide range of evaluation tools to comprehensively evaluate all aspects of the project.</p> <p>Proposed improvements for future activities with thorough justification.</p> |

## Guidance for delivery

This unit will benefit from direct industry involvement, either as a source of information about existing products and services and potential gaps in the market, or on a closer basis as an advisor and mentor for the team. This will ensure that the business project is relevant and realistic in nature, enhancing the possibilities of a successful outcome for the enterprise.

Teachers are encouraged to develop close links with a variety of sector organisations to offer the widest choice of opportunities for business activities. Industry visits, guest speakers and relevant material will be most useful in initial stages to assist with the generation and selection of viable alternative ideas and to encourage ongoing support and involvement from organisations.

Care should be taken to encourage the selection of an achievable business idea, ensuring the team take into consideration the realistic availability of resources. The activity may be delivered either within the learning environment or externally, as appropriate.

There should be a focus on the leadership and management aspects of project delivery and learners should be aware of strategies which will support the smooth progress of the activity. Informed allocation of roles and responsibilities and a balanced individual workload will minimise conflict and utilise team strengths to best advantage. Learners must be encouraged to be realistic about their own abilities and to seek support from colleagues where this is likely to improve the outcome. Individual qualities may become apparent as the activity progresses and the team should be prepared to make best use of this.

Learners must keep detailed ongoing records of their activities as part of the project management team. The records will support their achievement of the assessment criteria and should include copies of any documentation, including letters, emails, minutes of meetings, business and marketing plans, budgets, risk assessments, contingency plans and written feedback. A personal diary or log should explain how these have been used.

During and following delivery of the project, the team should be encouraged to seek ongoing feedback from a variety of sources. This will form the basis of a thorough and informed evaluation, both of the activity and of team and individual performances. As an aid to personal development, the learner should regularly consider their contribution to the project. This could be achieved in the form of individual tutorials with teachers or industry mentors.

## Employer 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.

This unit has a range of opportunities for employer engagement. The team could be given real product or services ideas to work on by real employers. This could lead to the employer giving realistic feedback on the idea. If the team creates an idea of their own, employers could still be used to give realistic feedback on the idea.

Employer engagement will help support delivery of this unit. Contact with local and national Chamber of Commerce, Small Business Service and Business Link will provide opportunities to access established networks. Attendance at local networking events will provide teachers with the opportunity to engage with local businesses that may be able to offer work experience or mentoring support.

Development of collaborative relationships with business mentors would provide the learners with invaluable expertise and experience to assist them throughout management of their projects.

## 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 (SM1)
- 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)
- 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.

The project will allow learners to gain experience in researching business proposals and managing projects, including the underpinning motivational theories. Preparation of proposals and records of activities will all require good written English. Records should include copies of any documentation, including letters, emails, minutes of meetings, business and marketing plans, budgets, risk assessments, contingency plans and written feedback. A personal diary or log should explain how these have been used. Communications with the sector should be to an appropriate business standard.

Speaking and listening skills will be developed by communicating with team members, sector contacts and suppliers by telephone, meetings and one to one conversations. Negotiating skills will also be involved.

The project requires research into costs of resources and application of budgeting skills. Learners will need to interpret various facts and figures which may be presented in the form of tables or charts. They will also need to take time, resource costs and budgets into consideration when planning their project and monitor and adapt these as necessary. When evaluating their project they may gather primary quantitative and qualitative data, eg through use of questionnaires or focus groups.

Learners may make use of ICT skills in their research and use email, text messaging or web-based methods to communicate and exchange information. The business plan may be presented in electronic format and the budget may involve a spreadsheet and use of numbers and text. It is likely that records may also use audio or video technology. Word processing of documents and records is recommended. When presenting their business plan, they may also use electronic presentation techniques 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](http://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 3 Unit 6: Travel and tourism – image and perception

### What is this unit about?

The purpose of this unit is to ensure that learners understand what is meant by image and perception, how they are acquired and their impact on businesses and destinations. Learners will use this understanding to plan a promotional campaign for a business, taking into account how image and perception can be both positive and negative.

Company employees have a role in fashioning customers' image and perception of both the business and the sector in general. The travel and tourism sector is often perceived as being glamorous, exciting and attractive with promises of travel to far-flung parts of the world. Since its early days the travel and tourism sector has always been big on entrepreneurs who have created their own image and shaped the travel and tourism sector – such as Richard Branson and Virgin, Stelios Ionnanou and Easyjet, Freddie Laker and Skytrain and Harry Goodman and Intasun.

Customer perceptions of companies and destinations will affect sales. Various organisations have an interest in projecting positive images of their product and service to the customer. The learner will look at the role of these organisations and the methods employed to promote sales. The travel press similarly have an important role in influencing the perceptions of those selling products and services to the public. Learners will look at a range of publications and assess the images conveyed of businesses and destinations both to the trade and the customers – the media being a vital tool in influencing the travel decisions annually.

Learners will also look at how travel and tourism organisations attract employees and the role the employees have in influencing how an organisation is perceived by the public.

The four Ps marketing mix – product, place, price and promotion are used to promote products and sales. Price is especially important as it is a pivotal factor in achieving a sale.

Learners will research current promotional campaigns mounted by major travel and tourism businesses majoring on the image and perception created by these campaigns. Based on this information learners will then create and plan their own promotional campaign for a product or service using pricing to support the campaign.

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
- self-managers

### 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 143–150 of this specification.

## Content details

| Learning outcomes<br>The learner will:  | Assessment criteria<br>The learner can:   | PLTS       |
|---|---|------------|
| 1 Know how promotional techniques are implemented in the travel and tourism sector  | a identify the range of techniques used to promote products and services  |            |
|   | b identify the innovative ways techniques are adapted to attract the target market  |            |
|   | c describe how price influences sales   |            |
| 2 Understand the impact of image on the travel and tourism sector                   | a interpret what is meant by image and how it can be influenced by branding   |            |
|   | b explain why people see the same thing in different ways   |            |
| 3 Understand how perceptions influence the image of travel and tourism              | a summarise common perceptions and misconceptions of the sector and its industries  |            |
|   | b explain how travellers acquire perceptions of destinations  |            |
|   | c assess the role of UK and other national and regional destination management organisations in influencing the image and perception of countries and regions |            |
| 4 Understand the consequences of positive and negative images on travel and tourism | a analyse the impact of positive and negative images on destinations  |            |
|   | b compare and contrast methods used to address negative images for destinations   |            |
|   | c explain how and why organisations use positive images to attract employees  |            |
|   | d discuss the impact employees can have on the image of a destination   |            |
| 5 Be able to plan promotional campaigns for travel and tourism products or services | a assess company needs for promotional campaigns  | IE1        |
|   | b generate imagery ideas for companies  | CT1<br>CT3 |
|   | c organise time and resources to plan promotional campaigns   | SM3        |

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 3 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 how promotional techniques are implemented in the travel and tourism sector

#### The range of techniques used to promote products and services

##### Promotional Techniques

- advertising – press, magazines, radio, TV, posters
- literature – brochures, guidebooks, maps, travel press and travel journalism
- display material and sales – exhibitions, roadshows, workshops, point of sale materials, leaflets
- films – TV documentaries, holiday programmes, promotional DVDs
- direct sales
- public relations – information and material provided for inclusion in press, radio, TV, sponsorship, journalist visits, seminars, product launches
- trade promotions – World Travel Market, trade shows, competitions for the trade
- educational visits and courses aimed at those working in the sector
- commission – increased commission in return for increased sales aimed at those working in the sector
- distribution networks – book-a-bed ahead schemes.

Learners will need to know the various techniques used to promote products and services.

#### The innovative ways techniques are adapted to attract the target market

##### Innovative promotional techniques

- television advertising
- holiday television channels
- partnership promotion, ie linking with other organisations.

Learners will need to research current promotional techniques being used by the sector and identify how they are innovative and designed to attract the target market. The above are a few examples but there are many more. The emphasis should be on the innovative techniques used, not the companies being promoted.

### How price influences sales

- Seasonal variation
- Value for money
- Price sensitivity
- Price discounting
- Flexible pricing
- Market penetration pricing.

Learners must know the reasons why prices fluctuate and how price can influence sales.

## Learning outcome 2: Understand the impact of image on the travel and tourism sector

### Interpret what is meant by image and how it can be influenced by branding

Meaning of image and reasons people see things in different ways

- how the image communicates expectations
- how the image shields the organisation from minor problems
- how the image is reinforced when quality services are delivered
- how the image has an internal impact influencing employees' attitudes
- how personal preferences mean people see the same image in different ways.

How branding affects image

- family brands, individual brands, own-brand
- the creation of a market identity based on the core features of the product or service
- the importance of strong market awareness and positioning
- the importance of brand loyalty
- how branding distinguishes the product from competitors
- buying signals – encouragement to buy
- branding and market segmentation.

Learners should examine in detail the meaning of image in travel and tourism and understand how different people see the same thing in different ways. Learners should be able to link this with the brand the company portrays.

### Why people see the same thing in different ways

- Personal beliefs
- Backgrounds
- Context.

There are many reasons why people see things in different ways and the learner should be taught those listed as a minimum. The emphasis should be on the learner realising that people do perceive things in different ways and this should be considered when designing brands or using imagery.

## Learning outcome 3: Understand how perceptions influence the image of travel and tourism

### Common perceptions and misconceptions of the sector and its industries

#### Perceptions

- working in travel and tourism is glamorous
- it involves lots of foreign travel
- it creates low level employment
- mass market travel ruins destinations.

#### Misconceptions

- the sector desecrates the environment and cultures
- there are limited career opportunities
- most journeys are by air
- most tourism is international
- tourism only involves leisure holidays.

Learners will need to summarise common perceptions and misconceptions of the sector and its industries.

3

### How travellers acquire perceptions of destinations

- Brochures
- The media – TV, radio, newspapers, holiday programmes, news reports
- Travel journalism
- Advertising
- Word of mouth from colleagues, friends, family
- Internet
- Travel agency staff
- Tourist organisations.

Learners will need to know how travellers acquire perceptions of destinations.

### The role of UK and other national and regional destination management organisations in influencing the image and perception of countries and regions

- Research, statistics and planning
- Build the image of the region or country as a tourism destination
- Marketing and promotion inc trade fairs, exhibitions
- Production of promotional materials
- Reduce barriers to travel
- Development of tourism resources
- Regulations
- Training and education.

Learners will need to explore the role of national and regional destination organisations in influencing the image and perception of countries and regions.

## Learning outcome 4: Understand the consequences of positive and negative images on travel and tourism

### The impact of positive and negative images on destination

Bad image

- Benidorm on the Costa Blanca
- Majorca
- Faliraki in Rhodes
- Dominican Republic
- Egypt

Positive Image

- Australia
- Dubai
- California
- Tuscany
- Paris

Learners will need to identify those destinations worldwide which have suffered from a negative or benefitted from a positive image and how this has impacted on the destination. The above destinations should be analysed as a minimum.

### Methods used to address negative images for destinations

- Increased security
- Improved hygiene
- Rejuvenation through rebuilding, refurbishment and investment
- Focus on attracting different clientele
- Extending the season

Learners should compare and contrast these methods used by countries to address their negative image. The above reasons should be used as a minimum.

### How and why organisations use positive images to attract employees

- Differentiates the company
- Tells something of the image of the company
- So it looks like a happy and stimulating place to work

Learners must explain how and why organisations use positive images to attract employees.

### **The impact employees can have on the way the organisation is perceived**

- They are part of the brand
- They deal direct with customers so can create good or bad image
- The way they act says something about the way the company operates.

## **Learning outcome 5: Be able to plan promotional campaigns for travel and tourism products or services**

### **Company needs for a promotional campaign**

- Identifying how the product should be viewed by the consumer
- Brand
- Values and 'personality' of the product
- Packaging, marketing materials, logos
- Target market
- Budget.

Learners must be able to assess a company's needs for their promotional campaign.

### **Generate imagery ideas for companies**

Techniques for generating ideas for imagery:

- brainstorming
- mind mapping
- exploring different possibilities and ideas
- considering the company, target audience, colours that could be used and what is being sold.

### **Plan promotional campaigns**

- Organising time and resources to plan promotional campaigns:
- Setting objectives
- Finding out what resources will be needed in terms of:
  - physical, ie equipment and materials
  - human, who would be involved
- Identifying what formats for promotional materials are most suitable for the retail channel and the brand, taking into consideration:
  - the amount of time the consumer will spend engaging with the promotional materials
  - the potential costs of producing promotional materials on a large scale
  - where and how the promotional materials will be used in the retail channel
- Developing the materials, thinking about the target market when making decisions about:
  - a headline for the materials
  - the amount and nature of information included
  - the style of the language used
  - colour
  - the size and nature of images used
  - consistency.

## 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 143–150 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 plan a promotional campaign for a company taking into account how image and perception can be both positive and negative.

The promotion of an image for a company is something which every employee in the travel and tourism sector will need to know. The development of a promotional campaign is beneficial for all employees to be able to do especially when starting a new business.

#### 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 need to be supplied with a case study of a travel and tourism sector company. The case study will need to contain information on a specific product/service the client needs to market and a price for this product/service.

Learners should assess the promotional needs and create an image and plan a promotional campaign for the product or service.

#### Evidence

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

| Task   | Evidence<br>The following must be provided:  | Acceptable<br>formats  | LO/AC<br>mapping                          |
|--|--|--|---|
| Assess a company and its requirements for a promotional campaign   | Report including: <ul style="list-style-type: none"><li>Assessment of company requirements for a campaign</li><li>Current perceptions of the company.</li></ul>  | Electronic or hardcopy<br><br>The report should be no more than 10 sides of A4 | 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 4d and 5a |
| Generate an image for a company.<br><br>Plan of promotional campaign for a travel and tourism product or service | Report or presentation on <ul style="list-style-type: none"><li>Various potential images</li><li>Decision on image with reasons</li><li>Campaign plan</li><li>Promotional materials</li><li>Any market research.</li></ul> | Electronic or hardcopy<br><br>The report should be no more than 10 sides of A4 | 1a, 1b, 1c, 5b and 5c                     |

## 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 writing up their reports on a company's requirements for a promotional campaign and when preparing presentations or reports for campaign plans including imagery ideas. Generating ideas towards the final presentation or report may be undertaken in groups provided that each individual learner's contribution can be identified. This activity must therefore be supervised.

If learners are giving a presentation, this must be undertaken under supervision.

### Collaboration (limited control)

If this assignment is taking place as group work, as suggested, the learner must present their own evidence and be able to identify the exact work they carried out. They should also be able to demonstrate an overall understanding of the promotional campaign in its entirety.

## Weighting of learning outcomes

| Learning outcomes   | Marks     | Weighting   |
|---|-----------|-------------|
| 1 Know how promotional techniques are implemented in the travel and tourism sector  | 9         | 10%         |
| 2 Understand the impact of image on the travel and tourism sector                   | 9         | 10%         |
| 3 Understand how perceptions influence the image of travel and tourism              | 15        | 16.6%       |
| 4 Understand the consequences of positive and negative images on travel and tourism | 18        | 20%         |
| 5 Be able to plan promotional campaigns for travel and tourism products or services | 39        | 43.3%       |
| <b>Total</b>  | <b>90</b> | <b>100%</b> |

## Assessment grid

### Task setting (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 143–150.

| 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 how promotional techniques are implemented in the travel and tourism sector | <p>Identified a limited range of techniques used to promote products.</p> <p>Identified in limited detail the innovative ways techniques are adapted to attract the target market.</p> <p>Described in limited detail how price influences sales.</p>  | <p>Identified a range of techniques used to promote products.</p> <p>Identified in some detail the innovative ways techniques are adapted to attract the target market.</p> <p>Described in some detail how price influences sales.</p>   | <p>Identified a wide range of techniques used to promote products.</p> <p>Identified in considerable detail the innovative ways techniques are adapted to attract the target market.</p> <p>Described in considerable detail how price influences sales.</p>   |
|  | 0 to 3 marks   | 4 to 6 marks  | 7 to 9 marks   |
| 2 Understand the impact of image on the travel and tourism sector                  | <p>Interpreted with limited accuracy what image means and how it can be influenced by branding.</p> <p>Explained with limited detail why people see the same thing in different ways.</p>  | <p>Interpreted with some accuracy what image means and how it can be influenced by branding.</p> <p>Explained with some detail why people see the same thing in different ways.</p>   | <p>Interpreted in detail what image means and how it can be influenced by branding.</p> <p>Explained with considerable detail why people see the same thing in different ways.</p>   |
|  | 0 to 5 marks   | 6 to 10 marks   | 11 to 15 marks   |
| 3 Understand how perceptions influence the image of travel and tourism             | <p>Gave a limited summary of the common perceptions and misconceptions of the sector and its industries.</p> <p>Explained in limited detail how travellers acquire perceptions of destinations.</p> <p>Gave a limited assessment of the role of UK and other national and regional destination management organisations in influencing the image and perceptions of countries and regions.</p> | <p>Gave an acceptable summary of the common perceptions and misconceptions of the sector and its industries.</p> <p>Explained in some detail how travellers acquire perceptions of destinations.</p> <p>Gave an acceptable assessment of the role of UK and other national and regional destination management organisations in influencing the image and perceptions of countries and regions.</p> | <p>Gave a comprehensive summary of the common perceptions and misconceptions of the sector and its industries.</p> <p>Explained in considerable detail how travellers acquire perceptions of destinations.</p> <p>Gave a full assessment of the role of UK and other national and regional destination management organisations in influencing the image and perceptions of countries and regions.</p> |

| Learning outcomes   | Band 1   | Band 2  | Band 3  |
|---|--|---|---|
|   | The learner has:   |   |   |
|   | 0 to 6 marks   | 7 to 12 marks   | 13 to 18 marks  |
| 4 Understand the consequences of positive and negative images on travel and tourism               | <p>Analysed in limited detail those destinations suffering from a negative image and gave limited discussion of what measures had been take to address this.</p> <p>Compared and contrasted in limited detail those destinations benefiting from a positive image and gave limited discussion regarding the consequences.</p> <p>Gave a limited assessment of how and why organisations use positive images to attract employees.</p> <p>Gave a basic discussion of the impact that employees can have on the image of destinations.</p> | <p>Analysed in some detail those destinations suffering from a negative image and gave some discussion of what measures had been taken to address this.</p> <p>Compared and contrasted in some detail those destinations benefiting from a positive image and gave some discussion regarding the consequences.</p> <p>Assessed in some detail how and why organisations use positive images to attract employees.</p> <p>Gave a detailed discussion of the impact that employees can have on the image of destinations.</p> | <p>Analysed in considerable detail those destinations suffering from a negative image and gave some discussion of what measures had been take to address this.</p> <p>Compared and contrasted in considerable detail those destinations benefiting from a positive image and gave considerable discussion regarding the consequences.</p> <p>Gave a thorough assessment of how and why organisations use a positive image to attract employees.</p> <p>Gave a thorough discussion of the impact that employees can have on the image of destinations.</p> |
|   | 0 to 13 marks  | 14 to 26 marks  | 27 to 39 marks  |
| 5 Be able to plan and implement promotional campaigns for travel and tourism products or services | <p>The image generated was barely relevant for the company and not very detailed.</p> <p>Organised time and resources for campaign plans with limited detail and appropriateness.</p> <p>The plan for the promotional campaign used pricing to minimum effect to support the campaign.</p>   | <p>The generated image was relevant for the company, however not very detailed.</p> <p>Organised time and resources for campaign plans mostly appropriately with good detail.</p> <p>The promotional campaign planned using pricing to support the campaign was sufficient.</p>   | <p>The image generated was extremely relevant for the company and a very detailed image was described.</p> <p>Organised time and resources appropriately for campaign plans in comprehensive detail.</p> <p>The promotional campaign planned using pricing to support the campaign was comprehensive and detailed.</p>  |

## Guidance for delivery

This unit gives learners an opportunity to explore how travellers perceive destinations and the travel and tourism sector in general, as well as the methods used to promote products and services. It will also give learners an opportunity to find out more about the 'movers and shakers' who have transformed the travel and tourism sector into the vibrant global industry it is today. For this unit it will be essential to look for information outside of the classroom to illustrate the focus of the unit.

Visits from travel professionals to discuss aspects of development as well as visits to airports, ferry terminals, tourist attractions and travel businesses will be essential for learners to be able to understand how the sector can acquire positive and negative images.

When researching perceptions of destinations learners should ensure that the opinions of a range of consumers are included so they can begin to understand how and why different destinations and products appeal to different sectors of the public. It would be helpful if learners focused on current television advertisements for travel and tourism products in order to get a basic understanding of those factors which influence sales and specific targeting of markets. There are several excellent case studies in travel and tourism textbooks which clearly illustrate the impacts of positive and negative images on destinations.

Learners will need to look at how the travel and tourism sector portrays itself to future employees and why it attracts people into the sector. Because the travel and tourism sector is people centred, learners will need to understand the role employees play in the public perception of organisations. There are various advertisements and television series that learners could view and make comment on which will clearly illustrate this point. All travel and tourism organisations have information regarding working for them on their websites which will be helpful to allow learners to complete this unit.

It is essential that extensive links with the sector are developed which will offer learners a range of experiences and perspectives. In addition, learners should be involved in routine travel and tourism events such as trade fairs, promotion evenings and conferences. Where the promotion of products and services could be examined.

This unit will allow learners to develop their creative thinking and skills through the development of a promotional campaign. Support from other lines of learning, eg information technology and creative and media, 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, vox pops, group work, presentations, role plays, case studies and industry visits. In most industries within the travel and tourism sector, employees work as part of a team. Learning opportunities where learners can work as a part of a team will help develop the skills needed in the workplace.

Learners will also need to look at the Tourist Area Life Cycle to fully understand how destinations in decline are able to move forward. There are several case studies available which clearly illustrate how destinations in decline have rejuvenated. Many seaside towns in the UK have been in this position. Links with local tourist information centres will be useful to allow learners to see the role played by various organisations in rebuilding the image of former major destinations.

Learners should be encouraged to look at travel and tourism industries' websites to see how they attract staff, as well as looking at advertisements for staff in national newspapers. Learners should discuss how staff are portrayed in advertisements for products in TV advertisements and in brochures. Good personal presentation is essential within the travel sector. Learners must understand that they are not only representing themselves they are also representing the company and customers' perceptions of them as individuals will affect their perception of the company.

Learners will also need to know what is meant by the marketing mix – product, price, promotion and place in order to understand the role pricing plays. The perishable nature of the product means that it cannot be stored until a future occasion and this leads to various forms of last minute tactical pricing. Learners will be able to understand the importance of pricing more easily if they use current examples, eg a range of holiday brochures and hotel and airline websites.

## 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 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.

Every attempt should be made to ensure that practical work reflects practice within the sector. This will be achieved through closely working with travel and tourism professionals. It is suggested that they are used to create a brief for learners and are involved in feedback to learners in the intermediary stages of any promotional campaign and in the assessment of outcomes. Travel and tourism is a pressurised sector working to tight schedules and deadlines and any assessment should reflect this.

Working with a local tourist information centre of the local destination management organisation will allow learners to see how these organisations promote tourism in their local area.

## 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, appreciating the consequences of decisions (IE2)
- consider the influence of circumstances, beliefs and feelings on decisions and events (IE5)

### Creative thinkers

- generate ideas and explore possibilities for viable products and services (CT1)
- ask questions of people in the sector to extend their thinking (CT2)
- adapt ideas as circumstances change according to feedback and further research (CT6)

### Self-managers

- work towards goals, showing initiative, commitment and perseverance to complete a promotional campaign (SM2)
- organise, time and resources and prioritise actions with regard to fellow team members and external partners (SM3)
- respond positively to change, seeking advice and support when needed to complete the promotional campaign as a team effort (SM6)
- manage their emotions, and build and maintain relationships in a pressurised environment (SM7)

### Team workers

- collaborate with others to work towards a common goal in the completion of the promotional campaign (TW1)
- provide constructive support and feedback to others in the completion of the promotional campaign (TW6)
- show fairness and consideration to others at all times in the completion of the promotional activity (TW4)

### Effective participators

- present a persuasive case for action in presenting own ideas for the promotional campaign (EP2)
- propose practical ways forward throughout the course of the promotional campaign (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 will have the opportunity to develop reading skills such as skimming for interest, scanning for information, reading for purpose and navigating text in a range of documents while undertaking research into, and evaluation of, perceptions and the promotion of destinations, products and services.

The report or presentation and the development of materials for the promotional campaign will enable learners to practise writing clearly and concisely, persuasively but factually to suit the intended audience.

Obtaining information may involve verbal requests for information or help, either face to face or over the telephone. If visits, guest speakers and media clips are used, learners will need to use active listening skills to get the most from the opportunity. There will be opportunities for learners to contribute to group discussions, taking a range of roles and helping move the discussion on. Presenting their proposed promotional campaign will afford learners the opportunity to develop skills of conveying information to a group.

Mathematical skills, such as working with large numbers, with money, with percentages, fractions and ratios, may be used when investigating how price influences sales, including seasonal variations and discounting and when developing a pricing strategy for the promotional campaign.

There will be ample opportunities for learners to use ICT for research, accessing internet and electronic media and archives, and use email or web-based methods to communicate and exchange information. Learners can also develop ICT skills when creating promotional materials, using word processing or desktop publishing to combine text and images or numbers and PowerPoint or interactive and media presentation methods to present their ideas.

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](http://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 3 Unit 7: Travel and tourism – the people sector

## What is this unit about?

The purpose of this unit is to enable learners to develop their customer service skills to serve a wide range of customers with differing needs. Their success or experience of customer service will then influence the development of their personal career plan.

Travel and tourism is a customer service orientated sector and this unit focuses on the wide variety of people, organisations and careers within the wider travel and tourism sector. The footprint covers diverse organisations from airlines to zoos and truly offers the aspiring employee opportunities on a global scale. In order to succeed in achieving employment and following a satisfying career path, the key requirements are to build knowledge of the sector and the options available, and to develop the skills to be an effective 'people person'. It is these qualities which are in demand in all organisations within the sector, from the smallest B&B to the largest multinational company.

The learner will develop the awareness of how 'people skills' at all levels contribute to personal and organisational effectiveness. They will apply this knowledge to be able to deliver a satisfactory level of service to customers, both inside and outside an organisation.

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

- reflective learners
- effective participators.

## Guided learning hours

This unit has 90 GLH assigned to it, of which approximately 30 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 143–150 of this specification.

## Content details

| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  | PLTS |
|--|--|------|
| 1 Understand the travel and tourism sector   | a explain the roles of key organisations within the travel and tourism sector<br>b explain the relationships which exist between the industries of the travel and tourism sector   |      |
| 2 Know employment and progression opportunities in the travel and tourism sector               | a identify the range of job roles and career opportunities in the sector<br>b describe how the structure of businesses can influence career progression<br>c outline how managerial roles and responsibilities develop personal skills and qualities<br>d outline how different leadership styles impact on individuals and organisations  |      |
| 3 Understand the recruitment process   | a summarise good practice in the staff recruitment and selection process<br>b explain how organisations benefit from induction and development policies<br>c explain the implications on businesses of statutory and contractual responsibilities  |      |
| 4 Understand the need for effective customer service skills when working in travel and tourism | a explain why travel and tourism is known as a 'people sector'<br>b assess the key qualities needed to work successfully in the global travel and tourism sector<br>c explain how different standards of customer service impact on organisations<br>d assess the implications for employers of key consumer legislation<br>e explain the methods used to monitor customer service |      |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:                            | <b>PLTS</b> |
|---|---|-------------|
| 5 Be able to deliver customer service to meet different customer needs                      | a use customer service to meet diverse customer needs                     |             |
|   | b invite feedback on customer service, using it to inform future progress | RL4<br>RL5  |
| 6 Be able to develop personal career plans for progression in the travel and tourism sector | a perform self skills analysis  |             |
|   | b propose practical ways forward in career plans                          | EP3         |

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 3 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 travel & tourism sector

The roles of key organisations within the travel and tourism sector

- Travel Services
  - ABTA – Association of British Travel Agents represents over 5300 travel agencies and nearly 1000 tour operations throughout the British Isles. ABTA's main aims are to maintain high standards of trading practice for the benefit of its members, the travel sector 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 sector. ITT also welcomes travel and tourism students as members of the Institute
- Tourism Services
  - Visit Britain 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
  - Tourism Society (TS)  
The Tourism Society is the professional membership body for people working in all industries 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 sector which can have major social, economic and environmental impacts on communities and nations
- 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
  - The 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 which 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
  - International Air Transport Association represents, leads and serves approximately 270 airlines comprising over 98% of all international scheduled air traffic
  - CPT – The confederation of Passenger Transport UK. The government-recognised trade association for the bus, coach and light rail industries
  - ATOC – Association of Train Operating Companies. ATOC represents train companies to the government, regulatory bodies, the media and other opinion formers on transport policy issues.
- Sector Skills Councils
  - 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
  - People 1st – People 1st is the sector skills council for hospitality, leisure, travel and tourism. A sector skills council is a government recognised, industry-focused body established to support the development of skills and training within that sector.

Learners will need to explain the role of the key organisations in the sector and be aware of the functions and services they provide.

3

### The relationships which exist between the industries of the travel and tourism sector

Travel and tourism industries are linked in relation to:

- services that they offer
- chain of distribution
- customers.

Learners will need to explain that travel and tourism industries may be linked in vertical or horizontal integration through the chain of distribution.

## Learning outcome 2: Know employment and progression opportunities in the travel and tourism sector

### The range of job roles and career opportunities in the sector

Travel

- Travel Agents, Leisure and Business:
  - sales consultants
  - foreign exchange
  - administrator
  - travel agent home worker
- Tour Operators:
  - accounts
  - administration
  - production
  - resort representative

### 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
  - ground staff
- ferries:
  - telesales
- cruise ships:
  - entertainers
  - customer service

Airport:

- air traffic control
- ground handling staff
- check in
- car hire
- retail
- security
- immigration.

The above list is not exhaustive and it is not expected that learners will know all of the job roles in all the industries. The range of job roles and opportunities for career progression should be covered within the industry that the learner has identified as having an interest in.

### **How the structure of businesses can influence career progression**

The size and structure of the organisation will indicate the nature of the career opportunities available and whether the employees may progress within the company or need to move elsewhere to gain promotion.

### **How managerial roles and responsibilities develop personal skills and qualities**

Skills and qualities may include

- taking responsibility
- understanding and continuously working towards overall vision and strategy
- translating strategy into objectives for teams and individuals
- thinking 'outside the box'
- overcoming obstacles
- communicating and motivating
- supporting and developing teams and individuals
- modelling appropriate behaviour.

Learners must outline the roles and responsibilities of managers and the skills and qualities necessary to fulfil this position successfully.

### **How different leadership styles impact on individuals and organisations**

- Authoritarian
- Autocratic
- Dictatorial
- Telling
- Consultative/telling
- Participative/democratic
- Delegating/laissez-faire.

Learners must outline not only the terms listed above, but also the impact which each of these styles may have on individuals and organisations.

## Learning outcome 3: Understand the recruitment process

### Good practice in the staff recruitment and selection process

- External advertisement
- Employment agency
- Internal recruitment, and interview
- Identification of appropriate requirements, accurate job and person descriptions, effective short listing
- Use of effective interview techniques.

### How organisations benefit from an effective staff induction and development policy

- Feeling welcomed and part of the team
- Feeling valued and informed
- Less apprehension and uncertainty
- A clear understanding of job performance expectations
- The opportunity to establish contacts and access support
- The opportunity and support to contribute as quickly as possible.

### The implications on businesses of statutory and contractual responsibilities

Employer's legal responsibilities:

- Health & safety
  - working conditions
  - forms and supporting documents
  - type of work
  - personal checks
  - disability rights
- Employee's rights and responsibilities:
  - health & safety
  - fulfilling contract
  - local work regulations.

## Learning outcome 4: Understand the need for of effective customer service skills when working in travel and tourism

### Travel and tourism is known as a 'people sector'

The sector is known as the 'people sector' reflecting the fact that a high level of engagement with people is inherent across the sector – whether it be colleagues, line managers or customers.

Learners must explain why travel and tourism is known as a 'people' industry by focusing on the interpersonal skills, necessary for employment and progression in the various job roles.

## Key qualities needed to work successfully in the global travel and tourism sector

- Good written
- Good communication skills
- Active listening
- Positive personal image and attitude
- Good customer service skills
- Team-working
- Socio-cultural awareness.

## How different standards of customer service impact on an organisation

- Dissatisfied customers
- Loss of business
- Impact on sales
- Impact on reputation.

Customer service skills must be taught which take account of the diverse needs and expectations of a variety of customers.

## The implications for employers of key consumer legislation

Key legislation will include:

- consumer protection legislation
  - how it impacts on profitability
  - how it impacts on policies and codes of practice.

It is not expected that learners have a detailed understanding of all the key consumer legislation. They should assess the key implications it has for employers in the sector. Key legislation covered must be relevant and up-to-date at the time of teaching.

## The methods used to monitor customer service

- Monitoring, evaluating and improving methods
  - questionnaires
  - collecting feedback and suggestions from customers and staff
- Customer data
  - mystery shoppers
  - observations/staff appraisals
  - KPI monitoring and implementation.

## Learning outcome 5: Be able to deliver customer service to meet different customer needs

### Effective customer service to meet diverse customer needs

Adapting behaviour to meet the needs of a diverse range 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
- awareness of stress signals – eg crying baby or disagreements.

Learners must be taught to use customer service methods to meet the diverse needs of customers, including use of effective communication and negotiation to resolve a challenging customer situation.

### Invite feedback, using it to inform future progress

Actively seeking feedback from others by

- setting up one to one meetings
- asking for peer feedback on their performance.

## Learning outcome 6: Be able to develop personal career plans for progression in the travel and tourism sector

### Perform self skills analysis

- 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

The learner must be taught to how to create a personal career plan by using self-appraisal and feedback from others to identify skills and skill gaps. Key features of the personal plan will include identification of strengths, weaknesses, and training opportunities, their skills and experience and identify training needs which will support a career in a travel and tourism organisation.

### **Propose practical ways forward in career plans**

- 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.

## 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 143–150 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 give learners the opportunity to use their knowledge and understanding of careers and the recruitment process in the travel and tourism sectors in order to develop a career plan.

Using their knowledge and understanding learners will complete a Personal Career Development Plan, including where they perceive themselves to be now and how they can progress towards their chosen goal.

#### 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.

The learner will demonstrate their use of effective customer service skills in 6 different situations. Of these at least one should be a complaint from an angry customer and one should use a method of communication other than verbal. The remainder should be from a diverse range of customers with differing needs.

The learner should gain feedback from these customers and use this feedback to inform a career plan. The career plan should focus on a job within the travel and tourism sector and should cover the next 5 years at least. The plan may include further study as the end goal.

If the customer service assessment is undertaken in the workplace, a detailed record of activity should be kept and the activities confirmed by a supervisory workplace member of staff. The work placement should be briefed on the requirements for the task.

If the assessment is carried out in simulation, the activity should be carried out in as realistic a situation as possible, and an observation record completed.

## Evidence

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

| Task  | Evidence<br>The following must be provided:  | Acceptable formats  | LO/AC mapping                             |
|---|--|---|---|
| Application of customer service skills to 6 different customer types with differing needs | <p>Role Plays:</p> <ul style="list-style-type: none"> <li>• Identification of the needs of the various customers.</li> </ul> <p>Report:</p> <ul style="list-style-type: none"> <li>• Communication methods used and why</li> <li>• Explanation of customer service and impact in the organisation</li> <li>• Any legislation and how this affected your performance</li> <li>• Methods of monitoring customer service</li> <li>• Feedback on customer service and how this can be used in the future.</li> </ul> | <p>Witness testimony, diary or work experience log, observation by subject specialists</p> <p>Each role play should take no longer than 7 minutes including any supplementary questioning from the teacher</p> <p>The report should be no more than 8 sides of A4</p> | 4a, 4b, 4c, 4d, 4e, 4f, 5a and 5b         |
| Career Development Plan   | <p>Personal Career Plan:</p> <ul style="list-style-type: none"> <li>• Timescales</li> <li>• Thorough analysis of jobs and their requirements for entry, progression, skills and qualities required</li> <li>• How staff are recruited in the sector</li> <li>• Any inductions and development from chosen jobs</li> <li>• Clear links to feedback from customer service activity.</li> </ul>   | <p>Electronic or hardcopy format</p> <p>The Plan should be no longer than 6 sides of A4 in total</p>  | 1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 3c and 6a |

## 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 30 of the 90 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 carrying out customer service role plays and activities and when receiving feedback either in a one to one situation or from peers, when writing up reports and when creating their personal career plans.

### Collaboration (limited control)

This unit is not suitable for team work.

### Feedback/Roles

A suitable 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 or employers. 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. Subject specialists will observe the candidates in practical situations, where possible this should be in the workplace or 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 the travel & tourism sector   | 9         | 10%         |
| 2 Know employment and progression opportunities in the travel and tourism sector.              | 9         | 10%         |
| 3 Understand the recruitment process   | 12        | 13.3%       |
| 4 Understand the need for effective customer service skills when working in travel and tourism | 24        | 26.6%       |
| 5 Be able to deliver customer service to meet different customer needs                         | 21        | 23.3%       |
| 6 Be able to develop personal career plans for progression in the travel and tourism sector    | 15        | 16.6%       |
| <b>Total</b>   | <b>90</b> | <b>100%</b> |

## 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 143–150.

| 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 travel and tourism sector                                       | <p>Given a brief explanation of some of the roles of key organisations which contribute to the varied range of industries within the travel and tourism sector.</p> <p>Attempted to explain some of the relationships which exist between the industries of the travel and tourism sector.</p>  | <p>Explained in detail a range of roles of a limited number of key organisations contributing to the varied range of industries within the travel and tourism sector.</p> <p>Explained briefly and accurately some of the relationships which exist between industries of the travel and tourism sector.</p>  | <p>Explained in detail a broad and accurate range of roles of a wide number of key organisations contributing to the varied range of industries within the travel and tourism sector.</p> <p>Explained in accurate detail, a wide variety of the relationships which exist between industries of the travel and tourism sector.</p>   |
|  | 0 to 3 marks  | 4 to 6 marks  | 7 to 9 marks  |
| 2 Know employment and progression opportunities in the travel and tourism sector | <p>Identified some of the job roles and career opportunities in the sector.</p> <p>Described briefly ways in which the structure of some businesses can influence career progression.</p> <p>Outlined how some managerial roles and responsibilities develop personal skills and qualities.</p> <p>Outlined some ways in which a few different leadership styles may impact on individuals and organisations.</p> | <p>Identified a range of job roles and career opportunities in a number of industries in the sector.</p> <p>Given a detailed description of how the alternative structures of businesses can influence career progression.</p> <p>Outlined how a range of managerial roles and responsibilities develop personal skills and qualities.</p> <p>Outlined with reasons ways in which a range of different leadership styles impact on individuals and organisations.</p> | <p>Identified a wide range of job roles and career opportunities in each of the main sector industries.</p> <p>Given a well reasoned and detailed description of how the structure of businesses can influence career progression in a number of sector industries.</p> <p>Outlined how a wide range of managerial roles and responsibilities develop personal skills and qualities.</p> <p>Outlined with accurate reasons ways in which a wide range of different leadership styles impact on individuals and organisations.</p> |
|  | 0 to 4 marks  | 5 to 8 marks  | 9 to 12 marks   |
| 3 Understand the recruitment process   | <p>Summarised some good practice in the staff recruitment and selection process.</p> <p>Explained briefly how organisations benefit from an effective staff induction and development policy.</p> <p>Explained some of the implications on businesses of statutory and contractual responsibilities.</p>  | <p>Summarised a range of good practice in the staff recruitment and selection process.</p> <p>Explained in detail how organisations benefit from an effective staff induction and development policy.</p> <p>Explained a number of the implications on businesses of a range of statutory and contractual responsibilities.</p>   | <p>Summarised a wide range of good practice in the staff recruitment and selection process.</p> <p>Explained fully and accurately how organisations benefit from an effective staff induction and development policy.</p> <p>Explained all the implications on businesses of a wide range of statutory and contractual responsibilities.</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 Understand the need for effective customer service skills when working in travel and tourism | <p>Explained briefly some reasons why travel and tourism is known as a 'people industry'.</p> <p>Assessed some of the key qualities needed to work successfully in the global travel and tourism sector.</p> <p>Given a basic explanation of how different standards of customer service impact on an organisation.</p> <p>Assessed some of the implications for employers of a few key pieces of consumer legislation.</p> <p>Explained some of the methods used to monitor customer service with limited understanding of how they can be used to meet the diverse needs and expectations of customers.</p> | <p>Explained the main reasons why travel and tourism is known as a 'people industry'.</p> <p>Assessed most of the key qualities needed to work successfully in the global travel and tourism sector.</p> <p>Given a reasoned explanation of how different standards of customer service impact on an organisation.</p> <p>Assessed some of the implications for employers of a number of key consumer legislation.</p> <p>Explained a range of the methods used to monitor customer service with a good understanding of how they can be used to meet the diverse needs and expectations of customers.</p> | <p>Explained varied and relevant reasons why travel and tourism is known as a 'people industry'.</p> <p>Assessed in detail a wide range of the key qualities needed to work successfully in the global travel and tourism sector, relating them to the relevant job role.</p> <p>Given a detailed and well reasoned explanation of how different standards of customer service impact on an organisation.</p> <p>Assessed the major implications for employers of a wide range of key consumer legislation.</p> <p>Explained fully a comprehensive range of methods used to monitor customer service with accurate understanding of how they can be used to meet the diverse needs and expectations of customers.</p> |
|  | 0 to 7 marks  | 8 to 14 marks  | 15 to 21 marks  |
| 5 Be able to deliver customer service to meet different customer needs                         | <p>Used effective customer service to meet diverse customer needs, demonstrating basic appropriate communication and negotiation skills.</p> <p>Invited feedback with some prompting and showed minimal usage of the feedback to inform future progress.</p>  | <p>Used effective customer service to meet diverse customer needs, demonstrating good communication and negotiation skills to deal with a challenging situation satisfactorily.</p> <p>Invited feedback and showed some usage of the feedback to inform future progress.</p>   | <p>Used effective customer service to meet diverse customer needs, displaying excellent communication and negotiation skills and showing confident management of a challenging situation.</p> <p>Invited feedback fully and without prompting and showed complete usage of the feedback to inform future progress.</p>  |
|  | 0 to 5 marks  | 6 to 10 marks  | 11 to 15 marks  |
| 6 Be able to develop a personal career plans for progression in the travel and tourism sector  | <p>Performed a skills analysis looking at a minimal range of skills.</p> <p>Proposed practical ways forward in plans for employment in a customer focused industry, showing limited consideration of existing skills and qualities. Training opportunities are not fully explored.</p>  | <p>Performed a reasoned skills analysis looking at a range of skills.</p> <p>Proposed practical ways forward in plans for employment in a customer focused industry, showing recognition of some existing skills and qualities and identification of some relevant training opportunities.</p>   | <p>Performed a thorough skills analysis looking at a wide range of skills.</p> <p>Proposed practical ways forward in plans for employment in a customer focused industry showing insightful recognition of existing skills and qualities, and identification of appropriate training opportunities linked to the career selected.</p>   |

## Guidance for delivery

Learners need to be aware of the wide range of organisations involved in the travel and tourism sector. Many have a limited awareness, having concentrated on the 'glamour' image of cabin crew or resort representatives. In order to make an informed selection of an appropriate career they need to have a good understanding of the wider picture. An appreciation of how the various industries interlink and their individual structure and characteristics will open the mind to a range of other possibilities.

Once the range of industries has been identified, research into individual companies, their job roles, skills requirements, career opportunities and recruitment and selection processes, will become the foundation for the unit.

This could be linked with work placement research although the learner should be made aware of the unlikely nature of a placement in industries where there is a security aspect (airport work) or logistical difficulties (overseas rep).

As most learners will be of an age to gain employment in the sector, a realistic assessment of their personal skills and attributes will be helpful. There are many skill scans, career questionnaires, personality tests and similar resources on the internet. Many learners enjoy these and they have a practical application for career planning. Sources closer to home should not be ignored. Learners can ask friends and colleagues for an honest appraisal of their strengths and weaknesses although this may lead to some disagreements!

Once the list of qualities and skills gaps has been identified, this can be matched against the learner's choice of potential career, researching specific company requirements to see whether the selection is realistic and what additional skills or qualifications are needed, initially for employment and then for progression. Advertisements in the trade press and internet recruitment sites may also be excellent sources of job descriptions and person specifications.

Compilation of the personal development plan should include information related to the training opportunities identified eg length of programme, cost and availability; they should also be realistic in relation to the level of employment accessible. It would have little relevance to include management training at an early stage as this would not be appropriate to a new employee.

## 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.

Employer engagement is essential in order to maximise the value of learners' experience. Full use should be made of employers with which the consortium has links, and of 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.

The research into the industries could be done in small groups and presentations delivered to the whole class. Visits to industry organisations could help to identify suitable career options and comparison could be made between companies with different sizes and structures. Guest speakers from different industries are also recommended to give support to the necessity for excellent interpersonal skills and customer service.

## 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

- researching a range of sector organisations (IE2)

### Creative thinkers

- questioning assumptions about different career roles (IE4)

### Reflective learners

- adapting personal development plans according to feedback about personal attributes (RL4)

### Self-managers

- seeking out new responsibilities in the workplace (SM1).

## 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, the required qualities, recruitment processes and statutory rights and responsibilities of employers and employees. They will need to use skimming, scanning and detailed reading as appropriate when looking at job descriptions, person specifications and application forms. Writing skills may be developed through producing a written self-assessment of skills and an 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 will be opportunities to develop spoken communication skills, putting into practice the principles of verbal and non-verbal communication skills which are integral to so many roles within the sector, including good customer service, by interacting with customers in real or simulated situations. 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. Group discussions and asking questions to get feedback will provide further opportunities to improve interpersonal skills. The use of training videos, visits from travel professionals to discuss aspects of customer service and 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. Using language for purpose can be developed through undertaking a mock interview.

Researching the structure and characteristics of the workforce may require learners to extract key information from a range of data sources to inform their choice of career. Their career research may involve finding and comparing salary rates and benefits. There may also be opportunities to develop mathematical skills by finding and analysing data relating to customer service. They may need to understand tables, graphs and charts or create them to illustrate their findings if they present information to others.

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 skill-scan or personality tests 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 covering letters and fill in application forms as well as completing their personal development plan. The plan may be presented in a table format.

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](http://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 3 Unit 8: Changes and Trends in travel and tourism

### What is this unit about?

The purpose of this unit is for learners to apply their knowledge and understanding of trends in the travel and tourism sector to propose innovative ways that organisations can prepare for the future.

This unit will develop learners' understanding of past and current drivers for change in the travel and tourism sector and how they impact on the sector structure, business activities and tourism products and services.

There is a strong emphasis on the use and development of technology in the travel and tourism sector in this unit and learners will need to look at how it can be used to enhance the customer/visitor experience and to suggest new ideas.

Learners will need to understand the importance of data, its selection, use and analysis in proposing solutions for business development. Learners will appreciate the social, economic, political and environmental reasons for the changing popularity of attractions, destinations and different methods of travel. This unit will provide learners with an opportunity to analyse current trends, anticipate future trends and propose how travel and tourism organisations could prepare to take advantages that may arise.

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

- reflective learners
- creative thinkers
- independent enquirers.

### 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 143–150 of this specification.

## Content details

| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  | PLTS |
|--|--|------|
| 1 Understand what causes trends in travel and tourism                                      | a define key trends in UK outbound tourism and explain their causes  |      |
|  | b explain the key trends in domestic and inbound tourism and their causes                                    |      |
|  | c explain the key factors that drive changes in the travel and tourism sector                                |      |
|  | d discuss why some types of tourism are increasing in popularity   |      |
|  | e assess why some industries in the sector experience growth at times of change                              |      |
| 2 Understand how changes impact upon the travel and tourism sector                         | a explain the effects of changes in the sector on employment levels in travel and tourism                    |      |
|  | b explain how organisations adapt in response to changes in the sector                                       |      |
| 3 Be able to propose ways that travel and tourism organisations can prepare for the future | a evaluate data to review the success of developments within the sector and anticipate trends for the future | IE4  |
|  | b create ideas for developments to enhance a customer/visitor experience                                     | CT1  |
|  | c present ideas to organisations on how they could be enhanced to meet future trends                         |      |
|  | d review ideas in light of feedback  | RL3  |

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 3 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 what causes trends in travel and tourism

#### Key trends in domestic and inbound tourism and their causes

British holidays

- special interest
- luxury spa weekends
- educational or learning holidays
- sport centred holidays
- family centred holidays.

Learners will need to know the key trends in both inbound and domestic tourism.

#### Key trends in UK outbound tourism and explain their causes

- More exotic destinations – Dubai, Australia, California
- Short breaks to cities – Paris, Prague, New York, Krakow
- Cruise holidays – European, Caribbean, Alaska
- All inclusive holidays.

Learners will need to know the key trends in tourism both outbound tourism.

#### The key factors that drive changes in travel and tourism sector

Factors that drive change

- environmental issues – re-emergence of rail holidays, increase in the cruise market
- socio-economic issues – credit crunch and the re-emergence of UK holidays
- political issues – downturn in tourism to UK from United States because of terrorist activity
- increased free-time – increase in short holidays
- increased move to last minute holidays
- familiarity with travel – increase in long haul holidays, more willing to tailor make own holidays
- education – the emergence of the ‘gap’ year
- sedentary life-style – increase in activity holidays.

Learners need to explore the key factors that have driven and are continuing to drive changes in the travel and tourism sector.

### Why some types of tourism are increasing in popularity

- Cost
- The celebrity cult
- Availability of cheap air travel and accommodation on the internet
- Interest in more exotic destinations
- Safety
- More stressful life style
- More sedentary life style
- Need for more quality family time.

Learners will need to know the reasons for the increasing popularity in certain types of tourism.

### Why some industries experience growth at times of change

- Budget airlines – familiarity with travel, change in working practices, more leisure time
- Car hire and motorhomes – gives more freedom
- Rail travel – environmental issues plus more leisurely way to travel
- Cruises – wide range of destinations, all year round availability, no longer seen as the preserve of the over 60s.

Learners need to know why some industries within the sector are growing more than others.

## Learning outcome 2: Understand how changes impact upon the travel and tourism sector

### The effects of changes in the sector on employment levels in travel and tourism

- Multi-skilled staff able to switch sectors, eg travel agency to tour operation
- Short term contracts
- Opportunities for new job roles, eg yield management
- Increased sales opportunities
- Promotional opportunities
- Training opportunities
- Company loyalty.

Learners need to know the impact these changes have on employment levels.

## How organisations adapt in response to changes in the sector

- Small and friendly holidays
- Lakes and mountains
- Catered ski chalets, ski house parties
- All inclusive holidays
- Gap year travel
- Environmentally friendly holidays
- Segmentation of products eg able to buy flight, accommodation, transfers separately as required.

Learners need to know how organisations adapt and create new products.

## Learning outcome 3: Be able to propose ways that travel and tourism organisations can prepare for the future

### Evaluate data to review the success of developments within the sector and anticipate trends for the future

- Identifying trends
- Predicting future trends
- Looking at the success of the development
- Looking at any unsuccessful elements.

### Generate ideas for developments to enhance a customer/visitor experience

Techniques for generating ideas to enhance customer/visitor experiences:

- discussing ideas verbally with others:
  - in one to one meetings
  - as a group
- recording ideas using mind maps/brainstorming techniques.

Ideas should consider:

- the innovativeness and/or creativity of the product and service
- the potential market size
- timescales
- estimates of costs and revenue and the potential profitability of the product or service
- viability of the product or service to compete with others already offered
- ethical considerations
- training considerations
- communication with key interest groups
- potential for product and market development.

## Present ideas to organisations on how they could prepare for future trends

Techniques for presenting ideas:

- using presentation equipment, eg PowerPoint
- outlining ideas verbally or in writing
- identifying the benefits of the ideas
- using pictures/photos to back up ideas.

## Review ideas in light of feedback

- List ideas
- What were the main points from the feedback?
- What changes need to be made to the ideas?
- 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 will need to be taught how to handle feedback on their ideas, including praise, setbacks and criticism. They will need to be taught how to revise their ideas in light of feedback and see any changes as positive. Learners similarly should be taught how to use reasoned arguments and evidence to thoroughly showcase their idea.

## 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 143–150 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 evaluate data to establish an understanding of past and current drivers of change in the travel and tourism sector and their impacts on sector structure, business activities and tourism products and services. Learners will use their evaluations to create ideas for how a company may develop a customer or visitor experience in order to remain competitive for the future. Ideally, the brief could be set by an employer who has a real need for an enhancement or new customer/visitor experience. If this is not possible, the assessment should be based on a realistic scenario or case study.

Learners should be able to invite feedback on their ideas which will help to inform their review.

#### 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<br>The following must be provided:  | Acceptable formats   | LO/AC mapping             |
|---|--|--|---------------------------|
| Evaluate data to review success of developments in sector and anticipate trends           | Report: <ul style="list-style-type: none"> <li>Data analysis</li> <li>Trends recognised</li> <li>Review of success of developments.</li> </ul>               | Hardcopy or electronic<br><br>The report should be no more than 10 sides of A4 | 1a, 1b, 1c, 2a and 4a     |
| Develop an idea for a development for a customer/visitor attraction and present to client | Development idea <ul style="list-style-type: none"> <li>Justification for idea</li> <li>Presentation.</li> </ul>   | Electronic or transcript/video<br><br>Witness testimony                        | 1d, 1e, 2b, 2c, 4b and 4c |
| Review  | Report including: <ul style="list-style-type: none"> <li>a review of the development</li> <li>any learning which may be drawn upon in the future.</li> </ul> | Hardcopy or electronic<br><br>The report should be no more than 10 sides of A4 | 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 20 of the 90 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 should be supplied with sufficient data to enable them to evaluate and anticipate trends for the future.

### Supervision (Medium control)

Learners must be supervised when writing up their reports, developing their ideas and delivering the presentation of their ideas and when reviewing their ideas based on feedback.

### Collaboration (limited control)

This unit is not suitable for team working.

### Feedback/Roles

It would be beneficial if an employer from industry could detail their requirements to the learner at the beginning of the assessment. If an employer is not available then a teacher should assume this role. Employers may be invited to watch learners' presentations and give feedback, however teachers or other appropriate adults must also be present in order to help allocate marks.

## Weighting of learning outcomes

| Learning outcomes  | Marks     | Weighting   |
|--|-----------|-------------|
| 1 Understand what causes trends in travel and tourism                                      | 27        | 30%         |
| 2 Understand how changes impact upon the travel and tourism sector                         | 18        | 20%         |
| 3 Be able to propose ways that travel and tourism organisations can prepare for the future | 45        | 50%         |
| <b>Total</b>   | <b>90</b> | <b>100%</b> |

## 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 143–150.

| Learning outcomes  | Band 1  | Band 2   | Band 3  |
|--|---|--|---|
|  | The learner has:  |  |   |
|  | <b>0 to 9 marks</b>   | <b>10 to 18 marks</b>  | <b>19 to 27 marks</b>   |
| 1 Understand what causes trends in travel and tourism              | <p>Gave a limited definition of the key trends in UK outbound tourism and their causes.</p> <p>Gave a limited explanation of the key trends in domestic and inbound tourism and their causes.</p> <p>Gave a limited explanation of the key factors that drive changes in travel and tourism. Showed a limited understanding of the link between world events and their effects on travel and tourism.</p> <p>Discussed in limited detail why some types of tourism are increasing in popularity and showed basic knowledge and understanding of the reasons.</p> <p>Gave a limited assessment of why some industries are growing.</p> | <p>Gave a largely detailed definition of the key trends in UK outbound tourism and their causes.</p> <p>Gave a largely detailed explanation of the key trends in domestic and inbound tourism and their causes.</p> <p>Gave a largely detailed explanation of the key factors that drive changes in travel and tourism. Showed an acceptable understanding of the link between world events and their effects on travel and tourism.</p> <p>Gave a largely detailed discussion on why some types of tourism are increasing in popularity and showed some knowledge and understanding of the reasons.</p> <p>Gave a largely detailed assessment of why some industries are growing.</p> | <p>Gave a detailed and comprehensive definition of the key trends in UK outbound tourism and their causes.</p> <p>Gave a detailed and comprehensive explanation of the key trends in domestic and inbound tourism and their causes.</p> <p>Gave a detailed and comprehensive explanation of the key factors that drive changes in travel and tourism. Showed a clear understanding of the link between world events and their effects on travel and tourism.</p> <p>Discussed in comprehensive detail why some types of tourism are increasing in popularity and showed a clear knowledge and understanding of the reasons.</p> <p>Gave a detailed and comprehensive assessment of why some industries are growing.</p> |
|  | <b>0 to 6 marks</b>   | <b>7 to 12 marks</b>   | <b>13 to 18 marks</b>   |
| 2 Understand how changes impact upon the travel and tourism sector | <p>Gave a limited explanation of the changes on employment levels in travel and tourism.</p> <p>Explained in limited detail how organisations have adapted. Used limited examples.</p>  | <p>Gave a largely detailed explanation of the changes on employment levels in travel and tourism.</p> <p>Gave a largely detailed explanation how organisations have adapted. Used some examples.</p>   | <p>Gave a detailed and comprehensive explanation of the changes on employment levels in travel and tourism.</p> <p>Explained in great detail how organisations have adapted. Used a comprehensive number of examples.</p>   |

| Learning outcomes  | Band 1  | Band 2  | Band 3   |
|--|---|---|--|
|  | The learner has:  |   |  |
|  | 0 to 15 marks   | 16 to 30 marks  | 31 to 45 marks   |
| 3 Be able to propose ways that travel and tourism organisations can prepare for the future | <p>Evaluated using limited knowledge and a limited range of data sources the success of technological developments within the sector. Gave limited detail on anticipated trends for the future.</p> <p>Created a few ideas for a development in visitor attractions. Provided a limited evaluation of the chosen idea supported by limited background evidence.</p> <p>Delivered a presentation to a client using simple prepared materials in limited detail.</p> <p>Gave a basic review of the idea, with limited reference to feedback received.</p> | <p>Evaluated using some knowledge and an acceptable range of data sources the success of technological developments within the sector. Gave some detail on anticipated trends for the future.</p> <p>Created in some detail specific ideas for a development to enhance the customer/visitor experience. Provided an acceptable evaluation of the chosen idea supported by some background evidence.</p> <p>Delivered a presentation to a client using suitable prepared materials with some detail.</p> <p>Gave a review of the idea making some reference to feedback received.</p> | <p>Evaluated using comprehensive knowledge and a wide range of data sources the success of technological developments within the sector. Gave comprehensive detail on anticipated trends for the future.</p> <p>Generated in considerable detail ideas for a development to enhance the customer/visitor experience. Provided a detailed evaluation of the chosen idea supported by considerable background evidence.</p> <p>Delivered a comprehensive, fluent presentation to a client using clear and comprehensive prepared materials in considerable detail.</p> <p>Gave a comprehensive review of the idea including detailed reference to feedback received.</p> |

3

## 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, consultant and government reports, Sector Skills Councils research, travel textbooks, trade shows and guide books to ensure currency of knowledge, not only about the travel and tourism sector, but also about how worldwide events impact on the sector. Teachers should ensure that learners should have access to websites such as ABTA, AITO, CAA, IATA, Worldwide Fund for Nature, World Tourism Organisation and Tourism Concern for statistical data. It is recommended that learners are able to understand the role played by research and data analysis in development in the travel and tourism sector, and that they have access to members of staff who teach statistics and mathematics. This is of course an excellent functional skills opportunity. Teachers should encourage learners to undertake research using the above sources to underpin projects. Case studies involving tourism development in the last ten years will allow learners to become familiar with key trends in outbound tourism and how this has impacted on the structure of the industry and employment. Major tour operators will have useful information for this purpose on their websites. The textbooks suggested at the end of this unit contain various suitable case studies.

Teachers should ensure that, when researching tourism in the UK and the local area, learners have contact with organisations such as Tourism Skills Network, Tourism Information Centres, the Federation of Small Businesses, Regional Development Agencies and VisitBritain to obtain up-to-date statistical information and to understand the relevance of research and development on the sector. Contact with local employers in hotels, transport providers and visitor attractions will enable learners to understand these issues first hand through visits and employer talks.

When delivering the unit, teachers should use a broad range of techniques to meet the research element of this unit. Learners should be taught the study skills needed to carry out independent study effectively. Discussions, surveys, interviews, statistical analysis, presentations, vox pops, group work, team-building exercises, videos, visits to and from employers, projects, case studies and research and development should be used as often as possible. Learners should be able to develop their technical and interpersonal skills in a realistic work environment or through work experience.

Learners should be able to thoroughly plan their work and meet deadlines. They should be able to offer creative solutions to problems. Learners should be able to use statistical information from a range of current sources and draw appropriate conclusions to form the basis of projects. Learners should be able to use a range of interpersonal skills to conduct in depth interviews with local employers and report back findings through effective presentations. Learners should appreciate the importance of networking when making employer visits. Written work should be clear, well presented and logical in thinking and in a format familiar to businesses. To ensure authenticity projects should be evaluated by employers where possible. Learners should appreciate the value of feedback from employers and teachers as well as from their peers.

There are also strong links to the Environmental Influences and Political and Travel and Tourism for the Future units and as such parts could be taught together.

Teachers should ensure that learners have sufficient time and opportunity to develop research skills, communication skills, reflective skills and team working skills in a business environment.

## 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.

This unit offers a tremendous opportunity for engaging in a very practical way with local businesses and organisations enabling learners to step out of the classroom and learn in real work environments. Visits to local travel agencies, airports, hotels and tourist information centres are essential to ensure learners have access to the customer reservations systems (CRS) and the Global Distributions Systems (GDS) used in the sector. Most tour operators have training packages on their CRS systems which learners could access and work through. Links with local further education colleges or local travel agencies will allow learners to become familiar with these in a safe environment. Links with local hotels will allow learners to become familiar with front and back of house systems used in the industry. Links with tourist information centres will allow learners to have access to Book-a-Bed Ahead systems etc.

## 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

- planning and carrying out research about the use of technology in the travel and tourism sector and understanding the importance of this research as the foundation of their project (IE2)
- exploring issues and events from a range of viewpoints not just their own through interaction with people from different backgrounds (IE3)
- analysing and evaluating information and judging its relevance and usefulness (IE4)
- considering the influence of circumstances on changes in the travel and tourism sector (IE5)
- supporting conclusions using reasoned arguments and evidence in pitching their ideas and proposals to sector representatives (IE6)

### Creative thinkers

- generating ideas and exploring possibilities for new products and services to enhance the customer/visitor experience. There is an opportunity for learners to discuss ideas and to follow them through (CT1)

### Team workers

- collaborating with others to produce a series of viable ideas and to agree one proposal which can be presented as a common outcome which all of the group subscribe to (TW1)
- showing fairness and consideration to others by working as a group allowing learners to develop teamworking skills essential in a sector dominated by teamworking situations (TW4)

### Reflective learners

- evaluating experiences and their learning to inform future progress in similar scenarios throughout the course and in their future working life (RL5)
- communicating learning to a variety of different audiences who could be sector representatives or members of the public (RL6)

### Effective participators

- discussing areas of concern where a member of the group is not happy with the direction of the proposal and needing to move matters forward in order to progress the assignment (EP1)
- presenting a persuasive course of action to both peers and industry representatives as well as engaging appropriate individuals who can help them to achieve their aims (EP2)
- proposing practical ways forward and breaking these down into manageable steps through action plans and delegation of work (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 and writing skills when investigating the key factors and trends that drive changes in the travel and tourism sector and how organisations can adapt to change and when proposing solutions to organisations to prepare for the future. The development proposal should meet sector standards of spelling, grammar, language, style and layout.

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. Learners can present their findings and development proposal to the group and so practise skills of presenting a persuasive argument, adapting their contribution to suit the audience and purpose.

There is a considerable amount of data analysis in this unit. Learners may need assistance from a member of staff who has experience of statistics and mathematics when analysing significant changes in the structure of the sector over recent years, evaluating data to review their success and anticipate future trends and proposing how travel and tourism organisations could capitalise on this. Selecting suitable data and presenting it in a format that is readily accessible to the audience will strengthen their findings and proposals.

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. Writing the proposal for consideration of a solution for business development may involve the use of word processing and spreadsheet skills. When they present their recommendations to the group it should follow a business format using ICT 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](http://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](http://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 3 Principal Learning in Travel and Tourism.

| Aspect                | Level 1        | Level 2        | Level 3        |
|-----------------------|----------------|----------------|----------------|
| <b>1 Task setting</b> | Limited        | Limited        | Limited        |
| <b>2 Task taking</b>  |                |                |                |
| 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 |
| <b>3 Marking</b>      | 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 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](http://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 3 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 3 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](http://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 3 Principal Learning in Travel and Tourism. Further details of the approval process are available on the website at:

**[www.diplomainfo.org.uk](http://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 (TAT3U1)

Unit 2 (TAT3U2)

Unit 3 (TAT3U3)

Unit 4 (TAT3U4)

Unit 5 (TAT3U5)

Unit 6 (TAT3U6)

Unit 7 (TAT3U7)

Unit 8 (TAT3U8)

## 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](http://www.jcq.org.uk)**

## 5.7 Awarding grades and reporting results

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

The Principal Learning and Level 3 Extended Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 3 Extended 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/](http://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](http://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 3 Principal Learning in Travel and Tourism.

# Appendix A

## Connections to other qualifications

The Advanced 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](http://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](http://www.cityandguilds.com/functionalskills)**

### **The Level 3 Extended Project qualification**

For details of the AQA-City & Guilds Level 3 Extended Project specification go to:

**[www.diplomainfo.org.uk/aboutdiplomas/projects.html](http://www.diplomainfo.org.uk/aboutdiplomas/projects.html)**

## Appendix B

### Additional and Specialist Learning for the Advanced Diploma in Travel and Tourism

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Advanced Diploma in Travel and Tourism is published on the National Database of Accredited Qualifications. Visit:

**[www.accreditedqualifications.org.uk](http://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](http://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.







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**Level 3 – Principal Learning**

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