

# Level 1 Introductory Diploma in Travel and Tourism (4871)

Qualification handbook



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# Level 1 Introductory Diploma in Travel and Tourism (4871)

## Qualification handbook

### **Includes (the following qualifications)**

- City & Guilds Level 1 First Award in Travel and Tourism
- City and Guilds Level 1 Certificate in Travel and Tourism (Worldwide Destinations)
- City and Guilds Level 1 Certificate in Travel and Tourism (Air Fares and Ticketing)
- City and Guilds Level 1 Certificate in Travel and Tourism (for all)
- City and Guilds Level 1 Certificate in Travel and Tourism (UK Destinations)

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# 1 About this document

This document contains the information that centres need to offer the following level 1 introductory diploma in Travel and Tourism

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## Level 1 Introductory Diploma in Travel and Tourism

**City & Guilds qualification number**                      **4872**

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- City & Guilds Level 1 First Award in Travel and Tourism
- City and Guilds Level 1 Certificate in Travel and Tourism (Worldwide Destinations)
- City and Guilds Level 1 Certificate in Travel and Tourism (Air Fares and Ticketing)
- City and Guilds Level 1 Certificate in Travel and Tourism (for all)

City and Guilds Level 1 Certificate in Travel and Tourism (UK Destinations)

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- indicative reading resources
- unit content

## **2 About the qualification**

### **2.1 Summary of requirements**

The unitised Level 1 Travel and Tourism qualifications have been developed to offer total flexibility to both centres and learners. Centres have the opportunity to build a qualification that suits the needs of the individual learner.

Learners can choose between taking the full qualification at 360 hours (Introductory Diploma), a 'mini-award' of 180 hours (Introductory Award) or individual units of 30 or 60 hours, some of which can be accessed as standalone Level 1 Certificates.

#### **Full qualification**

- City & Guilds Level 1 Introductory Diploma in Travel and Tourism (4871)

#### **Mini-award**

- City & Guilds Level 1 Introductory Award in Travel and Tourism (4871)



## 2 About the qualification

### 2.2 The structure of the qualification[s]

**Certificates** (which can be used as units towards the award and qualification)

- City & Guilds Level 1 Certificate in Travel and Tourism (Worldwide Destinations)
- City & Guilds Level 1 Certificate in Travel and Tourism (Air Fares and Ticketing)
- City & Guilds Level 1 Certificate in Travel and Tourism (for all)
- City & Guilds Level 1 Certificate in Travel and Tourism (UK Destinations)

**Units** (for which a Certificate of Unit Credit will be gained)

- Unit credit in Customer Relations for Travel and Tourism
- Unit credit in Introduction to Workplace Communications Skills for Travel and Tourism
- Unit credit in Introduction to the UK Travel Industry
- Unit credit in Introduction to Retail Travel Services
- Unit credit in Planning Itineraries for Travel and Tourism
- Unit credit in Introduction to the UK Tourism Industry
- Unit credit in Introduction to Health and Safety for Travel and Tourism
- Unit credit in Promotional Materials for Travel and Tourism

The units provide knowledge and understanding for the City & Guilds NVQs in Travel and Tourism Services (4847), Events and Events (Temporary Structures) 4905.

#### **Key skills**

Key skills may be delivered as appropriate through the work for each unit.

#### **Registration**

Learners should be registered using Form S (Registration) at least 28 days before any assessment.

Details of all forms, deadlines for entries to each examination series and an examinations timetable are included in the Directory of Vocational Awards. Learners can only be entered through City & Guilds approved centres.

## **3 General information**

### **3.1 Rationale**

City & Guilds in consultation with its centres and the travel and tourism industry has recognised that there is a need for a flexible suite of vocational qualifications. The unitised qualifications at Level 1 in Travel and Tourism have been designed to meet this need.

#### **The overall aims of the qualification are:**

- to improve the skills of individuals and increase their chances of gaining employment within travel and tourism
- to support the skills needs within the travel and tourism industry
- to meet the needs and objectives of learners and to increase the level of achievement of individuals
- to increase participation and retention in education and training, and to help overcome social exclusion
- to widen and increase participation in lifelong learning

#### **The qualification aims:**

- to provide a broad background of understanding of the travel and tourism sector and the vocational skills required
- to provide, bite size chunks of learning
- to combat fears of failure by ensuring that all achievement is recognised
- encourages retention and progression by providing a framework for learners who can build up a qualification around their own needs providing a qualification that is highly valued both by learners and employers

The qualifications have been designed by City & Guilds to support government initiatives towards the National Qualifications Framework. It can contribute towards the knowledge and understanding required for the related NVQ while not requiring or proving evidence of occupational competence.

### **3 General information**

#### **3.2 General structure**

All units within the City & Guilds Level 1 Introductory Diploma (360 hours) are expressed in a standard format. Each unit is preceded by details of

- the rationale of the unit
- the aims and general coverage of the unit
- the recommended guided learning hours
- the relationship of the unit to the related NVQ/ National Occupational Standards
- the assessment method
- the outcomes

Each unit also identifies examples of good practice to stimulate teachers and a list of suggested resources including books, journals and websites.

## 3 General information

### 3.3 Course design

Learners are likely to come from a variety of backgrounds, in that they will have had different education and training experiences, ambitions and opportunities. Teachers/assessors may therefore find it helpful to

- conduct an initial assessment of skills and achievement for each learner, so that prior learning can be credited and the correct level of award established
- consider what approaches to learning will best suit the learners

Teachers/assessors need to make these judgements by referring to the requirements of the syllabus, and establish what learners already know/can do to clarify where they need no further preparation before assessment.

During this initial assessment, teachers are likely to consider what, if any

- previous educational qualifications the learners have, what training they have had and, in particular, what experience they have had in relevant GNVQ programmes/key skills
- previous practical experience the learners have had which is relevant to the aims of the scheme, and from which relevant skills and knowledge may have been informally acquired

When selecting appropriate approaches to learning, teachers are likely to consider the results from initial assessments, as well as the availability and suitability of open or distance learning materials, or co-operative working with other centres.

Teacher/assessors should familiarise themselves with the structure and content of the award before designing an appropriate course; in particular they are advised to consider the knowledge and understanding requirements of the relevant NVQ.

As long as the requirements for the award are met, teachers/assessors may design courses of study in any way that they feel best meets the needs and capabilities of the learners.

It is recommended that centres cover the following in the delivery of the course, where appropriate

- Key Skills (such as Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance, Problem Solving)
- Health and safety considerations, in particular the need to impress to learners that they must preserve the health and safety of others as well as themselves
- Spiritual, moral, social and cultural issues
- Environmental education
- European dimension

It is recommended that a minimum of 360 hours should be allocated for the full certification of the Introductory Diploma. The number of units taken will vary according to the individual units taken (ie 30 or 60 hour units).

It is recommended that a minimum of 180 hours should be allocated for the part certification of the Introductory Award. The number of units taken will vary according to the individual units taken (ie 30 or 60 hour units).

However learners may wish to undertake individual units for which they will receive either certificates (Units 101, 106, 110 and 112) or certificates of unit credit (Units 102, 103, 104, 105, 107, 108, 109 and 111).

### **3 General information**

#### **3.4 Assessment and support materials**

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

- City & Guilds set and marked written tests and written assignments
- City & Guilds set written tests, marked by the centre according to externally set marking criteria, with quality assurance monitored by our external verification system
- City & Guilds set practical assignments, marked by the centre according to externally set marking criteria, with quality assurance monitored by our external verification system

All multiple-choice tests will be delivered online via Global On-Line Assessment (GOLA).

Assignments assess both the practical activities (What you need to do) and the underpinning knowledge. These can be found in the separate assessor's guide. As assessments may be designed to sample practical activities, it is essential that the centres ensure that learners cover the content of the whole unit.

For learners with particular requirements, centres should refer to our policy document Access to assessment, learners with particular requirements.

External Verifiers act on behalf of City & Guilds to ensure that national standards are maintained. Full details of their role can be found in Providing City & Guilds' Qualifications – a guide to centre and scheme approval.

## Support Materials

### Teaching and Learning Resource Packs

In its continuing effort to assist centres, City & Guilds has embarked on developing a range of tutor support materials for its new unitised travel and tourism qualifications. All the materials have been produced in association with Columbus Travel Publishing, a market leader in the provision of destination-based travel information for the travel industry and education markets worldwide. Authors have experience in both education and the travel industry, and have been involved in the development of the qualification and know what is required for learners to succeed. The materials are organised around selected units.

### The support materials:

- are designed specifically to cover the unit outcomes and prepare learners for their assessment
- support teaching based in the classroom, keeping learners engaged
- aid tutor preparation with a suggested outline scheme of work, and mapping grids to link all activities to the unit outcomes
- include over fifty learner activity sheets per unit, many illustrated
- provide a wide variety of learner activities, including games and quizzes, role play, short case studies, fact sheets, wordsearches, simple projects and much more
- offer an outstanding resource of maps for Travel Destination units, with one version for students to label, and a separate answer sheet with the labels in place
- offer numerous photos of tourist attractions
- include 'Extended Learning' activities
- provide answers for all activities.

Units available at Level 1 from October 2004:

<b>Unit 101</b>	<b>Worldwide Travel and Tourism Destinations</b>
<b>Unit 102</b>	<b>Customer Relations in Travel and Tourism</b>
<b>Unit 110</b>	<b>Travel and Tourism for All</b>

Units available at Level 2 from October 2004:

<b>Unit 205</b>	<b>UK Travel and Tourism Destinations</b>
<b>Unit 211</b>	<b>Health &amp; Safety in Travel and Tourism</b>
<b>Unit 215</b>	<b>Responsible Tourism</b>

### **3 General information**

#### **3.5 Quality assurance, including centre and scheme approval**

Quality assurance includes initial centre approval, scheme approval and the centres own procedures for monitoring quality. Details of City & Guilds criteria and procedures can be found in Providing City & Guilds Qualifications – a guide to centre and scheme approval.

Organisations not already approved to offer City & Guilds qualifications will be required to apply for centre and scheme approval, normally simultaneously. There is a charge for initial centre approval and for centres wishing to extend its approval portfolio. More information on these can be obtained from your local City & Guilds regional office.

Centres that already have centre approval need to obtain scheme approval for each individual City & Guilds scheme they wish to offer. An application for scheme approval (Form SAP) will need to be completed for each scheme.

Copies of the relevant forms can be found in Providing City & Guilds Qualifications – a guide to centre and scheme approval, together with guidance on how these forms should be completed.

Centres wishing to offer the City & Guilds Levels 1 qualifications in Travel and Tourism will need to complete Form SAP. If they are already approved to offer the related traditional vocational qualification or the related NVQ, desk-based approval procedures will be used, which do not require a centre visit.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre or for an approved centre to conduct a particular City & Guilds scheme or particular City & Guilds schemes, for reason of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

## 3 General information

### 3.6 Entry for assessment and certification

Learners must enter for assessments and certificates through a City & Guilds approved centre. Procedures for registration and entry for all City & Guilds Awards are detailed in the Directory of Awards. This includes examples of all the required forms and also the requirements for Electronic Data Entry (where this is preferred).

There are appeals procedures, which make clear the circumstances under which appeals may be made, the information required, and the procedures to resolve them. The Directory of Awards also specifies procedures for payments.

City & Guilds fully supports the principles of equal opportunities, and the requirements as they affect centres and assessment are outlined in the City & Guilds Access to Assessment guide.

When learners first enter for a City & Guilds examination, they are issued with a unique, lifelong City & Guilds learner enrolment number.

Any learners wishing to enter for the City & Guilds Levels 1 Introductory Diploma or any unit or qualification within it must be registered using Form S (Registration) (which records named individuals) at least 28 days before the first assessment. Learners must also be entered for scheduled (timetabled) assessment components using Form S (Dated entry). Centres need to check with the Directory of Awards to confirm the deadline for entries for each examination series.

**It is extremely important that all the details on all the forms are correct; otherwise they may be rejected during processing by City & Guilds.**

Centres should always check carefully that

- centre name and number have been included accurately
- the correct award number and award name are included
- the correct component numbers have been used

Each centre needs to include a Form S (summary sheet) that should be signed by the centre's local examinations secretary or the scheme co-ordinator. The purpose of Form S (summary sheet) is to identify any Forms submitted at one time by a centre as a batch.

All learners who enter for these awards will enter through the centre(s) where they have prepared for the assessments, either by attendance at the centre, co-operation with another organisation, accreditation of prior learning and/or open learning methods. Learners will not be accepted directly by City & Guilds.

Centres will receive a consolidated 'Results list' detailing the performance of all the learners they enter, whether they are successful or not.

All learners for City & Guilds certificates receive 'Notification of Learner' results via the centre, giving details of their performance.

Learners who successfully complete all the required assessments will receive a full certificate. Those completing a unit which is not a stand-alone certificate will receive a certificate of unit credit only.



## 4 Scheme regulations

### 4.1 Certificates and assessments

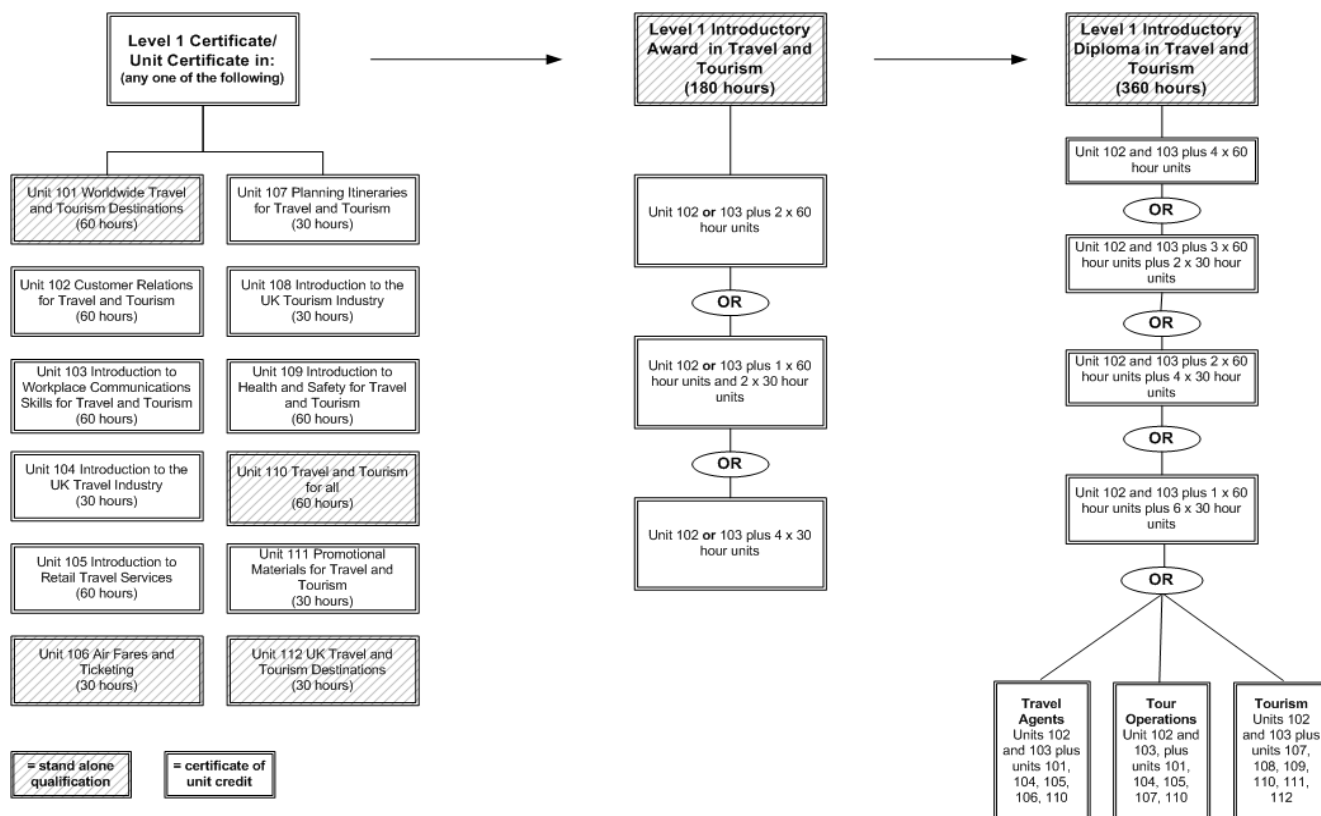
#### Introduction

This award provides knowledge and understanding for parts of City & Guilds NVQs in Travel Services Level 2 and 3 (4845).

#### Certificates and assessment

The units and assessments described in this document are for the family of awards described below and all units that can be used to make up the overarching qualification as well as smaller mini-awards or certificates. The qualifications have been developed to offer total flexibility to both centres and learners and to allow centres the opportunity to build a qualification that suits the needs of the individual learner.

All units are at Level 1 of the National Occupational Standards.



Learners can choose between taking the full qualification at 360 hours (Introductory Diploma), a 'mini-award' of 180 hours (Introductory Award) or individual units of 30 or 60 hours.

#### Full qualification

- City & Guilds Level 1 Introductory Diploma in Travel and Tourism (4871)

#### Mini-award

- City & Guilds Level 1 Introductory Award in Travel and Tourism (4871)

**Certificates** (which can be used as units towards the award and qualification)

- City & Guilds Level 1 Certificate in Travel and Tourism (Worldwide Destinations)
- City & Guilds Level 1 Certificate in Travel and Tourism (Air Fares and Ticketing)
- City & Guilds Level 1 Certificate in Travel and Tourism (for all)
- City & Guilds Level 1 Certificate in Travel and Tourism (UK Destinations)

**Units** (for which a Certificate of Unit Credit will be gained)

- Customer Relations for Travel and Tourism
- Introduction to Workplace Communications Skills for Travel and Tourism
- Introduction to the UK Travel Industry
- Introduction to Retail Travel Services
- Planning Itineraries for Travel and Tourism
- Introduction to the UK Tourism Industry
- Introduction to Health and Safety for Travel and Tourism
- Promotional Materials for Travel and Tourism

## **4 Scheme regulations**

### **4.2 Grades**

Learners achieving the City & Guilds Level 1 Introductory Diploma in Travel and Tourism or the City & Guilds Level 1 Introductory Award in Travel and Tourism will have achieved all the appropriate units at pass or above. The overarching awards will not be graded but the certificate will list the grades of all units achieved.

All individual units achieved are graded Pass, Credit or Distinction (except Unit 103 Introduction to Workplace Communications which is graded Pass/Fail). A pass is the minimum achievement level, credit and distinction represent increasing levels of ability to adapt in the face of changing circumstances and independently resolve problems. All learners will be provided with a Certificate of Unit Credit which details the grades for each unit taken.

## **4 Scheme regulations**

### 4.3 Units from other levels

As part of a learners programme of study assessors may feel that some learners working towards the City & Guilds Level 1 qualifications are capable of working towards individual units from a Level 2 qualification. This is acceptable although they do not form part of a Level 1 qualification. The learner will receive the appropriate certificate of unit credit or Level 2 Certificate for the unit.

## 4 Scheme regulations

### 4.4 Suggested routes

Centres working towards the City & Guilds Level 1 Introductory Diploma in Travel and Tourism may wish to consider the following groups of specialist units to provide learners with a vocational focus.

#### Route 1

- City & Guilds Level 1 Introductory Diploma in Travel and Tourism **(Travel Agents)**

In addition to the mandatory units 102 and 103 learners are required to include the following specialist Units: Unit 101, 104, 105, 106 and 110

#### Route 2

- City & Guilds Level 1 Introductory Diploma in Travel and Tourism **(Tour Operations)**

In addition to the mandatory units 102 and 103 learners are required to include the following specialist Units: Unit 101, 104, 105, 107 and 110

#### Route 3

- City & Guilds Level 1 Introductory Diploma in Travel and Tourism **(Tourism)**

In addition to the mandatory units 102 and 103 learners are required to include the following specialist Units: Unit 107, 108, 109, 110, 111 and 112

Note: No suggested vocational focus is available for the Level 1 Introductory Award.

## 4 Scheme regulations

### 4.5 Provision and conduct of assessments

Details of the availability of assessments, dates for examinations and of the general regulations for their conduct are given in City & Guilds Directory of Vocational Awards. If there is any inconsistency between the scheme regulations set out in this document and the Directory of Vocational Awards, then the latter always prevails.

<b>Units</b>	<b>Assessments</b>
Unit 101: Worldwide Travel and Tourism Destinations	Multiple choice online 4871-101 This assessment component covers the knowledge requirements for all outcomes On-line multiple choice question paper
Unit 102: Customer Relations for Travel and Tourism	Assignment 4871-102 This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignment, internally marked and externally verified
Unit 103: Introduction to Workplace Communications Skills for Travel and Tourism	Assignment 4871-103 This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignments, internally marked and externally verified
Unit 104: Introduction to the UK Travel Industry	Assignment 4871-104 This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignment, internally marked and externally verified
Unit 105: Introduction to Retail Travel Services	Multiple choice online 4871-105 This assessment covers the practical activities for all outcomes On-line multiple choice question paper
Unit 106: Air Fares and Ticketing	Multiple choice online 4871-106 This assessment component covers the knowledge requirements for all outcomes On-line multiple choice question paper
Unit 107: Planning Itineraries for Travel and Tourism	Assignment 4871-107 This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignment, internally marked and externally verified
Unit 108: Introduction to the UK Tourism Industry	Assignment 4871-108 This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignment, internally marked and externally verified
Unit 109: Introduction to Health and Safety in Travel and Tourism	Assignment 4871-109 This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignment, internally marked and externally verified

**Units****Assessments**

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Unit 110: Travel and Tourism for all

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Assignment 4871-110  
This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignment, internally marked and externally verified

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Unit 111: Promotional Materials for Travel and Tourism

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Assignment 4871-111  
This assessment covers the practical activities for all outcomes and will also sample the learners underpinning knowledge to verify coverage of the unit Externally set assignment, internally marked and externally verified

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Unit 112: UK Travel and Tourism Destinations

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Multiple choice online 4871-112  
This assessment component covers the knowledge requirements for all outcomes. On-line multiple choice question paper

For further guidance please refer to the City & Guilds directory of Vocational awards

## 4 Scheme regulations

### 4.6 Relationship to NVQ Standards

**City & Guilds Level 1 Introductory Diploma in Travel and Tourism (4871)** The following grid indicates which units may be used to provide evidence towards the underpinning knowledge of the following NVQ units.



## 4 Scheme regulations

### 4.7 Key skills signposting summary relationship table Level 1 units

Signposting showing where opportunities are likely to arise for developing, practising or evidencing components of the 2004 Key Skills (Note 1).

<b>4871 Units</b>	<b>AON</b>	<b>COM</b>	<b>ICT</b>	<b>IOLP</b>	<b>PS</b>	<b>WWO</b>
<b>Unit 101 Online Test</b>		C1.2.1				
<b>Unit 102 Assignment</b>						
A1		C1.1			PS1.1 PS1.2	
A2						
B						
C						WO1.1 WO1.2 WO1.3
D						
<b>Unit 103 Assignment</b>						
A		C1.2 C1.3				
B		C1.2	ICT1.1			
C1		C1.1				WO1.1
C2		C1.1				
D			ICT1.1 ICT1.2 ICT1.3			
E		C1.3	ICT1.1 ICT1.2 ICT1.3			
<b>Unit 104 Assignment</b>						
A		C1.2 C1.3	ICT1.1			
B						
C		C1.2				
<b>Unit 105 Online Test</b>	N1.1 N1.2 N1.3.1	C1.2				
<b>Unit 106 Online Test</b>	N1.1 N1.2 N1.3.1	C1.2				
<b>Unit 107 Assignment</b>						
A	N1.1	C1.2 C1.3	ICT1.1			
B	N1.1 N1.2 N1.3.1	C1.3	ICT1.2 ICT1.3			
C						

<b>4871 Units</b>	<b>AON</b>	<b>COM</b>	<b>ICT</b>	<b>IOLP</b>	<b>PS</b>	<b>WWO</b>
D1						WO1.1 WO1.2 WO1.3
D2		C1.3	ICT1.2 ICT1.3			
<b>Unit 108 Assignment</b>						
A			ICT1.1 ICT1.2 ICT1.3			
B1						
B2		C1.2 C1.3	ICT1.2 ICT1.3			
B3		C1.3	ICT1.2 ICT1.3			
C		C1.2 C1.3				
<b>Unit 109 Assignment</b>						
A		C1.2	ICT1.1			
B		C1.3				
C		C1.3				
D						
<b>Unit 110 Assignment</b>						
A		C1.2 C1.3	ICT1.1 ICT1.2 ICT1.3			
B1		C1.3				
B2						
C						
D						
<b>Unit 111 Assignment</b>						
A		C1.3				
B		C1.3				
C			ICT1.2			
D		C1.3	ICT1.2 ICT1.3			
<b>Unit 112 Online Test</b>						

**Notes to the Level 1 Travel and Tourism signposting:**

1 There may be additional opportunities for developing, practising and evidencing key skills depending on the teaching and learning strategies employed and the access to work practices in the industry, the chart above indicates only those opportunities that are likely to be available to all learners

2 Additional opportunities may occur for developing, practising and evidencing components of the Information Technology key skills depending on the learner's access to IT for finding, developing and presenting information

3 The study programme itself could provide opportunities for developing, practising and evidencing components of the Improving Own Learning and Performance key skills.

## 4 Scheme regulations

### 4.8 Other issues

Unit number	Spiritual, moral, ethical, social and cultural	Environment	Health & Safety	European Development
Unit 101	x	x		x
Unit 102	x			
Unit 103	x			
Unit 104		x		
Unit 105	x		x	x
Unit 106	x			
Unit 107	x	x	x	
Unit 108	x	x	x	x
Unit 109	x		x	
Unit 110	x		x	x
Unit 111	x		x	
Unit 112	x	x		

#### The wider curriculum

The City & Guilds Level 1 Introductory Diploma will embed the values determined by the Hospitality, Leisure, Travel and Tourism Sector Skills Council, which substantially address spiritual, moral, ethical, social and cultural issues as they apply to or can be derived from training for the role of working in the travel and tourism industry.

Delivery of this unit can contribute to learners' understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

**Spiritual/Moral/Ethical:** Appreciating individual's religious beliefs and gender issues when travelling can lead to discussions on moral/ethical issues. Spiritual issues can be raised when learning how to communicate and develop effective relationships with colleagues. Unit 110: Tourism for All should lead to discussions on issues such as equal opportunities and discrimination and has been especially developed to offer guidance towards the implications of the Disability Discrimination Act and its effects on tourism providers

**Social/Cultural:** There is an emphasis throughout this qualification for learners to interact with others, their peers, assessors/teachers, supervisors, work colleagues and customers. Unit 107: Planning Itineraries for Travel and Tourism involves learners exploring the social/cultural needs of visitors and requires them to come up with appropriate solutions to meet these needs.

**Environmental/Health and Safety/European:** The qualification also provides awareness of environmental issues, health and safety considerations and European development including the EC Package Holiday regulations and also the implications of airline deregulation.

Unit 109: Introduction to Health & Safety for Travel and Tourism involves learners being introduced the key issues around Health & Safety in relation to travel and tourism.

Unit 101: Worldwide Travel and Tourism Destinations involves learners investigating a variety of countries within Europe to include what attracts visitors.

Unit 106: Air Fares and Ticketing requires knowledge of worldwide visa and health regulations. The implications of flying and health issues can also be discussed (ie DVT).

## 4 Scheme regulations

### 4.9 Test specifications

#### Unit 101: Worldwide Travel and Tourism Destinations

<b>Paper No</b>	4871-101	<b>Duration:</b>	1 hour 30 minutes
<b>Assessment Type</b>	On-line Multi-choice	<b>No of items:</b>	40
<b>Unit</b>	<b>Outcome</b>	<b>No of items</b>	<b>%</b>
Unit 101: Worldwide Travel and Tourism Destinations	Outcome 1: Identify key geographical features of the world	12	30
	Outcome 2: Read and Interpret tourist maps and atlases of worldwide destinations	10	25
	Outcome 3: Identify selected tourist attractions in the UK and Europe	10	25
	Outcome 4: Identify selected tourist attractions worldwide	8	20
		<b>40</b>	<b>100%</b>

#### Unit 105: Introduction to Retail Travel Services

<b>Paper No</b>	4871-105	<b>Duration:</b>	1 hour 15 minutes
<b>Assessment Type:</b>	On-line Multi-choice	<b>No of items:</b>	50
<b>Unit</b>	<b>Outcome</b>	<b>No of items</b>	<b>%</b>
Unit 105: Introduction to Retail Travel Services	Outcome 1: Interpret basic information in a holiday brochure	16	32
	Outcome 2: Provide information on UK surface transportation	7	14
	Outcome 3: Provide information on car hire	7	14
	Outcome 4: Provide information on UK accommodation services	12	24
	Outcome 5: Provide information on booking theatre and event tickets	8	16
		<b>50</b>	<b>100%</b>

### Unit 106: Air Fares and Ticketing

<b>Paper No</b>	4871-106	<b>Duration:</b>	1 hour
<b>Assessment Type:</b>	On-line Multi-choice	<b>No of items:</b>	40

<b>Unit</b>	<b>Outcome</b>	<b>No of items</b>	<b>%</b>
Unit 106: Air Fares and Ticketing	Outcome 1: Provide information on airline organisations	2	5
	Outcome 2: Locate major airline destinations	5	12.5
	Outcome 3: Provide information relating to flights	22	55
	Outcome 4: Identify airline booking systems	2	5
	Outcome 5: Interpret fares and flight documentation	9	22.5
		<b>40</b>	<b>100%</b>

### Unit 112: UK Travel and Tourism Destinations

<b>Paper No.</b>	4871-112	<b>Duration:</b>	1 hour
<b>Assessment Type:</b>	On-line Multi-choice	<b>No of items:</b>	40

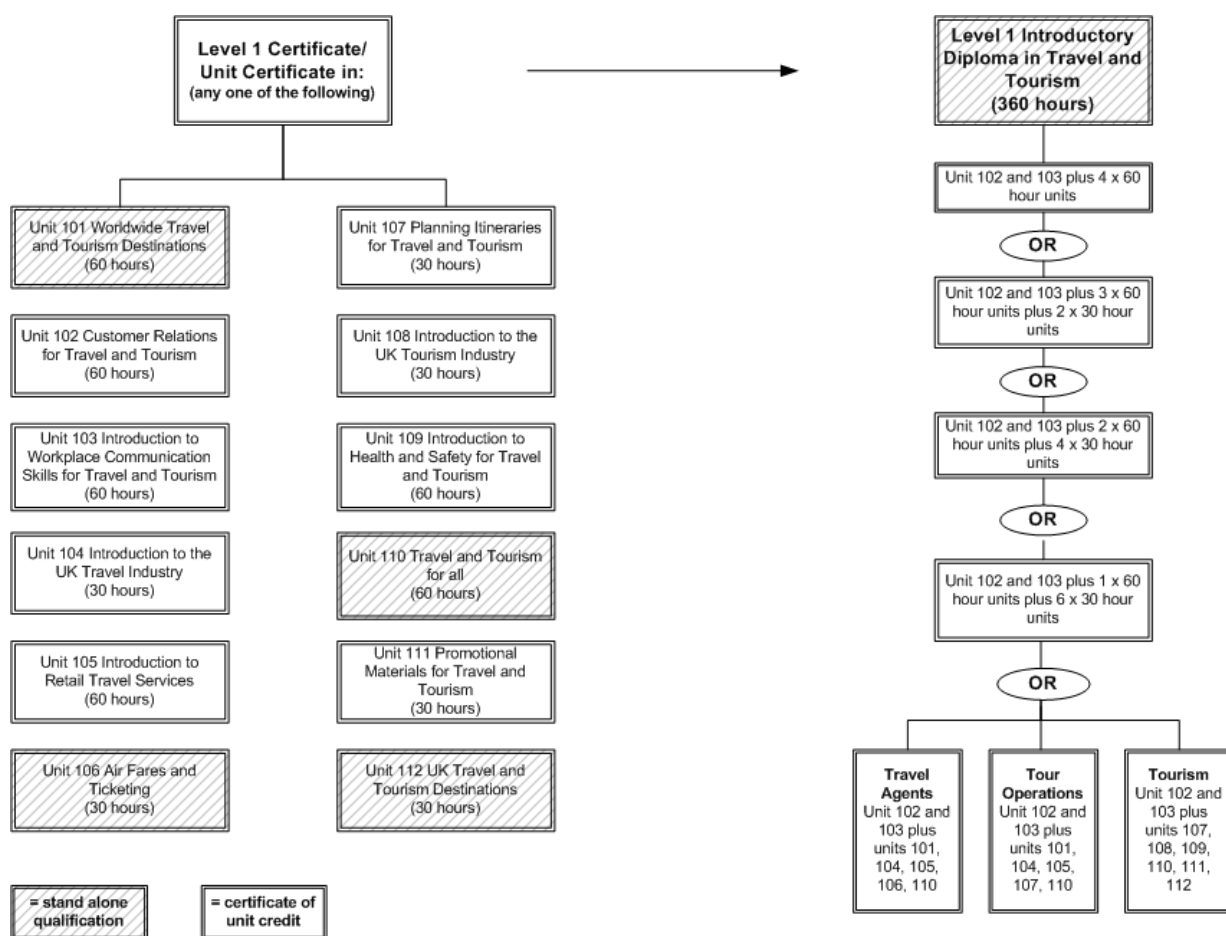
<b>Unit</b>	<b>Outcome</b>	<b>No of items</b>	<b>%</b>
Unit 112: UK Travel and Tourism Destinations	Outcome 1: Demonstrate a knowledge of major UK geographical features	12	30
	Outcome 2: Read and interpret maps of major UK tourist destinations	18	45
	Outcome 3: Examine what attracts tourists to major UK tourism destinations	10	25
		<b>40</b>	<b>100%</b>

## 4 Scheme regulations

### 4.10 City & Guilds Level 1 Introductory Diploma in Travel and Tourism (360 hours)

For learners to achieve the City & Guilds Level 1 Introductory Diploma in Travel and Tourism, they must complete Unit 102 (60 hours) and Unit 103 (60 hours) **plus** a combination of any other units to bring the learner up to 360 Hours (see below).

Learners can work towards the units in any order and use the flexibility of the units to ensure that the learners' individual needs are met.



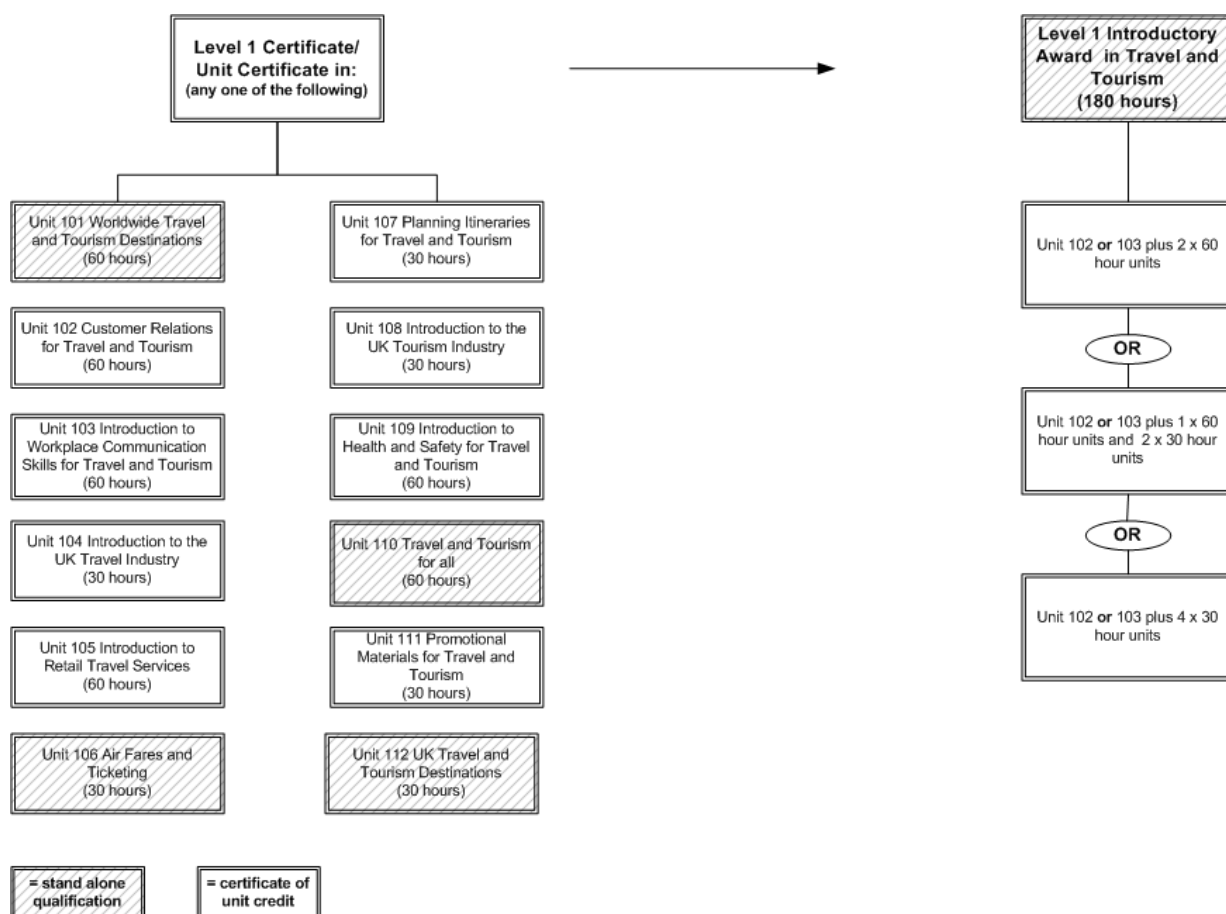
## 4 Scheme regulations

### 4.11 City & Guilds Level 1 Introductory Award in Travel and Tourism (180 hours)

For learners to achieve the City & Guilds Level 1 Introductory Award in Travel and Tourism, they must complete Unit 102 (60 hours) or Unit 103 (60 hours) plus a combination of any other units to bring the learner up to 180 Hours (see below).

Learners can work towards the units in any order and use the flexibility of the units to ensure that the learners individual needs are met.

No endorsements will be offered to learners working towards the City & Guilds Level 1 Introductory Award.





## **5 Units**

### **5.1 Unit guidance**

All the following individual units may be achieved and certificated individually.

Learners individually achieving each of the following units 102, 103, 104, 105, 107, 108, 109 and 111 will be issued with a Certificate of Unit Credit (CUC) detailing the individual units achieved. For example, City & Guilds Level 1 Certificate of Unit Credit in Customer Relations for Travel and Tourism.

Learners achieving each of the following Units 101, 106, 110 and 112 will be issued with a Certificate detailing the individual unit achieved. For example, City & Guilds Level 1 Certificate in Travel and Tourism (Worldwide Destinations).

#### **Units**

Unit 101 Worldwide Travel and Tourism Destinations

Unit 102 Customer Relations for Travel and Tourism

Unit 103 Introduction to Workplace Communications Skills for Travel and Tourism

Unit 104 Introduction to the UK Travel Industry

Unit 105 Introduction to Retail Travel Services

Unit 106 Air Fares and Ticketing

Unit 107 Planning Itineraries for Travel and Tourism

Unit 108 Introduction to the UK Tourism Industry

Unit 109 Introduction to Health and Safety in Travel and Tourism

Unit 110 Travel and Tourism for all

Unit 111 Promotional Materials for Travel and Tourism

Unit 112 UK Travel and Tourism Destinations

### Rationale

For those who are considering choosing a career in the travel and tourism industry, it is vitally important to have a thorough understanding of travel geography throughout the world. Learners may well have previously studied geography but will not necessarily have covered the destinations that are visited for the purposes of travel and tourism.

Initially, outcome 1 is concerned with identifying the geographical features throughout the world using a travel atlas. These include all the major geographical features (continents, oceans and seas) and physical features (mountains and waterways). Learners will then progress into learning about the major tourist destinations and attractions within the UK, Europe and the rest of the world.

This unit will provide a base from which learners can move forward to learning more, enabling them to progress in the travel and tourism industry.

### Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- Identify key geographical features of the world
- Read and interpret tourist maps and atlases of worldwide destinations
- Identify selected tourist attractions in the UK and Europe
- Identify selected tourist attractions worldwide

### Guided learning hours

It is envisaged that learners will require 60 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge could be allocated to outcomes as follows:

Outcome 1: 15 hours

Outcome 2: 15 hours

Outcome 3: 15 hours

Outcome 4: 15 hours

### Connections with other qualifications

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

Travel and Tourism Services Unit 204 Help Customers to Choose and Book Travel Services

### Assessment and grading

The outcome for this unit will be assessed on the basis of evidence resulting from a

#### 1 Written test (on-line)

The knowledge requirements for this unit are listed for each outcome in the next section under the heading 'What you need to know'. These will be assessed by a multiple choice test based on the test specification. Learners are permitted to take into the exam a published world travel atlas.

## Unit 101

## Worldwide Travel and Tourism Destinations

### Outcome 1

Identify key geographical features of the world

#### Practical skills

The candidate will be able to:

- 1 Explore maps and atlases to locate and identify **geographical terms, continents, countries, oceans and seas, physical features and islands** and **island groups**
- 2 Identify and select different countries within the **continents** that are major tourism regions

#### Underpinning knowledge

The candidate will be able to:

- 1 recognise basic **geographical terms**
- 2 locate and name the **continents** of the world
- 3 locate and name selected **countries** throughout the world
- 4 locate and name the major **oceans and seas** of the world
- 5 locate and name the major **physical features** including mountain ranges, mountains and waterways
- 6 locate and name the major **islands** and major **island groups** of the world.

#### Range

##### Geographical terms

Northern Hemisphere, Southern Hemisphere, Equator, International Date Line

##### Continents

North America, South America, Europe, Asia, Australasia, Africa, Antarctica

- **Europe**

Austria, Belgium, France, Germany, Greece, Ireland, Italy, The Netherlands, Portugal, Spain, Turkey, UK

- **Worldwide**

Australia, Brazil, Canada, China, Egypt, India, New Zealand, South Africa, Thailand, USA

##### Oceans and seas

Atlantic, Pacific, Indian, Mediterranean, Caribbean

##### Physical Features

- **Mountain ranges**

Alps, Himalayas, Rockies, Andes

- **Mountains**

Mount Everest, Mont Blanc, Ben Nevis, Mount Cook

- **Waterways**

River Nile, Amazon River, River Thames, River Rhine, Mississippi River

### **Island and island groups**

- **Islands**

Bali, Sardinia, Corsica, Sicily, Malta, Cyprus

- **Island groups**

Balearics, Canaries, Caribbean, Greek, Hawaiian

## Unit 101

### Outcome 2

## Worldwide Travel and Tourism Destinations

Read and interpret tourist maps and atlases of worldwide destinations

### Practical skills

The candidate will be able to:

- 1 Explore maps and atlases to locate and identify **outbound destinations, cities, capital cities** and major **tourist destinations** throughout the world

### Underpinning knowledge

The candidate will be able to:

- 1 locate and name **outbound destinations** throughout the world
- 2 locate and name **cities** throughout the world
- 3 locate and name **capital cities** throughout the world
- 4 locate and name major **tourist destinations** throughout the world.

### Range

#### Outbound destinations

- **Europe**

Belgium, France, Germany, Greece, Ireland, Italy, The Netherlands, Portugal, Spain, Turkey, UK

- **Worldwide**

Australia, Brazil, Canada, China, Egypt, India, New Zealand, Thailand, USA

- **Islands**

Bali, Sardinia, Corsica, Sicily, Malta, Cyprus

- **Island groups**

Balearics, Canaries, Caribbean, Greek, Hawaiian

#### Cities and capital cities

- **UK cities**

London, Manchester, Birmingham, Glasgow, Edinburgh, Cardiff, Belfast

- **Worldwide cities**

Auckland (New Zealand), Barcelona (Spain), Hong Kong (China), Rio de Janeiro (Brazil), New York City, Los Angeles, Miami (USA), Toronto (Canada), Amsterdam (The Netherlands), Sydney (Australia), Istanbul (Turkey), Cape Town (South Africa), Singapore City (Singapore)

- **Capital cities**

Bangkok (Thailand), Brussels (Belgium), New Delhi (India), Washington DC (USA), Beijing (China), Canberra (Australia), London (UK), Dublin (Ireland), Paris (France), Madrid (Spain), Lisbon (Portugal), Rome (Italy), Athens (Greece), Ottawa (Canada), Cairo (Egypt), The Hague (The Netherlands), Wellington (New Zealand), Pretoria (South Africa), Ankara (Turkey), Brasilia (Brazil)

#### Tourist destinations

Level 1 Introductory Diploma in Travel & Tourism (4871)

Neapolitan Riviera (Italy), Costa Blanca, Costa Brava, Costa del Sol, Balearics, Canaries (Spain), Algarve (Portugal), Greek Islands (Greece), Cote D'Azur (France), Alps (French, Italian, Swiss, Austrian), Gold Coast, Barrier Reef, Uluru/Red Centre (Australia), Florida, California, Las Vegas (USA), Cairo, Sharmel-Sheikh (Egypt), Goa (India), Auckland (New Zealand), Capetown (South Africa)

## Unit 101

### Outcome 3

## Worldwide Travel and Tourism Destinations

Identify selected tourist attractions in the UK and Europe

### Practical skills

The candidate will be able to:

- 1 Explore maps and atlases to locate and identify **tourist attractions, tourist destinations, sun destinations, winter sports destinations** and **sea ports** in the **UK and Europe**

### Underpinning knowledge

The candidate will be able to:

- 1 locate and name major **UK tourist attractions**
- 2 locate and name major **UK destinations**
- 3 locate and name major **European tourist attractions**
- 4 locate and name major **European tourist destinations**
- 5 locate and name major **sun destinations** in UK and Europe
- 6 locate and name major **winter sports destinations** in UK and Europe
- 7 locate and name major **UK sea ports** to Ireland and the continent of Europe.

### Range

#### UK and Europe

UK, France, Belgium, Netherlands, Italy, Spain, Germany, Greece, Switzerland, Denmark, Sweden, Norway, Austria, Portugal, Turkey

#### Tourist destinations

- **UK**

Lake District, Norfolk Broads, Snowdonia, The Highlands

- **Europe**

Neapolitan Riviera (Italy), Costa Blanca, Costa Brava, Costa del Sol, Balearics, Canaries (Spain), Algarve (Portugal), Greek Islands (Greece), Côte D'Azur (France), Alps (French, Italian)

#### Tourist attractions: UK

- **Theme parks**

Alton Towers, Legoland Windsor, Blackpool Pleasure Beach

- **Man-made**

Hadrian's Wall, London Eye, Tower of London, Westminster Abbey, St. Pauls Cathedral, Madame Tussaud's (London), Eden Project (Cornwall), Stonehenge (Wiltshire), Blenheim Palace (Oxfordshire), Windsor Castle (Berkshire), Roman Baths (Bath)

- **Natural**

Giant's Causeway, Lake District, Norfolk Broads, Snowdonia, The Highlands

#### Tourist attractions: Europe

- **Theme parks**

Disneyland Resort, Paris (France), Universal Mediterranean Resort, Port Aventura (Spain)

- **Man-made**

Arc de Triomphe, Eiffel Tower, Louvre, (Paris, France), Acropolis, Athens (Greece), Colosseum, (Rome, Italy) St. Marks Square Venice, Pompeii (Italy), Alhambra, Granada, Prado, Madrid (Spain), Blue Mosque, (Istanbul, Turkey)

- **Natural**

Upper Rock Nature Reserve (Gibraltar)

### **Sun destinations**

- **UK**

Blackpool, Scarborough, Brighton and Hove, Newquay, Bournemouth, Torbay, Tenby

- **Europe**

Torremolinos, Benidorm, Lloret de Mar (Spain), Rimini, Lido di Jésole (Italy), Nice, Cannes (France), Albufeira (Portugal), Bodrum (Turkey) Faliraki, Kavos (Greece)

### **Winter sports destinations**

UK, Italy, France, Spain, Austria

### **UK sea ports**

Portsmouth, Dover, Folkestone, Southampton, Plymouth, Harwich, Pembroke, Holyhead, Newcastle, Stranraer, Newhaven, Liverpool, Douglas, Larne, Hull, Fishguard



## Unit 101

### Outcome 4

## Worldwide Travel and Tourism Destinations

Identify selected tourist attractions worldwide

### Practical skills

The candidate will be able to:

- 1 Explore maps and atlases to locate **tourist areas**, **tourist attractions**, **sun destinations** and **winter sports destinations** throughout the world

### Underpinning knowledge

The candidate will be able to:

- 1 locate and name major **tourist areas** worldwide
- 2 locate and name major **tourist attractions** worldwide
- 3 locate and name major **sun destinations** worldwide
- 4 locate and name major **winter sports destinations** worldwide.

### Range

#### Tourist areas

Florida, Hawaii (USA) the Caribbean, Gold Coast, (Australia)

#### Worldwide tourist attractions

- **Natural**

Grand Canyon (USA), Great Barrier Reef, Ayers Rock (Australia), Niagara Falls (USA/Canada)

- **Man-made**

Pyramids (Egypt), Great Wall of China (China), Statue of Liberty, Empire State Building (New York, USA), White House, Washington (USA), Taj Mahal, Agra (India), Eiffel Tower, Paris (France), Sydney Opera House, Sydney (Australia)

- **Theme parks**

Walt Disney World Resort, Florida, Disneyland, California, Universal Studios California, Busch Gardens Florida, Sea World Florida (USA)

#### Sun destinations

Rio de Janeiro (Brazil), Surfer's Paradise (Australia), Pattaya Beach (Thailand), Goa (India)

#### Winter sports destinations

USA, Canada

# Unit 101            Worldwide Travel and Tourism Destinations

## Notes for guidance

### Suggested good practice

It should be recognised that those working towards Worldwide Travel and Tourism Destinations at Level 1 are likely to have very little previous knowledge of the subject. The delivery of this unit should therefore be approached from a basic level. The key outcome of this qualification is to equip the learner with the skills to find information from the wide variety of sources that are available.

The unit should be delivered in an interactive format engaging the learner to practise using a world travel atlas and any other relevant travel and tourism manuals to source the answers as much as possible. Learners should be encouraged to examine visual references of destinations and their features. These should not only include the usual methods such as travel atlases and maps, but also encourage learners to examine videos, photographs and pictures of destinations and attractions (as used in brochures and guidebooks). For example, learners should be encouraged to associate pictures of attractions (eg the pyramids) with countries (Egypt).

Although not in any way a definitive list, it is recognised that the range of travel destinations etc named in the range is very extensive. **Please note that it is not expected that learners will be able to remember from memory all the items in the range provided.** However, learners should be able to locate any item within the range with the use of appropriate support materials. Assessors may at times, feel that it would benefit the learner by studying examples within their local area, which are outside the range provided. However, they should note that learners will only be assessed on the items listed in the range statements.

### Suggested resources

There are a huge variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### Books

World Travel Atlas (2003) 9th ed., Highbury Columbus Publishing

Tourist Attractions and Events of the World (2001) 2nd ed., Columbus Travel Publishing Ltd

Columbus World Travel Guide 2004-2005, Highbury Columbus Travel Publishing Ltd

#### Other publications

Trade Journals (Travel Trade Gazette, Travel Weekly)

Holiday brochures

World Travel Directory (2003) 3rd ed., Highbury Columbus Travel Publishing Ltd DG & G Guides

#### Videos

Videos of recent holiday programmes and specific destinations (as produced by tourist offices) will aid learning

## Websites

The list of websites relating to travel and tourism destinations is extensive, but the a useful starting point for relevant information:

<a href="http://www.wto.org">www.wto.org</a>	World Tourism Organisation
<a href="http://www.world-tourism.org">www.world-tourism.org</a>	World Tourism Organisation Statistical Service
<a href="http://www.towd.com">www.towd.com</a>	Tourism Offices Worldwide Directory
<a href="http://www.lonelyplanet.co.uk">www.lonelyplanet.co.uk</a>	Country Information and discussion boards
<a href="http://www.bugbog.com">www.bugbog.com</a>	Independent destination finder
<a href="http://www.travel-guide.com">www.travel-guide.com</a>	Worldwide destination guide
<a href="http://www.nationalgeographic.com/travel">www.nationalgeographic.com/travel</a>	Travel guide site
<a href="http://www.staruk.org.uk">www.staruk.org.uk</a>	Uk Tourism statistics
<a href="http://www.world-guide.com">www.world-guide.com</a>	Destination information
<a href="http://www.gazetteerrs.com">www.gazetteerrs.com</a>	DG & G Guides

### Rationale

The travel and tourism industry is one in which good customer relations are paramount. Those choosing a career in this industry need to be able to work well with others, and this unit is about beginning to develop the personal skills required to work in the travel and tourism industry.

This unit introduces learners to the basics of good customer relations that will act as a springboard to future learning and development to enable learners to provide excellence of customer service to both internal and external customers.

Learners will look at the importance of personal image within the travel and tourism industries. It seeks to encourage the identification and maintenance of suitable physical appearance and body language as well as encouraging learners to adopt appropriate professional behaviour.

From a communication viewpoint, the unit aims to start to develop the learner to recognise the importance of making a good first impression and being able to make general conversation with customers.

Although learners are not asked to be able to deal directly with customer complaints, learners will be able to recognise that people complain in different ways. Further development within the unit will lead learners to recognise the importance of treating customers as individuals by being able to respond to those with differing needs or of cultures other than their own.

Within the travel and tourism industry being able to work well with colleagues is very important and within Customer Relations for Travel and Tourism learners will discover the basics of teamwork and their own individual responsibilities within a team.

### Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- Show positive personal image
- Acknowledge travel and tourism customers and offer assistance
- Respond to different types of travel and tourism customer
- Work effectively with travel and tourism colleagues

### Guided learning hours

It is envisaged that learners will require 60 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge could be allocated to outcomes as follows:

Outcome 1: 6 hours

Outcome 2: 10 hours

Outcome 3: 4 hours

Outcome 4: 10 hours

The remaining 30 hours could be allocated to a work placement where learners should be involved in a number of customer contact situations to cover the practical activities listed. **Please note where work placement is not practicable simulated exercises within travel and tourism context to cover the requirements of the practical activities is required.**

### Connections with other qualifications

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

Travel and Tourism Services Level 2 Unit 201 Give Customers a Positive Impression of Yourself and Your Organisation

This unit is also designed to prepare learners progressing towards the following vocational qualifications:

City & Guilds Level 2 ABTA Travel Agents Certificate

City & Guilds Level 2 ABTA Tour Operators Certificate

### **Assessment and grading**

The outcomes for this unit will be assessed on the basis of evidence produced as a result of:

#### **1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assessment takes the form of a set assignment of the learner's involvement in a range of customer centred activities. The assignment will also sample the learners underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the learners to produce the evidence to meet the requirements of the outcomes. The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 102

### Outcome 1

## Customer Relations for Travel and Tourism

### Show positive personal image

#### Practical skills

The candidate will be able to:

- 1 Display **physical appearance** suitable to the travel and tourism industry
- 2 Demonstrate positive use of **body language** at all times
- 3 Present a confident professional **manner** as used in the travel and tourism industry

#### Underpinning knowledge

The candidate will be able to:

- 1 explain why it is important to achieve and maintain a **physical appearance** suitable for the travel and tourism industries
- 2 recognise why it is important to maintain good **personal appearance** whilst working in the travel and tourism industry
- 3 identify the use of simple **body language** such as body posture, eye contact and smiling and recognise it in others
- 4 identify the components of a **positive personal image** as demonstrated in the travel and tourism industry
- 5 recognise the importance of **positive personal image** in the travel and tourism industry.

#### Range

##### Physical/personal appearance

Personal appearance in accordance with company guidelines, uniform or work clothes are clean and well pressed, personal grooming and hygiene is considered important, body piercing, tattoos

##### Body language

Display positive body posture, maintain suitable eye contact with customers, smile at customers when appropriate

##### Manner

Be positive about own abilities, demonstrate professional attitude at work

##### Positive personal image

Showing integrity, maintaining confidentiality, trustworthiness, loyalty to the customer

## Unit 102

### Outcome 2

## Customer Relations for Travel and Tourism

### Acknowledge travel and tourism customers and offer assistance

#### Practical skills

The candidate will be able to:

- 1 Create a good **first impression** with customers external to the travel and tourism industry
- 2 Start **conversations** with customers within a travel and tourism context
- 3 **Respond** to travel and tourism customer requests
- 4 React appropriately to travel and tourism customers **complaining in different ways**

#### Underpinning knowledge

The candidate will be able to:

- 1 explain how to meet and greet customers and recognise the importance of making a customer feel welcome
- 2 identify how to start **conversations**
- 3 state the importance of active listening
- 4 describe how to approach a customer and offer assistance
- 5 explain how to check understanding of customer requests
- 6 recognise the limits of their own authority and who to refer to when customer requests are outside their own limitations
- 7 recognise the **variety of emotions** customers may display when complaining
- 8 recognise that some customers are experienced at **complaining** and will need to be assisted in a specific manner
- 9 recognise that some unhappy customers may be reluctant to **complain** and they will need to be made to feel comfortable to do so
- 10 state why it is important to try to resolve a customers **complaint**.

#### Range

##### First impression

Show good personal appearance, meet and greet customers, make customers feel welcome

##### Conversations

Initiate general conversation with internal and external customers, initiate sales conversation with external customers, listen to customers, positive listening signals ie nodding heads, smiling

##### Respond

Offer assistance to customers politely and promptly, ensure understanding of customer requests, refer customers to others politely and promptly when appropriate

##### Complaining in different ways/Complaints

Angry, experienced, hesitant

##### Variety of emotions

Anxiety, anger, confusion

## Unit 102

### Outcome 3

## Customer Relations for Travel and Tourism

### Respond to different types of travel and tourism customer

#### Practical skills

The candidate will be able to:

- 1 Demonstrate ability to help travel and tourism customers from **different groups, other cultures**, or with **differing needs**

#### Underpinning knowledge

The candidate will be able to:

- 1 recognise why it is important to be able to assist all **customers equally**
- 2 describe how best to assist customers with **physical needs**
- 3 describe how best to assist customers with **sensory needs**
- 4 describe how best to assist customers with **learning needs**
- 5 select and describe the **communication methods** best suited to the needs of individual customers
- 6 recognise the individual needs of customers travelling in **different groups** or from **other cultures**.

#### Range

##### Differing needs

Specific physical needs, specific sensory needs, specific learning needs

- **Physical needs**

Different mobility needs (eg wheelchair)

- **Sensory needs**

Differing sensory needs (eg visual, hearing)

- **Learning needs**

Additional learning needs (eg dyslexia, dyspraxia)

##### Communication methods

Verbal, written, electronic

##### Other cultures

Non-English speakers, customers from other cultures

##### Different groups

Groups, travelling alone, travelling with children

##### Customers equally

Disability Discrimination Act, Equal Opportunities, Race Relations Act



## Unit 102

### Outcome 4

## Customer Relations for Travel and Tourism

### Work effectively with travel and tourism colleagues

#### Practical skills

The candidate will be able to:

- 1 Work **in teams** within the travel and tourism industry
- 2 Recognise **own role** within teams

#### Underpinning knowledge

The candidate will be able to:

- 1 explain the importance of team work
- 2 recognise the **roles within teams**
- 3 identify what **factors** help to make a team work
- 4 state why **teams sometimes don't work**
- 5 recognise why it is important to support others within the team
- 6 recognise how and when to ask for help from others when needed
- 7 state the importance of taking responsibility for own actions.

#### Range

##### In teams

Work with immediate colleagues, colleagues in other teams/departments, working with those outside the organisation

##### Own role

Fulfil promises made to others, take responsibility for own actions, ask for help from others when appropriate

##### Roles within teams

Managers, senior staff, junior staff

##### Factors

Knowing your role within a team, good leadership, good communication, flexibility, helping others and being co-operative

##### Teams sometimes don't work

Poor leadership, poor communication, inflexibility, being non co-operative

# Unit 102 Customer Relations for Travel and Tourism

## Notes for guidance

### **Suggested good practice**

It should be immediately recognised that those working towards Customer Relations for Travel and Tourism at level 1 are likely to have a scant knowledge of the meaning of customer relations. Learners are unlikely to have any prior experience of the travel and tourism industry or have previously worked in any customer service environment. Therefore the delivery of this unit should be approached from a fundamental level.

Whilst delivering and assessing the outcomes, focus should be given to why good customer relations are important to the travel and tourism industry. It should be made clear to learners that good customer service is essential to the financial success of a business and that being able to demonstrate such skills are imperative to the learner's future employment prospects.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as class discussion where learners can share experiences they have had as a customer is always a good starting point from which to start the unit. Teachers should give examples of good and poor service from their own experience and encourage learners to become observers of customer relationships whilst outside the formal learning forum. As learners become more aware of the basics of what customers should expect they become more critical of what they observe which will heighten their own self-awareness.

Role-play, within a travel and tourism context, is an excellent way of building confidence in advance of a work placement and will help learners put theory into practice.

Visits to local travel agencies, tourist information centres, airports etc are useful as learners can observe first hand areas such as personal appearance, meet and greet or team working. Guest speakers, from the travel and tourism industry, are also recommended as a way of reinforcing learning and placing it firmly within an industrial setting.

To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, learners be given access to real working practice in the travel and tourism industry. However, where this is not possible simulated situations, in a travel and tourism context, will need to be used instead.

### **Suggested resources**

There are a huge variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with, however in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### **Books**

Blanchard K and Bowles S (1998), *Raving Fans: A Revolutionary Approach to Customer Service*, HarperCollins

Blohwaik D and Karr R (1997), *The Complete Idiots Guide to Customer Service*, MacMillan Publishing Company

Carlow P and Deming V K (1998), *Big Book of Customer Service Training Games* McGraw-Hill Education

Daffy C (2000), Once a Customer Always a Customer: How to Deliver Customer Service that Creates Customer for Life, Oak Tree Press

Disney Institute (2003), Be Our Guest: Perfecting the Art of Customer Service, Disney Press

Leland K and Bailey K (2000) Customer Service for Dummies, John Wiley and Sons Inc

## **Other publications**

### **Videos**

As well as the seemingly endless supply of television programmes with a customer service and/or travel focus there are very many commercial videos available. Videos may act as a stimulus for further discussion or as a springboard for further investigation by learners. Examples of what is available include:

#### **TV choice videos titles include:**

'Coaching in Customer Care' 'The Team Working Experiment' 'Making the Difference'

'**Serving Your Best Interests**' available from Confederation of British Industry

**BBC Learning Zone** often shows programmes regarding customer service

### **Websites**

[www.instituteofcustomerservice.co.uk](http://www.instituteofcustomerservice.co.uk)

[www.cipd.co.uk](http://www.cipd.co.uk)

[www.cbi.org.uk](http://www.cbi.org.uk)

[www.tvchoice.uk.com](http://www.tvchoice.uk.com)

[www.bbc.co.uk/education/lzone](http://www.bbc.co.uk/education/lzone)

Institute of Customer Services Chartered

Institute of Personnel & Dvlpt

Confederation of British Industry

TV choice

BBC Learning Zone

### Rationale

Good workplace skills are the key to success in any job, and in most industries. In a working environment where employees must not only deal with each other but also with the public, the ability to interact and communicate is vital to the success of the organisation.

This is especially true of the travel and tourism industry where good interpersonal and communication skills are a major part of everyone's role. Whether it is finding out information, selling a holiday, giving directions or taking a message on the telephone, travel consultants need to demonstrate effective communication skills in speaking, reading, writing and listening. The services provided to customers can only be as good as the skills and knowledge that travel consultants have developed. Excellent product knowledge is of little use if the travel consultant does not have the necessary skills to pass the information on. Equally, good speaking and presentation skills are of limited use if the travel consultant cannot find out the information the customer requires.

This unit aims to provide the learner with the necessary skills to communicate effectively in a range of travel and tourism workplace situations

### Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to:

- Explore the background to communications in the travel and tourism industry
- Read travel and tourism information effectively
- Explore oral communication and telephone skills for the travel and tourism industry
- Explore a range of written communication skills required for travel and tourism.

### Guided learning hours

It is envisaged that Learners will require 60 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge could be allocated to outcomes as follows:

Outcome 1: 3 hours

Outcome 2: 17 hours

Outcome 3: 20 hours

Outcome 4: 20 hours

### Connections with other qualifications

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

#### Travel and Tourism Services Level 2

Unit 201 Give Customers a Positive Impression of Yourself and Your Organisation

Unit 204 Help Customers to Choose and Book

Unit 209 Sell Tourism Products and Services

Unit 217 Lead People on a Guided Tour

## **Assessment and grading**

This unit will be assessed by:

### **1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assessment takes the form of a set assignment of the learner's involvement in a range of customer centred activities. The assignment will also sample the learners underpinning knowledge to verify coverage of the unit.

The method of assessment is designed to enable the learners to produce the evidence to meet the requirements of the outcomes. The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 103

# Workplace Communications Skills for Travel and Tourism

### Outcome 1

Explore the background to communications in the travel and tourism industry

#### Practical skills

The candidate will be able to:

- 1 Explore methods of communication, as used in the travel and tourism industry, describing their effectiveness
- 2 Demonstrate the effective use of communication in travel and tourism activities

#### Underpinning knowledge

The candidate will be able to:

- 1 state what is meant by the term '**communication**'
- 2 recognise why good communication skills are **important** in travel and tourism businesses
- 3 describe what **verbal communication** is
- 4 recognise the different forms of **written communication**
- 5 recognise kinds of **non-verbal communication**
- 6 identify the **barriers** to effective communication skills.

#### Range

##### Communication

Verbal, non-verbal

#### Important

Give or receive information, receive or answer complaints, represent your company, make phone calls, make sales presentations

#### Verbal communication

Speaking and listening

#### Written communication

Letters, memos, reports, faxes, e-mails

#### Non-verbal communication

Body language, sign language

#### Barriers

Verbal barriers: language, culture, dialect, lack of clarity, jargon

Written barriers: poor spelling, grammar or structure, so that the meaning of the communication is not clear, non-compatible IT equipment, inability to use communication equipment

Non-verbal barriers: personal appearance, gender, age

## Unit 103

# Workplace Communications Skills for Travel and Tourism

## Outcome 2

Read travel and tourism information effectively

### Practical skills

The candidate will be able to:

- 1 Read **information** about a travel and tourism subject
- 2 Select the main points and ideas from written materials commonly used in the travel and tourism industry to share with colleagues
- 3 Produce **brief notes** about the travel and tourism subject selected to share with colleagues

### Underpinning knowledge

The candidate will be able to:

- 1 identify where to look for relevant **information**
- 2 recognise when to ask for **assistance** in finding relevant information
- 3 identify where to find out the meaning of unfamiliar words
- 4 identify the range of **structural features** used to lay out information
- 5 describe the techniques of putting information into **brief notes**.

### Range

#### Information

Brochures, guidebooks, timetables, directories, internet

#### Brief notes

For use in a written document, for use in a group discussion

#### Assistance

From colleagues, supervisors, tutors

#### Structural features

Paragraphs, headings

## Unit 103

## Workplace Communications Skills for Travel and Tourism

### Outcome 3

Explore oral communication and telephone skills for the travel and tourism industry

#### Practical skills

The candidate will be able to:

- 1 Contribute to a group discussion about a travel and tourism related subject
- 2 Display **professionalism** when using the telephone to deal with an enquiry about a travel or tourism matter

#### Underpinning knowledge

The candidate will be able to:

- 1 **find out** about the subject of the discussion
- 2 recognise the need to respect others peoples' turns during a discussion
- 3 explain the importance of **listening skills**
- 4 identify how to **deal with a telephone call** professionally.

#### Range

##### Professionalism

Confidence, good telephone rapport, product knowledge

##### Find out

By asking questions, making notes of relevant information from reading materials or the media, or by listening to explanations from others

##### Listening skills

Listening closely, using body language to show that he/she is listening, responding appropriately

##### Deal with a telephone call

Preparing to answer, posture, use of equipment, answer simple queries, putting calls on hold, transferring, misdirected calls, wrong numbers, ending the call, taking messages



## Unit 103

# Workplace Communications Skills for Travel and Tourism

## Outcome 4

Work effectively with travel and tourism colleagues

### Practical skills

The candidate will be able to:

- 1 Draft and write one letter on a travel and tourism related matter
- 2 Draft and write one memo on a travel and tourism related matter
- 3 Draft, write and produce a simple curriculum vitae

### Underpinning knowledge

The candidate will be able to:

- 1 identify the difference between **verbal** and **written communications**
- 2 identify the protocol of **basic punctuation, spelling and grammar**
- 3 describe the **conventions** used for letters and memos, e-mails and curriculum vitae
- 4 state how to write and the level of detail to be included in each of these documents
- 5 describe the **benefits** of planning, drafting and revising documents
- 6 state the benefits of using **images** to help readers understand the main points
- 7 describe the importance of labelling pictures, charts, diagrams and sketches and, where necessary, how to relate **images** to text
- 8 identify the contents of a simple curriculum vitae.

### Range

#### Written/verbal communication

Need to record, legal requirement, reduce misunderstandings, deal with complexity of message

#### Basic punctuation, spelling and grammar

Capital letters, full stops, commas, question marks, words used most often in the learner's work or studies are spelt correctly

#### Conventions

Layout, salutation, sign-off

#### Benefits

Correctly spelt, complete sentences, clear meaning

#### Images

Picture, chart, diagram, sketch

# Unit 103                      Workplace Communications Skills for Travel and Tourism

## Notes for guidance

### **Suggested good practice**

It should be noted that those working towards the Workplace Communications Skills for Travel and Tourism at Level 1 are likely to have little previous knowledge of the products covered. Therefore the delivery of this unit should be approached from a basic level. Learners working towards this unit should be able to provide sufficient portfolio evidence for the level 1 key skills unit in Communication.

When beginning this unit, the first area that learners need to understand that communication between people is a two way process, ie both parties use communication to impart information and to receive information. Learners need to be aware that there are many forms of communications and especially that verbal communication is more than just speaking and listening and that written communication is not just about reading and writing.

At this level, learners should be able to recognise the purpose of any discussion and realise that the purpose of the discussion will affect the way that the discussion is carried out. When deciding on topics for discussion, teachers should try (where possible) to relate the discussion to topical issues (ie in the travel and tourism trade press). Ideally learners should be encouraged to come up with topics for discussion. Whilst the discussion is taking place all learners should be encouraged to make a contribution whilst respecting others' turns to speak.

When carrying out presentations, learners should be able to speak clearly in a way suited to the subject of the talk and the situation (eg room size, background noise level) in which the talk is delivered. As part of any presentation, learners should be encouraged to use images (eg pictures, charts, diagrams, sketches, models) to illustrate points and to help the listeners understand what is being said. It is important that learners understand that images are only of value if they help the listener/reader gain a better understanding of the ideas contained in the written or spoken text.

When exploring written communications learners should be encouraged (where necessary) to ask for help to identify sources of information. Learners should be able to identify the main points and ideas from materials that are routinely used in the travel industry.

### **Suggested resources**

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with, however in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

The resource material 'Key Skills in travel' produced by Learning for Work in 2004 (see below) which contains both paper and IT versions of workbooks, 'how to' sheets, assignments trainer guidance and a good practice guide may be a particularly helpful resource.

### **Books**

Burton, J & L (1995) Interpersonal Skills for Travel and Tourism, Longman

Clark, M (1995) Interpersonal Skills for Hospitality Management, Thomson Learning DFEE (1998) Working in Tourism and Leisure, DFEE

English, R (2003) Careers in Travel and Tourism, Institute of Travel and Tourism

Reilly Collins, V (1999) Working in Tourism, the UK, Europe and beyond, Vacation Work

### **Other publications**

Trade Journals (Travel Weekly, Travel Trade Gazette)

### **Videos**

BBC Learning Zone often shows programmes regarding communication skills

### **Websites**

[www.keyskillssupport.net](http://www.keyskillssupport.net) Support activities on communication from the key skills support programme

[www.tvchoice.uk.com](http://www.tvchoice.uk.com)

[www.bbc.co.uk/education/lzone](http://www.bbc.co.uk/education/lzone)

[www.itt.co.uk](http://www.itt.co.uk)

[www.dfes.gov.uk](http://www.dfes.gov.uk)

[www.bbc.co.uk/keyskills](http://www.bbc.co.uk/keyskills)

[www.springboarduk.org](http://www.springboarduk.org)

[www.candm.co.uk](http://www.candm.co.uk)

TV Choice

BBC Education

Institute of Travel and Tourism

Department for Education and skills

BBC Education

Springboard UK

C & M travel recruitment

### Rationale

The travel and tourism industries are knowledge based and those choosing a career in these industries will benefit from a basic understanding of its history and development and, perhaps more importantly, how it works today.

Initially the unit is concerned with the basic background history of the UK travel industry. This learning outcome is divided into three parts namely pre 20th century, 20th century and late 20th/early 21st century. Learners look at major events within these three time bands and learn how history has moulded the UK travel and tourism industry we know today. By gaining a basic appreciation of how the travel and tourism industry has come to this point learners are provided with a springboard from which they may better understand the current pressures and influences the industry now faces.

Learners are then lead to investigate the reasons why people travel at all and from there the various modes of transport that travellers can choose. From this part of the unit learners will gain a better understanding of travelling for purposes other than just going on holiday. This will help to inform learner's progressing to working within the travel and tourism industries from which they will be able to better appreciate differing customer groups and their individual requirements.

The last part of the unit is concerned with how people make their travel arrangements either through a travel agency or making arrangements directly with principals and tour operators. This part of the unit aims to widen the learner's horizons to be aware of the wide range of options available to the customer when making travel arrangements. Learners will discover how retail travel agencies make money and the basics of how both agencies and tour operators are structured.

When taken all together this unit will provide a base from which learners can move forward to learning more which will take them into the travel and tourism industry.

### Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Outline the history and development of the UK travel industry
- Define why and how people travel
- Summarise how people make travel arrangements

### Guided learning hours

It is envisaged that learners will require 30 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge and completion of the associated practical activities could be allocated to outcomes as follows:

Outcome 1: 8 hours

Outcome 2: 12 hours

Outcome 3: 10 hours

## **Connections with other qualifications**

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

### **Travel and Tourism Services Level 2**

Unit 204 Help Customers to Choose and Book

Unit 209 Sell Tourism Products and Services

Unit 210 Identify and Provide Tourism Related Information and Advice

### **Assessment and grading**

The outcomes for this unit will be assessed on the basis of evidence produced as a result of:

#### **1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assessment takes the form of a set assignment of the learner's involvement in a range of customer centred activities. The assignment will also sample the learners underpinning knowledge to verify coverage of the unit.

The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations

## Unit 104

## Introduction to the UK Travel Industry

### Outcome 1

Outline the history and development of the UK travel industry

#### Practical skills

The candidate will be able to:

- 1 Produce a time line showing a brief history of the UK travel industry highlighting the major events to include:
  - a **Pre 20th Century**
  - c **20th Century**
  - d **21st Century**

#### Underpinning knowledge

The candidate will be able to:

- 1 identify the major events of **pre 20th century** history of the UK travel industry
- 2 identify the major events of **20th century** history of the UK travel industry
- 3 identify events to date in the **late 20th and early 21st century**.

#### Range

##### Pre 20th century

Grand Tour of Europe, development of UK spas, Industrial Revolution, development of UK seaside resorts, Thomas Cook (1841), Poly Tours (1888), Dr. Henry Lunn (1898)

##### 20th century

Pre WWII / Post WWII, growth of air travel and expansion of British airports, British holiday camps eg Butlins, paid annual leave and increased leisure time, charter flights and package holidays, Rise of major mass market tour operators eg Airtours, TUI, Vertical and horizontal integration eg TUI

##### Late 20th and early 21st century

The influence of the Internet, holiday hypermarkets, cyber markets, E-commerce, world events eg wars, economic or political events

## Unit 104

### Outcome 2

## Introduction to the UK Travel Industry

Define why and how people travel

### Practical skills

The candidate will be able to:

- 1 Investigate the reasons why people travel
- 2 Explore the main ways by which people travel via **land, sea and air**

### Underpinning knowledge

The candidate will be able to:

- 1 explain **why people travel** for leisure purposes
- 2 explain **why people travel** for business purposes
- 3 explain what is meant by the term Visiting Friends and Relations (**VFR**)
- 4 identify the main methods of travelling **by land**
- 5 identify the main methods of travelling **by sea**
- 6 identify the main methods of travelling **by air**.

### Range

#### Travel for leisure

Relaxation, holidays, health, sport, religious purposes

#### Travel for business

Conferences, sales meetings, business meetings with customers, exhibitions or events

- **VFR**

Holidays, special events, family occasions

- **By land**

Coach, bus, rail including Eurostar, car hire

- **By sea**

Ferry, cruise

- **By air**

Scheduled air services, charter air services

## Unit 104

### Outcome 3

## Introduction to the UK Travel Industry

### Summarise how people make travel arrangements

#### Practical skills

The candidate will be able to:

- 1 Summarise how leisure and business travellers can make travel arrangements through a travel agency
- 2 Summarise how travellers make travel arrangements without the help of travel agencies
- 3 Summarise the role and structure of the travel agent and tour operator in the UK travel industry

#### Underpinning knowledge

The candidate will be able to:

- 1 identify how travel agencies **make money**
- 2 identify the different **type of travel agencies** there are in the UK and their customer base
- 3 explain the **structure** of leisure travel agencies
- 4 describe how **business travel** agencies work
- 5 describe how to make travel arrangement through a travel agent
- 6 describe how to make travel arrangements **without** using a **travel agency**
- 7 describe what is meant by the term **tour operator**.

#### Range

##### Make money

Commission on holiday sales, commission on holiday insurance, charges on foreign currency and travellers cheques, sale of additional products eg telephone cards, charging clients for services

##### Type of travel agencies

Leisure (retail and call centre), business

##### Structure

How a leisure high street travel agency is organised, can give examples of leisure high street travel agencies, how a leisure call centre travel agency is structured, can give examples of leisure call centre travel agencies, in what ways leisure travel hypermarkets differ from other leisure travel agencies

##### Business travel

How a business travel agency is organised, can give an example of a business travel agency

##### Without a travel agency

Using the Internet, dealing directly with principals

##### Tour operator

The basic structure of a tour operator, can give examples of major tour operators, how tour operators sell their products



# Unit 104 Introduction to the UK Travel Industry

## Notes for guidance

### Suggested good practice

It should be immediately recognised that those working towards Introduction to the Travel Industry at level 1 are likely to have no previous knowledge of the travel and tourism industry therefore the delivery of this unit should be approached from a fundamental level.

When approaching the first learning outcome teachers should introduce the idea that why understanding the past may give insights into current and future pressures and influences that may aid business decisions. Before Learners attempt a time line for the UK travel industry they could perhaps draw a time line of their own lives starting with when they were born highlighting important events since then until today. (This can also be an excellent icebreaker for a new group of learners). The unit chronology can then be undertaken in groups, which may also help with some learners' confidence. The time line exercise should be fun and gives opportunities for learners to express themselves both verbally and visually.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as class discussion where learners can share experiences they have had whilst on holiday is always a good starting point from which to start the unit. Teachers should give examples from their own experience as both a traveller and as a customer of the various formats of making reservations. They should encourage learners to become observers of travel agents and transport providers whilst outside the formal learning forum and be prepared to discuss these experiences with each other.

Visits to local travel agencies, tour operators, transport providers etc are useful as learners can observe first hand the ways in which reservations are made. Guest speakers, from the travel and tourism industry, are also recommended as a way of reinforcing learning and placing it firmly within an industrial setting.

To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, learners be given access to real working practice in the travel and tourism industry.

### Suggested resources

There are a huge variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### Books

Bottomly-Renshaw M (1997) *The Travel Agent*, Business Education Publishers Ltd

Horner P (1996) *Travel Agency Practice*, Longman

Syratt, G & Archer, J (2003) *Manual of Travel Agency Practice*, Butterworth-Heinemann  
Youell R (1998) *Tourism: An introduction*, Longman

### Other publications

Level 1 Introductory Diploma in Travel & Tourism (4871)

Travel Weekly and Travel Trade Gazette are weekly travel trade newspapers, which provide learners with up to date information on activity within the travel and tourism industry.

Centres should also provide access to a range of industry based publications such as: Tour operators and principals brochures  
Cruise and Ferry brochures  
Airline timetables  
National and local coach timetables  
ATOC information Car Hire leaflets

If possible centres should stock a set of manuals used in the travel trade such as: D G & G Gazetteers, Holiday Guides, Travel Directory  
Guide to International Travel  
Cruise and Ferry Guide

### **Websites**

[www.travelmole.com](http://www.travelmole.com)

Travel news website

[www.eyefortravel.com](http://www.eyefortravel.com)

Travel news website

[www.travelweekly.co.uk](http://www.travelweekly.co.uk)

Travel Weekly

[www.thomascook.com](http://www.thomascook.com)

Thomas Cook

[www.lunnpoly.com](http://www.lunnpoly.com)

Lunn Poly

[www.uk.mytravel.com](http://www.uk.mytravel.com)

My Travel

[www.tui.com](http://www.tui.com)

Tui/Thomson Holidays

[www.ba.com](http://www.ba.com)

British Airways

[www.easyjet.com](http://www.easyjet.com)

Easyjet

[www.nationalexpress.co.uk](http://www.nationalexpress.co.uk)

National Express

[www.eurostar.co.uk](http://www.eurostar.co.uk)

Eurostar

[www.stenaline.co.uk](http://www.stenaline.co.uk)

Stena sealine

[www.holidayautos.co.uk](http://www.holidayautos.co.uk)

Holiday Autos

[www.gazetteer.com](http://www.gazetteer.com)

Gazetteer on-line

**Rationale**

This unit is designed to give learners an opportunity to explore the range of products which can be sold in a retail travel agency. It is an ideal introduction to the world of travel for any learners intending to work in a leisure or business travel agency. In addition to this, the unit would also serve as ideal background knowledge for learners considering working in the airline industry, UK tourism, and tour operating.

The first outcome is concerned with package holidays, which is where their largest proportion of sales is generated for the majority of high street leisure travel agencies. Learners should have a basic grasp of the world of package holidays as well as being able to find major information in a package holiday brochure.

Outcome two and three explores surface transportation within the UK, specifically coaches, trains, and car hire. Learners are expected to be able to read timetables, select simple fares and interpret tickets for coaches, buses and trains.

The third outcome explores the range of accommodation available to customers. Learners will explore common terms often used when making accommodation bookings and be able to work out simple hotel costings.

Lastly, learners will also examine booking theatres and tickets for events. They should be able to interpret the information required to make bookings and investigate the range of theatres and events available in the United Kingdom.

By the end of this unit learners will have an idea of the scope of knowledge required to work in a travel agency.

**Learning outcomes**

There are **five** outcomes to this unit. The candidate will be able to:

- Interpret basic information in a holiday brochure
- Provide information on UK surface transportation
- Provide information on car hire
- Provide information on UK accommodation services
- Provide information on booking theatre and event tickets

**Guided learning hours**

It is envisaged that learners will require 60 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge and completion of the associated practical activities could be allocated to outcomes as follows:

Outcome 1: 22 hours

Outcome 2: 14 hours

Outcome 3: 06 hours

Outcome 4: 06 hours

Outcome 5: 12 hours

**Connections with other qualifications**

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

Travel and Tourism Services Level 2 Unit 204 Help Customers to Choose and Book

### **Tourist Information Services Level 2**

Unit 2 Identify and provide tourist information and materials required by customers Unit 6 Provide ticketing services

This unit is also designed to prepare learners progressing towards the following vocational qualifications:

City & Guilds Level 2 ABTA Travel Agents Certificate

City & Guilds Level 2 ABTA Tour Operators Certificate

### **Assessment and grading**

The outcomes of this unit will be assessed on the basis of evidence produced as a result of:

#### **1 Written test (on-line)**

The knowledge requirements for this unit are listed for each outcome in the next section under the heading 'What you need to know'. These will be assessed by a multiple choice test based on the test specification. Learners are permitted to take into the exam any support materials they require.

## Unit 105

## Introduction to Retail Travel Services

### Outcome 1

Interpret basic information in a holiday brochure

#### Practical skills

The candidate will be able to:

- 1 Explore a range of holiday brochures from **mass market operators** to examine the type of holiday information available including **resort information, hotel information, and types of package holiday offered**
- 2 Find a given resort in a holiday brochure

#### Underpinning knowledge

The candidate will be able to:

- 1 identify the **major components** of a package holiday
- 2 identify the **types of package holidays** available in the UK market
- 3 describe the type of **resort information** given in a holiday brochure
- 4 describe the type of **accommodation information** given in a holiday brochure
- 5 read and extract appropriate **resort information** and **hotel information**
- 6 identify **mass market tour operators**
- 7 select an appropriate **basic cost** from holiday brochures for given holidays.

#### Range

##### Mass market (Tour Operators)

Thomson, MyTravel, First Choice, Thomas Cook, Cosmos or any other appropriate

##### Basic cost

Cost as per price panel for one adult for either one or two weeks. NO supplements or insurance need to be calculated

##### Types of package holiday

Summer sun, winter sun, ski, specialist, domestic, golden years/over 50's, coach tours, ferry holidays, cruise, camping

##### Major components

Transportation (usually air for mass market), accommodation, transfers

##### Resort information

Climate charts, transfer times, activities, cost of living, characteristics etc

##### Accommodation information

Grading, types of rooms, facilities available, meal bases, distance from beach, number of rooms, types of apartment or villa, tent, caravan

## Unit 105

### Outcome 2

## Introduction to Retail Travel Services

### Provide information on UK surface transportation

#### Practical skills

The candidate will be able to:

- 1 Investigate the range of **published materials** in relation to coach, rail and ferry travel

#### Underpinning knowledge

The candidate will be able to:

- 1 identify the **information** given in a **coach** or **rail timetable**
- 2 identify the **major train operating companies** and the geographical areas in which they operate
- 3 select an appropriate **train** or **coach** using a given timetable
- 4 select a correct costing for a **simple one way or return journey** by using UK coach or rail price charts
- 5 explain the terms and conditions for '**special**' fares for coach or rail journeys
- 6 identify the **relevant information** given on a **coach** or **rail ticket**

#### Range

##### Published materials

Internet, brochures, leaflets, resort guides, gazeteers

##### Train service

A major trunk route eg London to Scotland or London to Wales/West country and vice-versa, with no changes, using the National Rail timetable

##### Major train operating companies

NXEC, First Great Western, Scotrail, South West Trains, Virgin Trains, Heathrow Express

##### Information

Departure and arrival times, departure and arrival points, intermediate stops, journey times

##### Coach timetable

Learners should use National Express timetables plus other UK based coach/bus operators timetables eg Citylink, Speedlink etc. Eurolines timetables may also be used

##### Rail timetable

National Rail Timetable

##### Simple one way or return journey(s)

This to include standard one way and return journeys, in addition to special fares eg day return, advanced purchase, family tickets, senior citizen tickets, child tickets etc

##### Special fares

Advanced purchase, youth fares, senior Citizens fares, day returns, child and infant fares

**Coach/Rail ticket**

Computer generated tickets, hand-written tickets

**Relevant information**

Departure and arrival points, dates and times, cost, name and how many passengers are travelling, any special requests or additional information

## Unit 105

### Outcome 3

## Introduction to Retail Travel Services

### Provide information on car hire

#### Practical skills

The candidate will be able to:

- 1 Investigate the range of **published materials** in relation to car rental

#### Underpinning knowledge

The candidate will be able to:

- 1 interpret **car group information** for major **international car hire companies**
- 2 explain the **basic terms and abbreviations** in connection with car hire pricing
- 3 identify the information required to complete a **car hire voucher**
- 4 carry out the **appropriate costing** for a daily or weekly car rental

#### Range

##### Published materials

Internet, brochures, leaflets, resort guides, gazeteers

##### Car group information

To include both UK and overseas rentals; type of car, matching appropriate car to a given group of hirers

##### International car hire companies

Avis, Hertz, Holiday Autos, Suncars, Alamo

##### Basic terms and abbreviations

Unlimited mileage, time and mileage, all inclusive. Learners should also be aware that additional insurance is sometimes payable but do not need to know full details

##### Appropriate costing

Selecting a cost by car group and dates of rental, on a daily or weekly rate

##### Car hire voucher

Location of pick up and drop off points, rental dates, number of days, group of car booked, cost, name of driver, any special requests



## Unit 105

### Outcome 4

## Introduction to Retail Travel Services

Provide information on UK accommodation services

### Practical skills

The candidate will be able to:

- 1 Investigate the range of **published materials** in relation to accommodation services
- 2 Use information technology to locate and review booking systems

### Underpinning knowledge

The candidate will be able to:

- 1 identify different **room types, room facilities** and **meal bases**
- 2 state what information **sources** are available for hotel descriptions
- 3 identify **abbreviations** and **jargon** used to describe room types, room facilities and meal bases are described
- 4 describe the method used to make a **simple hotel costing**
- 5 list the **information** required to make a hotel booking
- 6 identify the **relevant information** required to complete a **hotel voucher**
- 7 identify the **ways to book** hotels
- 8 describe how to use information technology to locate and review booking systems.

### Range

#### Published materials

Internet, brochures, leaflets, resort guides, gazeteers

#### Information

Including number of nights, room type, meal basis, payment details, and special requests eg low floor room, special diet meals

#### Room types

Single, Double, Triple/Twin3, Family, Suite or any abbreviations for the above used by tour operators and hotels

#### Room facilities

Private facilities, Private bath, Shower, Toilet, TV, Balcony/Terrace, Sea View, Lake View, Mountain View

Common abbreviations for the above used by tour operators and hotels

#### Meal bases

Full board, Half board, Bed and Breakfast, Room only, American Plan, Modified American Plan or common abbreviations for the above used by tour operators and hotels

#### Sources

Tour operator brochures, hotel group publications, individual hotel leaflets

#### Simple hotel costing

Basic cost of a hotel for a number of nights with one of the following additional costs:

a Additional cost for breakfast

b Supplement for superior room or extra facilities

### **Abbreviations/Jargon**

Room types (TW, DBL, SGL)

Room facilities (PB, SH, WC, PS, BALC, TERR, SV) Meal Bases (FB, HB, BB)

### **Relevant information**

Name and location of hotel, departure and arrival dates, number of nights, type of room and facilities booked, cost, name and how many guests, any special requests

### **Ways to book**

Direct with hotel, through booking agents, through a computer reservation system

### **Hotel voucher**

Name, signature, arrival date, departure date, number of people, room type, meal arrangements, hotel name/address, tour company details

## Unit 105

## Introduction to Retail Travel Services

### Outcome 5

Provide information on booking theatre and event tickets

#### Practical skills

The candidate will be able to:

- 1 Explore the range of published information in relation to theatre and events tickets at **major UK venues**
- 2 Carry out the costing of a theatre or event booking including all **charges**

#### Underpinning knowledge

The candidate will be able to:

- 1 identify suitable seating for a customer using the information given on a **theatre seating plan**
- 2 describe the possible **charges** when booking tickets for the theatre
- 3 describe the method of carrying out the costing of a theatre or event booking including all **charges**
- 4 locate **major theatre and event** venues
- 5 identify where to locate **sources of information** available for theatres and event venues
- 6 select information on performances or events at major UK theatre and event venues
- 7 identify the **booking information** required to make a reservation for a theatre or venue
- 8 explain how to book theatre or venue tickets.

#### Range

##### Theatre seating plan

Terms used in seating plans (eg stalls, circle, dress circle, balcony, box), identifying where a particular seat is located in a venue

##### Sources of Information

Newspapers, brochures, internet, leaflets

##### Charges

Booking charges, type of seat, how tickets are booked, total costs for groups

##### Major UK venues

Sheffield Arena, NEC Birmingham, Wembley Arena, Millennium Stadium Cardiff, London Theatres, Covent Garden Opera House, Palace Manchester, Alhambra Bradford, regional theatres etc

##### Booking information

Name of theatre or venue, date of performance or event, type and location of seats, cost of seats or entrance fees

# Unit 105 Introduction to Retail Travel Services

## Notes for guidance

### **Suggested good practice**

It should be immediately recognised that those working towards Retail Travel Services at Level 1 are likely to have little previous knowledge of the products covered. Therefore the delivery of this unit should be approached from a basic level.

For package holidays there are lots of games and quizzes which can be designed around brochures. At all times it is important that learners feel comfortable with finding important information in these publications. Learners could create their own brochure for a 'package' to a local hotel, using bus or train as form of transport.

Coach timetables and price grids may be found on the Internet or obtained from the local coach/bus station. A visit to a local coach/bus station will help to give the learners an overall understanding of this industry. It is suggested that assessors limit the number of examples given for train timetables as these may be confusing – select simple journeys with no changes or other complications!

Travel brochures are a good source of hotel descriptions, international hotel groups eg Hilton, Holiday Inn, Marriott, Accor Group will also provide information. Again, a visit to a local hotel will help to establish some of the different room types available. The practical activity can be used as a summary for the unit if appropriate to the level of learner eg learner must price the accommodation and issue the voucher for a given scenario.

Many travel brochures have car hire costs listed at the back of the brochure, alternatively, product leaflets are available from travel agents and local rental stations. It is suggested that assessors give learners a list of different groups of hirer's eg single businessman, a couple with a small child and lots of luggage etc and ask them to select an appropriate car size. Some brochures include information giving the maximum number of people in a car and the maximum amount of luggage.

Theatre and venue seating plans may be found on the Internet. A visit to a local venue would help to establish the different types of seating and the view of the stage they afford. Learners should base some of their learning on local venues as well as major London and regional venues, although these will not be tested. A practical activity could be theme based, or could be a scenario of an overseas visitor to the UK visiting a variety of different towns and cities, who requires theatre bookings where appropriate.

It is important that the unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as class discussion where learners can share their own experiences of any of the products are always a good starting point from which to start each section.

### **Suggested resources**

There is a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with. Examples of resources which could be used include:

#### **Books**

Bottomly-Renshaw M (1997) *The Travel Agent*, Business Education Publishers Ltd  
Horner P (1996) *Travel Agency Practice*, Longman

Syratt, G & Archer, J (2003) Manual of Travel Agency Practice, Butterworth-Heinemann Youell R (1998) Tourism: An introduction, Longman

### **Printed publications**

Trade Journals (TTG, Travel Weekly)

Principles literature eg car hire leaflets, hotel brochures etc

National and local coach timetables

Travel Industry Guides such as DG & G Gazeteers and DG & G Holiday Guide

### **Useful websites**

#### **Rail**

[www.railpassengers.org.uk](http://www.railpassengers.org.uk)

Rail Passengers Council and Committee

[www.rail.co.uk](http://www.rail.co.uk)

UK Railways

[www.virgintrains.co.uk](http://www.virgintrains.co.uk)

Virgin Trains

[www.firstgreatwestern.co.uk](http://www.firstgreatwestern.co.uk)

First Great Western

[www.scotrail.co.uk](http://www.scotrail.co.uk)

Scotland National Railway

[www.swtrains.co.uk](http://www.swtrains.co.uk)

South West Trains

[www.heathrowexpress.com](http://www.heathrowexpress.com)

Heathrow Express

[www.nationalexpresseastcoast](http://www.nationalexpresseastcoast)

National Express East Coast

#### **Coaches**

[www.gobycoach.com](http://www.gobycoach.com)

National Express

[www.eurolines.co.uk](http://www.eurolines.co.uk)

Euro Lines

[www.citylink.co.uk](http://www.citylink.co.uk)

Scottish Citylink

#### **Car-hire**

[www.alamo.co.uk](http://www.alamo.co.uk)

Alamo

[www.hertz.co.uk](http://www.hertz.co.uk)

Hertz

[www.avis.co.uk](http://www.avis.co.uk)

Avis

[www.suncars.com](http://www.suncars.com)

Suncars

[www.holidayautos.co.uk](http://www.holidayautos.co.uk)

Holiday Autos

#### **Theatres**

[www.londontheatre.co.uk](http://www.londontheatre.co.uk)

London Theatre Guide

[www.theatrelayout.co.uk](http://www.theatrelayout.co.uk)

Theatre Layouts

[www.theater-ticket.conciergedesk.co.uk](http://www.theater-ticket.conciergedesk.co.uk)

London Theatre Tickets

#### **Hotel**

Any hotel website

### Rationale

The aim of this unit is to familiarise learners with the air industry. On completion of this unit learners will have a good all-round knowledge of the airline industry. The unit is separated into five units. The first outcome is to identify the different bodies within the air industry. The second outcome underlines the need for a good knowledge of worldwide travel looking specifically at key flight destinations.

Outcome 3 is, without doubt, the most comprehensive of the 5 outcomes. This looks at a number of key knowledge requirements in air travel, from surface transportation at departure point, to the flight itself and finally arrival at the destination. Outcome 4 identifies the different systems available for flight bookings then concludes with Outcome 5 which introduces the learner to key areas of airline ticketing.

This unit will provide the extra knowledge needed for which learners can then move forward to learning more which will enable them to progress in the travel and tourism industry.

### Learning outcomes

There are **five** outcomes to this unit. The candidate will be able to:

- Provide information on airline organisations
- Locate major airline destinations
- Provide information relating to flights
- Identify airline booking systems
- Interpret fares and flight documentation

### Guided learning hours

It is envisaged that learners will require 30 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge and completion of the practical activities could be allocated to outcomes as follows:

Outcome 1: 3 hours

Outcome 2: 6 hours

Outcome 3: 10 hours

Outcome 4: 3 hours

Outcome 5: 8 hours

### Connections with other qualifications

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

Travel and Tourism Services Level 2 Unit 205 Arrange Non Multi-Sector Air Travel

## **Assessment and grading**

### Assessment

The outcomes for this unit will be assessed on the basis of evidence produced as a result of:

#### **1 Written test (on-line)**

The knowledge requirements for this unit are listed for each outcome in the next section under the heading 'What you need to know'. These will be assessed by a synoptic multiple choice test based on the test specification. Learners are permitted to take into the exam any support materials they require.

## Unit 106

## Air Fares and Ticketing

Outcome 1

Provide information on airline organisations

### Underpinning knowledge

The candidate will be able to:

- 1 identify the major **airline trade organisations** and what they do
- 2 recognise what an **ATOL** is and the protection it offers.

### Range

#### Airline trade organisations

IATA, CAA, ABTA

#### ATOL

Air Travel Organisers Licence



## Unit 106

## Air Fares and Ticketing

### Outcome 2

Locate major airline destinations

#### Underpinning knowledge

The candidate will be able to:

- 1 identify major **cities, countries** and **continents** of the World
- 2 locate key European and Worldwide **destinations**
- 3 recognise different **countries** within **continents**
- 4 select **destinations** eg nearest airport in accordance with client's needs.

#### Range

##### Continents

North America, South America, Europe, Asia, Oceania, Africa\*

##### Countries

Countries should include both European and worldwide destinations\*

##### Cities

Cities should include both UK and International destinations\*

##### Destinations

Should include popular short-haul and long-haul destinations including airports for UK visitors\*

\*Students should be able to locate any city, country or destination with the aid of an atlas. Note that the aim of this outcome is not to test the learner's geographical knowledge but ensure that they know how to locate any destination with the aid of support materials.

## Unit 106

## Air Fares and Ticketing

### Outcome 3

Provide information relating to flights

#### Underpinning knowledge

The candidate will be able to:

- 1 interpret an airline timetable for scheduled flights
- 2 provide **passport, visa and health information**
- 3 provide information on **aircraft seating**
- 4 explain how **additional information** beneficial to the air traveller can be provided
- 5 explain different flight routings and subsequent Minimum Connecting Times
- 6 identify different time zones around the world
- 7 calculate Elapsed Flying Times
- 8 compare the **difference** between charter, scheduled and low-cost flights
- 9 provide **information** related to charter flights from the UK to Europe and worldwide
- 10 identify **surface transportation** and check-in times for airports
- 11 identify different **codes** provided by the OAG World Airways Guide.

#### Range

##### Passport, visa

Cost, location of passport/visa offices, types of passport and visa

##### Health

Certificates/vaccinations required for destinations

##### Aircraft seating

Layout (economy class, business class, first class), meeting client needs (individuals, groups, people with specific needs, business people)

##### Additional information

Routing, meals, stopovers, in-flight entertainment, airport security, baggage, customs information, traveller types (ie unaccompanied minors, pregnancies, medical conditions)

##### Difference

Price, convenience, reliability, frequency

##### Information

Seasonality, volume, flexibility, class, types of airline

##### Surface transportation

Rail, bus, coach, car, taxi

##### Codes

City, airport, currency, airline, aircraft types

## Unit 106

## Air Fares and Ticketing

Outcome 4

Identify airline booking systems

### Underpinning knowledge

The candidate will be able to:

- 1 explain the **uses** for viewdata and computer reservation systems
- 2 interpret **screen information\*** from a **computer reservation system**.

### Range

#### Uses

Reservations, availability, fare quotations

#### Screen information\*

Booking information (routing, status, customer details, flight times, departure/arrival information, booking status, costs)

#### Computer reservation system

Amadeus, Galileo, Worldspan, Sabre

\* Assessors need to ensure that learners interpret screen information from a reservation system once for each item on range. On some systems this can be done on one screen, on others learners may need to view more than one screen.

## Unit 106

Outcome 5

## Air Fares and Ticketing

Interpret fares and flight documentation

### Underpinning knowledge

The candidate will be able to:

- 1 identify the different types of **fares** available
- 2 list the **benefits** and **restrictions** on different types of airfares
- 3 identify the key **areas** of an airline ticket.

### Range

#### Fares

Normal, special

#### Benefits/Restrictions

Price, flexibility, cancellation charges, destination choice

#### Areas

Passenger details, rating, flight details, fare, fare basis, baggage allowance, taxes, payment type, endorsements

# Unit 106 Air Fares and Ticketing

## Notes for guidance

### Suggested Good practise

It is more than likely that any learners working towards Air Fares & Ticketing at Level 1 are likely to have no previous knowledge on the subject. The delivery of this unit should therefore be on a basic level and be as interactive as possible and in a way which allows the learner to use different sources of material including the Passenger Air Tariff, OAGs and the world travel atlas.

To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that they are given the opportunity to visit a local airport and an airline company.

By the end of this module learners should have a good basic knowledge of the air industry and be in a position to develop their skills and improve their knowledge by progressing further onto the equivalent Level 2 unit.

### Suggested resources

There is a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

Columbus Worldwide atlas

### Books

Leach, J (2000) Airfare Secrets, Studio 4 publishing

Semer-Purzycki, J (1993) Practical Guide to Fares & Ticketing, Delmar publishing  
Davidoff, P (1995) Air Fares & Ticketing, Delmar publishing

Sorenson, H (1994) International Air Fares: Construction & Ticketing, Delmar publishing

### Other publications

Trade Journals (Travel Trade Gazette, Travel Weekly)

IATA Ticketing Handbook

### Websites

[www.gtmc.co.uk](http://www.gtmc.co.uk)

[www.chameleon.co.uk](http://www.chameleon.co.uk)

[www.iata.org.uk](http://www.iata.org.uk)

[www.caa.co.uk](http://www.caa.co.uk)

[www.atol.org.uk](http://www.atol.org.uk)

[www.ebookers.com](http://www.ebookers.com)

[www.intraining.co.uk](http://www.intraining.co.uk)

airline websites

Guild of Travel Management Companies

Chameleon

International Air Transport Association

Civil Aviation Authority

Air Transport Organisers Licence

Ebookers

Intraining (Formerly TTC Training)

### Rationale

This unit is concerned with gathering the information that individuals require when they are planning for a range of travel and tourism activities. Learners will learn where to research information for itinerary planning, how to provide the information and will introduce the learner to itinerary planning for a range of customer types.

During this process, learners will develop and practice skills in timetabling, controlling visitor numbers, and costing excursion itineraries.

The first part of the unit will introduce the learner to the variety of resources used by the travel and tourism industry when planning itineraries, and the importance of their correct usage.

The unit then progresses to actual planning of itineraries for a range of customer types, encouraging learners to consider any special needs of the individuals/groups concerned.

The third part of the unit provides the learner with opportunity to plan, undertake and evaluate an excursion itinerary.

This unit will provide a base from which learners can move forward to planning more complex travel itineraries.

### Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Use a variety of sources of information appropriate to planning travel and tourism itineraries
- Provide advice to customers on a range of travel and tourism products and services
- Prepare and present travel itineraries

### Guided learning hours

It is envisaged that learners will require 30 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge and completion of the associated practical activities could be allocated to outcomes as follows:

Outcome 1: 8 hours

Outcome 2: 8 hours

Outcome 3: 14 hours

### Connections with other qualifications

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

Travel and Tourism Services Level 2 Unit 205 Arrange Non Multi-Sector Air Travel

## **Assessment and grading**

The outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### **1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assessment takes the form of a set assignment of the learner's involvement in a range of customer centred activities. The assignment will also sample the learners underpinning knowledge to verify coverage of the unit.

The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 107

## Planning Itineraries for Travel and Tourism

### Outcome 1

Use a variety of sources of information appropriate to planning travel and tourism itineraries

#### Practical skills

The candidate will be able to:

- 1 Investigate and collect potential **sources of information** relevant to planning travel and tourism itineraries in the UK
- 2 Read and interpret published **sources** of information to plan an itinerary
- 3 Produce a 'fact-file' documenting any information gathered

#### Underpinning knowledge

The candidate will be able to:

- 1 interpret and select details from published **sources** of information appropriate to planning itineraries
- 2 identify the range of **information** that may be required when planning a possible itinerary
- 3 describe what a **fact-file** is
- 4 explain how to put together a **fact-file**.

#### Range

##### Sources

Internet, timetables, guidebooks, maps, journey planners, brochures, leaflets

##### Information

Transportation (prices, timetables, hospitality and catering, motorway services, visitor attractions, opening hours, facilities), Insurance and health and safety regulations, costs, organised excursions

##### Fact-file

A collection of information gathered, presented in a user-friendly format, preferably word-processed, to be used as a reference guide for any itinerary planning activity. The fact-file may include copies of leaflets, brochures, timetables, maps, etc to be used to support the learner's research.



## Unit 107

### Outcome 2

## Planning Itineraries for Travel and Tourism

Provide advice to customers on a range of travel and tourism products and services

### Practical skills

The candidate will be able to:

- 1 Select products and services appropriate to different **customer types**
- 2 **Plan** and cost an appropriate **itinerary** for one of the chosen **customer types**

### Underpinning knowledge

The candidate will be able to:

- 1 explain **why** itineraries are required by the traveller
- 2 identify potential **restrictions** when planning an itinerary
- 3 identify the suitability of different types of factual **information**
- 4 select products and services to plan a suitable itinerary for a given **customer type**
- 5 describe the methods used to carry out a **costing** for a simple itinerary.

### Range

#### Customer types

Overseas visitor, business traveller, leisure traveller, senior citizen, school/college group, short-break, playgroup outing, day excursion, specific needs or any combination of the aforementioned

#### Plan

Research and compare

#### Itinerary

A journey planned in detail; including timings, modes of transport, sightseeing, visitor attractions, meal arrangements, overnight accommodation, and services of guides and/or couriers

#### Why

To ensure travellers journey plans are feasible and to maximise the time available. A record of any travel arrangements made

#### Restrictions

Time, budget, dates, special requirements, passport/visa

#### Information

Transportation (prices, timetables, Hospitality and Catering, visitor attractions, opening hours, facilities), Insurance and health and safety regulations, costs

#### Cost/Costing

To include all elements ie fares, overnight accommodation, meals and light refreshments, admission charges, services of guides and/or couriers, insurance

**Practical skills**

The candidate will be able to:

- 1 Prepare a simple **itinerary** and **present** it in appropriate format
- 2 **Carry out** a planned **itinerary**
- 3 **Review** and **evaluate** an **itinerary**

**Underpinning knowledge**

The candidate will be able to:

- 1 construct simple **itineraries** and prepare documentation suitable for different types of customer
- 2 describe how to promote simple itineraries to prospective customers
- 3 describe the roles of those participating in the event (eg tour leader, escorts, guides, etc)
- 4 explain how to **review** and **evaluate** the success of a simple itinerary.

**Range**

**Itinerary**

Day trip, short break, city tour, beach holiday, theatre visit, stately home, theme park, or other event suitable for the customer type. To include timings, costs, other information (mode of transport, tourist attraction information, restaurants, etc)

**Present**

Verbally, in writing, relevant to customer needs

**Carry Out**

Undertake the planned activity

**Review/Evaluate**

Verbally, questionnaires, self-evaluation and group/peer evaluation

# Unit 107 Planning Itineraries for Travel and Tourism

## Notes for guidance

### Suggested good practice

Although those learners working on this unit may have participated in organised excursions, it is unlikely that they have been involved in the planning stage.

Teachers should explain the importance of careful planning of both time and money, and potential risks involved. Particular attention should be given to insurance and health and safety issues.

Learners should be encouraged to discuss their experiences as 'day trippers' and other organised leisure activities involving itineraries, and teachers should give examples of their own experience of either organised or ad hoc journeys.

Visits to and guest speakers from excursion organisers are recommended as a way of reinforcing learning and placing it firmly within an industrial setting. This may also provide opportunity for sample itineraries and documentation to be obtained.

To ensure successful completion of the qualification it is essential that the learner be given the opportunity to plan an itinerary. This could be in the format of a day excursion, mini break or guided walk. In all situations, the itinerary must be planned by learners and carried out under supervised conditions. All itineraries should be monitored, checklists kept and feedback provided to learners which can then be used to produce an evaluation.

Examples of an itinerary may be as simple as a local guided walk, a day trip or an overnight stay. It must include transportation arrangements, comfort/refreshment stops, lunch/dinner arrangements, overnight stops where appropriate, and specific visitor attraction destination (beach, museum, historic house, country park, etc).

Teachers should ensure that learners have sufficient knowledge and practical skills to perform the presentation required in Outcome 2 and as tour guides on planned excursions in Outcome 3.

### Suggested resources

Assessors should be able to draw together information for this unit from a variety of sources. It is important that assessors use resources that they feel most comfortable with, however in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### Books

Syratt, G (2003) Manual of Travel Agency Practice 3rd edition, Elsevier

Business Travel Self-Study Primers: Itinerary Planning Vol. 1 and 2, available from the Guild of Travel Management Companies

#### Other publications

Association of Train Operation Companies (ATOC) information

National Express Coaches manual/leaflets

Local Bus/Coach time tables AA and RAC member manuals

Restaurant guides and promotional leaflets

Hotel guides and promotional leaflets

Tourist Information Centres (TIC) Tourist Board promotional materials  
Local 'Day Excursion' companies leaflets  
Springboard discovery trails

**Websites**

[www.nationalexpress.com](http://www.nationalexpress.com)  
[www.atoc.org](http://www.atoc.org)  
[www.thetrainline.com](http://www.thetrainline.com)  
[www.tourist-boards.com](http://www.tourist-boards.com)  
[www.britainexpress.com](http://www.britainexpress.com)  
[www.toproomsonline.com](http://www.toproomsonline.com)  
[www.multimap.com](http://www.multimap.com)  
[www.theaa.com](http://www.theaa.com)  
[www.rac.co.uk](http://www.rac.co.uk)

National Express  
Association of Train Operation Companies  
Train enquiries  
UK & Ireland Tourist Board Information  
UK accommodation website  
Tourist accommodation and information  
Multimap  
Automobile Association  
Royal Automobile Club

**Rationale**

The tourism industry is knowledge based and those choosing a career in it will benefit from a basic understanding of its structure and development and, perhaps more importantly, how it works today.

Initially the unit is concerned with the basic background of the UK tourism industry. This learning outcome is divided into three parts namely public sector at national, regional and local level. Learners look at how tourism is structured and the role of public bodies. By gaining a basic appreciation of how the tourism industry has come to this point learners are provided with a springboard from which they may better understand the current pressures and influences the industry now faces.

The second part of the unit is concerned with how tourism is promoted in the UK and asks the learners to design a promotional campaign for their locality. Learners then progress to investigate the range of opportunities available to those who want to work within the industry along with the skills required for each role. Learners will also explore the advantages and possible disadvantages of working in the industry.

**Learning outcomes**

There are **three** outcomes to this unit. The candidate will be able to:

- Examine the tourism industry in the UK
- Investigate tourism promotion and tourist information
- Explore working in the UK tourism industry

**Guided learning hours**

It is envisaged that learners will require 30 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge and completion of the associated practical activities could be allocated to outcomes as follows:

Outcome 1: 8 hours

Outcome 2: 8 hours

Outcome 3: 14 hours

**Connections with other qualifications**

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

**Travel and Tourism Services Level 2**

Unit 209 Sell Tourism Products and Services

Unit 210 Identify and Provide Tourism Related Information and Advice

## **Assessment and grading**

The outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### **1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assignment will also sample the learners underpinning knowledge to verify the coverage of the unit. The assessment takes the form of a set assignment. These are designed to enable the learners to produce the evidence to meet the requirements of the outcomes.

The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 108

## Introduction to the UK Tourism Industry

### Outcome 1

Examine the tourism industry in the UK

#### Practical skills

The candidate will be able to:

- 1 Examine and describe the role of the **public, private and voluntary** sectors on the development of the **tourism industry** in the UK
- 2 Examine the roles of the sectors on the local **tourism industry**

#### Underpinning knowledge

The candidate will be able to:

- 1 describe what is meant by the term **tourism**
- 3 describe what is meant by the term **tourists**
- 4 identify the different **types of tourists**
- 5 identify individual needs of tourists
- 5 describe the **reasons** for fluctuations in tourism visitors from overseas
- 6 describe the roles of the **private, voluntary** and **public sectors** in the tourism industry
- 7 identify the **main areas of growth and development** within the tourism industry
- 8 identify the possible positive and negative **effects of tourism** on local communities.

#### Range

##### Tourism

Travel away from home for business or personal reasons

##### Tourists

Local visitors, national visitors and international visitors

##### Types of tourists

Leisure, business, visiting friends and relatives, religious, cultural

##### Public sector

Central government, regional and local government including department of Culture, Media and Sport, Visit Britain, regional tourist boards, Scottish Assembly, Welsh Assembly, local authorities, regional development agencies

##### Private

Attractions, accommodation, shops, catering

##### Voluntary organisations

The National Trust, the Civic Trust

##### Reasons

Economic, Social, Environmental, to include world events and natural disasters

**Main areas of growth and development**

Industrial heritage, inner city redevelopment, special events, theme parks and attractions, sport, holiday centres, conferences and exhibitions

**Effects of tourism**

Positive and negative, economic, social, environmental



## Unit 108

### Outcome 2

## Introduction to the UK Tourism Industry

Investigate tourism promotion and tourist information

### Practical skills

The candidate will be able to:

- 1 Explore the range and use of **promotional materials** available to visitors to the UK
- 2 Produce sample **promotional materials** to attract visitors to your local area

### Underpinning knowledge

The candidate will be able to:

- 1 describe the importance of **promoting** tourism areas
- 2 identify the types of **promotional materials** used in tourism
- 3 identify the role of **tourist organisations** in promotion of tourism destinations
- 4 describe how **tourist information centres** help promote tourism destinations and attractions
- 5 describe the **factors** that can affect the success of a tourism promotional campaign.

### Range

#### Promotional materials

Advertisements, brochures and leaflets, posters, point-of-sale items (eg pens, key rings, tea towels), merchandising materials (eg brochure stands), videos, press releases, computers and the Internet

#### Promotional/promoting

Increase visitor awareness and numbers

#### Tourist organisations

Private, Public sector, internationally, nationally, regionally, locally

#### Tourist information centres

Information display, information provision (face-to-face, telephone, post), booking services, retail services

#### Factors

Size of organisation, budget available, the purpose of the promotion, the timescale of the promotion, the target audience and the type of product

## Unit 108

### Outcome 3

## Introduction to the UK Tourism Industry

### Explore working in the UK tourism industry

#### Practical skills

The candidate will be able to:

- 1 Investigate the variety of **job roles** that are available within the UK tourism industry
- 2 Investigate **job roles** that would be of interest to you, identifying **skills and requirements** and any advantages/disadvantages that might come with working in the industry
- 3 Match your own skills and preferences to the job roles of interest to you

#### Underpinning knowledge

The candidate will be able to:

- 1 identify **job roles** available in the tourism industry and the duties involved
- 2 identify **skills and requirements** for job roles
- 3 describe how their own abilities and preferences match the **job roles** available
- 4 explain the advantages and disadvantages of **working in the tourism industry**.

#### Range

- **Job roles**

Visitor attraction staff, transportation providers, accommodation providers, tourist offices, tourist information centres, guides, couriers

- **Skills and requirements**

Occupational, customer relations, information, language, qualifications, restrictions (eg height, age)

- **Working in the tourism industry**

#### Advantages

Able to travel and see sights, meet a variety of people, work will be varied, have responsibility, able to help people, learn about new and interesting places, learn new skills

#### Disadvantages

Type of work, hours, pressure, rates of pay, challenging customers

# Unit 108 Introduction to the UK Tourism Industry

## Notes for guidance

### Suggested good practice

It should be immediately recognised that those working towards Introduction to the UK Tourism Industry at level 1 are likely to have no previous knowledge of the tourism industry therefore the delivery of this unit should be approached from a basic level.

When approaching the first learning outcome teachers should first explain why learners are being asked to look at the structure of the industry before moving forward to investigate the private and voluntary organisations. The research into job roles can then be undertaken in groups, which may also help learner's confidence when it comes to the verbal presentation of the same. The promotional materials exercise should be fun and gives opportunities for learners to express themselves both verbally and visually.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as class discussion where learners can share experiences they have had whilst on holiday is always a good starting point from which to start the unit. Teachers should give examples from their own experience as both a tourist and as a customer. They should encourage learners to become observers of tourism providers whilst outside the formal learning forum and be prepared to discuss these experiences with each other.

Visits to local tourism facilities are useful as learners can observe first hand the ways in which visitors needs are met and can also interact with visitors.

To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, learners be given access to real working practice in the tourism industry.

### Suggested resources

There are many resources available to support the delivery of this unit. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### Books

Youell, R (1998) *Tourism: An introduction*, Longman

English, R (2003) *Careers in Travel & Tourism*, Institute of Travel and Tourism

Other publications

Trade Press (Travel Weekly, Travel Trade Gazette)

#### Videos

As well as the television holiday programmes there are many commercial videos available. Videos act as a stimulus for further discussion or as a visual image of a destination. A range of videos are available from VisitBritain and regional tourist boards.

## Websites

Most regional tourist boards, cities, towns or local authorities have a website, examples are listed below:

[www.visitbritain.com](http://www.visitbritain.com)

[www.wtgonline.com](http://www.wtgonline.com)

[www.goodbeachguide.co.uk](http://www.goodbeachguide.co.uk)

[www.wishyouwerehere.co.uk](http://www.wishyouwerehere.co.uk)

[www.york-tourism.co.uk](http://www.york-tourism.co.uk)

[www.tourism.wales.gov.uk](http://www.tourism.wales.gov.uk)

[www.aboutscotland.com](http://www.aboutscotland.com)

[www.londontown.com](http://www.londontown.com)

[www.bournemouth.co.uk](http://www.bournemouth.co.uk)

[www.tourism.thanet.gov.uk](http://www.tourism.thanet.gov.uk)

[www.attractions.co.uk](http://www.attractions.co.uk)

VisitBritain

World Travel Guide

Good Beach Guide

Wish you were here

York Tourism

Tourism for Wales

About Scotland

London Town

Bournemouth Tourism

Thanet Tourism

Attractions Management

**Rationale**

Health and safety at work issues have become increasingly important over the last few years. The travel and tourism business is no exception. Indeed some aspects of the business, such as resort operations, events and tour guiding provide ample opportunities for both employees and customers to come to harm unless they are properly briefed and prepared.

The unit is initially concerned with the different roles and responsibilities in relation to health and safety matters in a travel and tourism environment. By gaining such an understanding learners will be better placed to appreciate their personal legal responsibilities for their own health and safety and for the health and safety of other people including colleagues, customers and anyone who might be affected by their actions. They will also come to appreciate that, in relation to health and safety for Travel and Tourism, the 'workplace' is interpreted much more widely than the desk or office where they may be based, and that an individual's personal responsibility for health and safety therefore extends over a much wider area. In addition they will appreciate the multiplicity of sources of health and safety information and instructions, and the need to access and understand the contents of these sources in order to be able to discharge their responsibilities effectively.

Secondly the unit is concerned with common hazards and risks. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks in travel and tourism and the immediate action necessary, either to remove the hazard or reduce the risk. Learners are also introduced to the shapes, colours and meanings of health and safety signs and symbols and the immediate action to be taken in the event of a fire, serious injury or suspicious object.

When taken together, this unit will provide learners with a basic level of understanding of the health and safety roles and responsibilities of individuals working in travel and tourism, and of the practical implementation of these responsibilities.

**Learning outcomes**

There are **two** outcomes to this unit. The candidate will be able to:

- Identify roles and responsibilities in relation to health and safety at work in travel and tourism
- Take appropriate action to reduce the risk from common hazards that could occur in the travel and tourism industry

**Guided learning hours**

It is envisaged that the learner will require 60 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge and completion of the associated practical activities could be allocated to outcomes as follows:

Outcome 1: 12 hours

Outcome 2: 18 hours

The remaining 30 hours should be allocated to complete the externally set assessment, which includes learners exploring health and safety issues in a range of locations.

## **Connections with other qualifications**

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

### **Travel and Tourism Services Level 2**

Unit 202 Ensure Your Own Actions Reduce to Risks to Health and Safety

### **Tourist Information Services Level 2**

Unit 3 Maintain tourist information centre information system

This unit is also designed to prepare learners progressing towards the following vocational qualifications:

City & Guilds Level 2 ABTA Travel Agents Certificate

City & Guilds Level 2 ABTA Tour Operators Certificate

## **Assessment and grading**

The outcomes for this unit will be assessed on the basis of evidence resulting from:

### **1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assessment takes the form of a set assignment of the learner's involvement in a range of customer centred activities. The assignment will also sample the learners underpinning knowledge to verify coverage of the unit.

The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 109 Introduction to Health and Safety for Travel and Tourism

Outcome 1 Identify roles and responsibilities in relation to health and safety at work in travel and tourism

### Practical skills

The candidate will be able to:

- 1 Examine a range of internal and external **sources of information** regarding health and safety policies and procedures that affect work in travel and tourism
- 2 Explore how such health and safety policies and procedures affect the individual whilst working each of the **different areas** of the travel and tourism business

### Underpinning knowledge

The candidate will be able to:

- 1 identify the **legal responsibilities of the employer** in relation to health and safety at work
- 2 describe the **personal legal responsibilities of the employee** in relation to health and safety at work
- 3 identify the nature and extent of the 'workplace' in health and safety terms in travel and tourism
- 4 describe internal and external **sources of information** regarding health and safety at work in the **different areas** of the travel and tourism business.

### Range

#### Sources of information

Sources originating in the organisation, governmental sources, manufacturers' sources, industry sources, paper based material, web-based material

#### Different areas

In relation to health and safety in an office environment (such as a travel agency, tour operations office or tourist information office), on site (eg in resort), on a guided tour (such as a coach tour or a walking tour), at outdoor events (such as an outdoor concert or a county show), at indoor events (such as an exhibition or a conference)

#### Legal responsibilities of the employer

In relation to health and safety policy statements: in relation to health and safety at work including safe machinery and equipment, safe materials and the handling, storage and transport of materials, safe working systems including the provision of adequate training and supervision, safe premises and a safe working environment

#### Personal legal responsibilities of the employee

In relation to the health and safety of self, in relation to the health and safety of colleagues, in relation to the health and safety of others

## Unit 109 Introduction to Health and Safety for Travel and Tourism

Outcome 2 Take appropriate action to reduce the risk from common hazards that could occur in the travel and tourism industry

### Practical skills

The candidate will be able to:

- 1 Investigate own personal responsibilities and recognise limits of authority for dealing with **hazards** commonly found in travel and tourism businesses
- 2 Using a checklist, examine at least three different health and safety hazards that could occur in the different types of **workplace** related to travel and tourism businesses, the risks associated with each of these hazards and the measures that need to be taken to deal with each of them
- 3 Explore and identify the location and meaning of specific examples of each of the **general types of health and safety signs and symbols in the different types of workplace related to the travel and tourism business**
- 4 Produce a diagram showing the location of emergency exits and assembly points in a building to which you have access

### Underpinning knowledge

The candidate will be able to:

- 1 describe the **hazards** commonly found in the workplace in travel and tourism businesses and the risks associated with each hazard
- 2 identify the immediate actions to be taken to deal with each of these common **hazards**
- 3 identify the colours, shapes and meanings of the **general types of health and safety signs and symbols** in common use in the European union
- 4 describe the appropriate immediate action to be taken in **emergency situations**

### Range

#### Hazards

In a travel or tourism office, in resort, on a walking tour, on a coach tour, at an outdoor event, at an indoor event, hazards arising from tripping, falling, using machinery and equipment, using materials or substances, breakages and spillages, unsafe working practices, inappropriate dress and behaviour, unsafe premises or environmental factors

#### Workplace

Indoors (such as could occur in a travel agency, tour operations office, tourist information office, events office, or hall that could be used for meetings or exhibitions), outdoors (such as could occur in resort, on the route of a guided tour or at the location of an outdoor event)

#### General types of health and safety signs and symbols

Mandatory signs, prohibition signs, warning signs and symbols, fire fighting signs, emergency escape and first aid signs, hazardous substance signs

#### Emergency situations

Fire, serious injury to a colleague or customer (excluding the application of first aid), suspicious object on the premises / in the vicinity, natural disasters



# Unit 109 Introduction to Health and Safety for Travel and Tourism

## Notes for guidance

### Suggested good practice

It should be noted that those working towards Introduction to Health and Safety for Travel and Tourism at level 1 might have some basic knowledge of health and safety. However, learners are unlikely to have any prior experience of the travel and tourism industry. Therefore the delivery of this unit should be approached from a very basic level.

Whilst delivering and assessing the outcomes, focus should be given to why health and safety is important to the travel and tourism industry and it is important that learners have a basic understanding of the requirements as spelled out in the Health and Safety at Work Act 1974.

In relation to the workplace, learners need to understand that the workplace is anywhere for which they have a responsibility or where they are carrying out their duties. As an example, for resort reps and tour guides, it could therefore include the airports, hotels and coaches used by their customers, and streets, trails, clubs or other areas where they lead their customers, as well as the resort office or company desk areas.

Learners should be aware of the variety of sources of information available and the requirements for all organisations (other than those organisations with less than five employees) to have a written health and safety policy and for this policy to be read and understood by all employees, as well as the existence and contents of other sources such as manufacturers' instructions, the Health and Safety Executive web site. As far as the limits of personal authority are concerned, these should reflect the content of the organisation's health and safety policy and procedures.

Hazards commonly found in the office, on tour, in resort or at events could include hazards arising from tripping, falling, using machinery and equipment, using materials and substances, breakages and spillages, unsafe working practices, inappropriate dress and behaviour, unsafe premises or environmental factors.

Signs and symbols as described in the HSE Publication Safety Signs and Symbols – Guidance on the Regulations (ISBN 0 7176 0870 0), The Health and Safety (Safety Signs and Signals) Regulations 1996 and The Chemicals (Hazard Information and Packaging for Supply) Regulations 2003. The EU is attempting to standardise the colour and shape of signs under the European Council Directive 92/58/EEC. Therefore the object is for learners to recognise the type and meaning of signs by interpreting the colour and shape of the sign and any associated pictogram, rather than by memorising a particular range of signs.

To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, they are given access to real working practice in the travel and tourism industry.

### Suggested resources

There is a huge range of resources about health and safety issues including HSE publications, those published by trade associations and manufacturers' instructions. Teachers should use those with which they feel most comfortable. Examples of health and safety signs and symbols can be found almost anywhere and students should have little difficulty in finding examples of most of them in the areas around their homes and colleges or in sign manufacturers' catalogues. Examples of resources that could be used are given below.

## **Books & booklets**

Health & Safety Executive, An Introduction To Health And Safety – Health And Safety In Small Businesses (Free Booklet from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Consulting employees on health and safety: A guide to the law (Free Booklet INDG 232 from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, COSHH – A Brief Guide To The Regulations (Free Booklet INDG 136 (rev2) from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Electrical safety and you (Free Booklet INDG 231 from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Essentials of Health and Safety at Work (HSE Books) ISBN 071760716X

Health & Safety Executive, Getting To Grips With Manual Handling: A Short Guide For Employers (Free booklet from HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Health and safety training: What you need to know (Free Booklet INDG 345 from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Keep your top on: Health risks from working in the sun (Free Booklet INDG 147(rev1) from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Preventing slips, trips and falls at work (Free Booklet INDG 225 from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Safe working with flammable substances (Free Booklet INDG 227 from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Safety Signs And Signals – Guidance On The Regulations (HMSO 2002) ISBN 0717608700

Health & Safety Executive, The Event Safety Guide (HSE Books 1999) ISBN 0717624536

Health & Safety Executive, Working with VDUs (Free Booklet INDG 36(rev1) from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA)

Health & Safety Executive, Workplace health, safety and welfare (Free Booklet INDG 244 from: HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 2WA) ISBN 0717607176X

RightTrack, The Work Experience Health & Safety Survival Kit (RightTrack, Tetford House, Tetford, Lincolnshire, LN9 6QQ)

The Made-Up Textiles Association, Guide To Safe Practices (MUTA, 42 Heath Street, Tamworth, Staffordshire, B79 7JH)

## **Websites**

[www.hse.gov.uk](http://www.hse.gov.uk)

Health & Safety Executive

[www.merlin-a2z.com](http://www.merlin-a2z.com)

Signs section gives lots of examples of the different types of signs

### Rationale

This unit is about the provision of travel and tourism facilities for customers with specific needs. The unit introduces the learners to a range of equal opportunities issues in relation to tourism and how customers with specific needs can access and enjoy tourism facilities.

The unit investigates what is meant by the term specific needs and the ways in which customers with specific needs can find they are prevented from participating in travel and tourism activities. Learners are encouraged to explore local facilities to examine potential hazards and difficulties and to explore ways in which these might be overcome.

Learners are encouraged to examine the effect of recent legislation including the Disability Discrimination Act and also explore the wide range of information sources available to help assist individuals with specific requirements.

### Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Identify, interpret and communicate the main sources of information on travel and tourism facilities for customers with specific needs
- Examine the ways in which customers with special needs may be prevented from participating in travel and tourism activities
- Show awareness of the facilities and services which should be provided to meet the requirements of customers with specific needs

### Guided learning hours

It is envisaged that learners will require 60 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge and completion of practical activities could be allocated to the outcomes as follows:

Outcome 1: 10 hours

Outcome 2: 10 hours

Outcome 3: 10 hours

The remaining 30 hours should be allocated to complete the externally set assessment, which includes learners exploring a range of travel and tourism facilities for customers with specific needs.

### Connections with other qualifications

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

#### Travel and Tourism Services Level 2

Unit 204 Help Customers to Choose and Book

Unit 209 Sell Tourism Products and Services

## **Assessment and grading**

The outcomes for this unit will be assessed on the basis of evidence produced as a result of:

### **1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assessment takes the form of a set assignment of the learner's involvement in a range of customer centred activities. The assignment will also sample the learner's underpinning knowledge to verify coverage of the unit.

The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 110

## Travel and Tourism for All

### Outcome 1

Identify, interpret and communicate the main sources of information on travel and tourism facilities for customers with specific needs

#### Practical skills

The candidate will be able to:

- 1 Explore **travel and tourism facilities** that cater for customers with **specific needs**
- 2 Explore **travel and tourism facilities** that have limited or no access
- 3 **Present** your findings on why these facilities are suitable or unsuitable for customers with **specific needs**

#### Underpinning knowledge

The candidate will be able to:

- 1 identify the main **signs and symbols** for denoting accessibility and special facilities
- 2 identify the main **organisations** which provide travel and tourism information for customers with specific needs
- 3 describe the range of **information sources** which are available to customers with specific needs
- 4 identify why sometimes there is **no access** to facilities.

#### Range

##### Travel or tourism facility

Theme park, hotel, travel agency, Tourist Information Centre, restaurant, exhibition centre

##### Specific needs

Mobility, sensory, learning, dietary and allergic, different race or religion, cultural differences, local to your area

##### Signs and symbols

International (eg wheelchair, visual, hearing), National (eg RADAR key scheme)

##### Organisations

Tourism organisations (eg VisitBritain, regional tourist boards), organisations for disabled customers (eg RADAR, Holiday Care, Royal National Institute for the Blind), Local authorities (eg destination guides), other organisations (eg National Trust, Forestry Commission, English Heritage, National Park Authority)

##### Information sources

Internet, general tourism guides (eg brochures, leaflets, destination guides), guides specially for disabled customers, Tourist Information Centres

##### No access

Building regulations

**Present**

Written (eg report, poster, exhibition), verbally

**Requirements**

Building design (ramps, handrails, lifts, stair lifts, lighting) braille signs/notices, hearing loops, staff able to sign

**Specific needs**

Mobility, sensory, learning, dietary and allergy, race or religion, cultural differences

## Unit 110

### Outcome 2

## Travel and Tourism for All

Examine the ways in which customers with special needs may be prevented from participating in travel and tourism activities

### Practical skills

The candidate will be able to:

- 1 Carry out an **audit** of services for customers with **specific needs** at a specified **travel or tourism facility**
- 2 Based on your **audit**, summarise how effectively the needs of customers with specific needs are met

### Underpinning knowledge

The candidate will be able to:

- 1 identify the **requirements** for facilities in relation to customers with **specific needs**
- 2 describe the **demographics** of customers with specific needs
- 3 identify where to locate sources of **legislation** in relation to tourism for all.
- 4 identify that the ability of staff to demonstrate an understanding of how to deal with those with specific needs also forms part of the facility.

### Range

#### Audit

Availability of advance information (eg leaflets etc), signposting, services, customer service skills

#### Specific needs

Mobility, sensory, learning, dietary and allergy, race or religion, cultural differences

#### Travel or tourism facility

Visitor attraction, hotel, travel agency, Tourist Information Centre, restaurant, exhibition centre, railway station, bus station, airport

#### Requirements

Physical (eg dimensions required for wheelchair access), equipment (eg induction loops), customer service skills

#### Demographics

eg Numbers, age gender

#### Legislation

Disability Discrimination Act, Equal Opportunities Act, Race Discrimination Act, Race Relations Act

## Unit 110

### Outcome 3

## Travel and Tourism for All

Show awareness of the facilities and services which should be provided to meet the requirements of customers with specific needs

### Practical skills

The candidate will be able to:

- 1 **Design a travel or tourism facility** which is fully accessible to customers with specific needs
- 2 Practise the **skills and techniques** needed for **assisting customers with specific needs**

### Underpinning knowledge

The candidate will be able to:

- 1 identify **requirements** allowing the comfortable use of a building or facility by a visitor with **specific needs**
- 2 identify the **skills and techniques** needed to assist a customer with **specific needs** to fully use a travel and tourism facility and its facilities
- 3 describe the **design** requirements for facilities that will enable customers with **specific needs** to use them.

### Range

#### Design

Approach and parking (eg reserved parking spaces), access and egress (eg level access, handrails, wide doorways), fixtures and fittings (eg low reception, braille lift buttons, appropriate lighting), furnishings (eg wheelchair accessible tables), signing

#### Travel or tourism facility

Theme park, hotel, travel agency, Tourist Information Centre, restaurant, exhibition centre, conference facility

#### Skills and techniques

Will vary according to customer's specific needs (sensory, learning, mobility, cultural). Examples of skills and techniques can include;

Hearing (eg use of sign language, writing things down, induction loop, subtitles, alarms)

Sight (eg Braille, print size, audio guides, signs, lighting)

Learning (techniques for dealing with customers who suffer from dyslexia, dyspraxia etc, ie oral questioning, use of pictures)

Mobility (eg access, obstacles, car parking, design)

#### Assisting customers with specific needs

Mobility, learning, sensory, race or religion, dietary and allergies, cultural differences



# Unit 110 Travel and Tourism for All

## Notes for guidance

### **Suggested good practice**

With the Disability Discrimination Act taking force in October 2004, the implications for travel and tourism organisations are becoming increasingly important. However, the act should not be seen as negative and is an opportunity for organisations to increase business opportunities.

Learners working towards this unit may have a very limited understanding of the issues relating to tourism for those with specific needs in the UK. The learners will benefit from a practical approach to this unit by either visiting local travel and tourism organisations or through guest speakers from an organisation explaining their role in providing facilities for all visitors, including those with specific needs. It will also help learners understand the needs of customers with specific needs.

It is recommended, when identifying the facilities that provide or do not provide for visitors with specific requirements, that the learner or teacher is able to access the information required. In this respect it is suggested that facilities within travelling distance of the centre are used or that the internet is used to access information on those further away. Alternatively, it is possible, that if learners are organising an exhibition at college as part of their learning for other units, the college/centre could be used as a tourism facility.

It is important that learners understand what the travelling experience is like for customers with a range of disabilities. Using specific needs facilities at an airport or travelling on a train as a deaf or blind passenger are useful exercises for a learner to carry out.

Learners should be encouraged to collect as much relevant information as possible. A range of specialist organisations offering holidays do exist and the ABTA website is a good first point of contact.

### **Suggested resources**

There are a huge variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### **Books**

Visit Britain (2002) Providing Accessible Visitor Attractions

DFEE (2000) Bringing the DDA to Life for small shops, available from the DRC helpline on 08457 622 633

CAE (1999) Designing for Accessibility: an essential guide for public buildings, available from the CAE on 020 7357 8182

#### **Videos**

A range of videos are available on disability issues. A good first point of contact is the Disability Rights Commission (08457 622 633) who provide videos and packs such as the 'Act Now' DDA awareness video.

'Top ten countdown' from Guide Dogs

#### **Websites**

Level 1 Introductory Diploma in Travel & Tourism (4871)

<a href="http://www.drc.org.uk">www.drc.org.uk</a>	Disability Rights Commission
<a href="http://www.joblaw.org">www.joblaw.org</a>	Free information on a wide range of disability legislation
<a href="http://www.disability.gov.uk">www.disability.gov.uk</a>	Government website
<a href="http://www.abilitynet.org.uk">www.abilitynet.org.uk</a>	Ability Net
<a href="http://www.visitbritain.com">www.visitbritain.com</a>	Visit Britain
<a href="http://www.dwp.gov.uk">www.dwp.gov.uk</a>	Department for work and pensions
<a href="http://www.cae.org.uk">www.cae.org.uk</a>	Centre for accessible Environments (CAE)
<a href="http://www.dialuk.org.uk">www.dialuk.org.uk</a>	Dial UK
<a href="http://www.dlf.org.uk">www.dlf.org.uk</a>	Disabled Living Foundation (DRF)
<a href="http://www.rnib.org.uk">www.rnib.org.uk</a>	Royal National Institute for the Blind (RNIB)
<a href="http://www.rnid.org.uk">www.rnid.org.uk</a>	Royal National Institute for the Deaf (RNID)
<a href="http://www.radar.org.uk">www.radar.org.uk</a>	Royal Association for Disability and Rehabilitation
<a href="http://www.goodaccessguide.co.uk">www.goodaccessguide.co.uk</a>	Good Access Guide
<a href="http://www.accessibletravel.co.uk">www.accessibletravel.co.uk</a>	Accessible travel and leisure
<a href="http://www.enableholidays.com">www.enableholidays.com</a>	Enable Holidays
<a href="http://www.abtanet.com">www.abtanet.com</a>	Association of British Travel Agents
<a href="http://www.guidedogs.org.uk">www.guidedogs.org.uk</a>	Guide dogs
<a href="http://www.scope.org.uk">www.scope.org.uk</a>	Scope

**Rationale**

Travel and Tourism organisations promote the goods and services they sell in a variety of ways. Learners entering the industry need to be aware of the different types of display, how they can be used and the targets they are aimed at.

Learners will need to explore the range of existing displays and materials as used by travel and tourism organisations and find out what makes them successful or not. Learners will then have the chance to plan and produce their own promotional campaign.

**Learning outcomes**

There are **two** outcomes to this unit. The candidate will be able to:

- Examine the use of promotional displays and materials as used in the travel and tourism industry
- Plan and produce a promotional display for the travel and tourism industry

**Guided learning hours**

It is envisaged that learners will require 30 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge could be allocated to outcomes as follows:

Outcome 1: 15 hours

Outcome 2: 15 hours

**Connections with other qualifications**

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

Travel and Tourism Services Level 2 Unit 208 Assist with Travel and Tourism Promotion

**Assessment and grading**

The outcomes of this unit will be assessed on the basis of evidence produced as a result of:

**1 Practical activities**

These are listed under each outcome in the next section under the heading 'What you need to do'. The assessment takes the form of a set assignment of the learner's involvement in a range of customer centred activities. The assignment will also sample the learners underpinning knowledge to verify coverage of the unit.

The time required for learners to meet the outcomes of the unit will vary according to their abilities, motivation, prior experience and access to learning resources. It is essential that learners are given access to working practice in industry wherever possible and any such access must be in compliance with the relevant health, hygiene, safety and company regulations.

## Unit 111

### Outcome 1

## Promotional Materials for Travel and Tourism

Examine the use of promotional displays and materials as used in the travel and tourism industry

### Practical skills

The candidate will be able to:

- 1 Explore a range of **promotional displays and materials** as used in the travel and tourism industry
- 2 Suggest **reasons** why **organisations** use different methods of promotion
- 3 Compare different types of **promotional displays and materials** for different **customers** identifying any strengths and weaknesses

### Underpinning knowledge

The candidate will be able to:

- 1 identify the type of **promotional displays and materials** used by travel and tourism **organisations**
- 2 identify **reasons** why different **organisations** use different methods of promotion
- 3 recognise the different type of **customers** promotional displays and materials are aimed at
- 4 describe the different **features** of **promotional displays and materials**
- 5 identify any potential strengths and weaknesses of **promotional displays and materials**.

### Range

#### Promotional displays and materials

Notice boards, posters, window banners/cards, window and door stickers, window displays, pavement boards, racks, stands, point of sale (leaflets, brochures, leaflet holders, calendars, pens), outdoors, exhibition stands, interpretive panels, computer generated information, video, televisions, internet

#### Organisations

Transport operators, travel agents, tour operators, visitor attractions, tourist information centres, tourist boards, hotels, exhibition centres

#### Reasons

Type of organisation, size of organisation, customer type, cost, location, duration (eg permanent, temporary, mobile)

#### Features

Layout, objective, design, current, colour

#### Customers

Groups, specific age groups, ethnic groups, family, single, religious, special interest

## Unit 111

### Outcome 2

## Promotional Materials for Travel and Tourism

Plan and produce a promotional display for the travel and tourism industry

### Practical skills

The candidate will be able to:

- 1 Plan and produce a range of **promotional displays and materials** for use by travel and tourism organisations

### Underpinning knowledge

The candidate will be able to:

- 1 describe the importance of planning and what to include in a plan for producing **promotional displays and materials**
- 2 identify possible **aims** for a promotional display
- 3 explain the **reasons** for selecting different promotional displays and materials
- 4 identify **criteria** that can affect the planning of a promotional display
- 5 identify **resources** that are needed to produce a promotional display
- 6 describe methods used to **produce** display materials for travel and tourism **organisations**.

### Range

#### Aims

Provide information on new facilities/products, change of products/services (price, opening times, address etc), gain an immediate response, create awareness, to sell, support materials for campaigns

#### Reasons

Purpose and aims, target market, types of materials, location, duration (eg permanent, temporary, mobile), information provided

#### Criteria

Target market, location, timing, accessibility, type of display, appearance, information to be included, health and safety

#### Resources

Types of materials/equipment to be used, cost, time, space required, additional resources eg pins, glue, staples, paper, power (eg electricity)

#### Produce

Consider requirements/resources, follow plans, meet deadlines, present correctly, follow health and safety guidelines, clean and tidy

**Promotional displays and materials**

Notice boards, posters, window banners/cards, window and door stickers, window displays, pavement boards, racks, stands, point of sale (leaflets, brochures, leaflet holders, calendars, pens), outdoors, exhibition stands, interpretive panels, computer generated information, video, televisions, internet

**Organisations**

Transport operators, travel agents, tour operators, visitor attractions, tourist information centres, tourist boards, hotels, exhibition centres

# Unit 111 Promotional Materials for Travel and Tourism

## Notes for guidance

### **Suggested good practice**

It should be immediately recognised that those working towards Promotional Materials for Travel and Tourism at level 1 are likely to have no previous knowledge of the travel and tourism industry therefore the delivery of this unit should be approached from a fundamental level.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as class discussion where learners can share their ideas of what promotion means is a good starting point from which to start the unit. Teachers should point out the promotional materials around the learners such as posters, notice boards, displays etc. A 'shower thought' session can produce a huge list of promotional materials that learners are aware of and can be a positive learning experience for all.

Some classroom input will be required regarding what promotional displays and materials consist of, their diversity and purpose. Learners should be encouraged to take notice of any promotional material around them and be asked to collect any examples they find and bring them into the learning forum for discussion. From a sample of collected leaflets a critical discussion regarding layout, design and colour is a good way of demonstrating the features of promotional materials. Simple poorly designed leaflets can be used to show the mistakes that can be made. Asking learners to design their own leaflets which meet all the features described in the range is often a good exercise especially if given an amusing title to work to such as 'Club 1 – 3' or 'Tours to Nowhere'.

Taking learners on a visit to a travel agency or tourist information centre and asking them to note down how many different types of promotional materials they can see is a good exercise. This demonstrates to learners that companies use a wide variety of promotional materials sometimes to say the same thing several times.

Once learners have grasped the fundamentals moving forward to outcome 2 allows them to put the theory into practice and could perhaps be approached as one exercise. Learners could work together as one group each contributing to one overall display which may be for a tourist attraction, a hotel, transport provider etc. Learners may have access to an in house travel agency which could provide an opportunity to create a new window display. Alternatively if the group is large learners could work in smaller groups and each team could come up with a display to form part of one overall exhibition. The title of the exhibition should be travel and tourism related but could be something as simple as 'Around the World' where each team would be given a country for which they had to produce a stand. In all cases teachers and learners will need to plan what they are going to do in plenty of time so as to allow time to request materials from tour operators, tourist boards etc. A brief written evaluation of the process, perhaps backed up with photographs, is a good way of ensuring all group members have fully understood the exercise.

Guest speakers, from the travel and tourism industry are also recommended as a way of reinforcing learning and placing it firmly within an industrial setting. To underpin delivery and give the learner the best chance of successfully completing this unit, it is strongly recommended that, wherever possible, learners be given access to real working practice in the travel and tourism industry.

### **Suggested resources**

There is a variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### **Books**

Level 1 Introductory Diploma in Travel & Tourism (4871)

Burke, J & Resnick, B (1999) Marketing and Selling the Travel Product, Delmar

Holloway, J, C & Robinson, C (1998) Marketing for Tourism, Pitman

Middleton, V (2001) Marketing in Travel and Tourism, Butterworth-Heinemann

Morgan, N & Pritchard, A (2001) Advertising in Tourism and Leisure, Butterworth-Heinemann

### **Other publications**

Trade Journals (Travel Weekly, Travel Trade Gazette)

Tour operators and principals brochures, Cruise and Ferry brochures Marketing Weekly

Holiday Which

ABTA Magazine

### **Websites**

[www.asa.org.uk](http://www.asa.org.uk)

[www.cim.co.uk](http://www.cim.co.uk)

[www.ipr.org.uk](http://www.ipr.org.uk)

[www.abtanet.co.uk](http://www.abtanet.co.uk)

[www.mad.co.uk](http://www.mad.co.uk)

[www.visitbritain.co.uk](http://www.visitbritain.co.uk)

[www.worldtravelmarket.co.uk](http://www.worldtravelmarket.co.uk)

[www.necgroup.co.uk](http://www.necgroup.co.uk)

[www.eco.co.uk](http://www.eco.co.uk)

[www.displaysense.co.uk](http://www.displaysense.co.uk)

National/local tourist office websites

Advertising Standards Authority

Chartered Institute of marketing

Institute of Public Relations

ABTA

Media, advertising, design

VisitBritain

World travel market

NEC, Birmingham

Earls Court and Olympia

Display sense promotional materials



### Rationale

This unit is about developing an awareness of UK travel and tourism destinations. Those learners choosing a career in the travel and tourism industry will benefit from a basic knowledge of destinations and attractions within the UK.

The first part of the unit is concerned with the location of key geographical features within the United Kingdom in relation to tourism. The unit then allows the learner to explore the United Kingdom by developing map reading skills and the ability to locate destinations including capital cities, major tourist towns and cities and seaside resorts within the UK.

The unit then progresses to expand the learner's knowledge on what attracts tourists to major UK tourism destinations and the appeal of individual locations.

### Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Demonstrate a knowledge of major UK geographical features
- Read and interpret maps of major UK tourist destinations
- Examine what attracts tourists to major UK tourism destinations

### Guided learning hours

It is envisaged that learners will require 30 guided learning hours in order to complete this unit. It is suggested that hours for the delivery of knowledge could be allocated to the outcomes as follows:

Outcome 1: 10 hours

Outcome 2: 10 hours

Outcome 3: 10 hours

### Connections with other qualifications

This unit is designed as part of a progression award to prepare those learners working towards achieving the following NVQs and the underpinning knowledge contained within the specific units:

### Travel and Tourism Services Level 2

Unit 204 Help Customers to Choose and Book

Unit 209 Sell Tourism Products and Services

Unit 218 Present a Commentary for a Guided Tour

### Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence produced as a result of on-line questions.

### 1 Written test (on-line)

The knowledge requirements for this unit are listed for each outcome in the next section under the heading 'What you need to know'. These will be assessed by a multiple choice test based on the test specification. Learners are permitted to take into the exam a published world travel atlas.

## Unit 112

### Outcome 1

## UK Travel and Tourism Destinations

Demonstrate a knowledge of major UK geographical features

### Practical skills

The candidate will be able to:

- 1 Explore **sources** of information to identify the structure, **seas and oceans, islands, rivers, lakes, national parks, mountains, ranges and hills** of the United Kingdom

### Underpinning knowledge

The candidate will be able to:

- 1 identify the **structure** of the united kingdom
- 2 locate and name **seas** and **oceans** around the UK
- 3 locate and name major **islands** of the UK
- 4 locate and name major **rivers** and **lakes** in the UK
- 5 locate and name major **national parks** in the UK
- 6 locate and name major **mountains, ranges and hills** in the UK.

### Range

#### Structure

Four countries of the United Kingdom, individual capital cities, the Nation's capital

#### Seas/Oceans

North, Irish, English Channel, Atlantic

#### Major UK islands and island groups

Isle of Wight, Channel Isles, Isle of Man, Hebrides

#### Major UK rivers and lakes

Thames, Avon, Severn, Mersey, Loch Lomond, Loch Ness, Loch Neagh, Lake Windermere

#### UK national parks

Dartmoor, Exmoor, Peak District, Lake District, Snowdonia, Yorkshire Dales, The Broads, Cairngorms, Trossachs

#### Major UK mountains, ranges and hills

Ben Nevis, Snowdon, Scafell Pike, Cairngorms, Lake District, Snowdonia, Pennines, Brecon Beacons

### Locate

On an outline map, using an atlas, other media (eg web-based resources, tourist information literature)

### Sources

Maps and atlases, tourist guides, leaflets, trade directories, trade press, Internet, Tourist information centres, colleagues, principles eg tour operators, hotels, etc

## Unit 112

### Outcome 2

## UK Travel and Tourism Destinations

Read and interpret maps of major UK tourist destinations

### Practical skills

The candidate will be able to:

- 1 Explore **sources** of information to identify **cities and towns, seaside resorts, gateways, national sporting venues and heritage and cultural sites** within the UK

### Underpinning knowledge

The candidate will be able to:

- 1 locate and name major **cities and towns** within the UK
- 2 locate and name major **seaside resorts** within the UK
- 3 locate and name major **gateways** within the UK
- 4 locate and name **national sporting venues** within the UK
- 5 locate and name major **heritage and cultural** sites within the UK
- 6 locate and name other **attractions** within the UK.

### Range

#### • Major tourist cities

Bath, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Glasgow, Liverpool, London, Manchester, Newcastle, Nottingham, Oxford, York

#### • Major tourist towns

Glastonbury, Harrogate, Inverness, Keswick, St. Austell, Stratford-Upon-Avon, Warwick, Windsor

#### • Major UK seaside resorts

Blackpool, Scarborough, Ayr, Newquay, Torquay, Bournemouth/Poole, Great Yarmouth, Llandudno, Skegness, Southend-on-Sea, St.Ives

#### • Gateways

##### UK airports

London (Stansted, Luton, London City, Heathrow, Gatwick), Birmingham, Manchester, Glasgow, Glasgow Prestwick, Newcastle, Edinburgh, Cardiff, Belfast (International, City)

##### UK seaports

Portsmouth, Dover, Folkestone, Southampton, Plymouth, Harwich, Pembroke, Holyhead, Newcastle, Stranraer, Newhaven, Liverpool, Douglas, Larne

### Rail

Channel Tunnel

#### • National sporting venues

Millenium Stadium Cardiff (Wales), Lords Cricket Ground, Ascot, Wembley Complex, Twickenham, Wimbledon (England), Murrayfield, St. Andrews, Hampden Park (Scotland), Windsor Park (N.Ireland)

### **Heritage & cultural sites**

Caernarvon Castle (Wales), Edinburgh old & new towns (Scotland), Hadrian's Wall, Durham castle & cathedral, Ironbridge Gorge, Bath, Stonehenge, Tower of London, Westminster Palace, Greenwich (England) Stormant Castle (N.Ireland)

- **Attractions**

#### **Theme parks**

Alton Towers, Legoland, Blackpool Pleasure Beach

#### **Man-made**

London Eye, Madame Tussauds , London, Eden Project, Cornwall, Stonehenge, Wiltshire, Windsor Castle, Berkshire, Roman Baths, Bath

#### **Natural**

Giants Causeway (N. Ireland), Lake District, Norfolk Broads

- **Sources**

Maps and atlases, tourist guides, leaflets, trade directories, trade press, Internet, Tourist information centres, colleagues, principles eg tour operators, hotels, etc

- **Attractions available in the local area**

Natural attractions, buildings, events, cinemas, theatres, walks, tours, parks, gardens

## Unit 112

### Outcome 3

## UK Travel and Tourism Destinations

Examine what attracts tourists to major UK tourism destinations

### Practical skills

The candidate will be able to:

- 1 Explore **sources** of information to identify the **reasons, appeal and facilities and services** required by different types of visitors to the United Kingdom

### Underpinning knowledge

The candidate will be able to:

- 1 identify **sources** of information on UK tourism destinations
- 2 explain what is meant by the term '**domestic**' and '**overseas**' tourism
- 3 identify the major **reasons** why people visit the UK
- 4 identify the specific **appeal** of tourism destinations within the UK
- 5 identify **facilities and services** required by different types of visitors to the UK.

### Range

#### Sources

Maps and atlases, tourist guides, leaflets, trade directories, trade press, Internet, Tourist information centres, colleagues, principles eg tour operators, hotels, etc

#### Domestic

Visitors from within ones' own country

#### Overseas

Visitors from abroad/outside own country

#### Reasons

Leisure, Business, Visiting Friends or Relatives (VFR)

#### Appeal

Sightseeing, cultural, business, sport and recreation

#### Facilities and services

Accommodation, catering, entertainment and attractions, transport, specific facilities (ie people with specific needs)

# Unit 112 UK Travel and Tourism Destinations

## Notes for guidance

### **Suggested good practice**

It should be immediately recognised that those working towards the UK Travel and Tourism Destinations at level 1 are likely to have a scant knowledge of the tourist destinations of the United Kingdom, a subject often cited by industry representatives as a weakness in newly qualified travel and tourism students. This is a practical unit that will give learners an opportunity to learn about the UK and key destinations for both domestic and inbound tourists.

In choosing which destinations to be studied learners should be reminded that the UK covers the whole of England, Scotland, Wales and Northern Ireland. The main aim of the unit is to improve learners' familiarity with the whole of the UK and learners should be discouraged from simply investigating destinations that are nearby or that they have visited.

Learners should be encouraged to examine visual references of destinations and their features. These should not only include the usual methods such as travel atlases and maps, but also examine videos, photographs and pictures of destinations and attractions (as used in brochures and guidebooks), and learners should be able to identify pictures of attractions (eg the London Eye).

Given the large number of destinations in the UK used by tourists, this unit should be viewed as an introduction only, helping to improve the learners' knowledge of major destinations, why they attract tourists and how to obtain information about them. Please note that it is not expected that learners will be able to remember from memory all the items in the range provided. However, learners should be able to locate any item within the range with the use of appropriate support materials. Assessors may at times, feel that it would benefit the learner by studying examples within their local area, which are outside the range provided. However, they should note that learners will only be assessed on the items listed in the range statements.

Visits or residentials are an excellent way of introducing learners to areas of the UK that are outside their normal experience. The use of quizzes, games, atlases and road maps and the internet will help learners to locate and understand the appeal of destinations.

### **Suggested resources**

There is a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with. However in this fast moving industry it is imperative to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

#### **Books**

World Travel Guide (2001), Columbus Publishing

World Travel Atlas (2003), Columbus Publishing

Tourist Attractions and Events of the World (2001), Columbus Publishing

#### **Other publications**

Trade Journals (Travel Trade Gazette, Travel Weekly) Holiday brochures  
DG & G Guides

#### **Videos**

As well as the television holiday programmes there are many commercial videos available. Videos act as a stimulus for further discussion or as a visual image of a destination. A range of videos are available from VisitBritain and regional tourist boards.

### **Websites**

Most regional tourist boards, cities, towns or local authorities have a website, examples are listed below:

[www.visitbritain.com](http://www.visitbritain.com)

[www.visitengland.com](http://www.visitengland.com)

[www.staruk.org.uk](http://www.staruk.org.uk)

[www.statistics.gov.uk](http://www.statistics.gov.uk)

[www.cnp.org.uk](http://www.cnp.org.uk)

[www.wtgonline.com](http://www.wtgonline.com)

[www.goodbeachguide.co.uk](http://www.goodbeachguide.co.uk)

[www.wishyouwerehere.co.uk](http://www.wishyouwerehere.co.uk)

[www.york-tourism.co.uk](http://www.york-tourism.co.uk)

[www.tourism.wales.gov.uk](http://www.tourism.wales.gov.uk)

[www.aboutscotland.com](http://www.aboutscotland.com)

[www.londontown.com](http://www.londontown.com)

[www.bournemouth.co.uk](http://www.bournemouth.co.uk)

[www.attractions.co.uk](http://www.attractions.co.uk)

[www.culture.gov.uk](http://www.culture.gov.uk)

Visit Britain

Visit England

UK tourism statistics

Travel Trends Surveys

Council for National parks

World Travel Guide

Good Beach Guide

Wish you were here

York Tourism

Tourism for Wales

About Scotland

London Town

Bournemouth Tourism

Attractions Management

Dept for Culture, Media & Sport

## Appendix 1 Credit frameworks

Credit frameworks are a way of recognising achievement through the award of credits for units and qualifications. Each unit has been allocated a credit value, and this allows for the accumulation and transfer of credit achievement over time.

Credit is a means of recognising learning by awarding credit each time a candidate successfully completes a unit within a credit framework.

Credit frameworks are now in place in England, Scotland and Wales:

England – the Qualification and Credit Framework (QCF) [www.qca.org.uk/](http://www.qca.org.uk/)

Scotland – the Scottish Credit and Qualifications Framework (SCQF) [www.scqf.org.uk/](http://www.scqf.org.uk/)

Wales – the Credit and Qualifications Framework for Wales (CQFW) [www.wales.gov.uk](http://www.wales.gov.uk)

### Values for the Credit and Qualification framework for Wales

Unit No.	Unit Title	QCA unit reference	Credit Value	Level
101	Worldwide Travel and Tourism Destinations	A/102/4386	8	1
102	Customer Relations for Travel and Tourism	F/102/4390	6	1
103	Introduction to Workplace Communication Skills for Travel and Tourism	J/102/4391	8	1
104	Introduction to the UK Travel Industry	R/102/4392	4	1
105	Introduction to Retail Travel Services	F/102/4393	9	1
106	Air Fares and Ticketing	F/102/4387	4	1
107	Planning Itineraries for Travel and Tourism	Y/102/4394	4	1
108	Introduction to the UK Tourism Industry	D/102/4395	4	1
109	Introduction to Health and Safety for Travel and Tourism	H/102/43396	6	1
110	Travel and Tourism for all	L/102/4389	6	1
111	Promotional Materials for Travel and Tourism	K/102/4397	4	1
112	UK Travel and Tourism Destinations	J/102/4388	4	1



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