Level 2
Award/Certificate/Diploma in Travel and Tourism (4876)

Qualification handbook for centres

City&
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Level 2
Award/Certificate/Diploma in Travel and Tourism (4876)

Qualification handbook for centres

Qualification title	Number	QAN
Level 2 Award in Meet and Greet Services in Travel and Tourism	4876	500/9478/6
Level 2 Award in Worldwide Travel and Tourism Destinations	4876	500/9481/6
Level 2 Award in Air Fares and Ticketing	4876	500/9483/X
Level 2 Award in UK Travel and Tourism Destinations	4876	500/9484/1
Level 2 Award in Travel and Tourism Support Services	4876	500/9477/4
Level 2 Certificate in UK Tourism	4876	500/9475/ 0
Level 2 Certificate in Skills for Working in Travel and Tourism	4876	500/9482/8
Level 2 Certificate in Retail Travel	4876	500/9474/9
Level 2 Certificate in Resort Representatives	4876	500/9476/2
Level 2 Certificate in Travel and Tourism Destinations	4876	500/9479/8
Level 2 Diploma in Travel and Tourism	4876	500/9618/7

Version and date	Change detail	Section
Version 2.0 August 2012	Amend cooking temperature to 75°C for safe food handling practices	Unit 228 Outcome 4
Version 2.1 September 2014	Correct 208 to 209	1.1 qualification structure

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Contents

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 2 Award in Meet and Greet Services in Travel and Tourism	4876	500/9478/6	31/12/2012	31/12/2014
Level 2 Award in Worldwide Travel and Tourism Destinations	4876	500/9481/6	31/12/2012	31/12/2014
Level 2 Award in Air Fares and Ticketing	4876	500/9483/X	31/12/2012	31/12/2014
Level 2 Award in UK Travel and Tourism Destinations	4876	500/9484/1	31/12/2012	31/12/2014
Level 2 Award in Travel and Tourism Support Services	4876	500/9477/4	31/12/2012	31/12/2014
Level 2 Certificate in UK Tourism	4876	500/9475/0	31/12/2012	31/12/2014
Level 2 Certificate in Skills for Working in Travel and Tourism	4876	500/9482/8	31/12/2012	31/12/2014
Level 2 Certificate in Retail Travel	4876	500/9474/9	31/12/2012	31/12/2014
Level 2 Certificate in Resort Representatives	4876	500/9476/2	31/12/2012	31/12/2014
Level 2 Certificate in Travel and Tourism Destinations	4876	500/9479/8	31/12/2012	31/12/2014
Level 2 Certificate in Travel Services (Technical Certificate)	4876	500/9724/6	31/07/2013	31/02/2015
Level 2 Diploma in Travel and Tourism	4876	500/9618/7	31/12/2012	31/12/2014

Area	The Level 2 Travel and Tourism suite of qualifications
Who is the qualification for?	…meet the needs of candidates who work or want to work as a Holiday Centre/Worker Manager, Holiday Representative, Tour Guide, Tourist Information Centre Assistant, Travel Agent in the travel and tourism sector
What does the qualification cover?	…allow candidates to learn, develop and practise the skills required for employment and/or career progression in the travel and tourism sector.
Is the qualification part of a framework or initiative?	… the Level 2 Certificate in Travel Services serves as a technical certificate, in the travel industry Apprenticeship framework.
Why has the qualification been developed?	… provides valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence. …replaces the City & Guilds Level 2 Diploma in Travel and Tourism (4872) which expires on 31/12/2010.

1.1 Qualification structure

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
J/601/5421	Unit 201	Worldwide travel and tourism destinations	Optional	10
L/601/3105	Unit 203	Customer service and selling skills for travel and tourism	Mandatory	9
J/601/3152	Unit 204	Interpersonal skills for the travel and tourism workplace	Mandatory	7
H/601/5443	Unit 205	UK travel and tourism destinations	Optional	7
D/601/3187	Unit 206	The structure of the UK travel industry	Optional	7
R/601/3154	Unit 207	Retail travel services	Optional	7
H/601/3188	Unit 209	UK transportation for travel and tourism	Optional	4
M/601/5445	Unit 210	Travel and tourism support services	Optional	6
R/601/5423	Unit 212	Air fares and ticketing – Learn Travel	Optional	10
M/601/3159	Unit 213	Visitor attractions	Optional	4
D/601/3190	Unit 214	Resort representatives	Optional	8
M/601/3162	Unit 215	Responsible tourism	Optional	7

H/601/3191	Unit 216	Tourist information services	Optional	4
T/601/3180	Unit 217	Tour operations	Optional	7
M/601/3193	Unit 219	Promotional activities in travel and tourism	Optional	4
L/601/5422	Unit 220	Business travel planning	Optional	10
F/601/3182	Unit 221	Global distribution systems	Optional	3
T/601/3194	Unit 222	Meet and greet in travel and tourism services	Optional	1
J/601/3183	Unit 225	Travel planning	Optional	5
A/601/3195	Unit 226	Activity tourism in the UK	Optional	5
T/600/1059	Unit 227	Principles of customer service in hospitality, leisure, travel and tourism	Optional	1
H/502/0132	Unit 228	Food safety in catering	Optional	1
R/601/5423/	Unit 230	Air fare and ticketing – CTH Awards	Optional	10

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│                  4876-92                      │
│      LEVEL 2 AWARD IN TRAVEL AND TOURISM      │
│        (All stand alone qualifications)       │
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Unit 222 Award in Meet and greet services in Travel and Tourism (1 credit)	Unit 201 Award in Worldwide travel and tourism destinations (10 credits	Unit 212 Award in Air fares and ticketing (IATA 1) (10 credits)

Unit 205 Award in UK travel and tourism destinations (7 credits)	Unit 210 Award in Travel and tourism support services (6 credits)

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│      LEVEL 2 CERTIFICATE  IN TRAVEL AND TOURISM │
│        (All stand alone qualifications)       │
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4876-20 Certificate in UK Tourism (20 credits)	4876-21 Certificate in Skills for Working in Travel and Tourism (17 credits)	4876-22 Certificate in Retail Travel (25 credits)
4876-23 Certificate in Resort Representatives (32 credits)	4876-24 Certificate in Travel and Tourism Destinations (24 credits)	4876-25 Certificate in Travel Services (Technical certificate for Apprenticeship)

LEVEL 2 DIPLOMA IN TRAVEL AND TOURISM
Candidates must choose **one** of the following:

Unit 203 Customer service and selling skills for travel and tourism (9 credits)	Unit 204 Interpersonal skills for the travel and tourism workplace (7 credits)

37-39 credits from:

Unit 201 Worldwide travel and tourism destinations (10 credits)	Unit 203 Customer service and selling skills for travel and tourism (9 credits)	Unit 204 Interpersonal skills for the travel and tourism workplace (7 credits)	Unit 205 UK travel and tourism destinations (7 credits)
Unit 206 Structure of the UK travel industry (7 credits)	Unit 207 Retail travel services (7 credits)	Unit 209 UK transportation for travel and tourism (4 credits)	Unit 210 Travel and tourism support services (6 credits)
Unit 212 Air fares and ticketing (IATA Level 1) (10 credits)	Unit 213 Visitor attractions (4 credits)	Unit 214 Resort representatives (8 credits)	Unit 215 Responsible tourism (7 credits)
Unit 216 Tourist information services (4 credits)	Unit 217 Tour operations (7 credits)	Unit 219 Promotional activities in travel and tourism (4 credits)	Unit 220 Business travel planning (10 credits)
Unit 221 Global distribution systems (3 credits)	Unit 222 Meet and greet services (1 credit)	Unit 225 Travel planning (6 credits)	Unit 226 Activity tourism in the UK (5 credits)
	Unit 227 Food safety in catering (1 credit)	Unit 228 Principles of customer service in hospitality, leisure, travel and tourism (1 credit)	

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 Award/Certificate/Diploma in Travel and Tourism
- Level 2 NVQ Diploma in Travel Services
- Level 2 NVQ Certificate in Tourism Services.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Promotional materials	www.cityandguilds.com
Fast track approval forms/generic fast track approval form	www.cityandguilds.com
Assessors' guide for centres	www.cityandguilds.com
Answer pack for centres	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 First Diploma in Travel and Tourism (4872) will receive automatic approval for the new Level 1 Award/Certificate/Diploma in Travel and Tourism (4876-20/21/22/23/24/25/26/92), which will be made available from 01 September 2010.

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of [eg Mental Health] for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There are no age limits attached to candidates undertaking the qualifications unless this is a legal requirement of the process or the environment.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4   Assessment

4.1   Summary of assessment methods

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Worldwide travel and tourism destinations	City & Guilds GOLA online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
203	Customer service and selling skills for travel and tourism	Assignment 4876-203 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
204	Interpersonal skills for the travel and tourism workplace	Assignment 4876-204 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
205	UK travel and tourism destinations	City & Guilds GOLA online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
206	Structure of the UK travel industry	Assignment 4876-206 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com

Unit No.	Title	Assessment Method	Where to obtain assessment materials
207	Retail travel services	Assignment 4876-207	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN024876 www.cityandguilds.com
		Externally set assignment, locally marked and externally verified.	
209	UK transportation for travel and tourism	Assignment 4876-209	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN024876 www.cityandguilds.com
		Externally set assignment, locally marked and externally verified.	
210	Travel and tourism support services	Assignment 4876-210	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN024876 www.cityandguilds.com
		Externally set assignment, locally marked and externally verified.	
212	Air fares and ticketing (IATA Level 1)	Short-answer 4876-212 Short-answer question paper (on demand/paper based)	
213	Visitor attractions	Assignment 4876-213	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN024876 www.cityandguilds.com
		Externally set assignment, locally marked and externally verified.	
214	Resort representatives	Assignment 4876-214	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN024876 www.cityandguilds.com
		Externally set assignment, locally marked and externally verified.	

Unit No.	Title	Assessment Method	Where to obtain assessment materials
215	Responsible tourism	Assignment 4876-215 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
216	Tourist information services	Assignment 4876-216 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
217	Tour operations	Assignment 4876-217 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
219	Promotional activities in travel and tourism	Assignment 4876-219 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
220	Business travel planning	City & Guilds GOLA online multiple choice test The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
221	Global distribution systems	Assignment 4876-221 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com

Unit No.	Title	Assessment Method	Where to obtain assessment materials
222	Meet and greet service in Travel and Tourism	Short-answer question paper	
225	Travel planning	Assignment 4876-225 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
226	Activity tourism in the UK	Assignment 4876-226 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024876 www.cityandguilds.com
227	Principles of customer service in hospitality, leisure, travel and tourism	Written/On demand	
228	Food safety in catering	City & Guilds GOLA online multiple choice test The assessment covers all of the knowledge outcomes.	
230	Air fares and ticketing (CTH Awards)	Short-answer 4876-230 Short-answer question paper (on demand/paper based)	

4.2 Test specifications

The test specifications for the units and qualifications are below:

Unit 201:   Worldwide travel and tourism destinations
Duration: 90 minutes

Unit number	Outcome	No. of questions	%
001	1 Know tourism destinations of the world	27	54
002	2 Understand tourism destinations to inform travellers	23	46
	Total	50	100

Unit 205:   UK travel and tourism destinations
Duration: 90 minutes

Unit number	Outcome	No. of questions	%
001	1 Know UK physical features relating to travel and tourism	17	34
002	2 Know established tourism destinations within the UK	23	46
003	Understand what attracts tourists to the UK	10	20
	Total	50	100

Unit 220: Business travel planning
Duration: 90 minutes

Unit number	Outcome	No. of questions	%
001	Understand the role of travel management companies	5	08
002	Understand how information technology is used in business travel	6	10
003	Know business travel destinations	7	12
004	Understand published and discounted air fares	8	13
005	Know travel services for the business traveller	15	25
006	Know ancillary travel support services for the business traveller	7	12
007	Be able to plan and construct business travel itineraries	12	20
	Total	60	100%

4.3   Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

5 Units

Structure of units

The units in this qualification are written in a standard format and comprise the following:
- City & Guilds reference number
- level
- credit value
- unit accreditation number
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- guided learning hours
- endorsement by a sector or other appropriate body
- information on assessment
- notes for guidance.

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Unit 201　　Worldwide travel and tourism destinations

Level:　　　　2
Credit value:　　10
NDAQ number:　J/601/5421

Unit aim

The aim is to develop the learner's knowledge and skills so they can locate important tourist destinations worldwide as well as provide information needed for travel.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know tourism destinations of the world
2. Understand tourism destinations to inform travellers

Guided learning hours

It is recommended that **72** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an online multiple choice test. **Candidates are permitted to take into the exam a published world travel atlas and a visitor/tourist attraction guide.**

Unit 201   Worldwide travel and tourism destinations

Outcome 1   Know tourism destinations of the world

Assessment Criteria

Practical skills

The learner can:

1. locate the **continents** of the world
2. locate **countries** of the world
3. locate **capital cities** and **major cities** worldwide
4. locate **oceans, seas, gulfs and bays** of the world
5. locate major **physical features** including mountains, mountain ranges, rivers, lakes, falls and deserts
6. locate **man-made features** throughout the world
7. locate **islands** and **island groups** that attract tourists throughout the world
8. locate **national parks** throughout the world.

Knowledge

The learner can:

1. identify popular **outbound tourist destinations**
2. identify major **seaports** serving tourist destinations
3. identify major **airports** serving tourist destinations.

Range

Continents

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

Countries

- **Europe**

  Austria, Belgium, Bulgaria, Bosnia, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia and Montenegro, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom

- **Worldwide**

  Australia, Brazil, Canada, China, Egypt, India, Indonesia, Japan, Jordan, Kenya, Malaysia, Mexico, New Zealand, Peru, Singapore, South Africa, Thailand, United Arab Emirates, United States of America

Capital cities

- **Europe**

  Vienna (Austria), Brussels (Belgium), Sofia (Bulgaria), Zagreb (Croatia), Prague (Czech Republic), Copenhagen (Denmark), Helsinki (Finland), Paris (France), Berlin (Germany), Athens (Greece), Dublin (Ireland), Rome (Italy), The Hague (Netherlands), Oslo (Norway), Lisbon (Portugal), Moscow (Russian Federation), Madrid (Spain), Stockholm (Sweden), Bern (Switzerland), Ankara (Turkey), London (UK), Amsterdam (Holland)

- **Worldwide**

  Canberra (Australia), Brasilia (Brazil), Ottawa (Canada), Beijing (China), Cairo (Egypt), New Delhi (India), Jakarta (Indonesia), Tokyo (Japan), Amman (Jordan), Nairobi (Kenya), Kuala Lumpur (Malaysia), Mexico City (Mexico), Wellington (New Zealand), Lima (Peru), Singapore City (Singapore), Pretoria (South Africa), Bangkok (Thailand), Dubai (UAE), Washington DC (USA)

Major cities

- **UK**

  London, Manchester, Birmingham, Liverpool, Newcastle, Bristol, Oxford, Cambridge, Southampton, Glasgow, Edinburgh, Aberdeen, Cardiff, Swansea, Belfast

- **Europe**

  Innsbruck (Austria), Bruges (Belgium), Marseilles, Lyons (France), Frankfurt, Munich (Germany), Naples, Milan (Italy), Amsterdam (The Netherlands), St Petersburg (Russian Federation), Barcelona (Spain), Zurich, Geneva (Switzerland), Istanbul (Turkey)

- **Worldwide**

  Sydney, Melbourne, Brisbane (Australia), Rio de Janeiro (Brazil), Toronto, Montreal, Vancouver (Canada), Shanghai (China), Mumbai (India), Auckland (New Zealand), Johannesburg, Cape Town (South Africa), New York City, Boston, Los Angeles, San Francisco, Miami, Chicago, Las Vegas (USA)

Oceans, seas, gulfs and bays

- **Oceans**

  North Atlantic, South Atlantic, Pacific, Indian, Arctic, Southern

- **Seas**

  Mediterranean, Red, North, Black, Caribbean, Irish, China

- **Gulfs/Bays**

  Mexico, Biscay, The Gulf (Persian), Bengal, Hudson

Physical features

- **Deserts**

  Gobi, Sahara, Kalahari, Red Centre (Australia)

- **Mountains**

  Everest, Mont Blanc, Matterhorn, Snowdon, Ben Nevis, Mt Cook, Kilimanjaro, Fuji, McKinley

- **Mountain ranges**

  Alps, Himalayas, Pyrenees, Andes, Rockies, Atlas, Blue Mountains, Dolomites

- **Rivers**

  River Nile, Amazon River, River Rhine, River Danube, Loire, Volga, Yangtze River(Chang Jiang), Mississippi River, St Lawrence, Colorado, Murray River

- **Lakes**

  Windermere, Geneva, Lucerne, Guardia, Victoria, Salt Lake, Como, Winnipeg, Titicaca, Great Lakes (Michigan, Erie, Huron, Ontario, Superior)

- **Falls**

  Niagara (USA/Canada), Victoria (Zambia/Zimbabwe), Angel (Venezuela)

- **Natural Features**

  Grand Canyon (USA), Great Barrier Reef, Red Centre (Australia), Table Mountain (South Africa), Sugarloaf Mountain (Brazil)

- **Man-made features**

  CN Tower (Canada), Empire State Building, White House, Golden Gate Bridge, Mount Rushmore, Statue of Liberty (USA), Christ the Redeemer (Brazil), Taj Mahal (India), Great Wall of China (China), Royal Grand Palace (Thailand), Raffles Hotel(Singapore), Imperial Palace (Japan), Machu Picchu (Peru), The Pyramids (Egypt), Sydney Opera House (Australia), Petra (Jordan), Petronas Towers (Malaysia), Robben Island (South Africa)

Islands

Mauritius, Bermuda, Sri Lanka, Bali, Sardinia, Corsica, Sicily, Madeira, Malta, Cyprus

Island groups

Bahamas, Caymans, Seychelles, Hawaiian, Maldives, Balearics, Canaries, Caribbean, Greek

National parks

Yosemite, Grand Canyon, Yellowstone, Everglades (USA), Masai Mara (Kenya), Kruger (South Africa), Kakadu (Australia), Dartmoor, Exmoor, Peak District, Snowdonia, Lake District, Yorkshire Dales, The Broads, Cairngorms, Pembrokeshire Coast, South Downs, New Forest, Brecon Beacons, Northumberland, North York Moors, Loch Lomond and The Trossachs (UK)

Outbound tourist destinations

- **North America**

  United States (Florida, California, New York City, Washington DC, New England, Las Vegas, New Orleans), Canada (Toronto, Vancouver, Canadian Rockies)

- **Latin America**

  Mexico (Acapulco, Cancun), Costa Rica

- **South America**

  Brazil (Rio de Janeiro), Peru (Machu Picchu)

- **Europe**

  Tuscany, Adriatic Riviera, Neapolitan Riviera, Italian Riviera, Italian Lakes (Italy), Costa Blanca, Costa Brava, Costa del Sol, Costa Dorada, Balearics, Canaries (Spain), Algarve, Madeira (Portugal), Tyrol (Austria), Black Forest, Rhine Valley (Germany), Côte D'Azur, Loire Valley, Vendee (France), Alps (French, Italian, Swiss, Austrian)

- **Asia**

  India (Goa), China (Beijing, Shanghai, Hong Kong), Sri Lanka, Thailand (Pattaya, Phuket, Bangkok, Chiang Mai), Indonesia (Bali, Lombok), Singapore, Japan (Tokyo), Malaysia (Penang)

- **Middle-East**

  Dubai (UAE), Jordan (Petra), Israel (Jerusalem)

- **Australia/New Zealand**

  Australia (Sydney, Melbourne, Cairns/Barrier Reef, Perth, Darwin, Uluru/ Red Centre), New Zealand (Wellington, Auckland)

  Africa

  Egypt (Cairo, Luxor, Sharm-el-Sheikh), Kenya (Mombasa), South Africa (Cape Town, Sun City, Durban)

- **Islands**

  Mauritius, Bermuda, Sri Lanka, Bali, Sardinia, Corsica, Sicily, Madeira, Malta, Cyprus

- **Island groups**

  Bahamas, Caymans, Seychelles, Hawaiian, Maldives, Balearics, Canaries, Caribbean, Greek Islands

Seaports

- **UK**

  Portsmouth, Dover, Southampton, Hull, Holyhead

- **Europe**

  Zeebrugge (Belgium), Calais, Le Havre, Cherbourg, St Malo (France), Dublin (Ireland), Bilbao, Barcelona, Palma (Spain), Lisbon, Oporto (Portugal), Genoa, Civitavecchia-Rome, Venice (Italy), Piraeus-Athens, Rhodes, Heraklion (Greece), Istanbul, Marmaris (Turkey), Bergen (Norway), Gothenburg (Sweden), Esbjerg (Denmark), Rotterdam (Netherlands)

Airports

- **UK**

  Belfast, Cardiff, Bristol, Glasgow, Newcastle, Manchester, Birmingham, London (Stansted, Gatwick, Heathrow, Luton)

- **Europe**

  Amsterdam, Brussels, Frankfurt, Berlin, Munich, Prague, Krakow, Warsaw, Zurich, Bratislava, Budapest, Vienna, Sophia, Dubrovnik, Split, Ljubljana, Athens, Corfu, Rome, Venice, Paris, Nice, Barcelona, Alicante, Malaga, Ibiza, Palma, Mahon, Tenerife, Gran Canaria, Lanzarote, Lisbon, Faro, Funchal, Stockholm, Oslo, Copenhagen, Helsinki, Argi, Tallin, Vilnius, Istanbul, Antalya, Dalaman, Bodrum, Larnaca, Moscow, Varna

Unit 201   Worldwide travel and tourism destinations

Outcome 2   Understand tourism destinations to inform
             travellers

Assessment Criteria

Knowledge

The learner can:

1. identify major **tourist attractions**
2. explain the **appeal** of individual **tourist attractions**
3. identify **sun, winter sport** and **city destinations**
4. explain the appeal of different types of tourist destinations
5. identify popular **special events** in relation to travel and tourism
6. identify the official **language** of different **outbound destinations**
7. identify the **currencies** of **outbound destinations**
8. explain the impact on travellers of different time zones
9. explain the most appropriate **method of travelling** between worldwide destinations
10. explain the types of **climate** found in major **outbound destinations** worldwide
11. identify major **shops and shopping areas** in outbound destinations worldwide.

Range

Tourist attractions: UK

- **Theme Parks**

    Alton Towers, Thorpe Park, Chessington World of Adventures, Legoland, Blackpool Pleasure
    Beach, Pleasureland Theme Park (Southport), Drayton Manor Family Theme Park

- **Man-made**

    London Eye, Tower of London, Westminster Abbey, St Paul's Cathedral, Madame Tussauds, Kew
    Gardens, London Zoo, Tate Modern, Victoria & Albert Museum (London), Eden Project
    (Cornwall), Stonehenge (Wiltshire), Blenheim Palace (Oxfordshire), Durham Cathedral (Durham),
    Windsor Castle (Berkshire), Roman Baths (Bath), Edinburgh Castle, Chester Zoo, Canterbury
    Cathedral, York Minster, Hadrian's Wall (Northumberland), Royal Pavilion (Brighton & Hove)

- **Natural**

    Giants Causeway, Lake District, The Broads, Snowdonia, The Highlands.

Tourist attractions: Europe

- **Theme Parks**

    Disneyland Resort Paris, Parc Asterix, Futurescope (France), Legoland, Tivoli Gardens
    (Denmark), Santapark (Finland), Port Aventura, WarnerBros Movieworld, Universal Mediterranea
    (Spain), De Efteling (Netherlands), Phantasialand, Eifelpark (Germany)

- **Man-made**

    Little Mermaid (Denmark), Arc de Triumphe, Eiffel Tower, Notre Dame Cathedral, The Louvre
    (France), Acropolis (Greece), Blarney Castle (Ireland), Colosseum, St Marks Square, Pompeii
    (Italy), Anne Frank House (Netherlands), Alhambra, Prado (Spain), Blue Mosque, Ephesus
    (Turkey), Red Square, St Basils Basilica, Winter Palace, Kremlin (Russian Federation)

  - **Natural**

    Rock of Gibraltar, The Fjords (Norway), Pamukkale, Cappadoccia (Turkey)

Tourist attractions: Worldwide

- **Theme parks**

  Walt Disney World Resort, Disneyland, Universal Studios, Busch Gardens, Sea World Adventure Park (USA), Tokyo Disney Resort (Japan)

- **Man-made**

  UN Tower (Canada), Empire State Building, White House, Golden Gate Bridge, Mount Rushmore, Statue of Liberty (USA), Chichen Itza (Mexico), Christ the Redeemer (Brazil), Golden Temple, Taj Mahal (India), Great Wall of China, Terracotta Army (China), Royal Grand Palace (Thailand), Raffles (Singapore), Imperial Palace (Japan), Machu Pichu (Peru), The Pyramids (Egypt), Sydney Opera House (Australia), Petra (Jordan), Petronas Towers (Malaysia), Robben Island (South Africa)

- **Natural Features**

  Grand Canyon, Niagara Falls (USA), Great Barrier Reef, Red Centre (Australia), Table Mountain (South Africa), Iguacu falls, Sugarloaf Mountain (Brazil)

Appeal

Education, cultural, heritage, thrill seeking, entertainment, relaxation, price, climate, facilities, nature

Sun destinations

- **UK**

  Blackpool, Scarborough, Brighton & Hove, Newquay, Bournemouth, Great Yarmouth, Tenby, Llandudno, Skegness, Torbay

- **Europe**

  Torremolinos, Benidorm, Lloret, Playa de las Americas, Playa del Ingles (Spain), Rimini, Lido di Jesolo, Sorrento, Amalfi (Italy), Nice, Cannes, St Tropez (France), Albufeira (Portugal), Bodrum, Marmaris (Turkey), Faliraki (Rhodes, Greece), Kavos (Corfu, Greece), Agios Nikolaos (Crete), Ayia Napa (Cyprus), Malta.

- **Worldwide**

  Acapulco, Cancun (Mexico), Gulf coast of Florida, Miami Gold Coast (USA), Penang (Malaysia), Surfers Paradise (Australia), Pattaya Beach, Phuket (Thailand), Goa (India), (Gambia), Nassau (Bahamas)

Winter sports destinations

Austria, Switzerland, Italy, France, Canada, USA, UK, Spain, Bulgaria

Special events

St Patrick's Day Parade, New York, Mardi Gras, New Orleans (USA), Rio Carnival, Rio (Brazil), Calgary Stampede, Calgary (Canada), Edinburgh Festival, Edinburgh (UK), Cannes Film Festival, Bastille Day (France), Oktoberfest, Passion Play (Germany), Pamplona (Spain), Notting Hill Carnival, Queen's Birthday Parade - Trooping the Colour, London, Edinburgh Military Tattoo (UK), Australia Day (Australia), Venice Carnival (Italy)

Outbound destinations

- **Europe**

  Austria, Belgium, Bulgaria, Croatia, Czech Republic, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Netherlands, Norway, Portugal, Russian Federation, Spain, Sweden, Switzerland, Turkey, UK

- **Worldwide**

  Australia, Brazil, Canada, China, Egypt, Gambia, India, Indonesia (Bali), Japan, Jordan, Kenya, Malaysia, Mexico, New Zealand, Peru, Singapore, South Africa, Thailand, UAE, USA

- **Islands**

  Mauritius, Bermuda, Sri Lanka, Bali, Sardinia, Corsica, Sicily, Madeira, Malta, Fiji, Cyprus

- **Island groups**

  Bahamas, Caymans, Seychelles, Hawaiian, Maldives, Balearics, Canaries, Caribbean, Greek Islands

Language

eg English, French, Spanish, Italian, Portuguese, Greek, Turkish, German

Currencies

Euro, US Dollar, South African Rand, Indian Rupee, Thai Baht, Kenyan Schilling, Japanese Yen, Mexican Peso, Brazilian Real, Turkish Lira

Method of traveling

Air, sea, rail, roads

Shops & shopping areas

- **Shops**

  Harrods (London), Galeries Lafayette (Paris), GUM (Moscow), Macys, Bloomingdales (New York)

- **Shopping areas**

  Oxford St, Covent Garden (London), Fifth Avenue (New York), Champs Elysees (Paris), Rodeo Drive (Los Angeles), 5th Avenue (New York)

Climate

Polar, humid (cooler, warmer, tropical) dry, hurricane, monsoon

Unit 201   Worldwide travel and tourism destinations

Notes for guidance

Suggested good practice

It should be recognised that those working towards Travel Destinations at Level 2 are likely to come from a variety of backgrounds and have differing knowledge of the subject. Whereas at Level 1 it is only reasonable to expect the learner to locate information on destinations, at Level 2 we expect them to locate and also provide additional information on travel destinations worldwide. It is therefore expected that the learner will have some prior learning. The key to understanding this qualification is to be able to find information and interpret it from the various sources that are available. The learner is expected to research information and provide simple analysis of destinations worldwide and provide effective comparisons between the various destinations.

The unit should be delivered in an interactive format encouraging the learner to practice using the world travel atlas and any other manuals to source the answers as much as possible. Learners should be encouraged to examine visual references of destinations and their features. These should not only include the usual methods such as travel atlases and maps, but also videos, photographs and pictures of destinations and attractions (as used in brochures and guidebooks). For example, learners should be able to associate pictures of attractions (ie the Eiffel Tower) with cities (Paris, France).

Although, not, in any way, a definitive list, it is recognised that the range of travel destinations etc provided is very extensive. At this level, the range provided is what a learner would be expected to know were they entering the industry. **Please note that it is not expected that learners will remember 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 should note that learners will only be assessed on the items listed in the range statements.

Learning and support 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 whatever they feel most comfortable with. However in this fast-moving industry it is imperative to ensure that the latest edition of any resource is utilized. Examples of resources, which could be used, include:

Resource	Title/How to access	
Books	• World Travel Atlas (2003) Columbus Publishing	
Periodicals and other publications	• Tourist Attractions and Events Around the World (2001) Columbus Publishing	
	• Trade Journals eg Travel Weekly, Travel Trade Gazette	
Websites	**The list of websites relating to travel and tourism destinations is endless, but the following sites will provide a useful starting point for relevant information:**	
	www.wto.org	World Tourism Organisation
	www.world-tourism.org	World Tourism Organisation Statistical Service
	www.towd.com	Tourism Offices Worldwide

		Directory
	www.lonelyplanet.co.uk	Country Information and discussion boards
	www.bugbog.com	Independent destination finder
	www.travel-guide.com	Worldwide destination guide
	www.nationalgeographic.com/travel	Travel guide site
	www.world-guides.com	Destination information
	www.gazetteers.com	DG & G Guides

Unit 203 Customer service and selling skills for travel and tourism

Level: 2
Credit value: 9
NDAQ number: L/601/3105

Unit aim

The aim of this unit is to provide the learner with an introduction to the selling skills required when assisting travel and tourism customers.

Many of those choosing a career in the travel and tourism industry are likely to find themselves in a sales role. This may be as a travel agent where selling a product to meet the customers' needs is a key activity. On the other hand, it may be in a role such as a historic house tour guide or airline cabin crew, where selling may not be the main focus. In either case, it is essential that employees are equipped with the basics of the sales process.

The unit takes the learner through the essential steps needed to get from an initial customer enquiry to a completed sale for a satisfied customer.

As a first step, learners look at how to establish a rapport with a customer and their personal responsibility for promoting this part of the process. From here, learners are encouraged to investigate the customer's requirements in an appropriate manner and then look for products and services to meet those individual needs.

To help them do this, learners are required to identify the range of resources which they will use to identify appropriate products and services, and to become familiar with them.

To achieve a sale, the learner needs to know the main features of the products and services suggested and to be able to explain how these will benefit the buyer.

Finally, the unit looks at perhaps the most difficult part of the sales process; how to close a sale. When taken as a whole the unit should provide the learner with an insight into selling at a junior level and provide a springboard for future learning and development.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:
1. Be able to establish a rapport with travel and tourism customers
2. Be able to serve travel and tourism customers
3. Be able to develop positive relationships with customers and suppliers
4. Be able to establish the wants and needs of travel and tourism customers
5. Be able to select products and services to satisfy customers' wants and needs
6. Be able to present products and services to travel and tourism customers
7. Understand how to close a travel and tourism sale

Guided learning hours

It is recommended that **82** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 203   Customer service and selling skills for travel and tourism

Outcome 1   Be able to establish a rapport with travel and tourism customers

Assessment Criteria
Practical skills
The learner can:
1. create a good **first impression** in **dealings** with customers
2. meet and greet customers in a **professional manner**
3. use good **verbal communications** skills with customers.

Knowledge
The learner can:
1. explain why good **personal appearance** is important when representing an organisation
2. describe appropriate **body language** to build rapport with customers
3. describe a **welcoming customer environment**
4. explain how to create a **positive image** of the organisation to customers
5. describe how to meet and greet customers in a **professional manner**
6. explain the importance of a customer's **first impression** to an organisation.

Range
First impression
Personal appearance, environment, communication, body language, professional manner

Dealings
Face to face, by telephone, in writing, e-communication

Professional manner
To a standard appropriate with employment in industry (prompt, friendly, confident, polite)

Verbal communication
Tone of voice, pitch of voice, appropriate use of language

Personal appearance
To a standard appropriate with employment in industry (work clothes are clean and well maintained, personal hygiene and grooming, make-up, jewellery, bodily piercing)

Body language
Display positive body posture, gestures, maintain suitable eye contact with customers, smile at the customers when appropriate

Welcoming customer environment
Clean, tidy, warm, friendly atmosphere

Positive image
Value for money, reliability, professionalism, good product knowledge, quality, good customer service

Unit 203   Customer service and selling skills for travel and tourism

Outcome 2   Be able to serve travel and tourism customers

Assessment Criteria
Practical skills
The learner can:
1. assist travel and tourism customers
2. **respond** effectively to travel and tourism complaints.

Knowledge
The learner can:
1. explain why it is important to be able to assist all **customers equally**
2. explain how best to assist customers with **individual needs**
3. explain how best to assist customers from **other cultures**
4. identify the **communication methods** best suited to the needs of the customer
5. explain why it is important to try to resolve a customer complaint
6. describe the **variety of emotions** customers may display when complaining
7. describe how to deal with customer complaints within limits of own authority.

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

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

Individual needs
Specific physical needs (different mobility needs eg wheelchair)
Sensory needs (differing sensory needs eg visual, hearing)
Learning needs (additional learning needs eg dyslexia, dyspraxia)

Other cultures
Non-English speakers, customers from other cultures, social, age, gender

Communication methods
Face to face, telephone, verbal, written

Variety of emotions
Anxiety, anger, confusion, abusive, distressed

Unit 203 Customer service and selling skills for travel and tourism

Outcome 3 Be able to develop positive relationships with customers and suppliers

Assessment Criteria
Practical skills
The learner can:
1. deliver helpful and **consistent** customer service
2. build **positive relationships** with **customers**
3. build **good working relationships** with suppliers.

Knowledge
The learner can:
1. explain what is meant by **consistent** customer service
2. explain why **consistent** customer service is important
3. explain why it is important to build lasting relationships with **external** customers
4. explain why it is important to build good relationships with **internal** customers
5. explain why it is important to build positive relationships with **suppliers**.

Range
Consistent
The same every time, being professional, not affected by personal feelings, company standards

Positive relationships
The importance of repeat business, being able to work with everyone, offering help, flexibility, positive outlook, good communication skills

Good working relationships
Working together to reach a positive outcome

Customers
- **External**
Those outside the organisation, those seeking our products, services and advice
- **Internal**
  Colleagues we work directly with, those in the same organisation eg Head office, other branches etc
- **Suppliers**
Tour operators, hoteliers, Tourist Boards, airlines, additional sales providers etc

Unit 203   Customer service and selling skills for travel and tourism

Outcome 4   Be able to establish the wants and needs of travel and tourism customers

Assessment Criteria
Practical skills
The learner can:
1. use effective **questioning** to investigate customers' **wants** and **needs**
2. use effective **listening skills** to establish customers' **wants** and **needs**
3. respond effectively to customers' non-verbal communication **signals**
4. summarise customers' **wants** and **needs** accuratel.y

Knowledge
The learner can:
1. explain the difference between customers' **wants** and **needs**
2. explain why customers' **wants** and **needs** must be prioritised
3. explain the difference between open and closed questions
4. describe the **types** of questions that can be used to establish customers' **wants** and **needs**
5. explain the term **listening skills**
6. describe different types of non-verbal communication **signals**
7. explain what different types of non-verbal communication signals **represent**
8. explain how to respond effectively to different types of non-verbal communication **signals**
9. explain the importance of summarising customers' **wants** and **needs**.

Range
Questioning
Open, closed

Wants
What the customer would like

Needs
What the customer must have

Listening skills
Active listening (customers: tone of voice, language, emphasis), hearing

Signals
Facial expression, body language, gestures, mannerisms

Types
When, who, where, why, how, what

Represent
Satisfaction, anger, confusion, negativity, agreement, barriers

Unit 203 Customer service and selling skills for travel and tourism

Outcome 5 Be able to select products and services to satisfy customers' wants and needs

Assessment Criteria
Practical skills
The learner can:
1. use a variety of **resources** to identify products and/or services to meet customers' **wants** and **needs**
2. select travel and tourism products and/or services that accurately match the customers' **needs**
3. select travel and tourism products and/or services that may match customers' **wants**
4. match **features** and **benefits** of the product and/or services selected to customers' **wants** and **needs**
5. **establish** whether the product and/or services selected is available to the customer.

Knowledge
The learner can:
1. describe **resources** that can be used to identify products and services to meet customers' **wants** and **needs**
2. explain the importance of identifying the **features** and **benefits** of products and services
3. explain the importance of checking availability of products or services prior to offering to customers.

Range
Resources
Brochures, leaflets, maps, manuals, gazetteers, own knowledge, colleague's knowledge, electronic resources

Wants
What the customer would like

Needs
What the customer must have

Features
Facts about the product or service being provided eg star rating, facilities of a hotel

Benefits
The advantages the individual customer can gain from the product or service being provided eg proximity to the beach

Establish
Telephone, electronic

Unit 203 Customer service and selling skills for travel and tourism

Outcome 6 Be able to present products and services to travel and tourism customers

Assessment Criteria
Practical skills
The learner can:

1. use **effective communication** to present selected products and/or services to customers
2. present accurate **features** and **benefits** of the product and/or services selected to the customer.

Knowledge
The learner can:

3. describe how **features** of selected products and services can be converted into **benefits** to meet customers' needs and wants
4. explain how **features** and **benefits** of selected products and services which were not originally requested may be advantageous to the customer.

Range
Effective communication
Language, tone of voice, body language, manner, methods (electronic, face to face, written, telephone)

Features
Facts about the product or service being provided eg star rating, facilities of a hotel

Benefits
The advantages the individual customer can gain from the product or service being provided eg proximity to the beach

Unit 203 Customer service and selling skills for travel and tourism

Outcome 7 Understand how to close a travel and tourism sale

Assessment Criteria
Knowledge
The learner can:
1. explain **methods** that can be used to clarify customers' queries on travel and tourism products
2. identify **objections** to the sale that the customer might raise
3. explain how to gain **commitment** to buy a product or service
4. describe **buying signals** used by customers to indicate a **commitment** to buy
5. describe how to respond to **buying signals**
6. identify **additional** products and service that can be offered to customers to increase sales
7. explain how to **complete the sale** on behalf of the customer.

Range
Methods
Summarising, encouragement, smiling, positive body language, silence

Objections
Cost, dates, timings, location, purpose

Commitment
Take payment, signed booking form, saying yes

Buying signals
Smiling, leaning forward, nodding, increased eye contact, agreeing, money presented

Additional
Insurance, car hire, airport parking, tours, upgrades, pre-booked seats, fast-track services, guiding, excursions, meals, airport hotel, foreign exchange, books, maps

Complete the sale
Summarise sale details, confirm with suppliers, take payment, issue receipt, complete paper work

Unit 203   Customer service and selling skills for travel and tourism

Notes for guidance

Suggested good practice

It should be recognised that those working towards Selling Skills for Travel and Tourism at level 2 may fall into one of several categories. Learners may have already completed a level 1 award and are progressing to level 2. Learners may have joined a programme of study directly at level 2 or they may already be working at a junior level within the travel and tourism industry and are undertaking an initial customer contact role. By whatever path a learner comes to be studying Selling Skills for Travel and Tourism, at level 2 it is vital that they understand the basics before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on Selling Skills issues within the Travel and Tourism industry. It should be made clear to learners that good selling skills are essential to the travel and tourism industry and are one of the things that differentiate one provider from another and one employee from another. It should be made clear to learners that good selling skills are essential to the financial success of a business and that being able to demonstrate such skills may well have a direct effect on 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 customers is always a good point from which to start the unit. Teachers should give examples from their own experience and encourage learners to become observers of sales people whilst outside their learning environment. As learners become more aware of the basics of what customers should expect they become more critical of what they observe. This will heighten their own self-awareness and encourage them to recognise and implement good practice.

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

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 practicable, simulated situations will need to be used instead. Where simulated situations are used, it is essential they are conducted within a realistic travel and tourism context and that they reinforce the attitude, behaviour and skills required to work within the industry successfully

Practical work experience will be of benefit for learners to demonstrate their abilities in a real life environment and build their confidence. Work placements should be encouraged in local travel agencies, tourist offices, visitor attractions, or tour operation environments where access to the public is possible. Visits to airports, visitor attractions, tourism shows and conferences should be encouraged.

Unit 204 Interpersonal skills for the travel and tourism workplace

Level: 2
Credit value: 7
NDAQ number: J/601/3152

Unit aim

Effective workplace skills are the key to success in most jobs and in most industries. This is especially true of the travel and tourism industry where good interpersonal and communication skills are a major part of everyone's role.

This unit is concerned with increasing the learner's knowledge in relation to effective workplace skills within the travel and tourism industry in the United Kingdom. Those choosing a career in this industry will benefit from a greater understanding of it's framework to enable them to move forward both in their own career and in the levels of knowledge and service they are able to offer in the workplace.

Whether it is selling a holiday, giving directions or taking a message on the telephone, employees need to demonstrate effective communication skills in speaking, writing and listening. The services provided to customers can only be as good as the skills and knowledge that employees have developed. An excellent product knowledge is of little use if the employee 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.

By the end of the unit learners should be aware that those working in the travel and tourism industry must not only deal with each other but also with the public and that the ability to interact and communicate is vital not only to their success but also the success of the organisation they are working for.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to communicate effectively in travel and tourism workplaces
2. Be able to promote a positive self-image
3. Be able to present information effectively to others
4. Be able to work as part of a team

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 204   Interpersonal skills for the travel and tourism workplace

Outcome 1   Be able to communicate effectively in travel and tourism workplaces

Assessment Criteria
Practical skills
The learner can:
1. communicate effectively with colleagues and customers using different communication **methods**.

Knowledge
The learner can:
1. identify **methods** of communication
2. explain the importance of good communication
3. identify when to use different **methods** of communication
4. identify **barriers** to effective communication
5. describe how to overcome **barriers** to effective communication.

Range
Methods
Written (letters, emails, memos, itineraries, presentations, booking forms, other electronic forms), verbal (speaking, listening), non-verbal (body language, sign language)

Barriers
Verbal (language, culture, dialect, clarity, jargon), written (poor spelling, grammar or structure, unclear meaning to communication, inability to use communication equipment), non-verbal (personal appearance, gender, age)

Unit 204 Interpersonal skills for the travel and tourism workplace

Outcome 2 Be able to promote a positive self-image

Assessment Criteria
Practical skills
The learner can:
1. use body language to promote a positive self image.

Knowledge
The learner can:
1. identify basic body language signals
2. describe positive body language
3. describe negative body language
4. explain how body language can be used effectively in communication.

Unit 204 Interpersonal skills for the travel and tourism workplace

Outcome 3 Be able to present information effectively to others

Assessment Criteria

Practical skills

The learner can:

1. present information effectively to others.

Knowledge

The learner can:

1. identify different **methods** of presenting information
2. explain the importance of presenting information effectively
3. describe **factors** to be considered when selecting effective mediums of communication
4. identify **communication skills** to present information effectively to others.

Range

Methods

Written (letters, emails, memos, itineraries, presentations, booking forms, other electronic forms), verbal (speaking, listening), non-verbal (body language, sign language)

Factors

Content, audience, legal, location, resources available

Communication skills

Clarity of voice/language, active listening, presentation skills

Unit 204   Interpersonal skills for the travel and tourism workplace

Outcome 4   Be able to work as part of a team

Assessment Criteria
Practical skills
The learner can:
1. work effectively in a team.

Knowledge
The learner can:
1. explain the importance of teamwork
2. identify **skills** required for good teamwork
3. explain how **skills** are used to promote effective team working.

Range
Skills
Practical, time-keeping, motivation, people related, problem-solving, organisation, communication

Unit 204   Interpersonal skills for the travel and tourism workplace

Notes for guidance

Suggested good practice

It should be recognised that those working towards the Workplace Communications Skills at level 2 may fall into one of several brackets. Learners may have already completed the level 1 workplace communications skills unit and are progressing to level 2 unit. Learners may have joined a programme of study directly at level 2 or they may already be working at a junior level within the travel and tourism industry and are undertaking basic workplace skills. By whatever path a learner comes to be studying workplace communications skills at level 2 it is vital that they understand the basics before progressing. By taking this approach it will ensure that the learner has a broader base of knowledge and understanding of customer relations within the travel and tourism industry.

It should be noted that completion of this unit can provide sufficient portfolio evidence in relation to the Level 2 key skills unit in communications.

Whilst delivering and assessing the outcomes, it is important that learners 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 verbal communication is more than just speaking and listening. It is about speaking in a way that will help the receiver understand what is being said by using language and style appropriate to the needs of the listener and by reinforcing the verbal message with positive body language. Different listeners will have different needs and learners need to appreciate that the language and style they use will have to be adapted to suit each listener's needs. Equally, when listening learners need to show the speaker that they are interested in what is being said and confirm our understanding through the use of appropriate body language and by responses such as acknowledging and reflecting back main points and ideas or by asking questions to clarify points or move ideas forward.

Similarly, learners need to be aware that written communication is not just about reading and writing. In business, we all read for a purpose and learners need to appreciate that the purpose of reading at work is to extract those pieces of information that are important in a work context. Learners need to understand that before starting to read a particular document, they need to identify and understand the specific purpose of reading the document (eg a holiday brochure, foreign office advisory, monthly target figures etc) so that they can identify, extract and summarise the relevant information.

At this level, learners should also be able to recognise the purpose of any discussion (eg to exchange information, express ideas or opinions, or to present an argument) and the intentions of the different speakers in the group (through the speakers' manner, choice of vocabulary, tone of voice and body language), so that they can respond.

Learners should be encouraged to make a clear and relevant contribution to discussions and adapt what they say to suit different situation (eg by varying how much they say, their manner and tone of voice) and use varied vocabulary and expressions to suit the purpose of the discussion.

When carrying out presentations learners should be encouraged 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. They should be able to adapt the language, pitch and pace of the talk to suit the situation,

the status of their audience and the audience's familiarity with the subject. Within the presentation learners should be able to structure their talk to help listeners follow what they are saying by presenting information and ideas in a clear, logical sequence.

Learners should be encouraged to use relevant images (eg pictures, charts, diagrams, sketches, models) to illustrate main points and help the listeners understand what is being said. It is not enough that an image illustrates a point; it must also aid the listeners understanding of written text or the spoken word (eg a graph or bar chart showing sales figures over a period of time used to accompany the details of the sales figures given by the speaker will allow the audience to get a much clearer picture of year on year sales and sales trends). 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 looking to obtain relevant information learners should explore a variety of different sources (eg reference books, brochures, textbooks, manuals, magazines, newspapers). Learners should be able to identify the main points from texts and the lines of reasoning in support of those points.

When producing written documents, all documents should be fit for purpose and presented in a suitable form and style. For key skills purposes learners should produce at least one document of not less than 500 words about a straightforward subject. Documents should be structured in a logical sequence using paragraphs and features such as headings, sub-heading or bullet points where appropriate. At least one document should contain an image to help readers gain a better understanding of the points in the text. Learners should ensure that the text uses correct punctuation and that words are correctly spelt. The benefits and limitations of using automatic spell checkers for IT based work should be demonstrated and discussed with all candidates.

Learning and support 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:

Resource	Title/How to access	
Books	• Burton, Jon & Lisa (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	
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette)	
	• BBC Learning Zone often shows programmes regarding communication skills	
Websites	www.tvchoice.uk.com	**TV Choice**
	www.bbc.co.uk/education/lzone	BBC Education
	www.springboarduk.org	Springboard UK
	www.candm.co.uk	C & M travel recruitment
	www.itt.co.uk	Institute of Travel and Tourism

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Unit 205   UK travel and tourism destinations

Level: **2**
Credit value: **7**
NDAQ number: H/601/5443

Unit aim

The aim of this unit is to enable learners to improve their knowledge of UK tourism destinations, to understand the attractions of key features for different groups, and to understand the different accommodation and catering facilities available at the destination.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Know UK physical features relating to travel and tourism
2. Know established tourism destinations within the United Kingdom
3. Understand what attracts tourists to the United Kingdom

Guided learning hours

It is recommended that **52** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed People 1st

Assessment

This unit will be assessed by an online multiple choice test. **Candidates are permitted to take into the exam a published world travel atlas and a visitor/tourist attraction guide.**

Unit 205   UK travel and tourism destinations

Outcome 1   Know UK physical features relating to travel and tourism

Assessment Criteria

Knowledge

The learner can:

4. identify the geographical **structure** of the United Kingdom
5. locate **seas, oceans** and **waterways** of the United Kingdom
6. locate **major islands and island groups** around the United Kingdom
7. locate **major rivers** and **lakes** of the United Kingdom
8. locate major ranges of **mountains and hills** of the United Kingdom
9. locate **national parks** in the United Kingdom.

Range

Structure

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

Seas/Oceans/Waterways

North Sea, Irish Sea, English Channel, Atlantic Ocean, Bristol Channel, The Solent, Straits of Dover, Cardigan Bay, Firth of Forth, Firth of Clyde, Firth of Lorn, The Caledonian Canal

Major islands and island groups

Isle of Wight, Channel Isles (Jersey, Guernsey, Alderney), Isle of Man, Hebrides, Scilly Isles, Shetland Isles, Orkney Isles, Anglesey, The Farne Islands

Major rivers and lakes

Thames, Avon, Severn, Mersey, Trent, Clyde, Tyne, Tweed, Loch Lomond, Loch Ness, Lough Neagh, Rutland water, Kielder Water, Windermere

Mountains and hills

Ben Nevis, Snowdon, Scafell Pike, North West Highlands, Grampians, Trossachs, Pennines, Mendips, Chilterns, Lake District, Cotswolds, Brecon Beacons, Exmoor, Dartmoor, Mountains of Mourne, Cairngorms

National parks

Dartmoor, Exmoor, Brecon Beacons, Pembrokeshire Coast, Snowdonia, The Broads, Peak District, Yorkshire Dales, Lake District, North York Moors, Northumberland, Cairngorms, Loch Lomond and the Trossachs, The New Forest, South Downs

Unit 205 UK travel and tourism destinations

Outcome 2 Know established tourism destinations within the United Kingdom

Assessment Criteria

Knowledge

The learner can:

1. locate **gateways** within the United Kingdom
2. locate **main air, rail and road routes** used within the United Kingdom
3. understand the importance of links between **gateways** and **main air, rail and road routes**
4. locate **tourist cities and towns**
5. locate **purpose-built** and **seaside resorts**
6. locate **national sporting venues**
7. locate **national conference venues**
8. locate **heritage and cultural sites**
9. locate **attractions**.

Range

Gateways

- **UK airports**

  London (Stansted, Luton, London City, Heathrow, Gatwick), Birmingham, Manchester, Glasgow, Newcastle, Edinburgh, Cardiff, Belfast, Aberdeen, Leeds/Bradford, Bristol, Exeter, Newquay, Jersey, Guernsey, Isle of Man, East Midlands

- **UK seaports**

  Portsmouth, Dover, Southampton, Plymouth, Holyhead, Stranraer, Belfast, Hull, Poole, Newcastle, Harwich, LIverpool

- **Rail**

  Channel Tunnel

Main air, rail and road routes

Motorways, airports and mainline rail routes

Tourist cities

Bath, Belfast, Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Glasgow, Liverpool, London, Manchester, Nottingham, Oxford, York, Canterbury, Newcastle upon-Tyne, Leeds, Coventry, Inverness, Brighton

Tourist towns

Glastonbury, Harrogate, Reading, Keswick, Stratford-Upon-Avon, Warwick, Windsor, Cheltenham, St Austell, Matlock, Bakewell, Llangollen, Fort William

Purpose-built resorts

Centre Parcs, Haven, Pontins, Butlins

Seaside resorts

Blackpool, Scarborough, Ayr, Newquay, Torquay, Bournemouth/Poole, Great Yarmouth, Llandudno, Skegness, Southend-on-Sea, St Ives, Weymouth, Portstewart, Portrush, Rhyl, Tenby, Weston-Super-Mare, Douglas, Whitby, Margate, St Andrews, Oban

National sporting venues

Hampden Park (Scotland), Windsor Park (Northern Ireland), Wembley Complex (England), Millennium Stadium Cardiff (Wales), Murrayfield (Scotland), Twickenham (England), Lords Cricket Ground (England), The Oval (England), Ascot, Epsom, Aintree (England), Gleneagles (Scotland), St Andrews (Scotland), Crystal Palace (England), Wimbledon (England), Manchester Velodrome (England)

National conference venues

Manchester Evening News Arena, Olympia, Earls Court, NEC, ExCel (England), SECC, EICC (Scotland), Millennium Stadium (Wales)

Heritage and Cultural Sites

Caernarfon Castle (Wales), Edinburgh Old & New Towns (Scotland), Hadrian's Wall, Durham Castle & Cathedral, Ironbridge Gorge, Bath, Stonehenge, Windsor Castle, Tower of London, Palace of Westminster, Greenwich, York (England), Culloden (Scotland)

Attractions

- **Theme parks**

  Alton Towers, Legoland, Blackpool Pleasure Beach, Chessington World of Adventures, Thorpe Park, Light Water Valley, Loudon Theme Park

- **Man-made**

  London Eye, Madame Tussauds, London Dungeon, (London), Eden Project (Cornwall), Royal Armouries (Leeds), Life Science Centre (Newcastle), Ulster Folk and Transport Museum, Northern Ireland, Old Blacksmith Shop (Gretna Green), Yorvik Viking Centre (York), Chester Zoo (Chester)

- **Natural**

  Giants Causeway (Northern Ireland), Kielder Forest, Lake District, Norfolk Broads (England), Cheddar Gorge (England), Torridon (Scotland)

- **Attractions available in the local area**

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

Unit 205 UK travel and tourism destinations

Outcome 3 Understand what attracts tourists to the United Kingdom

Assessment Criteria
Knowledge
The learner can:
4. identify different **types of tourists and groups of tourists**, which travel to UK tourism destinations
5. identify the specific **appeal** of tourism destinations
6. identify **sources** of information about tourism destinations
7. describe the **facilities and services**, which may be required, by different types of tourists
8. describe **types of accommodation** and **classifications** available at tourism destinations
9. describe types of **catering facilities** available at tourism destinations.

Range
Types of tourists and groups of tourist
Domestic, overseas, age, party size (independent, family, group), purpose of visit (leisure, business, visiting friends and relatives), specific needs

Appeal
Cultural, historic, natural features, sightseeing, business, sport and recreation, manmade features, visiting friends and family

Sources
Maps and atlases, tourist guide books, leaflets, brochures, trade directories, trade press, internet, Tourist Information Centres, colleagues

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

Types of accommodation
Self-catering (chalets, caravans and tents, cottages, apartments), hotels, farmhouse, bed and breakfast, canal boats, motels and inns

Classifications
Cottages and apartments, caravan and camping sites, hotels, bed and breakfast, RAC, AA, Michelin, Visit Britain

Catering facilities
Fast food, restaurants, coffee/tea shops, cafes, hotels, pubs, etc

Unit 205   UK travel and tourism destinations
Notes for guidance

Suggested good practice
It should be recognised that those working towards UK tourism locations at level two are likely to have a poor 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. As part of the unit is to get learners more familiar with other parts of the UK, they should be discouraged from simply investigating destinations that are nearby or that they have visited.

Given the large number of destinations in the UK used by tourists, this unit should be viewed as an introduction to the UK, helping to improve their knowledge of destinations, what facilities they have to attract tourists, how to obtain information about them and how to plan an itinerary for specified groups of people.

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

Learning and support 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:

Resource	Title/How to access	
Books	• World Travel Guide (2002), Columbus Press • World Travel Atlas (2003) Columbus Press • Road Atlas Britain and Ireland (2003), Collins	
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette) • Insights • EnjoyEngland holiday planner 2004	
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	Visit Britain
	www.visitengland.com	Visit England
	www.wtgonline.com	World Travel Guide

www.statistics.gov.uk	Travel Trends Surveys
www.cnp.org.uk	Council for National Parks
www.goodbeachguide.co.uk	Good Beach Guide
www.wishyouwerehere.co.uk	Wish you were here
www.york-tourism.co.uk	York Tourism
www.tourism.wales.gov.uk	Tourism for Wales
www.aboutscotland.com	About Scotland
www.londontown.com	London Town
www.bournemouth.co.uk	Bournemouth Tourism
www.attractions.co.uk	Attractions Management
www.culture.gov.uk	Dept for Culture, Media and Sport

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Unit 206 The structure of the UK travel industry

Level: 2
Credit value: 7
NDAQ number: D/601/3187

Unit aim

The aim of this unit is to develop learners' knowledge of the workings of the travel industry in the United Kingdom. Those choosing a career in this industry will benefit from a greater understanding of its framework to enable them to move forward both in their own career and in the levels of knowledge and service they are able to offer to customers.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand the history and development of the UK travel industry
2. Know the components of the UK travel industry
3. Understand the chain of distribution within the travel industry

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering the knowledge.

Unit 206 The structure of the UK travel industry

Outcome 1 Understand the history and development of the UK travel industry

Assessment Criteria

Knowledge

The learner can:

1. explain how major events of **pre 20th century** have impacted on the development of the UK travel industry
2. explain how major events of the **20th century** have impacted on the development of the UK travel industry
3. explain how major developments of the **early 21st century** are impacting on the UK travel industry.

Range

Pre 20th century

Industrial Revolution, development of rail travel within the UK, development of UK seaside resorts, development of organised tours

20th century

Growth of air travel, British holiday camps, paid annual leave, post war economic boom and increased leisure time, charter flights and package holidays, ABTA (Association of British Travel Agents), CAA (Civil Aviation Authority), ATOL (Air Travel Operators Licence), mass market tour operators, vertical and horizontal integration, globalisation of business, growth of business travel, growth in travel linked to the migration of people

Early 21st century

The influence of the internet, holiday hypermarkets, cyber markets, E-commerce, changes in business communication, world events (eg wars, terrorism, economic or political events), environmental concerns

Unit 206 The structure of the UK travel industry

Outcome 2 Know the components of the UK travel industry

Assessment Criteria
Knowledge
The learner can:
1. identify the **components** of the UK travel industry
2. identify major retail travel companies
3. identify major business travel companies
4. identify major tour operators
5. identify major **airlines**
6. identify major rail operating companies
7. identify major national bus/coach operating companies
8. identify the major ex-UK ferry operators
9. identify major **hotel chains** operating in the UK
10. identify major **accommodation only** suppliers
11. identify different suppliers of **travel insurance**
12. identify major car hire companies operating in the UK
13. identify who provides **passport and visa services** in the UK
14. identify who provides **foreign exchange** in the UK
15. explain the roles of **trade organisations**
16. describe the purpose of bonding schemes supplied by **trade organisations**.

Range
Components
Retail travel, business travel, tour operations, transport providers, accommodation providers, insurance, car hire, foreign exchange, passport and visa services

Airlines
National carriers, low-cost, scheduled, charter

Hotel chains
UK based, international, budget, full cost

Accommodation only
UK (eg Superbreak) Worldwide (eg Seligo, Travel2 Travel4)

Travel insurance
Travel agents, tour operators, banks, insurance companies, internet, motoring organisations, post offices, supermarkets

Passport and visa services
Passport (UK Passport Office, post offices) Visa (embassies, travel agents, tour operators)

Foreign exchange
Banks, post offices, Bureau de Change, internet, supermarkets, retail outlets

Trade organisations

Association of British Travel Agents (ABTA), Guild of Travel Management Companies (GTMC), Travel Trust, Global Travel, International Air Transport Association (IATA), Civil Aviation Authority (CAA), travel consortia (eg World Choice, Advantage)

Unit 206 The structure of the UK travel industry

Outcome 3 Understand the chain of distribution within the travel industry

Assessment Criteria

Knowledge

The learner can:

1. explain the role of **tour operators**
2. identify types of **tour operators**
3. describe the products of **tour operators**
4. explain the role of **travel agents**
5. identify types of **travel agents**
6. describe the services of **travel agents**
7. explain what is meant by the term vertical integration
8. explain what is meant by the term horizontal integration
9. describe what **effect** integration has on the products and services offered by a company
10. explain the positive and negative **consequences** of integration for the travelling public
11. explain different **methods** which can be used by the general public to arrange travel.

Range

Tour operators

Mass market, specialist

Travel agents

Retail, business, online

Effect

Price of holidays and associated products, marketing/selling of products, distribution network

Consequences

Price of products, marketing/selling of products, distribution network

Methods

Direct to supplier, via agent

Unit 206   The structure of the UK travel industry
Notes for guidance

Suggested good practice

It should be recognised that those studying this unit may fall into one of several brackets. Learners may have already completed previous learning on the travel and tourism industry. Learners may have joined a programme of study directly at level 2 or they may already be working at a junior level within the travel and tourism industry. By whatever path a learner comes to be studying the structure of the UK Travel Industry at level 2 it is vital that they understand the basics before progressing.

When approaching the first learning outcome teachers should first explain why learners are being asked to look back at the history of the industry before moving forward to the present. One approach to this outcome could be for learners to produce a chronology which could be undertaken in groups. The time line exercise should be fun and gives opportunities for learners to express themselves both verbally and visually.

In outcome two learners should be taught the wide range of components that make up the travel industry, this should include: **accommodation providers,** retail travel companies, business travel companies, tour operations, transport providers, Insurance companies, car hire companies, foreign exchange services and providers and passport and visa services available to customers. Learners should be given the opportunity to investigate a range of local and national transport and accommodation suppliers. Visits to local coach companies, hotels, tour operators, travel agents etc will prove useful. Asking learners to compare local with national provision is one way of demonstrating the size of the UK travel industry. Where practical a visit to the World Travel Market, held annually in London, is also an excellent way of demonstrating the size of the industry. It is essential that teachers keep up to date with industry trends and developments that may impact on the currency of topics. It is suggested that current copies of trade newspapers and journals are available to inform teaching and learning materials and activities. There are also websites available that are a good source of up to date information. It is important that learners are made aware that there is more to the retail travel industry than what they see on the high street. Teachers can give examples from their own experience of being asked to travel on behalf of their employer as compared to booking a personal holiday whether through an agency or through other means.

In the last learning outcome learners should be given a clear definition of the terms vertical and horizontal integration before moving on to look at companies that are integrated. When approaching this part of the unit teachers should ensure that the information they are giving learners is current as the UK travel industry moves fast and often. To cover the topic of integration learners could provide a flow chart of one such organisation and then perhaps present this information verbally. This would provide assessment opportunities and highlight further discussion points.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such 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 principals. They should encourage learners to become observers of tour operators, travel agents and their suppliers whilst outside the formal learning forum and be prepared to discuss these experiences with each other.

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.

Learning and support 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:

Resource	Title/How to access	
Books	• Bottomly-Renshaw, M The Travel Agent, Business Education Publishers Ltd	
	• Holloway, T The Business of Tourism, Prentice Hall	
	• Horner, P Travel Agency Practice, Longman	
	• Page, S Tourism Management: managing for change, Butterworth-Heinemann	
	• Syratt, G & Archer, J Manual of Travel Agency Practice, Butterworth Heinemann Yale, P The Business of Tour Operations, Longman	
	• Youell, R Tourism: An introduction, Longman	
Periodicals and other publications	• Trade Journals	
	• Trade newspapers (Travel Weekly, Travel Trade Gazette)	
	• Tour operators and principals brochures, Cruise and Ferry brochures Airline timetables, National and local coach timetables	
	• ATOC information	
	• Car Hire leaflets	
	If possible centres have access to reference manuals used in the travel trade such as:	
	• DG & G Gazeteers	
	• DG & G Holiday Guides	
	• DG & G Travel Directory	
	• Guide to International Travel	
	• Cruise and Ferry Guide	
Websites	www.thomascook.com	**Thomas cook**
	www.tui.com	World of Tui
	www.ba.com	British Airways
	www.easyjet.com	Easyjet
	www.nationalexpress.co.uk	National Express
	www.eurostar.co.uk	Eurostar
	www.stenaline.co.uk	Stena lines
	www.holidayautos.co.uk	Holiday Autos
	www.abtanet.com	Association of British Travel Agents
	www.atol.org.uk	Air Travel Organisers Licence

	www.caa.co.uk	Civil Aviation Authority
	www.fto.co.uk	Federation of Tour Operators
	www.aito.co.uk	Association of Independent Tour Operators

Unit 207 Retail travel services

Level: 2
Credit value: 7
NDAQ number: R/601/3154

Unit aim

The aim of this unit is to enable the learners to provide information on various types of package holidays and package cruise holidays, including calculating a costing and completing a booking form, and to give information on suitable additional products. This will prepare learners to feel comfortable with selling a package holiday or cruise.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand UK package holidays to destinations within the UK and overseas
2. Understand specialised package holidays
3. Understand cruise holidays
4. Be able to cost package and cruise holidays
5. Be able to provide information on additional products

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 207 Retail travel services

Outcome 1 Understand UK package holidays to destinations within the UK and overseas

Assessment Criteria

Knowledge

The learner can:

1. explain the **major components** of a package holiday
2. identify **types** of package holidays
3. identify **tour operators** who provide the different **types** of package holidays
4. identify **information** contained in a package holiday brochure.

Range

Major components

Transportation, accommodation, transfers, any other significant element

Types

Long haul, short haul (Europe, Worldwide), domestic (to include short breaks, weekend breaks, excluding or including transport of any means)

Tour operators

Mass-market, specialist

Information

General layout of brochures, descriptions of hotels and resorts, general information given at the front and back of the brochure, additional information given eg climate charts, recommendations, price panel information including selecting the basic cost of a holiday (ie for one/two adults with no supplements)

Unit 207   Retail travel services

Outcome 2   Understand specialised package holidays

Assessment Criteria

Knowledge

The learner can:

1. identify tour operators providing **specialised** package holidays
2. explain **additional services** available on skiing, boating, camping and **motoring** holidays
3. explain the importance of obtaining relevant **information** on additional services required by customers prior to booking specialised package holidays
4. identify what **additional information** should be given to the customer.

Range

Specialised

Ski, boating, camping, motor

Additional services

Clothing hire, special insurance, itinerary planning, welcome packs, children's services, electrical items, ski packs, lift passes, ski school

Motoring

Car, campervan, caravan

Information

Skiing (ski/snowboard lessons, lift passes, ski carriage, level of expertise)
Boating (party size/breakdown, car parking, damage waiver, level of expertise)
Camping (accommodation type, self-drive, damage deposits)
Motoring (ferry route/timings, car details, driver details, supplements)

Additional information

Documentation, insurance, equipment, legal, driving regulations, customs and practices, transfer times

Unit 207   Retail travel services

Outcome 3   Understand cruise holidays

Assessment Criteria

Knowledge

The learner can:

1. identify major **cruise areas** throughout the world
2. describe types of **accommodation** offered on board cruise ships
3. describe types of **facilities** available on board cruise ships
4. identify activities available on board cruise ships
5. identify **key features** of different cruise products
6. explain the importance of matching cruise products to differing customers.

Range

Cruise areas

Scandinavia, Baltic, Black Sea, Mediterranean, Red Sea, Caribbean

Accommodation

Inside/outside cabins, cabins with upper and lower berths, superior cabins, suites

Facilities

Theatres, cinema, restaurants, casinos, gyms and other sports, shops, hair, beauty and spa, bars, pools, children play areas, library, medical

Key features

Age group, formality, child friendly, educational, ports of call, ship facilities, duration

Unit 207　　　**Retail travel services**

Outcome 4　　　Be able to cost package and cruise holidays

Assessment Criteria
Practical skills

The learner can:
1. calculate the cost of package and cruise holidays
2. complete a holiday booking form.

Knowledge

The learner can:
1. identify **elements** of package and cruise holiday costings
2. explain the reasons for booking conditions for package and cruise holidays
3. identify the main terms of booking conditions
4. explain the importance of completing a booking form
5. identify **information** included on a holiday booking form.

Range
Elements

Room supplements, flight supplements, seasonal supplements, under occupancy supplements and any other supplements mentioned in brochure

Information

As per the ABTA booking form, full details of the holiday plus name, initial and title for each passenger

Unit 207   Retail travel services

Outcome 5   Be able to provide information on additional products

Assessment Criteria
Practical skills
The learner can:
1. calculate of the cost of **additional products** for package and cruise holidays
2. provide information to customers relating to **additional products**.

Knowledge
The learner can:
1. identify **additional products** which may be sold to complement package and cruise holidays
2. identify advantages and disadvantages to the customer of booking overnight accommodation, local to the departure point, prior to a holiday
3. identify the advantages and disadvantages to the customer of booking car hire at time of booking
4. define **terminology** related to the cost of car hire
5. explain why it is important for customers to have travel insurance.

Range
Additional products
Train tickets to airport, coach/bus to airport, UK hotel, UK car hire, airport parking, overseas car hire, overseas excursions, pre and post cruise stays

Terminology
Unlimited mileage, time and mileage, drop off charge, one way rental, all inclusive, CDW, PAI, SLI

Unit 207   Retail travel services

Notes for guidance

Suggested good practice

Learners working towards Retail Travel should have a good understanding of the UK package tour market. They should also have studied a variety of different brochures covering different segments of the market. This unit should be delivered in an interactive format. Familiarisation of brochures may be achieved by using:

- role plays – customer/agent scenarios
- case studies – details of the type of holiday that a customer requires
- general quizzes on information featured in a brochure
- information scrambles – learners have a set period of time to scan a brochure for relevant information
- group presentations about a particular brochure

Visits to travel agents and tour operators are helpful and guest speakers are also recommended as a way of reinforcing the learning. A basic knowledge of maths is required to calculate holiday/cruise costings. Learners will benefit from a checklist of all the possible supplements that may be payable.

Learning and support 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:

Resource	Title/How to access	
Books	• Syratt, S & Archer, J Manual of Travel Agency Practise, Elsevier	
	• Bottomly Renshaw, M The Travel Agent, Business Education Publishers Ltd	
	• Horner, P Travel Agency Practice, Longman	
	• Youell, R Tourism: An introduction, Longman	
Periodicals and other publications	• Trade Journals and newspapers (Travel Trade Gazette, Travel Weekly)	
	• Holiday brochures	
Websites	**www.thomson.co.uk**	**Thomsons**
	www.cosmos-holidays.co.uk	Cosmos holidays
	www.keycamp.co.uk	Keycamp
	www.blakes.co.uk	Blakes boats
	www.abtanet.com	Abta net
	www.atol.org.uk	Air Travel Organisers' Licensing

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Unit 209 UK Transportation for travel and tourism

Level: 2
Credit value: 4
NDAQ number: H/601/3188

Unit aim

The aim of this unit is to provide learners with a basic knowledge of travel transport, within the UK and beyond. When the learner has completed the unit they should have a good understanding of transport systems and the integral role they have within the tourism industry, not only as a means of travel to a destination from the traveller's place of origin and back again, but also as a means of travelling around the destination for exploration and sightseeing and when the transport itself is the main feature.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand different methods of transport used by tourists
2. Understand the regulation and impact of transportation in the UK

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering the knowledge.

Unit 209　　UK Transportation for travel and tourism

Outcome 1　　Understand different methods of transport used by tourists

Assessment Criteria

Knowledge

The learner can:

1. explain reasons **why** people travel
2. explain the **importance** of transportation in relation to tourists
3. explain different **forms of transport** used by tourists
4. identify major **historical developments** for different **forms of transport**
5. describe what is meant by the term '**transport network**'
6. identify different **methods of transport** used by tourists
7. identify **advantages and disadvantages** of different methods of transport
8. identify major carriers for the different **methods of transport**
9. identify likely **future developments** in methods of transport.

Range

Why

Purpose of travel – including holiday, business, medical, visit friends and family

Importance

Travel to destination, travel around destination, main feature

Forms of transport

Land, water, air

Historical developments

Including steam locomotives to bullet trains and Channel tunnel services. From world-wide mainline shipping to floating hotel resorts. From chain ferries to hovercraft, catamarans and 'superferries'. Early commercial passenger aircraft such as prop-jets to wide-bodied aircraft and supersonic

Transport network

Land (ie road, rail), water (ie shipping lanes) and air routes (ie air corridors), terminals and interchanges (bus/rail stations, ports and airports)

Methods of transport

- **Air**

  Scheduled, charter, budget, private charters
- **Water**

  Ocean liners, cruising, ferry, sailing, private charter, inland waterways
- **Land**

  Channel Tunnel, rail (public, private, international, light-railways, subway/underground), road (coach, private car, tram)

Advantages and disadvantages

Speed, cost, comfort, convenience

Future developments

Including replacements for supersonic aircraft, extensions to Channel Tunnel rail links, major road developments, cruise ship developments, space travel

Unit 209 UK Transportation for travel and tourism

Outcome 2 Understand the regulation and impact of transportation in the UK

Assessment Criteria
Knowledge
The learner can:
1. explain **why** the transportation industry is regulated
2. identify **organisations** involved in the regulation of transportation
3. explain **effects** of de-regulation
4. describe possible **impacts** transport networks have on a **place** or area
5. identify **stakeholders** involved in the development of transport networks
6. explain how those opposed to transport systems **act** to restrict developments.

Range
Why
Safety, legal, provision of certain services, statutory legislation, voluntary legislation

Organisations
Including: the Civil Aviation Authority (UK), the Civil Aeronautics Board (USA), the European Commission, International Air Transport Authority (IATA), Association of Train Operating Companies (ATOC), Confederation of Passenger Transport (CPT), British Inland Waterways (BIW), Passenger Shipping Association (PSA)

Effects
Prices, increased competition, mergers, monopolies

Impacts
Environmental, economic, positive, negative, short-term, long-term

Place
Building (domestic or other), village, town, city

Stakeholders
Government, local government, developers, local community, environmental groups

Act
Petitions, protests, lobbying

Unit 209　　　UK Transportation for travel and tourism

Notes for guidance

Suggested good practice

Teachers and learners may have an interest in one or more modes of transport, as a means of travel for holidays or business. They should be encouraged to discuss their experiences and to share these with their peers.

Teachers should encourage learners to study available reference resources to develop their knowledge and understanding of the transport sector. Legislation and regulation of the transport industry is underpinned by various Parliamentary Acts and policies, learners should be taught the basic fundamentals of these and how they shape the transport industry. Visits to and guest speakers from transport providers are recommended as a way of reinforcing learning and placing it firmly within an industrial setting.

The environmental impacts of transport modes and transport networks (infrastructure) are far reaching. Teachers are advised to concentrate on **ONE** area/region per transport system, i.e. the 5th terminal at London Heathrow or cross-rail links in London, or a local development in response to increased tourist numbers. Investigations into environmental and economic impacts may identify both positive benefits and negative outcomes.

Current developments are reported in the Travel trade press and in National newspapers. These are available via the Internet and also in paper version. Learners should be encouraged to use these, and where possible, discuss with transport providers.

Learning and support resources

There are a range 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:

Resource	Title/How to access
Books	• Davidson, R Tourism, Pitman Publishing • Hanlon, P Global airlines, Butterworth-Heinemann, • Williams, D L British Ferries, Ian Allan Publishing • Williams, D L Cruise ships, Ian Allan Publishing • Balkwith, R and Marshall, J Railway facts and feats, Guinness Publishing • The AA Train Journeys of the World, AA Publishing
Periodicals and other publications	• Trade Journals (Travel Trade Gazette, Travel Weekly) Association of Train Operation Companies (ATOC) information Columbus Cruise and Port Review • National Express Coaches manual/leaflets • Coach time table • Airline timetables • Ferry brochures
Websites	**www.nationalexpress.com**　　　　**National express**

	www.atoc.org	Association of Train Operating companies
	www.thetrainline.com	The Trainline
	www.theaa.com	AA
	www.rac.co.uk	RAC
	www.britishairways.com	British Airways
	www.stenaline.com	Stenaline
	www.visitbritain.com	Visit Britain
	www.caa.co.uk	Civil Aviation Authority
	www.rail.co.uk	Rail information
	www.goskills.co.uk	GoSkills
	www.transportdirect.gov.uk	Transport direct
	www.tfl.gov.uk	Transport for London

Unit 210 Travel and tourism support services

Level: 2
Credit value: 6
NDAQ number: M/601/5445

Unit aim

The aim of this part of the unit is to provide the learner with a basic knowledge of both travel insurance and general travel advice.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how to provide information on passport and visa requirements for overseas journeys
2. Understand how to provide health information for overseas tourist destinations
3. Understand how to provide Foreign and Commonwealth Office safety and security information
4. Understand how to provide foreign exchange information
5. Understand how to provide information on travel insurance

Guided learning hours

It is recommended that **41** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering the knowledge and a short-answer question paper. **This test is open book and candidates are permitted to take any resource material into the exam.**

Unit 210 Travel and tourism support services

Outcome 1 Understand how to provide information on passport and visa requirements for overseas journeys

Assessment Criteria

Knowledge

The learner can:

1. identify sources of information for passport and visa requirements
2. explain **passport and visa requirements** for British passport holders when travelling on overseas journeys
3. explain circumstances when UK citizens may hold more than one passport
4. identify **visa information** required for holders of non-British passport holders when travelling on overseas journeys
5. explain the difference between tourist, business and transit visas.

Range

Passport and visa requirements

Access to certain destinations, restrictions, special requirements, validity requirements

Visa information

Use information from long haul brochures, government websites

Unit 210   Travel and tourism support services

Outcome 2   Understand how to provide health information for overseas tourist destinations

Assessment Criteria

Knowledge

The learner can:

1. identify **sources** of health information for travellers
2. explain health information for holiday destinations
3. identify the **vaccinations required/recommended** for tourist destinations
4. describe **precautions** to be taken with regard to drinking local water.

Range

Sources

World Travel Guide, World Health Organisation, Travel Clinics, consult own G.P, vaccination centre

Vaccinations required/recommended

Must have, advisable

Precautions (local water)

Drink bottled water, do not have ice cubes in drinks, beware salads washed in local water, use purifying tablets, boil water

Unit 210   Travel and tourism support services

Outcome 3   Understand how to provide Foreign and Commonwealth Office safety and security information

Assessment Criteria
Knowledge

The learner can:
1. identify **where** to obtain Foreign and Commonwealth Office information
2. explain safety and security advice for destinations based on Foreign and Commonwealth Office information
3. explain **general security precautions** for overseas journeys
4. explain the purpose of the Foreign and Commonwealth Office 'Locate' register.

Range
Where

www.fco.gov.uk

General security precautions

Using hotel safes for valuables, keeping to well-lit areas, not displaying expensive jewellery/cameras, making photocopies of passports and other documents, airport/airline security

Unit 210   Travel and tourism support services

Outcome 4   Understand how to provide foreign exchange information

Assessment Criteria

Knowledge

The learner can:

1. identify sources of information on foreign currency and travellers cheques
2. identify the countries which use the euro as their unit of currency
3. identify the unit of currency used in **non-euro zone destinations**
4. explain the advantages and disadvantages of different **forms of payment** when travelling overseas
5. explain the difference between 'sell at' and 'buy at' exchange rates.

Range

Non-euro zone destinations

USA, Mexico, Canada, Australia, New Zealand, Turkey, Dubai, India, Singapore, Thailand, South Africa, Norway, Switzerland, Bulgaria, Croatia, Romania, Lithuania, Latvia, Estonia, Czech Republic

Forms of payment

Foreign currency, travellers cheques, credit cards, debit cards

Unit 210 Travel and tourism support services

Outcome 5 Understand how to provide information on travel insurance

Assessment Criteria

Knowledge

The learner can:

1. explain the **importance** of travel insurance to travellers
2. explain situations when travellers may require different levels of insurance cover
3. explain the difference between using an European health insurance card and a travel insurance policy for medical purposes
4. outline **terms and conditions** that impact on the purchase of travel insurance.

Range

Importance

Protection against loss, damage, accident, illness or other illness or misfortune while away from the home

Terms and conditions

Pre-existing conditions, age restrictions, country of domicile, location of destination, duration of stay, members of the party, hazardous activities

Unit 210 Travel and tourism support services

Notes for guidance

Suggested good practice

It should be recognised that those working towards the additional travel and tourism services may fall into one of several brackets. Those learners already working at a junior level within the travel and tourism industry are likely to have some awareness of insurance and the other areas covered in the unit. Learners without industry experience are likely to have limited knowledge of insurance but maybe able to relate to health, passport and currency information from past experience.

By whatever path a learner comes to be studying the additional travel and tourism services it is vital that they understand the principles of travel insurance, so that they are able to inform potential clients when they are in the industry. It is important that learners are aware of the range of insurance services available, but realise that most travel and tourism organisations will have preferred vendors who provide their insurance services.

It is increasingly important that learners have an understanding of the broad travel and tourism picture in relation to health advice and security, especially given recent world events (ie SARS, Foot and Mouth, September 11). It is suggested that learners studying for this unit would benefit from keeping up to date on recent world events in relation to travel and tourism. Students should be encouraged to read the national and trade press and assessors could designate learners to report any findings back on a weekly basis to the rest of the learners.

Where possible 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 a good starting point from which to start the unit. Teachers may illustrate situations using their own experiences as both a traveller who has had the need to make a claim and as a customer buying insurance.

Visits to local travel agencies and tour operators are useful as learners can observe at first hand the way insurance is sold and the types of incident that have lead to insurance claims. Guest speakers from the travel and insurance industries are also recommended as a way of reinforcing learning and placing it within an industry setting.

Learning and support 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:

Resource	Title/How to access
Books	• Syratt, G & Archer, J (2003) Manual of Travel Agency Practice, Butterworth Heinemann
	• ABTA Travel Insurance Training Programme Level One (2003), available from TTC Training
	• Business Travel Self-Study Primers: Identifying Passport, Visa & Health Requirements, available from the Guild of Business Travel Agents
	• Business Travel Self-Study Primers: Insurance, available from the Guild of Business Travel Agents
	• Travel Companies' in-house training modules

Periodicals and other publications	• Trade press (Travel Weekly, Travel Trade Gazette) • High Street outlet travel insurance and Foreign Exchange leaflets, eg Post Office, Banks, Building Societies, Major stores and supermarkets • International Travel Insurance Journal • Specialist travel insurance leaflets • Tour Operator's brochures
Websites	**www.fco.gov.uk** **Foreign and Commonwealth Office** **www.abi.org.uk** Association of British Insurers **www.doh.gov.uk** Department of Health **www.xe.net/cu** Currency converter **www.cdc.gov/travel** Worldwide health advice **www.ukpa.gov.uk** UK passport service **www.corporatetravelsafety** Travel safety tips **www.gazetteers.com** DG & G Guides **www.abtanet.com** Association of British Travel Agents **www.gbta.guild.com** Guild of Business Travel Agents Any specialist travel insurance website (Amex, Columbus)

Unit 212/230   Air fares and ticketing

Level: **2**
Credit value: **10**
NDAQ number: R/601/5423

The aim of this unit is to enable learners to construct a range of fares for given journeys/itineraries.

It is designed to provide competence in fares and ticketing and learners will study the itinerary planning, Fares, Ticketing and Mileage System. Learners will also explore different documents that are available and the knowledge needed to interpret them correctly.

This course must be taught using an approved training course.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Know IATA codes
2. Know IATA areas
3. Understand IATA terms and definitions
4. Understand fare types
5. Be able to select appropriate fares
6. Be able to construct fares using the mileage system
7. Be able to interpret air travel documentation
8. Know baggage allowances, taxes, fees and charges

Guided learning hours

It is recommended that **80** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by a short-answer question paper. **This test is open book and candidates are permitted to take any resource material into the exam.**

Unit 212/230   Air fares and ticketing
Outcome 1   Know IATA codes

Assessment Criteria
Practical skills
The learner can:
1. encode and decode IATA codes

Knowlegde
1. identify IATA **codes**.

Range
Codes
Airport, city, airline, currency, country, state

Unit 212/230   Air fares and ticketing

Outcome 2   Know IATA areas

Assessment Criteria
Knowledge
The learner can:
1. identify IATA **areas**
2. define IATA **sub-areas**

Range
Areas
TC1, TC2 and TC3

Sub-areas
Europe, Africa, Middle East, South Atlantic, Mid Atlantic, North Atlantic, Asia, South West Pacific

Unit 212/230 Air fares and ticketing

Outcome 3 Understand IATA terms and definitions

Assessment Criteria

Knowledge

The learner can:

1. explain what is meant by the term Global Indicators
2. explain how Global Indicators are used when planning journeys
3. define stopovers
4. define pricing units and fare components.

Range

Global indicators

EH Eastern Hemisphere; WH Western Hemisphere; AP Atlantic Pacific; TS Trans Siberian; AT Atlantic

Stopovers

24 hr stopover definition

Unit 212/230   Air fares and ticketing

Outcome 4   Understand fare types

Assessment Criteria
Practical skills
The learner can:
5. interpret **rules** for **fare types**
6. interpret different **fare basis codes**
7. combine fares of more than one type/rule/airline.

Knowledge
1. explain **restrictions** for **fare types**

Range
Rules
Standard conditions

Fare types
Super APEX/APEX, Super PEX/PEX, Excursion, Secondary Levels, Normals

Fare basis codes
Class Code, Seasonal Code, Part of the Week Code, Part of Day Code, Fare and Passenger Type Code, Fare Level Identifier

Restrictions
Stopovers, minimum and maximum stay, advanced purchase, changes to reservations, Combinations

Unit 212/230 Air fares and ticketing

Outcome 5 Be able to select appropriate fares

Assessment Criteria
Practical Skills
The learner can:
6. use reference materials to source fares
7. select appropriate **fare type** for a given itinerary
8. calculate **passenger type** discounts.

Knowledge
The learner can:
1. explain how to use reference materials
2. explain fare **restrictions** for fare selected
3. explain fare discounts for **passenger types**.

Range
Fare types
Super APEX/APEX/Super PEX/PEX, Excursion, Secondary Levels, Normal

Passenger types
Child, infant, ship's crew, senior citizen, youth, student

Restrictions
Stopovers, minimum and maximum stay, advanced purchase, changes to reservations

Unit 212/230   Air fares and ticketing

Outcome 6   Be able to construct fares using the mileage system

Assessment Criteria
Practical skills
The learner can:
5. construct normal fares for itinerary
6. show fare constructions in an appropriate **format**.

Knowledge
The learner can:
1. explain the mileage system
2. explain the use of the Neutral Unit of Construction (NUC)
3. explain how the IATA Rates of Exchange (ROE) are used in calculating fares
4. explain how to use Rounding Units.

Range
Format
Linear/automated, manual/ladder

Unit 212/230   Air fares and ticketing

Outcome 7   Be able to interpret air travel documentation

Assessment Criteria
Practical Skills
The learner can:
8.   interpret **documents** used in air travel.

Knowledge
The learner can:
1.   explain different **documents** used in air travel
2.   identify **terminology** used on **documents**
3.   explain information displayed on **documents**
4.   identify different **payment methods**.

Range
Documents
E-ticket, ATB, OPTAT/TAT, Electronic ticket, MCO, MPD

Terminology
Codes, abbreviations, technical terms

Payment methods
Cash, cheque, credit card, debit card, Invoice, Travellers Cheques

Unit 212/230   Air fares and ticketing

Outcome 8   Know baggage allowances, taxes, fees and charges

Assessment Criteria
Knowledge
The learner can:
1. identify free **baggage allowances**
2. identify excess **baggage charges**
3. identify **taxes, fees and charges**.

Range
Baggage allowances
Weight, number of pieces

Taxes, fees and charges
departure, arrival, food, airport tax

Unit 212/230   Air fares and ticketing

Notes for guidance

Suggested good practice

It is likely that those working towards the City & Guilds Level 2 Air Fares and Ticketing qualification will come from a variety of backgrounds. At Level 2 learners are expected to be able to provide and interpret fares and ticketing information. The delivery of this unit should therefore be approached that the candidate has some prior learning.

This unit should be delivered in a structured way allowing candidates plenty of opportunity to practice exercises. Candidates should be encouraged to keep a careful record of notes during the course, and to have a clear understanding of all aspects of each outcome before progressing on.

Learners should be made aware that the key to understanding this qualification is to be able to extract information and interpret it using the Passenger Air Tariff.

In summary, Level 2 gives candidates a thorough grounding in fares and ticketing completion. If candidates wish, they can move onto Level 3 which gives candidates the ability to calculate complex fares and issue tickets for multi-sector journeys.

Learning and support resources

The following suppliers produce training course materials. 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.

- Learn travel Air Fares and Ticketing Training Materials
- Virgin/GTMC (VA1)
- Columbus Worldwide atlas
- Galileo 1 (GA-1) – Star Alliance and GTMC

Resource	Title/How to access	
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	
Periodicals and other publications	• Trade Journals (Travel Trade Gazette, Travel Weekly)	
	• IATA Ticketing Handbook	
Websites	**www.iata.org.uk**	**International Air Transport Association**
	www.cthcm.com	CTHCM
	www.learntravel.co.uk	Learn travel

Unit 213   Visitor attractions

Level: 2
Credit value: 4
NDAQ number: M/601/3159

Unit aim

The aim of this unit is to provide the learner with a general knowledge and awareness of visitor attractions.

Visitor attractions are a vital part of the travel and tourism industry and are often a major motivating factor in why people decide to travel. Although it is impossible to give a full picture of the attraction sector, this unit aims to provide the learner with the opportunity to study a range of popular attractions both in the UK and overseas.

The range of man-made attractions is vast. This unit focuses on a number of the world's leading attractions according to categories as defined by Visit Britain. However, it also encourages learners to investigate the variety of local attractions on their doorstep.

It is important for learners to be aware of the host of employment opportunities that the attractions sector offers. The unit should raise awareness of a whole range of employment opportunities that may not otherwise have been considered.

Learners will also examine the appeal and popularity of attractions and the factors that ultimately affect their success or failure. The unit also encourages learners to investigate all the factors that need to be considered when an attraction is being developed, and they will have the opportunity to plan and design their own attraction.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Understand how visitor attractions are classified
2. Understand the appeal and popularity of visitor attractions
3. Understand considerations in the development of visitor attractions

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering the knowledge.

Unit 213   Visitor attractions

Outcome 1   Understand how visitor attractions are classified

Assessment Criteria

Knowledge

The learner can:

1. explain what is meant by the term visitor attraction
2. describe **types** of visitor attraction
3. identify different visitor attractions according to **category** within the UK, Europe and worldwide
4. explain why some attractions are free and some charge admission.

Range

Types

Natural, man-made

Category

- country parks
- farms
- gardens
- castles
- historic properties
- leisure/theme parks
- museum or art galleries
- steam/heritage railways
- visitor/heritage centres
- wildlife attractions/zoos
- industrial or craft premises
- places of worship
- other attractions (attractions that do not fit into any of the categories outlined above).

Unit 213 Visitor attractions

Outcome 2 Understand the appeal and popularity of visitor attractions

Assessment Criteria

Knowledge

The learner can:

1. identify the **appeal** of individual visitor attractions
2. identify **features** that attract people to visitor attractions
3. identify **popular** visitor attractions in a **local area**
4. identify **factors** that can affect the success or failure of visitor attractions
5. describe the type of **visits** and **visitors** to attractions.

Range

Appeal

Nostalgia, learning something new, value for money, status, accessibility, exercise, excitement, entertainment, peace/quiet, variety, opportunities to purchase

Features

Key features (ie rides, exhibits, viewing areas), extra features (ie shops, children's playground), special events/activities, catering facilities, other facilities (ie for visitors with specific needs)

Popular

Visitor numbers, trends

Local area

Within own county or within an area to enable coverage of all categories in the range of visitor attractions

Factors

Visitors: disposable income, free time, interests/hobbies, past experiences, word of mouth, mobility, trends
External: marketing information, weather, special events, location, accessibility

Visits

Day visits, repeat visits, holidays, short breaks

Visitors

Individuals, families, couples, over 50s, special interest, people with specific needs, groups, local, national, overseas

Unit 213   Visitor attractions

Outcome 3   Understand considerations in the development of visitor attractions

Assessment Criteria

Knowledge

The learner can:

1. explain the **stages** in developing a visitor attraction
2. explain the importance of **location** to the development of visitor attractions
3. explain the importance of **accessibility** to the development of visitor attractions
4. explain the importance of good **design** for a new visitor attraction.

Range

Stages

Ideas, research, options available, planning, development, funding, decision making, implementing, reviewing

Location

Proximity to population and markets, transport links, available land, other faculties (ie suppliers, hotels, other attractions)

Accessibility

Parking and transfer facilities, available transport options, opening times and dates, admissions prices

Design

Buildings (eg size, colour, material), layout (eg buildings, spaces), routes (eg footpaths, signposts, litterbins), support services (shops, toilets, catering outlets, retail outlets, car parking), environmental considerations

Unit 213   Visitor attractions

Notes for guidance

Suggested good practice

The term visitor attraction is a broad one and there are many definitions of the term. For the purpose of this unit we have concentrated on man-made attractions and have used the definition as given by Visit Britain.

The categories of attractions have been taken from Survey of Visits to Visitor Attractions carried out annually by the national tourist boards of England, Northern Ireland, Scotland and Wales.

Although learners need to be aware of visitor attractions throughout the world, at this level it is expected that assessors will concentrate on local attractions that are more accessible. If learners, have visited overseas attractions this should be drawn out through classroom discussion so they may share their experiences.

The following list of attractions is provided for guidance. Assessors may study alternative attractions that are not in the list provided. Visitor numbers to attractions can be collected from the regional development agencies/ tourist boards and from Visit Britain. Please see the resources section for more information.

Visits to a wide range of visitor attractions is encouraged both locally and nationally and students should be encouraged to carry out questionnaires to aid their research (this should be done with the attractions permission).

When learners look at designing a visitor attraction, they should be encouraged to look at potential opportunities (ie disused land, empty buildings) in their local area. It is important to remember that at this level it is not the aim for learners to examine in detail the implications of areas such as costs and planning permission, although they should be made aware that they are critical factors in the development of any attraction. Learners should concentrate on the features of the attraction for their target audience.

Learning and support 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 growing industry it is imperative to ensure that the latest edition of any resource is utilised. Example of resources, which could be used, includes:

Resource	Title/How to access
Books	• Blakeborough, R & Henderson, K (2001) Tourist Attractions and Events of the World, Columbus Press • Garrod, B, Leask, A & Fyall, A (2002) Managing Visitor Attractions: New directions Butterworth-Heinemann • Ravenscroft, N (2002) Tourism & Visitor Attractions, LSA • Swarbrooke, A (2001) The Development and Management of Visitor attractions Butterworth-Heinemann • Yale, P (2004) From Tourist Attraction to Heritage Tourism, Elm Publications
Periodicals and	• Trade Journals (Travel Weekly, Travel Trade Gazette, Attractions

other publications	Management) Insights (available from Visit Britain)
	• Group Leisure
	Many attractions can also provide information packs or materials for students at this level. If planning a visit to an attraction, the education officer will often be able to provide information on visitor numbers etc.
Videos	Some visitor attractions produce their own videos (eg Disneyland, Alton Towers), these are available direct from the visitor attractions.
Websites	www.alva.org.uk — **Associations of leading tourist attractions**
	www.uk-tourist-attractions.co.uk — UK attractions guide
	www.visitbritain.com — Visit Britain
	www.seligo.com — Attractions tickets and prices
	www.nmm.ac.uk — National Maritime Museum
	www.nationaltrust.org.uk — The National Trust
	www.enjoybritain.com — Enjoy Britain
	www.crowddynamics.com — Crowd dynamics
	www.touristattractions.tv — Worldwide tourist attractions information
	www.travelguide.tv — Tourist attractions worldwide

Unit 214 Resort representatives

Level: 2
Credit value: 8
NDAQ number: D/601/3190

Unit aim

The aim of this unit is to enable learners to improve their knowledge of the role of a resort representative and allow them to organise a welcome party, produce an information board and book and develop a range of skills and techniques to promote excursion sales. Learners will also develop the knowledge and skills to support their application for employment within the industry.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the role of resort represents
2. Understand the duties of a resort representative
3. Be able to carry out airport duties and transfers
4. Be able to prepare and present a welcome meeting
5. Be able to produce information resources for customers
6. Be able to promote and sell excursions and other services

Guided learning hours

It is recommended that **64** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 214   Resort representatives

Outcome 1   Understand the role of resort represents

Assessment Criteria

Knowledge

The learner can:

1. explain the differing **roles and responsibilities** of resort representatives
2. explain the **issues** relating to working as a resort representative
3. explain the features of working in differing **locations** as a resort representative
4. explain differing **seasonal** duties of resort representatives
5. identify differing **organisational structures** for resort representatives
6. describe areas of **personal welfare** that are affected by working as a resort representative.
7. identify opportunities for **career progression**.

Range

Roles and responsibilities

Different categories of overseas staff (eg resort representative, campsite representative, head representative, assistant representative, transfer representative, chalet host), their differing roles and responsibilities, the working relationship between the UK and overseas offices/personnel

Issues

Company policies relating to contracts of employment, seasonality, insurance, health, repatriation, relationships, travel, training and accommodation, correct documentation including passports, visas, work permits and how to obtain them, medical requirements including vaccinations for different locations, banking arrangements and how to access money overseas, the implications of working on a temporary/seasonal basis, the ability to speak different languages, working in an environment with differing local customs and cultures

Locations

Hotels, apartments, villas, campsites, beach, city, rural location, ski resort, cruise ship

Seasonal

Winter, summer

Organisational structures

Working alone, as part of a large resort team, with or without support staff, differing demands on staff and responsibilities

Personal welfare

Advantages and disadvantages of living in a holiday resort/centre, realistic view of working as a resort representative, coping with homesickness, loneliness, basic living conditions, sharing accommodation, living, working and socialising with the same group of people, personal budget, diet, health, sexual liaisons with colleagues and customers, stress, personal safety

Career progression

Promotion, summer/winter work, training, updating industry knowledge, identifying opportunities for progression

Unit 214   Resort representatives

Outcome 2   Understand the duties of a resort representative

Assessment Criteria
Knowledge
The learner can:
1. explain what **routine duties** resort representatives carry out
2. identify **seasonal duties** of resort representatives
3. identify what **other duties** are undertaken by resort representatives
4. identify the **risks to health and safety** that can be identified in resorts
5. explain the tour operators **legal responsibility** to the customer
6. explain **organisational policies and guidelines** on health and safety.

Range
Routine duties
Ongoing daily and weekly duties, hotel visits, quality control, health and safety checks, completing paperwork, liaison with suppliers, arrival and departure duties, welcome meetings, excursion administration, liquidations and guiding

Seasonal duties
Acquiring resort and accommodation knowledge, checking brochure accuracy, recognising the importance of making contacts and supplier liaison

Other duties
Identifying other duties in relation to customers needs, police visits, hospital visits, dealing with accidents, illness and death of passengers, lost and stolen property and accommodation bookings

Risks to health and safety
Identification of potential risks to health and safety eg swimming pool safety, balconies, windows and patio doors, fire safety, children's play areas, cots, lifts, gas appliances, electricity, hygiene, cleanliness, food poisoning and water supplies. During excursions and or guided tours

Legal responsibility
Recognising the tour operator's legal responsibilities to the customer under the Package Travel Regulations, Supply of Goods and Services Act and the Trades Description Act

Organisational policies and guidelines
Recording and reporting incidents, frequency and content of health and safety checks, completing paperwork, distribution of paperwork, recognising likely content of organisational policies and guidelines

Unit 214   Resort representatives

Outcome 3   Be able to carry out airport duties and transfers

Assessment Criteria
Practical skills

The learner can:

1. carry out **airport duties**
2. escort customers during transfers

Knowledge

The learner can:

1. explain the range of tasks involved in preparing for **airport duties**
2. explain the responsibilities of a representative on **arrival transfers**
3. explain the responsibilities of a representative on **departure transfers**
4. explain the importance of meeting and greeting customers positively
5. describe how a resort representative should **respond** to **potential problems**
6. identify the correct **use** of a microphone during the course of duty on transfers.

Range
Airport duties

The range of paperwork required, establishing working relationships with colleagues and other internal customers, recognising minimum standards for coach comfort and safety, the importance of first impressions, providing a welcome and promoting a positive company image

Arrival transfers

Transfer list and their importance, providing an informative and suitable commentary for the duration of the transfer and the time of day, pointing out health and safety features on the coach, check-in at the accommodation, giving information regarding welcome meetings

Departure transfers

Collecting customers from their accommodation, providing an informative and suitable commentary including information on check-in

Respond

Ensure customers updated, arrange alternatives, provide refreshments, provide guidance and support

Potential problems

Flight delays both inbound and outbound, lost luggage, overbooking on flights and in accommodation, illness, drunken passengers, lost passengers, missed flights, strikes, breakdowns, lost documents

Use

Clear voice, content of commentary, pace and language, technique, volume control

Unit 214   Resort representatives

Outcome 4   Be able to prepare and present a welcome meeting

Assessment Criteria
Practical skills
The learner can:
1. prepare welcome meetings for new arrivals
2. present welcome meetings to new arrivals.

Knowledge
The learner can:
1. explain the **importance** of the welcome meeting
2. explain when to have a welcome meeting
3. identify **what to include** in the welcome meeting speech
4. describe how to create the right **environment** for the target audience
5. identify information required for **different customers** and **holiday settings**
6. identify different **audio visuals aids** that can be used
7. explain the **preparation** required for a welcome meeting
8. explain how to **follow up** from the welcome meeting.

Range
Importance
To create the right environment for your customers, to introduce self and colleagues, to give information on the accommodation and resort/area, to sell excursions

What to include
Accommodation and destination information, health and safety information, excursions available, local attractions, company information

Environment
Welcoming, ensuring room can accommodate all customers expected, provide refreshments

Different customers
Single people, families, older customers, young people, groups

Holiday settings
beach resorts, ski resorts, cruises, rural settings and cities

Audio visual aids
Leaflets, information file, photographs, video/DVD, PA system, IT equipment

Preparation
Check room availability, ensure audiovisual equipment is available and working, prepare presentation, check that welcome packs are prepared and sufficient packs are available

Follow up
Booking forms, customer queries

Unit 214   Resort representatives

Outcome 5   Be able to produce information resources for customers

Assessment Criteria

Practical skills

The learner can:

1. produce information **resources** on the holiday destination for customers reference

Knowledge

The learner can:

1. identify the **types of information** required for customers
2. explain **why** an information board is important
3. explain how **key information** should be **displayed** on an information board
4. identify the importance of an **information file**
5. identify **content of an information file**
6. identify **where to find information** for the information **resources**.

Range

Resources

Information board, information file

Types of information

Country information, resort information, accommodation information, health and safety information, company information, transport information, emergency contacts eg resort contact, doctors, chemist, police

Why

To project the company image, to keep customers informed, to promote excursions

Key information

Up-to-date flight/transport times, check out procedures, excursions, representatives, contact details, accommodation information, resort information, emergency contacts

Displayed

Well-maintained displays, notices in consistent house style, up-to-date information

Information file

To project the company image, to promote excursions, to provide information on local attractions, food outlets, shops and the local crafts and culture

Content of an information file

Attraction leaflets, emergency contact details for doctors, hospital, police, chemist, resort representative, resort office, local map, car hire companies, information on local restaurants, supermarkets, shops, local craft outlets, local cultural information, places of worship, details of local markets, excursions and resort/area information, health and safety guidance

Where to find information

By exploring the local environment, local tourist information offices, world travel guide and atlas, experienced staff, local contacts (eg accommodation staff, suppliers), end of season reports

Unit 214   Resort representatives

Outcome 6   Be able to promote and sell excursions and other services

Assessment Criteria

Practical skills

The learner can:

1. promote excursions and other services to customers
2. use a range of **sales techniques** to sell excursions and other services to customers.

Knowledge

The learner can:

1. explain the **importance** of sales of excursions and other services
2. explain how **sales techniques** are used by resort representatives
3. identify **other products and services** that customers may require
4. identify the **associated paperwork** to be completed following the sale of excursions or other services.

Range

Sales techniques

Promoting the sale – attitude, mannerisms, communication, features and benefits, handling objections, switch selling

Making a sale – when to close the sale, how to close the sale, follow up the sale

Importance

Their contribution to company profits, increase earnings through commission, to meet sales targets, to increase customer satisfaction

Other products and services

Car hire, merchandise, alternative transfers, future holidays, local information, children's clubs

Associated paperwork

Excursion tickets, car hire vouchers, receipts for money, sales records

Unit 214   Resort representatives
Notes for guidance

Suggested good practice

This unit enables learners to gain knowledge and skills in relation to the role as resort representative. It is important that learners should be made aware that although many of the tasks involved in the role are generic. Many tour operators employing resort representatives are likely to have adopted these roles to suit their different operations and programmes offered. The role of a resort representative will also differ depending upon the size of the tour operator and the types of holiday offered.

The unit should be delivered in a very practical way and where possible learners own experience should be drawn out. Many television programmes are available which explore the role of the rep , often making the role more glamorous than it can actually be and in some instances reflecting upon the role badly. If learners have been on holiday it is likely that they will have some experience of resort representatives. Simulations and role-play are encouraged including welcome meetings, selling excursions, transfer speeches and paperwork.

When explaining how to prepare for employment learners should be encouraged to explore the range of opportunities available in a variety of tour operators (i.e. transfer reps, children's reps, ski reps, campsite couriers). Many large tour operators produce recruitment packs including application forms, job descriptions and details of the recruitment process, these are now available on many tour operator websites. Learners need to be made aware that some operators suggest age guideline on potential employees and learners should be made aware of other possible progression routes.

Learners need to be made aware of the long hours involved and the issues involved when working overseas, often working with different cultures and language.

Learning and support resources

There are a wide range 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:

Resource	Title/How to access	
Books	• Collins, V (1999) Working in Tourism, The UK, Europe and Beyond, 2nd Edition	
	• Yale, P (1995) The Business of Tour Operations, Longman Press	
	• English, R (2003) Careers in Travel and Tourism, Institute of Travel and Tourism	
	• Marks, S (1996) Working as a Holiday Rep, How to Books	
Periodicals and other publications	Trade Journals (Travel Weekly, Travel Trade Gazette)	
Websites	www.abta.com	**Association of British Travel Agents**
	www.holidaybreakjobs.com	Holiday break jobs
	www.holidaysuncovered.co.uk	Holiday reviews
	www.fto.co.uk	Federation of tour operators
	www.bournejobs.co.uk	Bourne leisure limited

www.holidaycomplaints.com	Holiday reviews
www.holidaytravelwatch.org	Holiday advice and information
www.thomascook.co.uk	Thomas cook
www.thomson.co.uk	Thomsons
www.bbc.co.uk/watchdog	BBC
www.virginholidays.co.uk	Virgin holidays

Unit 215 Responsible tourism

Level: 2
Credit value: 7
NDAQ number: M/601/3162

Unit aim

The aim of this unit is to provide learners with a knowledge relating to all aspects of responsible tourism.

Tourism is the largest and fastest growing industry in the world. Travel and tourism is said to 'broaden the mind', to promote 'mutual understanding' between people, and even to bring about 'world peace'. Tourism is also advocated as a positive way of alleviating poverty and improving the lives of those in destination countries. Tourism can take various forms, and the people involved – tour operators, tourists and destinations – have differing points of view. However, when tourism is unplanned, it can have many negative economic, environmental, social and cultural impacts.

This unit introduces students to these dimensions of tourism. It questions the basic assumptions of tourism development and examines its different forms, showing how properly planned tourism can be a positive and responsible activity. Responsible tourism means ensuring that destinations, attractions and resources are well managed for the benefit of the tourism industry, for tourists and, most importantly, for the communities at the receiving end.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand the structure of tourism
2. Understand the implications of irresponsible and responsible tourism
3. Be able to offer advice and assistance on responsible tourism

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 215 Responsible tourism

Outcome 1 Understand the structure of tourism

Assessment Criteria
Knowledge
The learner can:
1. identify the **global dimensions** of the tourism industry
2. identify **stakeholders** involved in tourism
3. explain the **importance** of tourism to **stakeholders**
4. identify **factors** that **stakeholders** must consider when planning tourism developments
5. describe the impact of **types of tourism** on **tourist attractions** and **destinations**.

Range
Global dimensions
Growth of tourism; international, national and local tourism

Stakeholders
National/regional/local governments, tourist boards, tourism investors, tour operators, airlines, travel agents, tourists, host businesses, local communities, pressure groups (NGOs)

Importance
Development of opportunities, opportunity for change, broaden the mind, remove cultural barriers, improve quality of life

Factors
Costs and benefits, economic, environmental, social, cultural

Types of tourism
Mass tourism, individual/independent tourism, business tourism

Tourist attractions
Natural, man-made

Destinations
Domestic, international, beach, fragile environments, cities

Unit 215   Responsible tourism

Outcome 2   Understand the implications of irresponsible and responsible tourism

Assessment Criteria

Knowledge

The learner can:

1. explain **economic impacts** of tourism
2. explain **environmental impacts** of tourism
3. explain **social impacts** of tourism
4. explain **cultural impacts** of tourism
5. explain the difference between **responsible** and **irresponsible tourism** practices
6. identify the **benefits** to stakeholders of responsible tourism practices
7. explain how responsible tourism **benefits** customers.

Range

Economic impacts

Negative - Leakage of revenue, cost of infrastructure, increased property/land prices

Positive - Multiplier effect, increased employment, regeneration

Environmental impacts

Negative - Inappropriate/over development, use of resources, loss of habitats, flora and fauna, erosion, pollution, noise, litter, water usage and sewage

Positive - Conservation, education of community / tourists

Social impacts

Negative - Overcrowding, anti-social behaviour –drugs, alcohol, HIV/Aids, crime, child/sex tourism, prostitution

Positive - improved quality of life, better infrastructure

Cultural impacts

Negative - Traditions versus modernisation, disruption of communities, ,

Positive - promotion of local culture - language, customs, religion, music and crafts, cuisine

Responsible tourism

Sustainable/planned development, low impact, fair trade tourism, green/eco-tourism, ethical tourism

Irresponsible tourism

Unsustainable/unplanned, high impact, lack of benefits for local residents

Benefits (stakeholders)

Economic, environmental, social and cultural benefits of responsible tourism for stakeholders (as Outcome 1)

Ethical reputation, access to funding via government initiatives

Benefits (customers)

Economic - value-added, Environmental - pleasant surroundings, contribution to conservation, Social; non-disruptive, increased/better communications with hosts, Cultural; 'authentic' holidays, genuine experience, learning and understanding

Unit 215 Responsible tourism

Outcome 3 Be able to offer advice and assistance on responsible tourism

Assessment Criteria
Practical skills

The learner can:

1. offer advice on **responsible tourism practice**.

Knowledge

The learner can:

1. identify **sources of information** appropriate to different customer needs
2. explain how **sources of information** can be used to assist customer choice towards responsible tourism
3. identify types of **responsible tourism practice**
4. identify **advice for tourists** on their contribution to responsible tourism
5. explain how tourist **activities** can influence the tourism industry.

Range

Responsible tourism practice

green, sustainable, ethical, low impact, community, , fair trade , eco tourism

Sources of information

Brochures, advertising, television, printed media, internet, guide books, Tourism Concern, Tourism for Tomorrow Awards, World Tourism Organisation, Green Globe, Association of Independent Tour Operators, Foreign and Commonwealth Office

Advice for tourists

Codes of conduct; WTO Guidelines, Tour Operator Initiative, FCO Know Before You Go campaign, World Travel and Tourism Council, Green Globe

Activities

Ethical consumer initiatives, fair trade groups, environmental and tourism campaigns, international and local pressure groups

Unit 215   Responsible tourism

Notes for guidance

Suggested good practice

There are many terms used throughout the travel and tourism industry when it comes to talking about responsible tourism. These should be discussed with learners at the start of, and throughout, the course.

Questions arise as to whether the ideal of 'responsible tourism' is achievable, because of issues concerning where responsibility lies and the enormity of the tourism industry. It is therefore more useful to locate responsible tourism within the context of wider debates, processes and strategies aiming for sustainable development in general.

Students' own experiences as tourists, travellers, backpackers or as residents of tourist destinations can provide a rich primary learning resource. They should be encouraged to discuss what responsible tourism might mean in these contexts. Role-play is a particularly good vehicle for such discussions.

Likewise, many locations in the UK are important tourism destinations, whether urban, rural or coastal settings. Informal or formal class visits to these would give students an opportunity to experience tourism at first hand and to apply some of the course's theoretical topics to real situations. Where visits are impractical, or as a comparison between similar destinations, case studies are useful. Students can be encouraged to carry out primary research such as investigating tourist literature in travel agents, at tourist boards, or in the media (printed, audio-visual or internet). Television holiday programmes are also a good source of material for exploring responsible/irresponsible tourism.

Learning and support resources

There is a large variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. However, there are relatively few resources aimed specifically at this level. Teachers should use those they feel most comfortable with and be prepared to adapt them accordingly; students' own experiences, as tourists or otherwise, can provide a rich learning resource for case studies. Examples of resources include:

Resource	Title/How to access
Books	• Aronsson, L (2000) The Development of Sustainable Tourism, Continuum
	• Broadhurst, R (2001) Managing Environments for Leisure and Recreation, Routledge
	• Eber, S (1992) Beyond the Green Horizon: Principles of Sustainable Tourism Development Tourism Concern/World Wide Fund for Nature
	• France, L (1997) Earthscan reader in sustainable tourism, Earthscan
	• Holden, A (2000)Tourism and the Environment. London, Routledge Press
	• Kalisch, A (2002) Corporate Futures: social responsibility in the tourism industry, Tourism Concern
	• McCool, S F & Moisey, R N (2001) Tourism Recreation and Sustainability: linking culture and the environment, CAB

International

- Mowforth, M. & Munt, I (1997) Tourism and Sustainability: New Tourism in the Third World, Routledge
- World Tourism Organisation (2002) Sustainable Development of EcoTourism: A Compilation of Good Practices, WTO Madrid
- World Tourism Organisation (2000) Sustainable Development of Tourism: A Compilation of Good Practices, WTO Madrid
- WTTC, WTO and Earth Council (1996) Agenda 21 for the Travel and Tourism Industry: Towards Environmentally Sustainable Development, WTTC, London
- World Travel and Tourism Council (2002) Corporate Social Leadership in Travel & Tourism, WTTC London

Periodicals and other publications	- Trade Journals (Travel Weekly, Travel Trade Gazette) - Wanderlust Magazine - Tourism In Focus (Tourism Concern) - Tour operators and principals brochures - World Tourism Organization/ World Travel and Tourism Council guidelines
Videos	There is a range of suitable videos to support this unit, most available from Tourism Concern: - Your Place or Mine? (2001) Tourism Concern/VSO - Looking beyond the brochure (1999) Tourism Concern - Goa under Siege (1998) Magic Lantern Foundation

Websites	**www.ids.ac.uk**	**Institute of development studies**
	www.eia-international.org	**Environmental investigation agency**
	www.africanconservation.org	**African conservation foundation**
	www.responsibletourism.org	**Travel agent**
	www.wwf.org.uk	**WWF**
	www.tourismconcern. org.uk	**Tourism concern**
	www.ecotourism.org	International ecotourism society
	www.envirolink.org	Environmental resources
	www.greenpeace.org	Green peace international
	www.toinitiative.org	Tour operators initiative
	www.tearfund.org	Tear fund
	www.responsibletravel.org	Centre for responsible travel
	www.earthwatch.org	Earth watch institute
	www.travel.nationalgeographic.com	National geographic

Unit 216   Tourist information services

Level: 2
Credit value: 4
NDAQ number: H/601/3191

Unit aim

The aim of this unit is for learners to understand the role of the tourist information service and the procedures for assisting customers. It will also provide learners with an understanding of what the work of a tourist information assistant entails and give them basic levels of vocational knowledge and skills necessary to seek employment in a tourist information role.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand services provided by tourist information centres
2. Be able to provide information on tourist accommodation
3. Be able to provide information relating to visitor attractions

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 216   Tourist information services

Outcome 1   Understand services provided by tourist
information centres

Assessment Criteria

Knowledge

The learner can:
1. identify **services** provided by tourist information centres
2. explain accommodation booking services offered by tourist information centres
3. explain **other booking services** offered by tourist information centres
4. identify **sources of information** used by staff in tourist information centres
5. explain the importance of using up-to-date sources of information.

Range

Services

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

Other booking services

Coach, tours, attractions, events

Sources of information

Local accommodation listings, national accommodation guides, tourist guides and directories, maps and atlases, timetables, indexes, information leaflets, local event listings, theatre programmes, cinema listings, websites

Unit 216 Tourist information services

Outcome 2 Be able to provide information on tourist accommodation

Assessment Criteria
Practical skills
The learner can:
1. provide information on accommodation to meet **customer needs**.

Knowledge
The learner can:
1. identify different **categories of accommodation** available to tourists
2. explain advantages and disadvantages of each **category of accommodation**
3. identify **ratings** for different **categories of accommodation**
4. explain what criteria are used to award each rating for different **categories of accommodation**
5. identify the details of the **national accessibility scheme** denoting different levels of accessibility
6. describe **types of bedrooms** available for tourists
7. identify **standard symbols** used in brochures to denote the features and facilities of accommodation.

Range
Customers' needs
Type of accommodation, customer's price range, number of people for whom accommodation is required, duration and timing of the intended stay, type of location required, any special feature or facilities required, any special needs (including access requirements, facilities for children, special diets, facilities for pets, including Guide Dogs for the Blind and Hearing Dogs for Deaf People)

Categories of accommodation
Hotels, guest accommodation (including guesthouses, bed & breakfast establishments, inns and farmhouses), self-catering accommodation, holiday parks, touring caravan and camping sites, bunkhouses (including camping barns and bunk barns)

Ratings
Star ratings for hotels, Diamond ratings for guest accommodation, star ratings for self catering accommodation, the star and pennant ratings for holiday, camping and caravan parks, the 'RTB inspected' scheme for bunkhouses, gold and silver awards

National accessibility scheme
Property accessible to an independent wheelchair user, property accessible to a wheelchair user with assistance, property accessible to someone with mobility difficulties but able to walk up a maximum of 3 steps

Types of bedrooms
Single, double, twin, family, en-suite, disabled

Standard symbols

In relation to general information in brochures, in relation to serviced accommodation, in relation to self catering accommodation, in relation to camping and caravanning

Unit 216 Tourist information services

Outcome 3 Be able to provide information relating to visitor attractions

Assessment Criteria

Practical skills

The learner can:

1. provide information relating to visitor attractions to customers.

Knowledge

The learner can:

1. identify **visitor attractions** available in the local area
2. describe standard symbols used in brochures to denote features and facilities available at visitor attractions
3. identify different tourist opportunities likely to appeal to different **categories of tourists**
4. explain the importance of matching customer requirements to available tourist opportunities.

Range

Visitor attractions

Natural, man-made, events, walks, tours

Categories of tourists

Young singles, young couples with no children, young families with children, families with teenage children, mature adults with no children, elderly couples, business person with free time in the evenings/weekends

Unit 216   Tourist information services

Notes for guidance

Suggested good practice

It is important that learners have an understanding of the different services provided and of sources of information used to provide such services. A pre-arranged visit to a local tourist information centre or guest speaker is highly recommended.

Learners also need to have a clear grasp of different kinds of accommodation and bedrooms available to tourists, different accommodation rating schemes, the national accessibility scheme and standard symbols used in relation to accommodation, so that he or she can make informed judgements about the suitability of particular accommodation to meet specific customer needs. Again, a visit to local accommodation providers is recommended, alternatively, learners could be divided into groups to explore local accommodation services and report back to fellow learners.

It is important that learners have an understanding of the broad tourism picture and tourism infrastructure in the UK along with a detailed knowledge of tourism opportunities in their own immediate area and a general understanding of tourism opportunities within a radius of 50 miles..

Learning and support resources

There is a wide range of tourist material available covering both national and local tourist areas and attractions in both paper-based formats and on the internet.

Resource	Title/How to access
Books	• Gutterridge, P. The development of the Tourist Information Centre network and tourist information services in England. • Holloway, J.C The Business of Tourism, Prentice Hall
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette, Travel Bulletin) • UK Holiday brochures/guides • Insights
Videos	Video clips available through links to Visit Britain will aid learning
Websites	The list of websites relating to travel and tourism destinations is endless, but the following sites will provide a useful starting point for relevant information:

www.lonelyplanet.co.uk	**Travel guides**
www.nationalgeographic.com/travel	National geographic
www.visitbritain.com	Visit Britain
www.information-britain.co.uk	Information Britain
www.info-britain.co.uk	Tourist information
www.theukexperience.com	The UK experience
Local, regional and national tourism websites	

Unit 217　　Tour operations

Level:　　　2
Credit value:　7
NDAQ number:　T/601/3180

Unit aim

The aim of this unit is to provide the learners with a clear understanding of the UK tour operations business and its obligations under UK and European legislation.

The origin of tour operations can be traced back to the 18th Century. Although the choice of holidays offered has increased dramatically, the concept of tour operators putting together the component parts of a holiday and selling them as a package remains the same. In the same way, travel agencies increasingly act as tour operators when they use dynamic packaging to create a holiday to meet specific customer requirements.

This unit is particularly useful for anyone intending to work in a UK or overseas based role within a tour operator as well as providing excellent background knowledge for those students who wish to work in a travel agency.

This unit is concerned with the role of the tour operator and the services they can provide. It examines the increasing links between operators and agents and explores the legislation to which all tour operators must adhere.

The unit also examines the wide range of products that tour operators offer and how these products can be sold to customers. The unit will also give students an insight into the numerous and diverse roles which are available in a tour operating business (both in the United Kingdom and overseas).

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:
1. Understand the role of tour operators
2. Understand tour operators' products and how they are sold
3. Understand the functions and roles within a tour operator

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering the knowledge.

Unit 217 Tour operations

Outcome 1 Understand the role of tour operators

Assessment Criteria

Knowledge

The learner can:

1. explain what is meant by the term '**tour operator'**
2. explain the difference between the role of the 'tour operator' and the 'travel agent'
3. explain how tour operators combine **elements** to create holidays
4. explain what is meant by the term **integration** in relation to tour operators
5. identify **additional services** that may be offered by tour operators as part of a package
6. identify the different **types of tour operators**
7. identify **trade organisations** to which tour operators may become members
8. explain **legislation** which is applicable to tour operators in the UK
9. explain the importance to a tour operator and the public of an ATOL licence.

Range

Tour operator

A person or organisation which bulk purchases the separate items that make up a package holiday, combines them and then sells the final products

Elements

Transportation (Air, Land, Sea), accommodation, ground arrangements and transfers, additional services

Integration

Horizontal, vertical, benefits of each

Additional services

Car hire, airport hotels, airport parking, insurance, excursions, other options (ie welcome packs, ski schools, equipment hire), tailor-made

Types of tour operators

Inbound, outbound, domestic, independent, specialist, integrated, mass-market

Trade organisations

Association of British Travel Agents (ABTA), the Federation of Tour Operators (FTO), the Association of Independent Tour Operators (AITO), UK Inbound, Civil Aviation Authority (CAA)

Legislation

Package Travel Regulations, Data Protection Act, Disability Discrimination Act , Trades Description Act, Supply of Goods and Services Act, Consumer Protection Act, Unfair Contract Terms Act, Fair Trading Act, ABTA Code of Conduct, Air Travel Organisers' License (ATOL), Civil Aviation (Air Travel Organisers' Licensing) Regulations

Unit 217 Tour operations

Outcome 2 Understand tour operators' products and how they are sold

Assessment Criteria

Knowledge

The learner can:

1. explain the difference between a **short-haul** and **long-haul** product
2. explain the types of **holiday products** sold by tour operators
3. identify ways in which holidays are **sold** to the public
4. describe different **reservation methods** customers can use to book holidays
5. explain **considerations** when producing travel brochures
6. describe the **content** of travel brochures
7. identify external **factors** that can affect the success of tour operators' products.

Range

Short-haul/Long-haul

Generally short-haul is less than 5 hours flying time from point of departure

Holiday products

Summer sun, winter sun, short-break, twin-centre, lakes and mountains, escorted tours, camping, late-deals, winter sports, fly-drive, seat only, adventure, safari, weddings & honeymoons, all-inclusive, cruises, particular age groups, sports, stopovers, special interest, tailor-made

Sold

Travel Agent, Teletext, call centres, direct sell, internet, TV advertising, TV travel channels/programmes

Reservation methods

By agents through Viewdata or the Internet, by the public via the Internet, direct to tour operator via telephone

Considerations

Size, quality, colour, layout, photographs, target market

Content

Features, benefits, descriptions, terms and conditions, costs, timings, methods of transport, dates, durations

Factors

Environmental (eg weather, natural disasters such as earthquakes, hurricanes), Political/Economic (eg acts of terrorism, war, political situation, exchange rates)

Unit 217   Tour operations

Outcome 3   Understand the functions and roles within a tour operator

Assessment Criteria

Knowledge

The learner can:

1. describe the function of **departments** found within a tour operator
2. describe major **UK based roles** within a tour operating organisation
3. describe major **overseas based roles** within a tour operating organisation
4. identify the **qualities** required for **job roles** within a tour operator.

Range

Departments

Research/planning, contracting, pricing, marketing, selling, reservations, administration, overseas

UK based roles

Marketing, flight contracts, brochure production, distribution, reservations, administration, agency sales support, customer services

Overseas based roles

Accommodation contracts, overseas representatives, couriers, entertainments officers, child care staff, resort and area managers

Qualities

Education, skills, restrictions

Job roles

UK, overseas

Unit 217 Tour operations
Notes for guidance

Suggested good practice

It is important that learners have an understanding of the different services provided and of sources of information used to provide such services. A pre-arranged visit to a local tourist information centre or guest speaker is highly recommended.

Learners also need to have a clear grasp of different kinds of accommodation and bedrooms available to tourists, different accommodation rating schemes, the national accessibility scheme and standard symbols used in relation to accommodation, so that he or she can make informed judgements about the suitability of particular accommodation to meet specific customer needs. Again, a visit to local accommodation providers is recommended, alternatively, learners could be divided into groups to explore local accommodation services and report back to fellow learners.

It is important that learners have an understanding of the broad tourism picture and tourism infrastructure in the UK along with a detailed knowledge of tourism opportunities in their own immediate area and a general understanding of tourism opportunities within a radius of 50 miles..

Learning and support resources

There is a wide range of tourist material available covering both national and local tourist areas and attractions in both paper-based formats and on the internet.

Resource	Title/How to access	
Books	• English, R (2003) Careers in Travel and Tourism, Institute of Travel and Tourism	
	• Holloway, T (2001) The Business of Tourism, Prentice Hall	
	• Yale, P (1995) The Business of Tour Operations, Longman	
Periodicals and other publications	• Trade Press (Travel Trade Gazette, Travel Weekly)	
	• Principals literature eg brochures	
	• ABTA magazine	
websites	**www.tui.com**	TUI
	www.ebookers.com	E Bookers travel bookings
	www.teletextholidays.co.uk	Teletext travel bookings
	www.opodo.co.uk	Opodo
	www.thomascook.co.uk	Thomas cook
	www.abta.com	Association of British travel agents
	www.atol.org.uk	Air Travel Organisers' Licensing
	www.caa.co.uk	Civil Aviation Authority
	www.fto.co.uk	Federation of Tour Operators
	www.aito.co.uk	Association of Independent Tour Operators

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Unit 219 Promotional activities in travel and tourism

Level: 2
Credit value: 4
NDAQ number: M/601/3193

Unit aim

The aim of this unit is to introduce learners to the principles of marketing and how they are applied generally and in the travel and tourism industry in particular.

In today's dynamic marketplace it is becoming increasingly important for all those involved in the industry to have an awareness of marketing and how it can be applied.

This unit introduces the learner to marketing processes in relation to the travel and tourism industry. This includes the principles of marketing including customer needs and wants, target markets and how the marketing mix can be applied to travel and tourism organisations.

Learners will also investigate how travel and tourism organisations benefit their business by using a range of promotional methods. Researching and reviewing an organisation's existing promotions will allow them to learn how all the principles that they have explored come together. They can then select and develop a range of promotional materials, showing their understanding of how these can be effective in meeting their targeted purpose, such as raising customer awareness or increasing sales.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the promotion of products and services in travel and tourism
2. Be able to promote travel and tourism products and services

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 219   Promotional activities in travel and tourism

Outcome 1   Understand the promotion of products and services in travel and tourism

Assessment Criteria

Knowledge

The learner can:

1. explain how the **marketing mix** is used by travel and tourism organisations to raise awareness of **products and services**
2. identify how **customers** can be divided into **market segments**
3. explain how **products and services** offered by travel and tourism organisations meet the needs of different **market segments**
4. identify types of **promotional activities** used by travel and tourism organisations
5. identify how different promotional materials are aimed at specific **market segments**.

Range

Marketing mix

Price (eg peak/off-peak, high/low season, discounts, special offers) place (eg location, distribution), product (eg development, lifecycle), promotion (eg advertising, public relations, sales promotion, personal selling)

Products and services

Package holidays, transport (flights, car-hire), accommodation, additional services (insurance, crèche facilities), destinations

Customers

Actual, potential

Market segments

Age, gender, race, socio-economic class, geographical location, lifestyle, groups, special interest, specific needs

Promotional activities

Advertisements (eg television, radio, internet, printed), leaflets, brochures, posters, special offers and incentives, competitions, videos, direct mail, press releases, exhibitions

Unit 219   Promotional activities in travel and tourism

Outcome 2   Be able to promote travel and tourism products and services

Assessment Criteria
Practical skills
The learner can:
1. prepare a **plan** for travel and tourism promotional activities
2. produce **promotional materials** for travel and tourism products and services
3. evaluate the effectiveness of **promotional materials**.

Knowledge
The learner can:
1. explain the importance of planning promotional activities
2. identify the **stages** in producing travel and tourism promotional materials
3. describe potential **objectives** of promotional activities
4. explain **factors** that might affect the success of travel and tourism promotional activities.

Range
Plan
To include objectives, target markets, promotion, factors affecting success

Promotional materials
Advertisements (eg television, radio, electronic, internet, printed), leaflets, window cards, brochures, posters, special offers and incentives, window displays

Stages
Research, planning, preparation, implementation, evaluation

Objectives
Informing, creating awareness, encouraging people to purchase, increase sales/profit/market share, change/improve image, target new customers, competition

Factors
Timing, cost, budget, skills, constraints, purpose, target market, method of display

Unit 219   Promotional activities in travel and tourism

Notes for guidance

Suggested good practice

It should be recognised that those working towards 'Promotional Materials for Travel and Tourism' at level 2 may fall into one of several brackets. Learners may have already completed a level 1 award and are progressing to level 2. Learners may have joined a programme of study directly at level 2 or they may already be working at a junior level within the travel and tourism industry. By whatever path a learner comes to be studying 'Promotional Materials for Travel and Tourism' at level 2 it is vital that they understand the basics before progressing.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such class discussion where learners can initially share ideas of what they perceive as marketing is always a good point from which to start the unit. Teachers can point out all sorts of marketing within the classroom such as branded sportswear the learners may be wearing, posters or advertising on the pens they are writing with.

Teachers should encourage learners to become observers of travel and tourism organisations whilst outside the formal learning environment and be prepared to discuss what they observe with each other. A visit to any high street will allow learners to see the promotional activities of a range of travel agents and teachers could ask learners to compare and contrast what they see in one window with what they see in another. By asking learners to watch the television or listen to commercial radio and noting down every time they notice a travel or tourism related advertisement, learners will begin to appreciate how much advertising is going on all around them.

When approaching the delivery of this unit it should be noted that a certain amount of classroom input will be required. This may take the form of 'chalk and talk' together with handouts to reinforce the necessary marketing jargon that learners will need to know. With regard to the '4 P's' a game of 'stations' can be played where price, place, product and promotion are used and learners are asked to rush towards which one they think is right under a given scenario. Case studies are a good way of getting learners to understand market segmentation as well as collecting a variety of brochures, leaflets and flyers and asking learners to say which segment of the market they think the product is aimed at. Conversely teachers can ask learners to collect information which they think is aimed at either themselves or a stated market segment and then ask them to verbally explain their reasoning to the whole class.

When looking at outcome two, a case study of a successful marketing campaign is a good starting point and where possible teachers should try to collect any promotional materials to support the case study. It is important that this is a recent campaign so learners can relate to it.

From here learners can then move forward and undertake a small promotional campaign for themselves. This should be linked to travel and tourism providers. This is an opportunity to ask a guest speaker from a chosen company to talk to the learners about what marketing they do and how they evaluate it. This company then becomes 'the client' and provides a focus for the practical activities. It is appreciated that this will not be practical for all centres delivering this unit and it may well be that the teacher will need to set up a realistic scenario instead.

From here a marketing 'campaign' can be undertaken following the correct stages. Learners can have great fun designing posters, leaflets, brochures etc and could even write and possibly tape record their own 'radio advert' depending on resources available. Direct mail shots could be devised and press releases written. This whole exercise may be undertaken by breaking down the class into pairs and/or small groups and allocating one task to each. The teacher then acts as a

'campaign manager' to ensure all runs to time and budget. Once complete the class can present their ideas to each other and hopefully the 'client'.

For those working within a scenario, setting self and team evaluation will be necessary. This could consist of a series of written questions to be completed individually and a team evaluation exercise where all learners comment positively on all aspects of the campaign. Conclusions are then drawn highlighting the best aspects of what they have done and commenting on what they would change if they undertook the exercise again.

Visits to local travel agencies, tour operators, transport providers etc are always useful. Guest speakers, from the travel and tourism industry, are also recommended as a way of reinforcing learning and placing it firmly within an industry setting.

Learning and support 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:

Resource	Title/How to access	
Books	• 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	
	• Shoemaker, S & Shaw, M (2007) Marketing Essentials in Hospitality and Tourism, Pearson	
Periodicals and 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**	**Advertising Standards Authority**
	www.cim.co.uk	The Chartered Institute of Marketing
	www.abta.com	Association of British travel agents
	www.mad.co.uk	Marketing website
	www.visitbritain.co.uk	Visit Britain
	www.worldtravelmarket.co.uk	World travel market

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Unit 220 Business travel planning

Level: 2
Credit value: 10
NDAQ number: L/601/5422

Unit aim

The aim of this unit is to provide learners with the skills and knowledge necessary to gain employment in a business travel centre or other business travel environments.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the role of travel management companies
2. Understand how information technology is used in business travel
3. Know business travel destinations
4. Understand published and discounted air fares
5. Know travel services for the business traveller
6. Know ancillary travel support services for the business traveller
7. Be able to plan and construct business travel itineraries

Guided learning hours

It is recommended that **62** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an online multiple choice test. **This test is open book, candidates are permitted to take into the exam any support materials they require.**

Unit 220 Business travel planning

Outcome 1 Understand the role of travel management companies

Assessment Criteria

Knowledge

The learner can:

1. explain the definition of the term business travel
2. explain the **reasons** why people travel on business
3. explain the **differences** between the business and leisure travel sectors
4. identify **travel management companies**
5. explain the **role** of travel management consortia.

Range

Reasons

Meetings, seminars, conferences, commercial exhibitions, sales, training, maintenance trade shows, consultancy

Differences

Corporate need, choice, expenditure, destination, flexibility, priority, urgency, corporate travel policy, corporate rate, transaction and management fees, payment terms

Travel management companies

A travel agency which specialises in the management of business travel. Includes members of: Guild of Travel Management Companies (GTMC), Advantage Business travel Focus Group (mixed business, UK, Multinational, business travel only)

Role

Training, consultancy, professionalism, industry representation, corporate identification, negotiations, liaison

Unit 220 Business travel planning

Outcome 2 Understand how information technology is used in business travel

Assessment Criteria

Knowledge

The learner can:

1. identify **information technology** used to **retrieve information** on business travel services
2. explain the **main uses of information technology** in business travel
3. identify the **Global Distribution Systems (GDS)** available for business travel
4. explain the main **functions** of a typical **Global Distribution System**
5. explain the different forms of **technological communication** used in business travel
6. explain the **need for security** and safety of client's information stored in a computer.

Range

Information technology

GDS, internet, intranet

Retrieve information

Company and traveller profile, availability, schedules, fares, rates, make reservations

Main uses of information technology

Communications, running of the organisation, profitability

GDS (Global Distribution System)

Amadeus, Galileo, Sabre, Worldspan

Functions

Obtaining fares, ticketing, making reservations, checking availability, special requirements, company and traveller profiles

Technological communication

Telephone, GDS, email, internet, intranet, extranet, facsimile

Need for security

Data protection, professional conduct

Unit 220 Business travel planning

Outcome 3   Know business travel destinations

Assessment Criteria
Knowledge

The learner can:
1. Locate business travel destinations
2. explain the **importance** of **travel information** to business travellers
3. identify major business **transport routes** in and from the UK
4. identify **time differences** between the UK and other countries
5. explain the effect of **time changes** in relation to business travellers.

Range
Importance

Preparation, cancellation, postponement, delay

Travel information

Climate, currencies, language, clothing, business and social hints, local customs allowances

Transport routes

Including 'Gateways': Air and Sea Ports, motorways, land-border crossings, vehicle carrying routes, UK rail

Time differences

Ahead or behind UTC (Universal Time Co-ordinate)/GMT (Greenwich Mean Time)

Time changes

Clocks put forward (Daylight Saving) or back. 'Gain' time, 'lose' time. International Date Line

Unit 220   Business travel planning

Outcome 4   Understand published and discounted air fares

What you need to know

The candidate will be able to:

1   explain the **differences between scheduled and charter flights**
2   explain the differences between **standards of service**
3   describe the **ways** in which seats on scheduled services are offered at discounted prices
4   identify **discounted airfares** to a named business travel destination
5   explain the **terms and conditions** for a selected fare
6   explain the **advantages and disadvantages** of a selected fare.

Range

Differences between scheduled and charter flights

Frequency, flexibility, price, standards of service, class, destinations

Standards of service

No frills, full service, first class, premium class, business class, economy

Ways

Consolidators, Travel Management Company's negotiated fares database, airline special fares department, Internet

Discounted airfares

Price, rules and regulations

Terms and conditions

Minimum stay, maximum stay, midweek or weekend travel, time of day, ticketing, cancellations refunds, change to bookings, stopovers, flight restrictions, penalties

Advantages and disadvantages

Price, flexibility, restrictions, advance booking, availability, cancellation policy, refunds, standards of service

Unit 220   Business travel planning

Outcome 5   Know travel services for the business traveller

What you need to know

The candidate will be able to:

1   define **terminology associated with self-drive vehicle rental**
2   explain the use of vehicle rental **vouchers**
3   identify **terminology associated with accommodation**
4   identify **information on accommodation types**
5   explain **different methods of guaranteeing accommodation reservations**
6   identify **information on UK rail travel**
7   outline the modes of transport used on **vehicle and passenger carrying services** from, to and within the UK
8   identify suppliers operating **vehicle and passenger carrying services** from, to, and within the UK
9   describe the **on-board facilities** available to business travellers on **vehicle and passenger carrying services** from, to, and within the UK
10   identify **documentation** and **equipment** required for journeys by UK registered vehicles on **vehicle carrying services** from, and within, the UK.

Range

Terminology associated with self-drive vehicle rental

Car groups, rental periods, corporate rate, corporate discounts, loyalty and membership cards, legal requirements (eg age limits), collision/damage waiver, personal accident insurance, personal liability insurance, cost structures to include: all inclusive, time and mileage, unlimited mileage, mileage charges, drop-off charges, one-way rentals, delivery charges.

Vouchers

Referral, full credit, specified, prepaid

Terminology associated with accommodation

Full board, half board, room only, bed and breakfast, 24 hour rate, day delegate rate, facilities provision, rack rate, corporate rate, promotional rate, client negotiated rate, group rate

Accommodation types

Hotel, apartment, conference or meeting room

Information on accommodation types

Location, rates, classification, number of rooms, types of private facilities, public facilities, business and conference facilities, commission rates, check-in and check¬out times, room release and cancellation policy

Different methods of guaranteeing accommodation reservations

Corporate credit card, personal credit card, Business travel Company IATA number or account number

Information on UK rail travel

Schedules, change points, routes, class, accommodation, fare types, Rail cards (Senior and Young persons), business traveller packages, on-board facilities, station facilities

Vehicle and passenger carrying services

Ferry, catamaran, train

On-Board facilities

Cabins, berths, seats, lounges, restaurants, bars, cinemas, shops, exchange bureau, purser's office

Documentation

Passports, tickets, vouchers, green card insurance, driving licence, vehicle registration documents

Equipment

GB sticker, spare bulbs, headlamps, warning triangle, first aid kit

Unit 220 Business travel planning

Outcome 6   Know ancillary travel support services for the business traveller

What you need to know

The candidate will be able to:

1   state **circumstances** when UK citizens may hold more than one passport

2   state **visa requirements** for UK citizens travelling from the UK

3   state the **health requirements** for UK citizens travelling from the UK

4   explain the **reciprocal health arrangements** available through the European Union

5   identify **sources for obtaining** foreign currency and travellers cheques and **methods of paying** for them

6   convert GBP (Great British pounds) into foreign currencies and vice-versa, using a given rate of exchange

7   explain '**buying rates'** and '**selling rates'** in respect of foreign currency transactions

8   explain the **differences** between **credit**, **debit and charge cards**.

Range

Circumstances

Dual nationality, travelling on one passport whilst second at embassy for visa process, visiting 'sensitive' country

Visa requirements

Single entry, multi-entry, transit

Health requirements

Compulsory (required), recommended (optional)

Reciprocal health arrangements

E111 or equivalent

Sources for obtaining

Specialist supplier, Bank, Bureau de Change, Internet

Methods of paying

Cash, cheque, invoice, direct debit

'Buying' rate

Exchange rate used by a business Travel Management Company when converting foreign currency into GBP (Great British pounds)

'Selling' rate

Exchange rate used by a business Travel Management Company when converting GBP (Great British pounds) into foreign currency

Differences

Application, advantages, disadvantages, limitations, billing, fees, terms, protection, reward schemes, acceptance

Credit, debit and charge cards

Visa, Master Card, American Express, Diners, Maestro, Solo, etc

Unit 220   Business travel planning

Outcome 7   Be able to plan and construct business travel
itineraries

What you need to do

The candidate will be able to:

1   Prepare a **business travel itinerary**

Underpinning knowledge

The candidate will be able to:

1   identify the components needed to construct an itinerary for a business traveller
2   select **flights/routes** for a given itinerary
3   identify suitable **surface transport** from airport to city centre
4   select accommodation and self-drive vehicle rental as required.

Range
Business travel itinerary

Written plan for a business travel journey within the UK and from the UK to and within Europe

Components

Flight, accommodation, vehicle rental, transfers, special requirements

Flights/routes

Non-stop, direct, indirect, transfer connection, stopover, Alternative flights and routes (Different day/date, different carrier, different business travel destination, different routing)

Surface transport

Rail, Bus, Coach, taxi, courtesy transport provided between airport and city centre

Unit 220   Business travel planning

Notes for guidance

Suggested good practice
It should be recognised that those working towards the Introduction to business travel practices unit at level 2 may fall into one of several brackets. Candidates may have already completed a level 1 qualification in travel and tourism which may have touched on the business travel sector. Alternatively candidates may have been working in a junior role within a business Travel Management Company and have a greater knowledge of the sector.

By whatever path a candidate comes to be studying introduction to Business Travel Practices at level 2 it is vital that they understand the basics before progressing and therefore it is recommended that Outcome 1: Introduction to Travel Management is explored first. This outcome should involve lots of research by the candidate and should lead to plenty of discussion on the role of the business travel agent. By taking this approach, candidates will acquire a broader base of knowledge and understanding of business travel management and how it fits into the overall industry.

It is strongly recommended that an employer in the business travel sector be involved with the delivery of this unit, as a guest speaker or to provide visits to a business travel centre. The Guild of Travel Management Companies can assist with developing links with business travel companies.

It is strongly recommended that where possible candidates have access to a Computer Reservation System (CRS) to enable them to prepare and produce itineraries to the standard expected in the business travel environment, and as required by the corporate client.

It is recommended that Candidates be provided with opportunity to undertake a period of work experience in a Business Travel Centre or other business travel office. Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence. Work placements should be encouraged in local business travel management companies. (The Guild of Travel Management Companies can assist with this, where appropriate, and available).

Learning and support resources
There are 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:

Resource	Title/How to access
Books	- Swarbrooke, J (2001) Business Travel and Tourism, Butterworth - Heinemann, Careers in Travel and Tourism (2004), - The Institute of Travel and Tourism GTMC Business travel Primers, available from the Guild of Travel Management Companies.
Periodicals and other publications	- Business travel - World Business traveller - Travel Bulletin

	- Travel Trade Gazette (TTG)
	- Travel Weekly
	- Travel Atlas (Columbus Press)
	- DG&G Guides
	- ATOC Rail timetables
	- Airline timetables
	- World Travel Guide
	- Car Rental Brochures
	- Hotel Gazetteer
	- World travel Directory

Websites	**www.businesstraveller.com**	**Business traveller**
	www.ttglive.com	Travel industry and travel agent
	www.travelweekly.com	Travel weekly
	www.dh.gov.uk	Department of health
	www.worldtravelguide.net	Travel guides
	www.atoc.org	Association of Train Operating Companies
	www.internationalairportguide.com	International Airport guide
	www.gtmc.org	Guild of Travel Management Companies
	www.travelgate.co.uk	Travel gate
	www.travelmole.com	Travel news
	www.travelwirenews.com	Travel news
	www.abta.com	Association of British travel agents
	www.itt.co.uk	The Institute of Travel and Tourism
	www.nationalrail.co.uk	National rail

Unit 221 Global distribution systems

Level: 2
Credit value: 3
NDAQ number: F/601/3182

Unit aim

The aim of this unit is to provide the candidate with a summary of Global Distribution Systems (GDS) used in the travel industry and to make use of practical entries on a live system to create a booking file.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand different Global Distribution Systems (GDS) used in the travel industry
2. Understand the functions of a Global Distribution System
3. Be able to create a booking file using a Global Distribution System

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 221 Global distribution systems

Outcome 1 Understand different Global Distribution Systems (GDS) used in the travel industry

Assessment Criteria

Knowledge

The learner can:

1. explain the role of **Global Distribution Systems** (GDS) within the travel industry
2. identify the main **Global Distribution Systems** (GDS) used in the travel industry
3. explain **differences** between various **Global Distribution Systems** (GDS)
4. describe the history of **Global Distribution Systems** (GDS)
5. describe the **organisational structure** of **Global Distribution Systems** (GDS)
6. describe **developments** that affect the use of **Global Distribution Systems** (GDS).

Range

Global Distribution Systems

Sabre, Worldspan, Galileo, Amadeus

Differences

Ownership, location, head office, other industry links, background, front-end tools

Organisational structure

Corporate ownership, airline, tour operator, other distribution systems, suppliers, travel agents, background development

Developments

E-tickets, e-booking, e-boarding, on-line booking facilities, partnerships, personalised web sites, interfaces, dynamic packaging, wireless

Unit 221   Global distribution systems

Outcome 2   Understand the functions of a Global Distribution System

Assessment Criteria
Knowledge
The learner can:
1. describe **uses** of a Global Distribution System (GDS)
2. explain how **suppliers** use Global Distribution Systems (GDS) to sell products and services
3. identify communication links between **suppliers** and Global Distribution Systems (GDS)
4. explain **terminology** associated with Global Distribution Systems (GDS).

Range
Uses
Flight, accommodation, car hire, auxiliary services, administration, account management records, customer database, pricing, availability, booking

Suppliers
Hotels, airlines, car hire companies, rail, cruise, ferry, government, insurance

Terminology
Point & click, front-end, user friendly, native language, front office, back office, vendors, desktop, mainframe, interface, booking file, PNR

Unit 221　　Global distribution systems

Outcome 3　　Be able to create a booking file using a Global Distribution System

Assessment Criteria
Practical skills
The learner can:
1. plan and build basic two sector return **itineraries**
2. use **encode and decode** entries
3. check and display **flight availability**
4. sell seats from the **flight availability** display
5. add **mandatory fields** to a booking file
6. produce **fare prices** for booking files
7. end **itineraries**.

Range
Itineraries
Passenger name, flights, phone fields, ticketing field, received field, end transaction

Encode and decode
City/airport, airline

Flight availability
Date, departure city, arrival city, airline, time, class of travel

Mandatory fields
Name, phone, ticketing, 'received from', itinerary (dependant on GDS used)

Fare price
Fare price itinerary class as booked

Unit 221 Global distribution systems

Notes for guidance

Suggested good practice

It should be recognised that those working towards the Introduction to Global Distribution Systems in the Travel Industry at level 2 are unlikely to have knowledge of Global Distribution Systems unless they have some prior experience of working in the industry.

Whilst delivering and assessing the outcomes of this unit it is important to focus on why a GDS is used in the travel industry. It should be made clear to learners that good information Technology skills are essential to the travel and tourism industry and that being able to demonstrate such skills is vital to the candidate's future employment prospects in the industry.

This unit should be delivered in an interactive format to engage the candidate in a full range of diverse learning activities. Activities such as brainstorming and class discussion where learners can share any prior knowledge of reservation systems used in the travel industry is a good starting point. This will lend itself to research based learning and this would be best conducted in small groups, so that learners can use a wider range of resources to help their investigations.

To underpin delivery of outcome 3 and give the learner the best opportunity of successfully completing this unit it is vital that candidates are **given access to a 'live' or 'simulated' GDS**. It is recommended that centres contact one of the organisations below who will be able to provide centres with details of the systems that they offer for candidates learning about Global distribution systems. **Centres must therefore ensure that they have the necessary resources in place before offering this unit and ensure that the systems they have chosen are compatible with the content of the unit.**

Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment and build their confidence. Work placements should be encouraged in local leisure and business travel agencies, tour operators, airlines, hotels, car hire companies.

Learning and support resources

There are 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:

Resource	Title/How to access	
Books	• Swarbrooke J & Homer S (2001), Business Travel and Tourism, Butterworth-Heinemann, Oxford • Inkpen G (1998), Information Technology for Travel and Tourism, Longman	
Periodicals and other publications	• Trade Journals (Travel Weekly, Travel Trade Gazette) • Airline Publications • Hotel Publications • Car Hire Publications	
Websites	www.amadeus.com	**Amadeus GDS**
	www.galileo.com	Galileo GDS

	www.sabre.com	Sabre GDS
	www.worldspan.com	Worldspan GDS
	www.gtmc.co.uk	Guild of Travel Management Companies

Unit 222 Meet and greet services travel and tourism services

Level: 2
Credit value: 1
NDAQ number: T/601/3194

Unit aim

The aim of this unit is to provide the candidate with the skills needed to meet, greet and direct travel and tourism customers.

This unit introduces candidates to the skills needed to meet, greet and direct travel and tourism customers. Some examples of where guests may require meet and greet services could be at airports, coach tours, car hire, and information desks.

Customers will often evaluate an entire company, place or event by the first person they come into contact with and it is therefore paramount that the customers' first point of contact is a positive experience. Consequently, those choosing a career in the frontline of the travel and tourism industry need to develop the best possible skills for the role.

Initially, this unit looks at the importance of making a good first impression focussing on creating a positive personal image through physical appearance and use of body language. From here candidates move on to look at making all customers feel welcome.

This unit is concerned with enabling customers to find their way or ensuring they are pointed in the right direction. Therefore, in the final outcome candidates learn about guiding customers to a place, seat or person who can best help them.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand how to meet and greet travel and tourism customers
2. Understand how to make travel and tourism customers feel welcome
3. Know how to provide information to travel and tourism customers

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by a short-answer question paper.

Unit 222 Meet and greet services travel and tourism services

Outcome 1 Understand how to meet and greet travel and tourism customers

Assessment Criteria

Knowledge

The learner can:

1. explain the **reasons** why **first impressions** are important to travel and tourism organisations
2. describe positive **body language**
3. describe the importance of using positive **body language**
4. explain the effects that **body language** may have on customers
5. explain the importance of recognising **body language** in others
6. describe how to **meet** travel and tourism customers
7. explain the importance of meeting travel and tourism customers **appropriately** to the customer and the organisation.

Range

Reasons

Repeat business, professional image, marketing the organisation, increased customer loyalty, increased income

First impressions

Positive personal image – Physical appearance, body language, professional manner, corporate identity, personal organisation, of the organisation, of self

Body language

Posture, gestures, mannerisms, eye contact, facial expressions

Meet

Smile/facial expression, eye contact, greeting

Appropriately

Smile/unsmiling, handshake/no handshake, cheerful/solemn, helpful, supportive, visible presence, speaking if required, aware of customers behaviour

Unit 222 Meet and greet services travel and tourism services

Outcome 2 Understand how to make travel and tourism customers feel welcome

Assessment Criteria
Knowledge
The learner can:
1. describe how to greet travel and tourism customers in an **appropriate manner**
2. explain the **importance** of making travel and tourism customers **feel welcome**
3. identify ways of recognising and remembering customers and their names
4. identify positive ways of being **memorable** to the customer
5. identify specific ways of assisting all **types** of travel and tourism customers
6. explain the importance of adopting a positive approach towards all **types** of travel and tourism customers
7. describe different methods of communicating with customers with **specific needs**.

Range
Appropriate manner
Smile, cheerful, helpful, supportive, visible presence, speaking if required

Importance
Customer loyalty, repeat business, marketing

Memorable
Appearance, manners, attitude, service, support

Types
Inclusive: social, age, gender, groups, alone, with children
Differing needs: specific physical needs, sensory needs, learning needs
Other cultures: non-English speakers, customers from other cultures, spiritual or religious beliefs

Specific needs
Visual impairment, speech impairment, hearing impairment, learning difficulties

Unit 222   Meet and greet services travel and tourism services

Outcome 3   Know how to provide information to travel and tourism customers

Assessment Criteria

Knowledge

The learner can:

1. explain the importance of giving accurate **information** to travel and tourism customers
2. describe how to give clear **directions** to travel and tourism customers
3. explain the importance of keeping customers updated if **circumstances** change
4. explain the importance of being able to direct customers to the best **resource** for their query
5. describe how to check that your customer understands the information given
6. identify how to **respond** if unable to help or advise customers.

Range

Information

Directions, facilities (rest rooms, food, seats, transport, merchandise), products and services (transportation, attractions, tours, hotels, amenities)

Directions

Verbal, written, map, by guiding

Circumstances

Amended times/location, delays

Resource

Tourist Information Centres, leaflets, published guides, information desks, representatives, brochures

Respond

Seek help from colleague, supervisor or manager, refer to written media

Unit 222 Meet and greet services travel and tourism services

Notes for guidance

Suggested good practice

Those choosing to work towards Meet and Greet Services in Travel and Tourism at level 2 may come from a variety of backgrounds. For some it may be part of an overall level 2 programme of learning in travel and tourism but for others it may be offered as a stand alone qualification. For some this will be the very first time they have considered the concept of any type of customer service. Other candidates may already be working in the travel and tourism industry and would like to either formalise their learning or use this as a refresher course. By whatever path candidates come to be studying Meet and Greet Services in Travel and Tourism at level 2, tutors will need to tailor their delivery according to the needs of the individual or group of learners. However, the focus for all delivery should be the customer.

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. Teachers may choose to give examples form their own experience and should encourage learners to observe the level of customer service on offer whilst outside the classroom. This critical approach often serves to heighten the candidates' self-awareness.

Asking candidates to think about appropriate physical appearance for an assortment of occasions is often a good way of getting them to think about the work situation. Asking candidates to design uniforms for a variety of 'fun' roles can often help to reinforce the point. Body language can often be observed within the group itself and actually getting candidates to practice smiling at each other is a simple and effective learning experience.

Exercises such as asking each other for verbal directions from the place of study to each others' homes get candidates thinking about how to give directions. Taking that further and asking them to mark the same route on a map often goes to show it's not as easy as they think it might be. Using diagrams of theatres or stadium and asking candidates to pinpoint a particular seat can be useful. In some cases it may be appropriate to ask candidates to act as guides within their place of study for events such as open nights where visitors need escorting to a particular room.

There are a variety of videos available which can often be used as either a springboard or to reinforce learning.

Role play within a travel and tourism context is an excellent way of building confidence and especially useful in advance of any work placement. Practical work experience will be of benefit for candidates to demonstrate their abilities in a real life environment. Work placements should be encouraged in any travel and tourism environment such as local travel agencies, tourist offices or visitor attractions where candidates would have the opportunity of working as part of a team.

Where work experience is not practicable, simulated situations can be used, but it is essential they are conducted within a context that reinforces the attitude, behaviour and skills required to work successfully within the travel and tourism industry.

Learning and support resources

There are 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:

Resource	Title/How to access
Books	• Blanchard K and Bowles S (2004), Raving Fans: A Revolutionary Approach to Customer Service, HarperCoilins
	• Blohowaik D and Karr R (1997), The Complete Idiots Guide to Customer Service, Macmillan Publishing
	• Disney institute (2003) Be Our Guest: Perfecting the Art of Customer Service, Disney Press
	• Jerome G (2002) The Portable Pocket People Meeter: 50 Ways to Meet, Greet and Communicate, Write Parts
	• Leland K and Bailey K (2000) Customer Service for Dummies John Wiley and Sons Inc
	• Sheppard R (2002) Meet, Greet and Prosper, Centre Publishing
Periodicals and other publications	• Travel Weekly
	• Travel Trade Gazette
	• Hospitality Trade Journals
	• Tourism Trade Journals
Videos	As well as the seemingly endless supply of television programmes with a customer service and/or tourism 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 on offer include:
	• 'Serving Your Best Interests' available from Confederation of British Industry 'I am a Tourist' available from English Heritage
	• TV choice
	• 'Coaching in Customer Care' 'The Team Working Experiment' 'Making the Difference'
Websites	www.instituteofcustomerservice.com — **Institute of Customer Services**
	www.cipd.co.uk — Chartered Institute of Personnel & Development
	www.cbi.org.uk — Confederation of British Industry
	www.tvchoice.uk.com — TV Choice
	www.bbc.co.uk/education/lzone — BBC learning zone

Unit 225   Travel planning

Level: 2
Credit value: 6
NDAQ number: J/601/3183

Unit aim

The aim of this unit is for learners to gain the skills and knowledge needed to plan travel arrangements. A range of sources of information will be used to identify individual services which can be combined to make an itinerary tailored to meet customer's requirements. The learners will also be able to identify additional guidance and advice about a journey and destination to enhance the traveller experience.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the travel planning process
2. Be able to use sources of travel planning information
3. Be able to produce travel plans that meet customer requirements
4. Be able to provide additional information on travel and tourism arrangements

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 225   Travel planning

Outcome 1   Understand the travel planning process

Assessment Criteria

Knowledge

The learner can:

1.   describe the travel planning **process**
2.   explain **factors** which affect travel planning
3.   explain **benefits** of advance travel planning.

Range

Process

Establish needs and wants, investigate possible routings and services, select best options, provide advice

Factors

Time constraints, budget, specific needs, availability of services, customer preferences

Benefits

Cost, choice

Unit 225   Travel planning

Outcome 2   Be able to use sources of travel planning
                       information

Assessment Criteria
Practical skills
The learner can:
1. locate travel and tourism **information** using reference **sources**
2. interpret **abbreviation codes** used in travel planning.

Knowledge
The learner can:
1. identify potential **sources** of travel planning information
2. explain the **importance** of **abbreviation codes**.

Range
Information
Transportation, routes, timings, costs, facilities, accommodation, destination features

Sources
Timetables, brochures, leaflets, internet websites, manuals, guidebooks, atlases, local maps

Abbreviation codes
Company, airport, city, aircraft, facility

Unit 225 Travel planning

Outcome 3 Be able to produce travel plans that meet customer requirements

Assessment Criteria
Practical skills
The learner can:
1. identify **customer requirements** using effective questioning
2. research options that meet **customer requirements**
3. create travel itineraries that meet **customer requirements**.

Knowledge
The learner can:
1. identify **components** of travel and tourism itineraries
2. explain the importance of offering alternative travel and tourism arrangements
3. explain the importance of comparing alternatives prior to presenting travel itineraries to customers
4. identify additional factors to consider when recommending travel itineraries.

Range
Customer
Leisure traveller, business traveller, overseas visitor, family, senior citizen, specific needs, groups

Requirements
Budget, departure/journey time, convenience, preference

Components
Transportation, (air, road, rail, sea), accommodation, activities

Unit 225 Travel planning

Outcome 4 Be able to provide additional information on travel and tourism arrangements

Assessment Criteria
Practical skills
The learner can:
1. provide additional travel and tourism information to customers.

Knowledge
The learner can:
1. identify **additional information** relating to transport arrangements required by customers
2. identify **destination information** which may be of benefit to customers
3. describe how to present information on travel and tourism arrangements to customers.

Range
Information
Security procedures, restrictions, check-in/journey times, documentation required, facilities

Destination information
Location of key buildings/facilities, visitor attractions, currency, climate, culture/customs

Unit 225   Travel planning

Notes for guidance

Suggested good practice

Learners studying this unit are likely to have an interest either in a career in the travel and tourism industry or an interest in travelling themselves and, in either case, should be aware of the benefits of careful planning and research in making the most effective travel plans.

Knowledge of a wide range of source material and the ability to compare and combine elements of a journey to best meet travellers' needs are the key to success in the unit. The most obvious suggestion may not be the best alternative – there may be a new service which can be identified by research which would improve the itinerary planned. Access to the internet will make a wide range of information readily available and familiarity with both road and travel atlases will support awareness of alternative routes.

Journeys may range from domestic to international. When recommending a proposed itinerary, it is important to recognise that every traveller may not have the same priorities.
Study of the variety of arrangements available to suit types of traveller such as the business traveller, family, or student on a budget may best be approached with the use of case studies. This will show how requirements can be met by considering different forms of transport, journey times, costs, and levels of comfort.

A useful activity would be to suggest that learners plan a journey for their own potential gap year, looking at routes, choices of accommodation and transport, and the information they would need to be prepared for the trip.

Guest speakers from retail and business travel may be helpful to add examples of itineraries from real situations, and learners and teachers are encouraged to discuss their own travel experiences to give more detailed information about different journeys.

Where day or residential visits are planned, practical involvement in planning the journey and visit arrangements can be beneficial in raising awareness of the implications of each mode of transport and element considered.

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 whatever they feel most comfortable with. However in this fast-moving industry it is imperative to ensure that the latest edition of any resource is utilized. Examples of resources, which could be used, include:

Resource	Title/How to access
Books	Columbus World Travel Atlas
	OAG Flight Guide
	OAG Flight Atlas
	World Travel Guide
	Syratt, G (2003) Manual of Travel Agency Practice 3rd edition, Elsevier
Periodicals and other publications	Rail timetables
	National Express Coaches manual/leaflets
	Local Bus/Coach time tables
	AA and RAC member manuals
	Car Hire brochures and leaflets
	Restaurant guides and promotional leaflets

	Hotel guides and promotional leaflets	
	Tourist Information Centres (TIC) Tourist Board promotional materials	
CD/DVD	OAG Travel Planner	
	OAG Flight Planner	

Websites	**www.worldtravelguide.net**	**World Travel Guide**
	www.gazetteers.com	Travel Gazetteers
	www.airportguide.com	Airport Guide
	www.nationalexpress.com	National Express
	www.transportdirect.info	Transport Direct
	www.trainline.com	Train enquiries
	www.ferrybooked.com	Brittany Ferries
	www.stenaline.co.uk	Stena Line Ferries
	www.avis.co.uk	International car hire
	www.herz.co.uk	International car hire
	www.tripadvisor.co.uk	Trip Advisor
	www.visitbritain.co.uk	UK information
	www.britainexpress.com	UK accommodation and heritage website
	www.multimap.com	Multimap
	www.theaa.com	Automobile Association
	www.rac.co.uk	Royal Automobile Club

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Unit 226 Activity tourism in the UK

Level: 2
Credit value: 5
NDAQ number: A/601/3195

Unit aim

The aim of this unit is to develop learners' understanding of activity holidays and how they relate to current trends in the travel and tourism sector.

This enables learners to relate the importance of the location where the activities are pursued, the type of environment in which the activities are offered and the type of facilities and equipment required for the activity. It also enables them to highlight the benefits to potential customers when making recommendations on activity breaks.

Learning outcomes

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

1. Understand the activity tourism product
2. Understand the characteristics of activity tourists
3. Be able to recommend activity breaks for customers

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 226   Activity tourism in the UK

Outcome 1   Understand the activity tourism product

Assessment Criteria
Knowledge
The learner can:
1. define activity tourism
2. identify **activities** available to tourists
3. identify **environments** where activity tourism is available
4. identify facilities required for **activities**
5. explain resources required to participate in **activities**
6. identify **organisations** who provide organised activity tourism
7. explain the importance of regulation of providers of activity holidays
8. explain the advantages of activity tourism to host areas
9. describe the impacts of activity tourism on host areas.

Range
Activities
Water sports (sailing, water-skiing, surfing, canoeing)
Fell walking, climbing, cycling, mountain biking, horse riding, orienteering, quad-biking
Sport (rugby, football, golf, cricket)

Environments
National parks, coastal areas, lakes, waterways, mountains, countryside, towns and cities

Organisations
Local authority activity centres, private sector activity centres, Ramblers Association, National Trust, Field Studies Council, Youth Hostels Association, providers listed on British Activity Holiday Association **www.baha.org.uk**

Unit 226 Activity tourism in the UK

Outcome 2 Understand the characteristics of activity tourists

Assessment Criteria
Knowledge
The learner can:
1. explain reasons why people participate in activity tourism
2. identify **benefits** of participation in activity tourism
3. describe **expectations** of activity tourists
4. identify the **needs** of activity tourists in a host area
5. explain how the **needs** of activity tourists can be met.

Range
Benefits
Increased confidence, team work, communication/interpersonal skills, leadership, personal development, sense of achievement, health and fitness, environmental awareness

Expectations
Warm welcome from staff, professional and qualified staff, provision and hire of equipment, relevant instruction to suit customers, drying facilities if outdoor activities, local information for when not participating in activities, changing/toilet facilities

Needs
Facilities, information (eg weather, maps, accommodation)

Unit 226 Activity tourism in the UK

Outcome 3 Be able to recommend activity breaks for customers

Assessment Criteria
Practical skills
The learner can:
1. recommend activity breaks for customers
2. communicate to customers all **aspects** of organised activity breaks.

Knowledge
The learner can:
1. identify **considerations** when researching activity breaks
2. explain the importance of choosing activities that match customers' interests
3. identify sources of information for activity breaks.

Range
Aspects
Advantages, benefits, features, costs, schedules, requirements (eg equipment/clothing)

Considerations
Age, ability/experience, mobility, budget, interest, location, access

Unit 226   Activity tourism in the UK
Notes for guidance

Suggested good practice

Activity holidays are becoming increasingly important in the overall makeup of the outdoor industry. Individuals, schools, outdoor centres and other providers offer the outdoor activities of mountain walking, rock climbing, caving, kayaking, canoeing and sailing plus activities that are more accessible, need less skill and equipment and are generally simpler and cheaper to deliver. It is important that tutors include a range of organisations who offer outdoor activity holidays within their delivery, including those for group holidays as well as those travelling independently or who may wish to link with people of the same interest. Many local authorities own or operate outdoor education centres that can be used to investigate this type of holiday. Learners' would benefit from participating in an activity break to enable them to experience the activities which can be linked to the team building in unit 204 Interpersonal skills for the travel and tourism industry.

Learners' should develop a good understanding of the range of activities and their benefits to customers. Learners' should cover the traditional land and water based activities as well as corporate and group building activities. The learner will develop an understanding of the different characteristics of activity holidays, the pursuits available at different location and be able to explain why they are different. Tutors should cover the importance of the location where the activities are pursued, the type of environment, water, land or air in which the activities are practiced and the type of equipment and facilities required for the activity. Learners will explore the importance of placing activity holidays in the context of the outdoor environment and be able to explore the impact of activity holidays on destinations which could also be investigated through a visit to an area in which this type of holiday is offered.

With all outdoor and adventurous activities, clearly defined aims and objectives are important in directing and in ensuring that the activities are delivered in a controlled safe manner. Adaptation of outdoor pursuits to the different environments has been a key influence in how activities are developed and practiced.

Learning and support resources

Websites	www.outdoor-learning.org	**Institute for Outdoor Learning**
	www.field-studies-council.org	Field Studies Centres
	www.pgl.co.uk	PGL Holidays
	www.hfholidays.co.uk	HF Holidays
	www.nationalparks.gov.uk	National Parks Authority
	www.nationaltrust.org.uk	National Trust
	www.forestry.gov.uk	Forestry Commission
	www.countrysideaccess.gov.uk	Countryside Agency
	www.ramblers.org.uk	Ramblers Association
	www.yha.org.uk	Youth Hostel Association
	Local authority website	

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Unit 227 Principles of customer service in hospitality, leisure, travel and tourism

Level: 2
Credit value: 1
NDAQ number: T/600/1059

Unit aim

To meet the requirements of the Hospitality, Leisure, Travel and Tourism sector in providing staff who engage with internal and external customers with introductory knowledge in customer service.

Learning outcomes

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

1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body (if required, otherwise omit)

This unit is endorsed by People 1st.

Assessment

This unit will be assessed by a short-answer question paper.

Unit 227 Principles of customer service in hospitality, leisure, travel and tourism

Outcome 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

Knowledge

The learner can:

1. describe the **role of the organisation** in relation to customer service
2. identify the characteristics and benefits of **excellent customer service**
3. give examples of internal and external customers in the industries
4. describe the importance of **product knowledge** and sales to organisational success
5. describe the importance of **organisational procedures** for customer service.

Range

Role of the organisation

Setting the service offer, monitoring, evaluating and improving standards based on customer feedback, analysis of records, complaints and comment cards, complying with industry codes of practice and legislation including Health and Safety at Work Act, Data Protection Act, Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations Act, Consumer legislation - Sale of Goods Act, Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act and the Consumer Protection Regulations

Excellent customer service

Meeting and exceeding customer expectations, knowing key benefits/features of an organisation's services and products, actively listening to the customer, being professional, friendly and polite, encouraging customer loyalty and retention, building a relationship with customers, ensuring customers pass on positive feedback to others

Product knowledge

Provide relevant product information to the customer to help them make a decision or answer any questions, explain products to the customer to give a professional impression and increase trust with the customer, cross-sell and up-sell, match the customer's needs with the correct product specification, increase referrals/repeat business/ increase sales

Organisational procedures

Service standards, feedback systems, complaints procedures, emergency procedures

Unit 227 Principles of customer service in hospitality, leisure, travel and tourism

Outcome 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

Knowledge

The learner can:

1. identify the **benefits** of excellent customer service for the individual
2. describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
3. describe the importance of **personal presentation** within the industries
4. explain the importance of using appropriate **types of communication**
5. describe the importance of **effective listening skills**.

Range

Benefits

Recognition within the organisation, motivation, engaging/building relationships with customers makes the interaction more satisfying, job satisfaction, financial rewards or incentives, receiving compliments, increased sales, improved career prospects, positive performance review

Personal presentation

Create a good first impression, follow relevant dress codes, personal hygiene, verbal and body language, approach and attitude, behaviour

Types of communication

Face-to-face – includes eye contact and active listening, written communication includes letter, email, memos and reports, telephone communication

Effective listening skills

Paraphrasing, clarifying, probing, verifying and summarising

Unit 227 Principles of customer service in hospitality, leisure, travel and tourism

Outcome 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Assessment Criteria
Knowledge
The learner can:
1. identify what is meant by **customer needs** and **expectations** in the industries
2. identify the importance of anticipating and responding to varying **customers' needs** and **expectations**
3. describe the **factors** that influence the customers' choice of products and services
4. describe the importance of meeting and exceeding customer **expectations**
5. describe the importance of **dealing with complaints** in a positive manner
6. explain the importance of **complaint handling procedures**.

Range
Customer needs
Information eg directions, facilities, price, availability, health, safety and security, assistance eg for parents, those with disabilities, level of service eg that timescales are met, promises kept, value for money, quality presentation, specific needs, products and services eg customers' expectations, identification of needs, knowledge of products and services

Expectations
Level of service, value for money, hygiene and health and safety, luxury factor

Factors
Price, value for money, reputation/brand, past experience and recommendation

Complaints
Price-value, quality, speed of service/deliver, level of service, poor staff attitude, breakdown

Dealing with complaints
Keeping calm, empathise with customer, keep customer informed, arriving at a mutually acceptable solution, follow up with customer and/or with staff

Complaint handling procedure
Acknowledging the complaint, apologising for inconvenience, prompt attention to situation, identifying questions to answer, investigate the complaint, identifying problems to resolve

Unit 228 Food safety in catering

Level: 2
Credit value: 1
NDAQ number: H/502/0132

Unit aim

This unit will provide candidates with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry.

Learning outcomes

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

1. Understand how individuals can take personal responsibility for food safety
2. Understand the importance of keeping him/herself clean and hygienic
3. Understand the importance of keeping the work areas clean and hygienic
4. Understand the importance of keeping food safe

Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

These qualifications are based on NOS which have been developed by the SSC People1st. Titles are as follows:

* Level 2 NVQ in Hospitality.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment

This unit will be assessed by a multiple choice online test covering the knowledge

Unit 228   Food safety in catering

Outcome 1   Understand how individuals can take personal responsibility for food safety

Assessment Criteria

Knowledge

The learner can:

1. outline the **importance** of **food safety procedures**, **risk assessment**, **safe food handling** and **behaviour**
2. describe how to report **food safety hazards**
3. outline the **legal responsibilities** of food handlers and food business operators.

Range

Importance

Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action)

Food safety procedures

Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitizer, sterilization

Risk assessment

Recognition of the likelihood of a hazard occurring

Safe food handling

Use of 'best practice' in the handling of food, to ensure the production of safe food

Behaviour

Good level of personal hygiene, (washing hands after coughing, sneezing, touching face, nose blowing, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), taking care over food, awareness of and reporting of unacceptable behaviours

Food safety hazards

Physical, biological, chemical, allergenic

Legal responsibilities

Food handlers – personal hygiene, illness (reporting, appropriate time away from food – 48 hours after last symptoms), understanding of food poisoning (anything which when ingested will cause harm), understanding of food hygiene (steps taken to prevent food poisoning)

Food business operators – appropriate food hygiene practices, requirement of food businesses to be registered with local authorities, compliance with EHO

Unit 228   **Food safety in catering**

Outcome 2   Understand the importance of keeping him/herself clean and hygienic

Assessment Criteria
Knowledge
The learner can:
1. explain the **importance** of personal hygiene in food safety including its role in reducing the risk of contamination
2. describe effective personal hygiene **practices**, for example, protective clothing, hand washing, personal illnesses, cuts and wounds.

Range
Importance
Prevention of the transmission of pathogenic bacteria (in particular staphylococcus aureus) /objectionable matter from an individual into the food chain, routes and vehicles to avoid cross contamination

Practices
Protective clothing, not wearing jewellery, short, clean nails, no nail biting, no smoking, appropriate practice when dealing with contact dermatitis

Unit 228   Food safety in catering

Outcome 3   Understand the importance of keeping the work areas clean and hygienic

Assessment Criteria

Knowledge

The learner can:

1. explain how to keep the **work area and equipment** clean and tidy to include **cleaning and disinfection methods**, **safe use and storage of cleaning chemicals and materials**, and **waste disposal**

2. state **how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**

3. outline the **importance of pest control**.

Range

Work area and equipment

Food handling area and all equipment associated with it, hand touch points (eg door handles), food preparation surfaces

Cleaning and disinfection methods

Work area – clean as you go, low risk and high risk areas in food preparation environments, work surfaces, correct cleaning procedures to prevent contamination, traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method. Double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect water above 82C. Single use cloths or colour-coded cloths

Equipment – cleaning in place (static equipment eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart

Safe use and storage of cleaning chemicals and materials

Chemicals – COSHH, lockable storage away from foods (restricted access) storage in original containers, labelling, dilution, mixing of chemicals, manufacturers' instructions, PPE, avoiding chemical contamination/cross-contamination (eg over-spray), appropriate cleaning and disposal of chemical spillages, safety data sheets

Materials – appropriate storage areas away from food, avoiding prolonged soaking of materials, single use and colour-coded cloths

Waste disposal

Regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests)

How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning

Work flow – clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas), good visibility

Work surfaces – smooth, impervious, non tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (eg for commercial use)

Equipment – easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose

Importance of pest control

Legislative requirements, to avoid contamination (pathogenic bacteria, spoilage bacteria), to avoid spread of disease, loss of reputation and profit, to prevent drop in staff morale, to avoid damage, wastage of food

Unit 228   Food safety in catering
Outcome 4   Understand the importance of keeping food safe

Assessment Criteria
Knowledge
The learner can:

1. state the **sources and risks to food safety** from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards
2. explain **how to deal with food spoilage** including recognition, reporting and disposal
3. describe **safe food handling practices and procedures** for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
4. explain the **importance of temperature controls** when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
5. describe **stock control procedures** including deliveries, storage, date marking and stock rotation.

Range
Sources and risks to food safety
High risk groups – pregnant, young, old, sick (those with a weakened immune system)

Microbial – pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli), food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria), spoilage organisms (moulds, yeasts), harmless organisms, viruses, toxins

Chemical – cleaning chemicals/materials, pesticides (eg rodenticides, insecticides)

Physical – mercury, plasters, equipment (nuts, bolts), bits of clothing or PPE, flaking paint, glass

Allergenic – nuts, wheat, dairy, gluten, fish/shellfish, plants/fungi, green sprouting potatoes, any other potentially allergic food stuff/substance

How to deal with food spoilage
Recognition – visual (mould, colour), smell, texture

Reporting – to supervisor/line manager

Disposal – clearly labelled ('Not for human consumption'), separated from general waste, disposed of away from food storage areas/kitchen

Safe food handling practices and procedures / Importance of temperature controls
To meet 'due diligence' criteria, EHO requirements

Temperatures checked with a clean, sanitized probe; temperature logs for fridges and freezers, and serving cabinets

Danger zone for food = 5°C – 63°C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible

Preparing – defrosting at bottom of fridge overnight, or in thawing cabinet (best practice), core temperature not to go above 8°C; held outside of correct storage temperature for as little time as possible

Cooking – cooked to 75°C or higher unless this is detrimental to the quality of the food, cooking to appropriate temperature to kill spores

Chilling – food must be chilled below 8°C within 90 minutes of cooking to avoid multiplication of bacteria (danger zone)

Reheating – best practice is to reheat above 75°C core temp for two minutes, reheat once only, best practice in Scotland is reheat above 82°C core temp for two minutes, reheat once only

Holding – correct temperature (core temp of 8°C or lower for cold food, 63°C or higher for hot food)

Serving – served at appropriate temperature (cold = below 8°C, hot = above 63°C)

Transporting – transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot)

Stock control procedures

Deliveries – food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality

Storage – labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1°C and 5°C to ensure 8°C core temperature for chilled; -18°C core temp for frozen), dry goods may be stored at ambient temperature

Date marking – labelling (ie storage date / use by date / best before date)

Stock rotation – effective stock rotation (FIFO – first in, first out)

Appendix 1　　Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 2 Diploma in Travel and Tourism (4872)

NQF units		QCF units	
Unit Number/Title		**Unit Number/Title**	
201	Worldwide travel and tourism destinations	201	Worldwide travel and tourism destinations
205	UK travel and tourism destinations	205	UK travel and tourism destinations
206	The structure of the UK travel industry	206	The structure of the UK travel industry
207	Retail travel services	207	Retail travel services
209	Transportation for travel and tourism	209	Transportation for travel and tourism
210	Additional travel and tourism services	210	Travel and tourism support services
212	Air fares and ticketing	212	Air fares and ticketing
213	Visitor attractions	213	Visitor attractions
214	Resort representatives	214	Resort representatives
215	Introduction to responsible tourism	215	Responsible tourism
216	Tourist information services	216	Tourist information services
217	Tour operations	217	Tour operations
219	Promotional materials for travel and tourism	219	Promotional activities in travel and tourism

220	Introduction to business travel practices	220	Business travel planning
221	Introduction to global distribution systems	221	Global distribution systems
222	Meet and greet services	222	Meet and greet services in travel and tourism

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:
- ***Walled Garden***
  Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
  - ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for GOLA assessments.

City & Guilds
Skills for a brighter future

www.cityandguilds.com

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business_unit@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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