BTEC FIRST

BTEC
Award

Specification
TRAVEL AND TOURISM

From September 2018

Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

Issue 4

Pearson

Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

Specification

First teaching September 2018

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Summary of Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

Summary of changes made between Issue 2 and Issue 4 (*Change made since the previous issue. This change is sidelined.)	Page/section number
What are BTEC Firsts? and **Key features of the Pearson BTEC First Award** The introductory sections of this specification have been refreshed to give you a summary of how the new BTEC Firsts have been designed.	Sections 1 and 2, pages 3 to 5
What does the qualification cover? This section has been updated with information which is relevant to the BTEC First Award in Travel and Tourism. We have provided you with an overview of the units available in this qualification. We have explained how synoptic assessment works, indicating how knowledge and skills are drawn from across the qualification, with guidance on how the synoptic assessment can be assessed. We have made to links to developing employability skills clearer, with examples of how this features in this qualification.	Section 3, pages 9 to 12
The structure of the qualification has changed.	Page 13
Section 9 – The First assessment availability for Unit 1 has been updated.	Page 30
Section 9 – External assessment Unit 1 resit opportunities row added to table: 'All learners registered from Sept 2018 can resit the external assessment once.'	Page 30*
Section 10 – The number of points from mandatory units a learner is required to have to achieve the qualification has increased to reflect the increase in mandatory units.	Page 33
Section 10 – The example tables have been amended to show that Unit 3 is now mandatory.	Pages 34-35
Unit 1 – Amended rider statements have been added to the content for A.1, A.2, A.3, A.4, B.1, B.2, B.3, B.4, C.1 to clarify the content to be taught and leaned.	Pages 42-46
Unit 2 – Amended rider statements have been added to the content for A.1, B.1, B.3 and to learning aim C to clarify the content to be taught and learned.	Pages 50-52
Unit 3 – The Development of Travel and Tourism in the UK has been removed from the qualification. Unit 3 is now The Travel and Tourism Customer Experience which is a mandatory unit.	Page 59
Unit 3 – Introduction – Paragraph on synopticity added.	Page 59
Unit 3 – Amended rider statements have been added to the content for A.1, B.1, B.4, C.1 and C.2 to clarify the content to be taught and learned.	Pages 60-63
Unit 3 – Assessment Criteria – criteria 1B.3, 2B.P3, 2B.M2 reworded slightly for clarity.	Page 64
Unit 3 – Essential information for assessment – Paragraph on synopticity added.	Page 66
Unit 3 – Essential information for assessment – some guidance has been slightly reworded for clarity for criteria 2A.D1, 2A.M1, 2B.P2, 2B.P3, 2B.M2, 2B.D2, 1B.3	Pages 66-68

Summary of changes made between Issue 2 and Issue 4	Page/section number
Unit 3 – Links to other units table added.	Page 71-72
Unit 4 – Amended rider statements added to the content for Learning Aim A, B.1, Learning Aim C to clarify the content to be taught and learned.	Pages 74-76
Unit 5 – Amended rider statements added to the content for A.1, A.2, B.1 to clarify the content to be taught and learned.	Pages 84-85
Summary of PLTS coverage table amended to reflect change to mandatory units.	Page 96
Annexe B – Synoptic Assessment – amended to reflect change in approach to synoptic assessment.	Page 97.

Earlier issue(s) show(s) previous changes.

If you need further information on these changes, contact us via our website at: qualifications.pearson.com

Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

What are the key principles of BTEC Firsts?

To support young people to succeed and progress in their education, BTEC Firsts have four key design principles embedded.

1 Standards: a common core and external assessment

Each Level 1/Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, our quality-assurance model ensures robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process

- every BTEC assessor will take part in a sampling and quality review during the teaching cycle

- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units; contextualised English and mathematics

Mandatory units, developed in consultation with employers and educators, give learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

Optional specialist units focus more closely on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. Where appropriate to the sector, learners will practise these essential skills in naturally occurring and meaningful contexts.

4 Recognising achievement: opportunity to achieve at Level 1

BTEC Firsts provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners, achieving this standard in all units within one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications, with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

We asked what kind of guidance you, as teachers and tutors, need. As a result, we streamlined the specification to make the units easier to navigate and have provided you with enhanced support in an accompanying Delivery Guide.

Thank you

Contents

Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

● the qualification's objective

● any other qualification that a learner must have completed before taking the qualification

● any prior knowledge, skills or understanding that the learner is required to have before taking the qualification

● units that a learner must have completed before the qualification will be awarded, and any optional routes

● any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded

● the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

● the method of any assessment and any associated requirements relating to it

● the criteria against which learners' level of attainment will be measured (such as assessment criteria)

● any specimen materials (supplied separately)

● any specified levels of attainment.

Qualification title and Qualification Number

Qualification title	**Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism**
Qualification Number (QN)	**600/6512/6**

This qualification is on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in our *UK Information Manual* on our website, qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First Awards are primarily designed for use in schools as an introductory Level 1/Level 2 course for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and, in due course, prepare learners to enter the workplace.

These qualifications are intended primarily for learners in the 14–16 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or Apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The qualifications are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression to further study and responsibility in the workplace.

Objectives of the BTEC First Awards

The BTEC First Awards will:

- enable you, as teachers, tutors and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so that learners in the 14–16 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- give learners opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills
- give learners a route through education that has clear progression pathways to further study or an Apprenticeship.

Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways in a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

● is for learners aged 14 years and over

● is a Level 1/Level 2 qualification; the grades range from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may be graded at Level 1. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result

● is a 120-guided-learning-hour qualification (equivalent in teaching time to one GCSE)

● has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments

● will be available on the Regulated Qualifications Framework (RQF)

● presents knowledge in a work-related context

● gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, relevant contexts

● provides opportunities for synoptic assessment, see *Annexe B* for more detailed information.

Learners can register for the BTEC Level 1/Level 2 First Award in Travel and Tourism from September 2018. The first certification opportunity for this qualification will be 2019.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification size for BTEC First Award in the Travel and Tourism sector

The BTEC Level 1/Level 2 First Award for the Travel and Tourism sector has the following values:

	GLH	**TQT**
First Award	120	160

Types of units within this qualification

This BTEC First qualification may have mandatory and optional specialist units, see *Section 4 Qualification Structure* for more detailed information.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–16-year-old learners. They support the remainder of the learning needed for this qualification. There will be both internal and external assessment.

Optional specialist units

The remainder of this qualification is formed of optional specialist units that are sector specific. These focus on a particular area within the vocational sector, and provide an opportunity for learners to demonstrate knowledge, skills and understanding.

Pearson BTEC Level 1/ Level 2 First Award in Travel and Tourism

3 Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

What does the qualification cover?

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management.

The qualification is 120 GLH, which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about the travel and tourism industry.

You will study the following three mandatory units, covering the underpinning knowledge and practical skills required to work in the industry:

- UK travel and tourism sector
- UK travel and tourism destinations
- the travel and tourism customer experience

You will choose one further unit from two optional units, covering more specific aspects of the global travel and tourism sector. These are:

- international travel and tourism destinations
- factors affecting worldwide travel and tourism

How will I be assessed?

You will carry out tasks/assignments throughout the course. Your teacher will assess and mark these and so you will receive feedback as to how you are getting on.

For the assessment for *Unit 3: The Travel and Tourism Customer Experience*, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

The assessment for *Unit 1: The UK Travel and Tourism Sector*, is a test that is sent away to be marked. This test includes multiple-choice and open-ended-response questions based on main types of tourism in the UK and the different component industries that make up the UK travel and tourism sector.

Where will this take me?

The sector-specific skills and knowledge will provide a sound basis for progression to further study of this sector at level 3 through a vocational qualification such as a BTEC National in Travel and Tourism, or an apprenticeship in either travel and tourism or hospitality.

What other subjects go well with travel and tourism?

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It can be complementary learning for a wide range of subjects. You can take this qualification alongside GCSEs in EBacc subjects (classical subjects, English and other languages, as well as two non-core GCSEs and/or other Key Stage 4 vocational qualifications. It will particularly complement GCSE Geography, putting into context much of the knowledge and skills developed in the study of that subject, and there are strong links with GCSE Business or the BTEC First Award in Business, and the BTEC First Award in Hospitality.

How does this relate to other BTEC qualifications?

The Pearson BTEC Level 1/ Level 2 First Award in Travel and Tourism provides a broad introduction to the sector and enables you to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study.

Pearson also offers larger sizes of the BTEC Level 1/Level 2 First in Travel and Tourism aimed at post-16 students.

Where can I find out more?

Further information about this qualification can also be accessed at:

https://qualifications.pearson.com

Provision for study in the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

Mandatory units

The mandatory units in this qualification ensure that all learners will develop:

● knowledge that underpins learning in other units in the qualification –
Unit 1: The UK Travel and Tourism Sector

● practical and vocational skills – *Unit 2: UK Travel and Tourism Destinations* and
Unit 3: The Travel and Tourism Customer Experience.

Optional specialist units

The optional specialist units give centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

● extend knowledge and understanding developed in mandatory units:

for example, in *Unit 4: International Travel and Tourism Destinations*, learners look at the feature of different types of international destination that appeal to different visitors and in *Unit 5: Factors affecting Worldwide Travel and Tourism* they consider how international travel is affected by different conditions and events.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism includes one externally assessed unit. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment.
This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.

Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work in the travel and tourism sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of industry standards for behaviour and performance.

Synoptic assessment

There is one internal unit, Unit 3, which provides the main synoptic assessment for the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation.

Unit 3: The Travel and Tourism Customer Experience requires learners to explore the needs and expectations of different travel and tourism customers and to investigate the customer service aims of and skills needed by two travel and tourism organisations.

The design of the assessment criteria ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory units in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification.

Examples of this include drawing on knowledge of travel and tourism organisations and industries and their aims, types of visitors and the appeal of UK destinations. Further ideas are available in *Annexe B*.

This assessment is assessed internally according to the regulations in *Section 8*.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism provides the knowledge, understanding and skills for Level 2 learners to progress to:

● other Level 2 vocational qualifications

● Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Travel and Tourism

● related academic qualifications.

Learners who achieve the qualification at Level 1 may progress to related Level 2 vocational or academic qualifications, such as BTECs and GCSEs.

English and mathematics

English and mathematics are essential for progression to further education and employment. The Pearson BTEC Level1/Level 2 First Award in Travel and Tourism supports the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. This will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring, relevant contexts.

Developing employability skills

The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Throughout the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism, learners will develop a range of employability skills, engage with employers and carry out work-related activities. Opportunities for learners to develop these skills are signposted in the suggested assessment task outlines at the end of each unit.

For example, across the optional specialist units learners develop:

● research and independent learning skills, through units such as *Unit 5: Factors Affecting Worldwide Travel and Tourism*

● communication skills, through units such as *Unit 4: International Travel and Tourism Destinations* in which learners produce itineraries for two planned holidays to international destinations

● customer awareness, through units such as *Unit 4: International Travel and Tourism Destinations* in which learners produce intineraries for different types of visitor.

Stakeholder support

This qualification reflects the needs of employers, further education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

4 Qualification structure

This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.

These units include:

● three mandatory units (totalling 90 GLH)

● one optional specialist units (totalling 30 GLH).

This BTEC First Award has units that your centre assesses (internal) and a paper-based examination that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism			
Unit	Mandatory units	Assessment method	GLH
1	The UK Travel and Tourism Sector	External	30
2	UK Travel and Tourism Destinations	Internal	30
3	The Travel and Tourism Customer Experience	Internal Synoptic	30
	Optional specialist units		
4	International Travel and Tourism Destinations	Internal	30
5	Factors Affecting Worldwide Travel and Tourism	Internal	30

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners' needs.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you could use promotional materials that have been developed by the travel and tourism

- giving learners the opportunity to apply their learning through practical activities that they will encounter in the future in the workplace, for example by practising working skills through teamwork activities

- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers in giving examples of current work procedures and practices

- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employers' help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualification in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learners' experience where relevant, for example, by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil in those learners who have a limited experience of the world of work, insight of the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended through the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally-specific, workplace case-study materials
- visiting speakers and the assistance of local employers
- visits to local workplaces
- inviting relevant experts or contacts to speak to learners about their involvement in the Travel and Tourism at different levels and in different ways
- visits to employers in the travel and tourism sector
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines and newspaper articles relevant to the sector.

Supporting the synoptic approach

Unit 3 provides the main synoptic assessment of this qualification. We propose that this unit is delivered towards the end of the qualification. Teachers and tutors must draw links between this unit and the content of the other units in the qualification, this is so that learners are able to select and integrate knowledge, understanding and skills in their response to assessment. To help teachers and tutors to make these links, the synoptic unit includes a section showing the relationship between that unit and other units in the qualification.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) in a sector-related context. Please see *Annexe A* for detailed information about PLTS and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria –
see individual units for signposting to English (#) and mathematics (*).

6 Access and recruitment

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

This is a qualification aimed at Level 1/Level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Further details on how to make adjustments for learners with protected characteristics are given in the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below is for **illustrative purposes only**.

Unit title
The title reflects the content of the unit.

Level
All units and qualifications have a level assigned to them that represents the level of achievement. The National Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.

Unit type
This shows if the unit is mandatory or optional specialist.

Guided learning hours
All units have guided learning hours assigned to them. This is the time when you (as a teacher, tutor, trainer or facilitator) are present to give specific guidance to learners on the unit content.

Assessment type
Units are either internally or externally assessed. Your centre designs and assesses the internal assessments. Pearson sets and marks the external assessments.

Unit introduction
The unit introduction is addressed to the learner and gives the learner a snapshot of the purpose of the unit.

Learning aims
The learning aims are statements indicating the scope of learning for the unit. They provide a holistic overview of the unit when considered alongside the unit content.

UNIT X: TITLE

Unit X: Title

Level: **1 and 2**
Unit type: **Optional specialist**
Guided learning hours: **30**
Assessment type: **Internal**

Unit introduction

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Learning aims

In this unit you will:

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B erat augue nulla turpis justo eget elementum metus ligula Tellus in cursus erat amet odio illo

C eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla ectus bibendum eget wisi nibh ullamcorper nisl.

UNIT X: TITLE

Learning aims and unit content

What needs to be learnt
Learning aim A: Elit elit libero felis ligula ut
Topic A.1 Neque magna consectetuer scelerisque nec in ut orci arcu:
In cursus ac sem in urna:
● erat dignissim eros sed
● ornare condimentum condimentum
● quis risus duis
● lutate magnis pede dui nibh aliquam
● scelerisque nec in ut orci arcu.
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● ac sem in urna assa in a mauris
● mattis dui interdum vitae aptent
● etiam nec nullam dum duis adipiscing
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● risus tortor nisl at pulvinar consectetuer
● magnis pede dui nibh aliquam.
Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetuer:
● eleifend ellus in cursus erat
● amet odio illo eu feugiat vestibulum ipsum
● pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

● knowledge, including definition of breadth and depth
● skills, including definition of qualities or contexts
● applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these or bring in additional material as relevant.

UNIT X: TITLE

Assessment criteria

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

Level 1		Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut				
1A.1	Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam duis adipiscing.
1A.2	Iorem in nullam amet interdum commodo. empor sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum				
1B.3	Felis non ut ibero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. #	2B.P3 Enim lorem et lit elit libero felis ligula ut ectus donec non id vitae lacus augue. #	2B.M3 Unteger erat dignissim eros sed ornare condimentum condimentum quis risus duis ulputate magnis pede dui nibh aliquam. #	2B.D2 Neque magna consectetuer scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla.
1B.4	Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

Teacher guidance

Resources

Tellus in cursus erat amet odio illo:

- sem risus
- cursus erat amet
- massa in a mauris mattis dui interdum vitae aptent etiam nec nullam amet interdum commodo empor sed.

Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et.

Essential information for assessment

Nec consequat posuere. Morbi pharetra vestibulum. Dictum sodales tristique feugiat malesuada in nunc lacinia orci erat molestie consectetuer. Pretium leo habitant. Mattis pulvinar dolor quis curabitur luctus.

Nibh id elit. Montes maecenas tortor. Consequat minim sed. Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetuer nec penatibus quam nulla. Sagittis pede congue suspendisse sapien mollis. Et sit nulla. Quisque donec sed eu blandit volutpat in per eros. Pulvinar donec sed.

Nulla laoreet enim eget et lectus mauris aptent nullam. Erat augue nulla turpis justo eget elementum metus ligula.

Odio urna eleifend. Tellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla. At velit dui. Lectus bibendum eget wisi nibh ullamcorper nisl eu in luctus neque nunc. Ultrices ultrices ut. In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum duis adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Tempor sed facilisis. Nostra pretium non. Felis mauris porttitor. Velit malesuada volutpat non ut volutpat.

Massa eget aliquam. Sed consequat magna. Mauris ut hymenaeos. Dapibus mauris ut. Felis non ut. Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut.

Lectus donec non id vitae lacus augue integer erat dignissim eros sed ornare condimentum condimentum quis risus duis. Vulputate magnis pede dui nibh aliquam. Neque magna consectetuer scelerisque nec in ut orci arcu. Nec elit nec ut vitae lectus dolor sed cras. Rutrum ipsum convallis. Massa bibendum nulla sollicitudin elit praesent.

Per aliquam diam natoque scelerisque pharetra. Leo at non donec justo et eu blandit malesuada. Eu erat mi. Nulla et nam. Leo fusce cubilia ultricies laoreet orci elit nec in. Libero nunc elementum.

Essential information for assessment – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.

UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Phasellus purus maecenas tortor	Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus duis.	Pulvinar donec.
1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M3, 2C.M4, 2B.D2, 2C.D3	Massa in a mauris mattis dui amet interdum	In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum duis adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Felis mauris porttitor. Sonsequat magna. Mauris ut hymenaeos.	Felis mauris porttitor. Velit malesuada volutpat non ut volutpat. Massa bibendum nullas. Interdum.

8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh, in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and which relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

● plan the assessment of units to fit with delivery, allowing for the linkages between units

● write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources adapting them as necessary

● plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment

● ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors and is authorised before use

● provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence

● make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements

● validate and record assessment decisions carefully and completely

● work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

For the synoptically assessed unit, planned assignments must allow learners to select and apply their learning from across the qualification.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

● Lead Internal Verifier

● Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Vocational Quality Advisor or Centre Quality Reviewer if you are unsure about the requirements for your centre

● assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

● has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification

● can be responsible for more than one programme

● ensures that there are valid assessment instruments for each unit in the programme

● ensures that relevant assessment documentation is available and used for each unit

● is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials

● authorises individual assessments as fit for purpose

● checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied

● ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications

● has responsibility for ensuring learner work is authenticated

● liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

● checking every assessment instrument carefully and endorsing it before it is used

● ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification

● ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers in your school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

● the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification

● assessment instruments, which are authorised through an Internal Verifier

● assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners

- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification

- need to understand how they will be assessed and the importance of timescales and deadlines

- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to give learners an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment

- the relationship between the tasks given for assessment and the grading criteria

- the concept of vocational and work-related learning

- how learners can develop responsibility for their own work and build their vocational and employability skills

- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria

- the assessment instrument gives clear instructions to the learner about what they are required to do

- the time allowed for the assessment is clearly defined and consistent with what is being assessed

- you have the required resources for all learners to complete the assignment fully and fairly

● the evidence the assignment will generate will be authentic and individual to the learner

● the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. The unit that contains synoptic assessment must be assessed at the end of the course of study to enable learners to draw across the qualification. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

● a clear title and/or reference so that the learner knows which assessment it is

● the unit(s) and learning aim(s) being addressed

● a scenario, context, brief or application for the task

● task(s) that enable the generation of evidence that can be assessed against the assessment criteria

● details of the evidence that the learner must produce

● clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

● current, i.e. it reflects the most recent developments and issues

● local, i.e. it reflects the employment context of your area

● flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have

● consistent with national standards, with regard to the level of demand.

Your centre should use the essential information for assessment within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit essential information for assessment and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

● written reports, graphs, posters

● projects, project plans

● time-constrained practical assessments

- audio-visual recordings of portfolio, sketchbook, a working logbook, etc.
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the essential information for assessment, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given. A learner must achieve all the assessment criteria for that grade. Therefore:

● to achieve a Level 2 Distinction, a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application

● to achieve a Level 2 Merit, a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality

● to achieve a Level 2 Pass, a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills

● a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally-assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given full opportunity to show how they have achieved the learning aims covered by a final assessment. This is done by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

● must be made with reference to the assessment criteria

● should record how it has been reached, indicating how or where criteria have been achieved

● may indicate why attainment against criteria has not been demonstrated

● must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

● initial deadlines or agreed extensions have been met

● the tutor considers that the learner will be able to provide improved evidence without further guidance

● the evidence submitted for assessment has been authenticated by the learner and the assessor

● the original assessment can remain valid

● the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 15 working days of the assessment decision being given to the learner and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team who, wherever possible, was not involved in the original assessment decision. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Pearson Assessment Malpractice policy. You must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Exemplar for centres
Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:		Assessor name:	
Issue date:	Submission date:		Submitted on:
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description

Additional comments to the Assessor:

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: Date:

9 External assessment

Externally-assessed units have the same grades as internally-assessed units:

● Level 2 – Pass, Merit, Distinction

● Level 1

● Unclassified.

The table below shows the type of external assessment and assessment availability for this qualification.

Unit 1: The UK Travel and Tourism Sector	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be one hour 15 minutes.
No. of marks	60
Assessment availability	January and June.
First assessment availability	The updated assessment for Unit 1 (for the 2018 specification) is available from Jan 2020. The version for legacy 2012 specification, approved for 2019 tables, is available until summer 2019.
Resit opportunities	All learners registered from Sept 2018 can resit the external assessment once.

Your centre needs to make sure that learners are:

● fully prepared to sit the external assessment

● entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website: qualifications.pearson.com

Grade descriptors for the internal and external units

Internal units

Each internally-assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally-assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes

- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes

- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally-assessed unit is assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

Level 2 Pass

Learners will be able to recall and apply knowledge of the types of tourism and purpose of travel. They will have a sound understanding of the economic contribution of travel and tourism, the industries involved and organisational interrelationships. They will be able to interpret information related to travel and tourism case studies, in order to select and apply knowledge of these topics. They will be able to define terms and communicate the purpose and function of the travel and tourism sector, selecting and using appropriate information in simpler and more familiar contexts. They will be able to relate knowledge of the sector and industries within it to realistic work-related situations, and make some comment on valid applications and their impacts. They will be able to relate the role of technology in travel and tourism themes to the factors that affect them, with some appreciation of positive and negative impacts.

Level 2 Distinction

Learners will be able to synthesise knowledge of the types of tourism and purpose of travel, and how these interrelate. They will be able to assess information related to travel and tourism case studies and show depth of understanding in relevant terms communicating how travel and tourism industries work in different situations. They will draw on understanding of the factors that impact development, and be able to make effective judgements of positive and negative impact based on analysis of given information. They will be able to explore and evaluate the potential effects of the role of technology and relevant travel and tourism working, drawing on appropriate concepts.

10 Awarding and reporting for the qualification

The awarding and certification of this qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification and the certification may show a grade ranging from Level 2 P to Level 2 D*. Please refer to the *Calculation of qualification grade* table for the full list of grades.

If these grades are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result.

Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) for that unit.

Award of Distinction* (D*)

D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 12 points
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	**Level 1**	**Level 2 Pass (P)**	**Level 2 Merit (M)**	**Level 2 Distinction (D)**
0	2	4	6	8

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award (120 GLH)	
Grade	**Minimum points required**
U	0
Level 1	24
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

The tables below give examples of how the overall grade is determined.

Unit numbering is for illustrative purposes only.

Example 1: Achievement of an Award with a Level 2 Merit grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 2	Mandatory unit	30	3	Level 2 Pass	4	12
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	**120**	**12**	**Level 2 Merit**		**66**

The learner has sufficient points for a Level 2 Merit grade.

Example 2: Achievement of an Award with a Level 2 Pass grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 2	Mandatory unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 1	2	6
	Qualification grade totals	**120**	**12**	**Level 2 Pass**		**48**

The learner has sufficient points for a Level 2 Pass grade.

Example 3: Achievement of an Award with a Level 2 Pass grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Level 1	2	6
Unit 2	Mandatory unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	**120**	**12**	**Level 1**		**48**

The learner has gained enough points overall for a Level 2 Pass grade.

Example 4: The learner has not achieved sufficient points in the mandatory units to gain a Level 2 or Level 1 qualification

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Mandatory unit	30	3	Unclassified	0	0
Unit 2	Mandatory unit	30	3	Level 1	2	6
Unit 3	Mandatory unit	30	3	Unclassified	0	0
Unit 4	Optional specialist unit	30	3	Level 2 Distinction	8	24
	Qualification grade totals	**120**	**12**	**Unclassified**		**30**

The learner has not achieved sufficient points across the mandatory units to achieve a Level 2 or Level 1.

11 Quality assurance of centres

Pearson will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering

- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery

- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval

- undertaking approval visits to centres

- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment

- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation

- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website (qualifications.pearson.com).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Considerations*
- *Quality Assurance Handbook* (updated annually), other publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com /resources

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external unit)
- a guide to *Getting Started with BTEC*
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit qualifications.pearson.com for more information.

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website qualifications.pearson.com/en/support/published-resources.html

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality-assurance systems.

The national programme of training we offer is on our website at qualifications.pearson.com/en/support/training-from-pearson-uk.html. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: qualifications.pearson.com/en/contact-us

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Email Pearson through qualifications.pearson.com/en/contact-us to reach the curriculum team for your centre.

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/en/contact-us
- Ask the Expert: submit your question online to our Ask the Expert online service (qualifications.pearson.com/en/contact-us) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: The UK Travel and Tourism Sector

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

Travel and tourism is one of the UK's largest sectors, currently employing over 2.5 million people.

Have you ever thought about how many different types of tourism there are, and how important the travel and tourism sector is to the UK economy? Or about the industries within the sector, their varied roles, and how they work together? Have you considered how technology is changing the way tourists and travellers engage with the sector and its organisations?

Many people travel regularly for work and leisure, and the world of travel and tourism is of interest to the majority of people in the UK. Whether travelling into the UK from abroad, going on holiday or a business trip overseas, or visiting friends and relatives or taking a short break domestically, many industries work together to provide tourists and travellers with the products and services they need.

Whatever the industry, technology is now shaping how tourists and travellers engage with the sector. From mobile phone applications, to e-tickets, to self-service check-in, technology is changing the way organisations interact and engage with their consumers.

In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

Learning aims

In this unit you will:

A understand the UK travel and tourism sector and its importance to the UK economy

B know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships

C understand the role of consumer technology in the travel and tourism sector.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy

Topic A.1 Types of tourism

Learners must know the meaning of the following terms and understand the differences between them. They must be able to recognise and give examples of each type of tourism:

- domestic tourism: definition – taking holidays and trips in your own country
- outbound tourism: definition – travelling to a different country for a visit or holiday
- inbound tourism: definition – visitors from overseas coming into the country.

Topic A.2 Types of travel

Learners will understand the different types of, purposes of and reasons for travel. They must be able to recognise and give examples of each of the following types of travel and be able to explain reasons for the different types of travel:

- leisure travel: day trips, short breaks, holidays, visiting friends and relatives (VFR), staycations, special events
- business travel: meetings, incentive, conference and events (MICE)
- specialist travel: adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism.

Topic A.3 Principles of sustainable tourism

Learners will understand the meaning and principles of sustainable tourism.
They will understand the reasons organisations and destinations encourage and develop sustainable tourism. Learners will be able to explain the different ways sustainable tourism can be achieved by organisations and within destinations. Learners will be able to suggest ways to achieve sustainable tourism and evaluate possible benefits in different contexts.

- definition: meeting the needs of present tourists and local communities while protecting the natural, historical and cultural environment for the future
- principles: tourism attempting to make as low an impact on the environment and local culture as possible, while helping to generate future employment for local people
- benefits: environmental protection, reduced energy consumption, reduced waste, links with the local community, competitive edge, image, cost savings.

Topic A.4 The importance of the travel and tourism sector to the UK economy

Learners will understand the different economic effects of travel and tourism. They will be able to interpret data relating to inbound and domestic tourism in the UK. Learners will be able to apply their knowledge of economic effects to different contexts and be able to discuss, analyse and/or evaluate these effects. They will learn that some economic effects may be negative. They will be able to interpret data, in terms of:

- employment: the meaning of direct employment (created by travel and tourism organisations), the meaning of indirect employment (created to supply and support travel and tourism organisations), including examples and situations that may create indirect employment

continued

What needs to be learnt

- gross domestic product (GDP):
  - the value of a country's economy
  - a measure of all goods and services over a specific time
    tourist numbers and the value of tourism spend:
    - inbound tourism – the number of inbound tourists, type of trip, length of stay, overnight trips, type of accommodation, and their associated spend
    - domestic tourism – the number of domestic tourist, type of trip, length of stay, overnight trips, type of accommodation and their associated spend
    - understanding the economic contribution of tourism in different regions of the UK
    - identifying visitor expenditure, number of trips taken.
- definition of economic multiplier effect:
  - direct spending by tourists, circulated throughout the economy on indirect products and services
  - impact on direct and indirect employment
- total value of goods and services (GDP) and the way in which growth/investment in one area tends to lead to growth and new jobs in another (the multiplier effect)
- infrastructure development – tourism growth/decline.

Learning aim B: Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships

Topic B.1 Industries in the travel and tourism sector

Learners will understand the different types of industries that make up the travel and tourism sector. They will understand and recognise the different types of organisations within each industry and be able to explain the differences between them. They will be able to identify examples of different types of organisations and identify and describe their roles and examples of the products and services they offer. Learners will be able to explain how the products and services offered are suitable for different types of customers, and understand how new and updated products and services can encourage new and/or repeat customers. Learners will be able to explain the advantages and disadvantages of examples of products and services offered by each industry in order to evaluate the best options for customers.

- Tour operators:
  - types – domestic, outbound, inbound
  - role – to assemble and operate component parts of holidays as a package for retail travel agents or direct sales
  - products and services provided – package holidays, accommodation, travel, transfers, excursions, other services.
- Travel agents:
  - types – multiples, independent, online
  - role – to provide expert advice and guidance, arranging and booking trips, excursions and package holidays or individual components
  - products and/or services provided – information; foreign exchange; sales and booking service for packaged holidays, accommodation, flights, transfers and ground transport, excursions, tickets, insurance, ancillary services.

continued

What needs to be learnt

- Online travel services:
  - comparison sites - specialist websites for flights, hotels, rental properties, transport, events; travel agency services.
- Passenger transport:
  - types – road, rail, air, sea, regional, national, global
  - role – to provide transport from one location to selected destination, safety
  - products and/or services provided – transport, hospitality, entertainment, information and advice.
- Accommodation:
  - types – hotels, motels, guest houses/bed and breakfast, apartments, youth hostels, caravans, chalets, camping, holiday cottages, holiday parks)
  - role – to provide a range of accommodation options, services and facilities
  - products and/or services:
    - serviced (room, concierge, restaurant, bar, housekeeping, leisure, conferences)
    - non-serviced (room, self-catering facilities)
    - youth hostels (dormitory/shared rooms, private rooms, self-catering facilities, information and advice, social areas, meals)
    - camping, caravan sites, holiday parks (tent and mobile caravan pitches, static caravan hire, lodge and chalet accommodation, entertainment and hospitality, sports and recreation)
  - location (rural, urban).
- Visitor attractions:
  - type – natural, purpose-built, heritage
  - role – to provide entertainment, education, recreation, fun, hospitality, other visitor facilities
  - products and/or services – information and interpretation, rides, exhibits, events, tours and guides, educational talks, hospitality and catering, souvenirs.
- Arts and entertainment:
  - types – special events, festivals, theatre
  - role – to entertain, inform
  - products and/or services – live entertainment, music and dance, hospitality and catering, merchandise.
- Tourism development and promotion:
  - types – national and regional tourism agencies, tourist and visitor information centres, national and local government departments
  - role – encourage visitors, increase tourism revenue, promote special events, market and promote the UK, its regions and destinations, provide information, advice and guidance
  - products and/or services – information, literature, souvenirs and merchandise, visitor centres, industry representation.

continued

What needs to be learnt

Topic B.2 Key organisations in the travel and tourism sector

Learners will understand the purpose of some of the key organisations within the travel and tourism sector, and be able to explain their benefits to customers and industries within the sector.

Learners will be able to identify each of the following organisations and explain how each carries out its role in relation to customers as well as the industries within travel and tourism. They will recognise examples of the products and services offered and be able to explain how these relate to the organisations' purpose.

● Trade and professional bodies:
  o types – Civil Aviation Authority (CAA), Office of Rail Regulation (ORR), the Association of British Travel Agents (ABTA), the Association of Independent Tour Operators (AITO), UKinbound
  o role – regulation and protection, member representation, liaison with government
  o products and/or services – dealing with consumer complaints/arbitration, advice and support, representation, insurance, repatriation, licensing.
● Ancillary organisations:
  o types – car hire, travel insurance, airport services, event booking, product-comparison providers
  o role – supporting services for tourists and travellers
  o products and/or services – car hire, insurance, parking, lounges, information and advice.

Topic B.3 Types of organisation in the travel and tourism sector

Learners will understand and be able to identify the characteristics and main functions of each of the following types of organisations that operate within the travel and tourism sector. They will recognise examples of organisations and be able to explain their functions and how they are achieved.

● Private:
  o characteristics – organisations owned or controlled by private individuals or shareholders
  o functions – sales of goods and services to make a profit, maximise sales revenue, increase market share, support members.
● Public:
  o characteristics – funded and sometimes owned by central and local government
  o functions – to provide a service, regulation, to educate, promote and/or inform.
● Voluntary:
  o characteristics – independent organisations; funded by membership, donations, grants, sales of products and services
  o functions – to provide a service, provide/sell products, support members, promote a particular cause, educate and inform.

continued

What needs to be learnt

Topic B.4 The interrelationships between travel and tourism organisations

Learners will understand how and why travel and tourism organisations interrelate and be able to describe and identify examples of the following types of interrelationships. They will be able to apply their understanding of interrelationships to different contexts. Learners will understand the differences between types of interrelationships and be able to explain the possible advantages and disadvantages for organisations of each the following interrelationships:

- common ownership, corporate groups (vertical integration – where a business at one point of the chain of distribution purchases or acquires a business at a higher or lower level of the chain of distribution/horizontal integration – where businesses at the same level in the chain of distribution merge together or are purchased by another business)
- commercial partnerships (separate organisations working together for a common venture).

Advantages for organisations of corporate groups/common ownership/commercial partnerships including:

- marketing and promotion
- increase sales and income
- provide good customer care
- economies of scale
- shared resources
- wider customer base.

Disadvantages for organisations of corporate groups/common ownership/commercial partnerships including:

- size of operation
- less customer choice
- loss of personalised customer care
- inflexibility.

Learning aim C: Understand the role of consumer technology in the travel and tourism sector

Topic C.1 The role of consumer technology

Learners will understand that some technology is for consumer use. They will be able to identify and give examples of different consumer technologies used in the travel and tourism sector. They will understand the possible applications of the following types of consumer technology in different contexts. Learners will be able to identify and explain how some consumer technology can change the customer experience, increase customer numbers/sales, promote products and services and help organisations meet customer expectations. Learners will be able to apply their understanding and explain the possible advantages and disadvantages of each technology for different types of customers and/or travel and tourism organisations in different contexts including:

- airports (self-service check-in, security)
- visitor attractions (multi-media, interpretation, online bookings)
- accommodation (entertainment, communication, online bookings)
- mobile applications (communication of information, booking, comparison)
- electronic and mobile ticketing (e-tickets, m-tickets)
- websites (reviews, booking, virtual tours).

Teacher guidance

Resources

There are no special resources needed for this unit.

Essential information for assessment

This unit is assessed externally using a paper-based exam marked by Pearson.
The first assessment date for the revised unit 1 examination for the 2018 specification is Jan 2020. Candidates may access the legacy 2012 specification examination prior to this date.

Examination format

The exam lasts for 1 hour 15 minutes and contains 60 marks.

The paper will consist of a number of structured questions, some with sub-sections. Some questions and sub-questions will be based on background and stimulus information provided in the examination paper, such as images, text and data.

The examination consists of a variety of question types, including objective questions, short-answer questions and extended writing questions.

The learner will need to both demonstrate and apply their knowledge and understanding.

Unit 2: UK Travel and Tourism Destinations

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

The travel and tourism sector is one of the largest and fastest growing in the world. An understanding of this sector is essential for anybody looking to pursue a career in travel and tourism, and knowledge of travel geography has been identified by employers as being a very important asset for working in the industry.

Do you know the major tourist destinations in the UK? And how they appeal to different types of visitors? Can you locate major UK airports? Do you know where other gateways, such as UK seaports, are located?

This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes.

Meeting different types of customer needs is a fundamental part of travel and tourism provision, so you will investigate the appeal of different types of UK destinations to different customer types.

You will also be introduced to reference materials and various sources of information to enable you to draw together your knowledge of the tourist destinations in order to successfully plan UK holidays for different types of customers using a range of sources.

On embarking upon a career in the travel and tourism industry, you may find yourself working for an organisation that contributes to the success of a UK travel and tourism destination, for example in transport, visitor attractions or hospitality. This unit will increase the awareness of destinations of anyone aspiring to work in the travel and tourism industry in the UK.

Learning aims

In this unit you will:

A know UK travel and tourism destinations and gateways

B investigate the appeal of UK tourism destinations for different types of visitors

C plan UK holidays to meet the needs of different visitors.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know UK travel and tourism destinations and gateways

Topic A.1 UK travel and tourism categories

Learners will be able to accurately locate examples of travel and tourism destinations, from each destination category, gateway airports and major sea ports. Learners will also need to locate motorways and rail lines with destinations connected by them.

- capital cities, e.g. London, Edinburgh, Cardiff, Belfast
- seaside resorts, e.g. Brighton, Weston-super-Mare, Scarborough
- countryside areas, such as:
  - national parks, e.g. Snowdonia, Cairngorms, Exmoor, Peak District, New Forest
  - Areas of Outstanding Natural Beauty, e.g. Isles of Scilly, Causeway Coast, Kent Downs, Cotswolds
- cultural and/or historical destinations, e.g. Stratford-upon-Avon, Londonderry, Liverpool, Edinburgh.

Topic A.2 UK gateway airports and UK seaports

It is also essential to know about how to get to and from destinations, including the use of airports and seaports:

- UK airports, e.g. London Heathrow, Birmingham International, East Midlands and identify their three-letter identification codes
- UK passenger seaports between UK and the Republic of Ireland, and UK and Europe, e.g. Dover, Holyhead, Portsmouth, Larne.

Topic A.3 Road and rail travel

Air and sea are not the only ways to travel, and knowledge of the UK road and rail networks is also essential.

- Road:
  - motorways, e.g. M1, M62
  - coach and bus, e.g. National Express, Stagecoach.
- Rail:
  - rail lines, e.g. East Coast mainline, South West mainline, Midland mainline
  - major stations, e.g. London St Pancras International, Manchester Piccadilly, Birmingham New Street.

Topic A.4 Examples of UK travel

Examples of typical routes by road, rail and air within and out of the UK (departure points, destinations, timings).

What needs to be learnt

Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors

Topic B.1 Appeal of UK destinations

Learners will understand how different types of destinations, including seaside resorts, town or city destinations and countryside areas can appeal to different types of visitors.

Features:

● visitor attractions – e.g. National Trust and English Heritage properties, theme parks, museums, historical sites, heritage sites and wildlife parks

● natural features – e.g. mountains, beaches, lakes, rivers and coasts

● accommodation – e.g. hotels, guesthouses, bed and breakfast, self-catering, camping and caravanning, holiday parks and boats

● facilities – e.g. sport and leisure facilities, shopping, restaurants

● arts and entertainment – e.g. theatres, art galleries, exhibitions, local festivals/events

● sightseeing – e.g. guided tours, ghost walks, boat trips, road trains

● transport links – e.g. rail, road, air and sea links where applicable.

Topic B.2 Types of visitors

There are lots of different types of visitor, and each type has different characteristics and different needs.

● Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors, inbound visitors.

● The needs and characteristics of different types of visitor in relation to the appeal of UK destinations.

Topic B.3 Increasing appeal

Learners will understand ways in which tourist destinations can increase their appeal to different types of visitors in order to make and justify recommendations.

● Ways of increasing appeal, e.g. improvement of facilities to cater for a specific customer type, or better transport facilities to encourage incoming visitors of specific types, cost.

What needs to be learnt

Learning aim C: Plan UK holidays to meet the needs of different visitors

Learners will use sources of information to carry out research into holiday plans for different visitor types and produce itineraries which meet customer needs. They will justify the choices made within itineraries and analyse ways that they could be adapted to meet the needs of different visitor types.

Topic C.1 Sources of information

● Sources of information, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.

Topic C.2 UK holiday planning

● Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors, inbound visitors.

● The needs and characteristics of different types of visitor, in relation to planning holidays.

● Planning:
   o visitor requirements
   o preferred dates/time of year
   o travel requirements, e.g. air, cruise, rail, combination
   o accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis
   o motivation, e.g. relaxation, activity, culture, special occasion
   o features, e.g. natural features, cultural features, facilities and services
   o budget.

● Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know UK travel and tourism destinations and gateways			
1A.1 Locate four travel and tourism destinations, from each destination category, with support.	2A.P1 Accurately locate four travel and tourism destinations, from each destination category.	2A.M1 Plan in detail one route of road travel, one route of rail travel and one route of air travel in and around the UK.	
1A.2 Locate six UK gateway airports and four UK seaports, with support.	2A.P2 Identify and accurately locate six gateway airports and four seaports in the UK, including a typical passenger route for each.		
1A.3 Locate two motorways and two rail lines, identifying the destinations connected by them, with support.	2A.P3 Accurately locate three motorways and three rail lines, identifying the destinations connected by them.		
Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors			
1B.4 Outline how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.	2B.P4 Describe how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.	2B.M2 Recommend how one UK destination might be able to increase its appeal to different types of visitors.	2B.D1 Justify own recommendations as to how one UK destination might be able to increase its appeal to different types of visitors.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Plan UK holidays to meet the needs of different visitors			
1C.5 Use different types of sources of information to plan one UK holiday for a selected visitor, and produce an itinerary.*#	2C.P5 Using at least two different information sources, plan two UK holidays, for alternative types of visitors, producing an itinerary for each.*#	2C.M3 Plan two UK holidays, for different types of visitors, producing a detailed itinerary for each, and justifying choices made.*#	2C.D2 Analyse ways in which the two planned UK holidays could be adapted to meet the needs of different types of visitors.*#

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are an industry-standard travel atlas including gateway information and seaports, holiday brochures, guide books and the internet. Learners should also be encouraged to use their own locality and their experiences of destinations or gateways they may have visited.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Learners will identify and locate significant tourist destinations, airports and seaports in the UK, referring to destinations that receive quantities of visitors from the UK or overseas. A series of blank maps of the UK must be provided on which learners must accurately identify and locate significant tourist destinations.

Learners will also need to identify and locate on blank UK maps gateway airports, including three-letter airport codes, and UK seaports, with a typical passenger route from each.

Maps that are produced must be learners' own work (on a pre-printed outline) and not maps that have been downloaded or copied from elsewhere with locations already marked on them. Maps must be clearly labelled.

Learning aim A

Blank maps must be of A4 size for the assessment of relevant criteria relating to learning aim A.

For 2A.P1: learners will independently and accurately locate four tourist destinations in the UK including (four of each) capital cities, seaside resorts, countryside areas and cultural or historical towns. These must be tourist destinations that receive significant numbers of visitors from the UK or overseas and have a tangible tourist infrastructure in place to support this, for example accommodation providers and a tourist information centre. The focus of this learning aim is on knowing a broad range of tourist destinations. Atlases and/or electronic mapping software can be used to assist in identifying an accurate location. A series of blank maps of the UK should be provided on which learners must accurately locate significant tourist destinations.

For 2A.P2: learners will again independently identify and accurately locate six major UK gateway airports and four major seaports on a series of blank UK maps provided. This must include three-letter airport codes and four seaports, with a typical passenger route from each, including an example of a seaport route from the UK mainland to the Republic of Ireland, and from the UK to Europe.

For 2A.P3: learners must accurately locate three motorways and three rail lines, identifying the destinations connected by them.

For 2A.M1: learners must plan routes of tourism in relation to road, rail and air travel. This must include departure point, destination, mode of transport, routes and timings.

For 1A.1, **1A.2** and **1A.3:** For these specific criteria, learners may be given limited tutor support on request, in order to locate four UK tourist destinations from each category, UK gateway airports with three-letter codes, and UK seaports and other travel methods. Appropriate limited guidance includes guiding the learner towards specific sources of information on destinations, or examples of gateway airports, for the learner to then independently locate these on their map.

Learning aim B

For 2B.P4: learners must conduct an investigation into three UK tourist destinations – one town or city, one seaside resort and one countryside area. For each destination learners must describe the appeal of that destination to at least two different visitor types. All key aspects of appeal must be addressed for each destination, including visitor attractions, natural features, range of accommodation, facilities, arts and entertainment, sightseeing and transport links. Learners must focus their explanations on aspects of the appeal for the specified type of visitor. For example, if learners choose a family travelling to a seaside resort, they would focus their explanation on attractions that would appeal to families (e.g. family-friendly accommodation, family-friendly facilities and local transport).

For 2B.M2: learners must recommend how one UK destination might increase its appeal to different types of visitors. This will link to assessment of 2B.M2. For example, its appeal could be increased by introducing special events and improving or adding to existing facilities.

For 2B.D1: learners should make justified recommendations as to how one UK destination can increase and widen its appeal to many types of visitors. In progression from 2B.M2, learners should choose one of the destinations previously investigated. For example, its appeal could be increased by introducing special events and improving or adding to existing facilities.

An appropriate level of response at Distinction level could be a recommendation for a countryside area to increase its appeal to families by developing walking routes through the countryside, developing farmyard attractions, and family-friendly campsite or caravanning accommodation nearby. Learners could justify this suggestion by stating that it is a relatively low-cost project that could be marketed to families, as it would be good value for money for them to take part in and would provide children with some exercise and fresh air as well as being appealing to parents.

For 1B.4: at this level learners will provide an outline and may not address all key aspects of appeal of three UK tourist destinations – one town or city, one seaside resort and one countryside area. For each destination learners must outline the appeal of the destination to two visitor types.

Learning aim C

For 2C.P5: learners must use at least two sources of information to plan two UK holidays for specific types of customer. Learners are required to produce an itinerary for each holiday. Learners will need a clear understanding of their customer needs and include relevant itinerary information. The holiday arrangements should be presented in such a way that the customer would have all the necessary details for the holiday, including the dates and times of travel, modes of travel, departure and destination locations, types of accommodation, board basis and special features that are included. Itineraries should be professionally presented in a format appropriate to present to a customer. Learners must provide details of sources used, including website addresses and names of holiday brochures or leaflets. This could be presented in a detailed bibliography. Copies of leaflets or articles could be attached as appendices. Learners must use relevant paper-based sources as well as the internet.

For 2C.M3: learners must use more detailed sources covering the range to plan two UK holidays for two different types of customer. Learners must provide details of sources used, including website addresses and names of holiday brochures or leaflets. Copies of leaflets or articles could be attached as appendices. Learners must use relevant paper-based sources as well as the internet.

For 2C.D2: learners should analyse ways in which the two planned holidays could be adapted to meet the needs of different customers. This should take into account alternative preferences that various customer types might have in terms of transport and accommodation choices, leisure interests and activities, e.g. a family holiday travelling by car to a seaside resort and staying in a holiday home or caravan. If a couple were to travel to the same seaside resort, what different alternatives could be offered, catering more for the needs of a couple?

For 1C.5: learners are required to use at least two appropriate information sources to plan one UK holiday for a specific customer or group and produce an itinerary. The holiday arrangements should be presented in a professional format, with all the necessary details for the holiday, including date and time of travel, mode of travel, departure and destination locations, type of accommodation, board basis and specific features included. The information sources need to be listed.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1	UK Locations	You are employed by a local tourist information centre and have been asked to find tourist destinations and major UK gateways. In addition, you have been asked to provide a customer with details of road, rail and air travel in and around the UK.	Map work, travel plan.
1B.4, 2B.P4, 2B.M2, 2B.D1	The Appeal of UK Tourism Destinations	As an employee at a local tourist information centre you have been asked to investigate the appeal of UK tourist destinations and recommend improvements to a given UK destination in order that it might increase its appeal to visitors.	Booklet, leaflets, multimedia presentation.
1C.5, 2C.P5, 2C.M3, 2C.D2	Sources of Information and UK Holiday Planning	Working for the tourist centre you have been asked to provide holiday itineraries for travellers, including planning, use of different sources of information and adaptation of UK holidays to meet the needs of different visitors.	Itinerary – professional format. Evidence of a bibliography. Appendices of sources used.

Unit 3: The Travel and Tourism Customer Experience

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **Internal Synoptic**

Unit introduction

It has been said that if you don't take care of your customers, someone else will, which is why knowing your customers and their needs and providing excellent customer service is so important to all travel and tourism organisations.

Customer service in the travel and tourism sector is about knowing your customers' needs and expectations about the products and services they are using and have purchased.

All types and sizes of travel and tourism organisation aim to be successful and to ensure this is possible they must make sure that the products and services that their customers receive meet their needs, are what they expect, give full satisfaction and at times exceed expectations.

In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation.

You will look at different types of customers, both internal and external to travel and tourism organisations. Internal customers are important – a happy workforce will want to keep the external customers happy. Determining what a customer needs may depend on what products and services are available, which is why all travel and tourism organisations will investigate their customer needs first. It is also important to recognise where the customer needs come from and often these can be unstated, which can make it difficult to find out exactly what the customer wants. One thing all travel and tourism organisations hope for is that they will meet and exceed every customer's needs and expectations.

Finally, you will consider the importance of customer service to travel and tourism organisations and understand the impacts of getting customer service right or, in some cases, wrong.

This unit has synoptic assessment which will enable you to select and integrate knowledge, understanding and skills from across the qualification when investigating customer service in different travel and tourism organisations. This unit should be taken at the end of the course of study.

Learning aims

In this unit you will:

A investigate travel and tourism customer service

B explore the needs and expectations of different types of customer in the travel and tourism sector

C understand the importance of customer service to travel and tourism organisations.

Learning aims and unit content

What needs to be learnt

Learning aim A: Investigate travel and tourism customer service

Topic A.1 What is 'customer service'?
 	
Learners will know the main aims of customer service for travel and tourism organisations. They will understand how these customer service aims relate to the size and type of the organisation.
 	
● Definition: customer service is the provision of service to customers before, during and after a purchase/service.
● The aims of customer service (which vary depending on the organisation) include:
  o meeting customer needs
  o meeting organisational targets, e.g. visitor numbers, bookings, sales
  o increasing profits
  o creating new business
  o encouraging repeat business.
 	
Topic A.2 Different organisations in the travel and tourism industry
 	
Within travel and tourism there are many different types and sizes of organisation. Learners will need to understand how the customer service provision of organisations is related to the type and size of an organisation.
 	
● Size of organisation:
  o small – fewer than 50 employees
  o medium – fewer than 250 employees
  o large – more than 250 employees.
● Type of organisation:
  o private, e.g. tour operators, accommodation providers, visitor attractions, airlines
  o public, e.g. visitor attractions, tourist information centres (TICs), Visit Britain, Visit Scotland, Visit Blackpool, World Tourism Organisation
  o voluntary, e.g. charities.
● Relationship between customer service aims and size and type of an organisation.

Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector

Topic B.1 Customer types
 	
Learners will understand how travel and tourism organisations meet and respond to the needs of different customer types, including internal and external customers.
 	
● Internal customers:
  o colleagues and staff with whom you work closely
  o supervisors and managers
  o directors and owners
  o staff at other branches
  o suppliers.
 	
continued

What needs to be learnt

- External customers:
  - existing or new
  - individuals and single customers
  - groups, which may be organised groups
  - families
  - couples
  - those with special interests
  - business people
  - different age groups
  - different cultures/ethnicity
  - those with additional physical needs.

Topic B.2 Needs of different types of customer

- Products and services to meet specific needs e.g. accommodation, facilities
- Accurate information, e.g. giving directions, signposting to facilities, price, availability, product knowledge.
- Health, safety and security.
- Assistance, e.g. with luggage, with language, for parents with young children or babies, elderly customers.
- Advice may be needed, e.g. the suitability of a tourist attraction, how to obtain a visa, solving problems or issues, matching suitable destinations to customer needs.
- Specific needs, e.g. induction loop, disabled access.
- Unstated needs including providing products and services as booked.

Topic B.3 Responding to customer needs

- Making suitable recommendations in response to enquiries e.g.:
  - destinations with features that appeal to customers and which are appropriate to customer needs, e.g. appropriate visitor attractions, transport links
  - products and services to meet customer needs, e.g. accommodation, facilities, meeting a specific need
- Written requests in the form of an email for information, a completed booking form or a letter.
- Verbal requests, either face to face or over the telephone.
- Recognising unstated needs, e.g. parents with a baby may need priority boarding on a flight if they are travelling with a pushchair; a customer with reduced mobility may need ground-floor accommodation at a hotel and disabled access for a wheelchair.

Topic B.4 Exploring expectations of different types of customer in the travel and tourism sector

Learners will understand how organisations meet and exceed customer expectations.

- Meeting expectations, including level of products, level and efficiency of service.
- Exceeding expectations, including over and above what is expected, pre-empting needs and solving problems for the customer.

What needs to be learnt

Learning aim C: Understand the importance of customer service to travel and tourism organisations

Topic C.1 Customer service

Learners will understand the skills needed to deliver customer service. They will compare the skills required by different types of travel and tourism organisations.

● Skills and techniques:
  ○ skills and techniques needed to provide excellent customer service in different situations, e.g. patience, empathy, active listening when dealing with different situations, showing sensitivity towards different customer types, use of correct language in all situations
  ○ teamwork impact on customer service, e.g. working as a team and supporting each other when dealing with customers can boost morale and ensure that customers receive the best service.
● Policies and standards:
  ○ key customer service policies and procedures, e.g. complaints policy, mission statement
  ○ customer service standards setting and maintenance.
● Impacts:
  ○ impact of product and service knowledge on customer service delivery, e.g. lack of product and service knowledge may impact on the service provided to customers and complaints may follow if customers do not get the information they require; excellent product and service knowledge will encourage customers to repeat business, i.e. stay loyal as well as recommend products and services to others.
● Technology:
  ○ the role of technological developments in improving the customer experience, e.g. self-check-in at airports and online check-in have reduced queuing time for short-haul flights and business travellers, meaning that people are happier with the service they have received; online booking systems mean that commission charges paid to travel agents can be passed on as a discount to customers who book direct with tour operators; helping customers to save money will enhance the customer experience.

continued

What needs to be learnt
Topic C.2 Impact of excellent and poor customer service on travel and tourism organisations Learners will understand and assess the impact of excellent and poor customer service on travel and tourism organisations, including the effects of customer service on internal and external customers. They will recommend improvements to customer service. ● Increased/decreased sales. ● Number of complaints. ● New customers. ● Number of compliments. ● Repeat business/brand loyalty. ● Staff turnover. ● Referred business. ● Job satisfaction.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate travel and tourism customer service			
1A.1 Outline the main aims of customer service for travel and tourism organisations.	2A.P1 Describe the main aims of customer service for three different travel and tourism organisations in relation to their role and functions.	2A.M1 Explain, using relevant examples, how the main aims of customer service for two different travel and tourism organisations help the organisations to carry out their role and functions.	2A. D1 Compare and contrast the how the main customer service aims for two different travel and tourism organisations help the organisations to carry out their role and functions.
Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector			
1B.2 Identify the needs of one internal and one external customer type.	2B.P2 Explain the needs of three customer types and how they are met.	2B.M2 Compare, using relevant examples, how two travel and tourism organisations respond to external customer needs to meet and exceed customer expectations.	2B.D2 Evaluate the success of two different travel and tourism organisations in recognising, meeting and exceeding external customer needs.
1B.3 Outline how three travel and tourism organisations respond to external customer needs to meet and exceed customer expectations.	2B.P3 Explain how three travel and tourism organisations respond to external customer needs to meet and exceed customer expectations.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand the importance of customer service to travel and tourism organisations			
1C.4 Outline customer service skills relevant to two travel and tourism organisations.	2C.P4 Explain customer service skills relevant to two travel and tourism organisations.	2C.M3 Compare customer service skills relevant to two travel and tourism organisations.	2C.D3 Recommend and justify improvements to poor customer service for one travel and tourism organisation.
1C.5 Describe the impacts of excellent and poor customer service on travel and tourism organisations.	2C.P5 Assess the impact of excellent and poor customer service on travel and tourism organisations.	2C.M4 Compare, using relevant examples, the impacts of excellent and poor customer service on two travel and tourism organisations.	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Customer experience in the context of this unit could be related to UK and/or worldwide examples or a mixture of the two. It is key that examples selected can provide sufficient source material to ensure achievement of the assessment criteria.

This unit has synoptic assessment and allows learners to select and integrate learning from across the qualification. Learners will be able to draw on and apply their knowledge and understanding gained in the other units when investigating customer service in different travel and tourism organisations.

Learning aim A

For 2A.P1: learners must provide a description of the main aims of customer service as outlined in the content, referring to three different organisations, including one public, one private and one voluntary organisation. In their description, learners must make links between customer service aims of the organisation and the size and type of the organisation. They must also draw on their learning from Unit 1 by linking the organisations' customer service aims to their roles and functions.

For 2A.M1: learners must expand on the information presented for 2A.P1 and explain the main customer service aims of two different travel and tourism organisations. Learners must select organisations that are different in size and type, for example a publicly-owned visitor attraction and a privately owned tour operator; examples can be used from 2A.P1. In their explanation, learners should draw from their learning in Unit 1 and include how the aims of customer service relate to the type, size and role and function of the organisations.

For 2A.D1: learners need to draw on their findings from 2A.M1 and compare and contrast the main customer service aims for two different travel and tourism organisations. These organisations will be those that have been used for 2A.M1. For each organisation, learners will need draw from their learning in Unit 1 to show how the customer service aims relate to the type, size and role and function of the organisations. This criterion lends itself to a report or learner presentation.

For 1A.1: learners must articulate briefly the main aims of customer service for at least three travel and tourism organisations, as outlined in the unit content.

Learning aim B

For 2B.P2: learners need to explain the needs of three customer types and how they are met. Examples must cover both internal and external customers. Learners must cover all six categories of need across the three customer types. They should make links between the type of customer and their needs in relation to products and services, accurate information, health, safety and security, any assistance needed and any specific and unstated needs. Learners could also include the advice the customers may need in relation to the suitability of destinations such as visitor attractions in the area, transport links, types of accommodation and local facilities.

For 2B.P3: learners must explain how three organisations respond, meet and exceed the needs of external customer types e.g. a family, an individual with cultural interests, a couple who are into sporting activities. They should then state how three organisations respond to the needs of external customers. They **could** include how at least one of the organisations responds to the needs of external customers by recommending appropriate destinations, products and services, such a seaside resort with a hotel complex offering children's activities for a family that wants to relax. Learners should explain how each of the organisations respond to customer needs in in writing, verbally (face to face or by telephone). Learners should also include how the organisations recognise unstated needs. The latter refers to the ability of an organisation to recognise needs that have not been actually specified by the customer, for example:

- a travel agent notices from the booking form that there is an elderly customer with walking difficulties and ensures that the they recommend a destination with appropriate accommodation and visitor attractions

- a customer service agent at the airport notices that a single parent is travelling with a baby, carrying luggage and a pushchair and asks whether they would like a seat towards the front of the plane and also whether they would like assistance to the gate prior to boarding.

Learners will use examples from the organisations they have investigated. They could include how at least one of the organisations responds to customer needs by recommending appropriate destinations, products and services drawing on what they have learned about the features of destinations and how these appeal to different types of visitors in Units 2 and 4. This will link closely to the assessment for 2B.P2. It is acceptable to use case studies if the organisations previously researched do not provide sufficient examples, however, these must be real case studies as hypothetical case studies are unlikely to allow the learner access to all grades.

For 2B.M2: learners need to build on their descriptions for 2B.P3 and compare, using relevant examples, how two travel and tourism organisations respond, meet and exceed customer expectations. They could compare the recommendations made to customers in relation to the products and services that could meet their needs, how to maintain their health, safety and security and how to meet any specific or unstated needs. For one of the organisations learners could include how it responds to customer needs, for example by recommending suitable destinations, ensuring there are visitor attractions that meet customer interests, or that there are appropriate transport links, accommodation or facilities. Learners can use two of the customer types from 2B.P3 or they can use others.

For 2B.D2: learners must consolidate all the information gathered from 2B.P2, 2B.P3 and 2B.M2 to evaluate how two travel and tourism organisations are successful in meeting and exceeding customer needs and expectations through the recognition of their needs. Learners should expand on the information given for 2B.P3 to include the links between needs, recognition of needs and being able to meet and exceed customers' expectations. They should provide examples of the links, for example showing how the features of a recommended destination, products and services will meet customer needs.

For 1B.2: learners must identify the needs of one internal and one external customer and examples should cover the outlined content.

For 1B.3: learners need to outline the main points or essential features of two travel and tourism organisations and how they meet and exceed expectations. This could include how one of the organisations recommends destinations, products and services to meet customer needs and expectations.

Learning aim C

For 2C.P4: learners must explain customer service skills relevant to two travel and tourism organisations. This gives learners the opportunity to reflect on their experiences of customer service and links in well with 2C.P5.

For 2C.P5: learners must assess the impact of excellent and poor customer service on travel and tourism organisations. Learners should think of the effects of excellent customer service on both internal and external customers. For example, external customers may bring repeat business and increased customer loyalty, and job satisfaction for internal customers. The effects of poor customer service may include losing customers, poor reputation and lower visitor numbers. Internal customers may suffer from low morale or job dissatisfaction.

For 2C.M3: learners need to expand on their description in 2C.P4 and compare service skills relevant to two travel and tourism organisations.

For 2C.M4: learners must build on their evidence for 2C.P5 as they compare, using relevant examples of the impact of excellent and poor customer service on travel and tourism organisations.

For 2C.D3: learners need to recommend and justify improvements to poor customer service for one travel and tourism organisation. Learners can use an organisation already researched in this unit or they can use another.

For 1C.4: learners are required to outline the importance of customer service to travel and tourism organisations. This should be a clear description but not a detailed one.

For 1C.5: learners need to describe the impacts of excellent and poor customer service on travel and tourism organisations.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 2A.D1	Customer Service – What Is It All About?	You are on work experience placement at a local travel agents and you have been asked to look into the customer service aims of a local tourist board and a visitor attraction. Initially you will produce a professional and informative leaflet to accompany a report investigating what the main aims of customer service are at the different organisations. You will need to show what the customer aims of each organisation are, and how these aims help each organisation to fulfil its function and role.	Poster and report.
1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.D2	Who Needs Customer Service Anyway?	Your work experience placement is going well and you have been asked to produce a series of leaflets/information sheets, which show the different types of customers the travel agents and a local tourist board it works with has and how each organisation responds to customer needs, including recommending destinations, products and services. You will then produce a table and present it to your supervisor showing the similarities and differences between the travel agent and local tourist board from your investigations in responding to and meeting customer needs and expectations. You have also been asked to evaluate the success of the travel agent and local tourist board in responding to and meeting and exceeding customer needs and expectations through the recognition of their needs. You must include a consideration of the features of destinations, products and services recommended to customers and their appropriateness for meeting customer needs.	Series of leaflets/ information sheets for a display.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.M4, 2C.D3	Customer Service Is Important!	It is the last few days of your placement and you have really impressed the management of the travel agents. You have now been asked to do a final presentation which provides information on the customer service skills relevant to travel agents and tourist boards and the impacts of getting it right or wrong. You have also been asked to show how suggested improvements to one travel agent could improve the service customers receive.	Individual multimedia presentation with assessor observation record and copies of slides and notes.

Links to other units

The table below illustrates how knowledge, understanding and skills from units across this qualification could be integrated in the delivery of this unit and therefore support learners in making a synoptic response.

Unit	Synoptic links to Unit 3: The Travel and Tourism Customer Experience
Unit 1: The UK Travel and Tourism sector	● Learners must draw on their understanding of the role, purpose and aims of different industries and types of organisation in the travel and tourism sector when comparing and contrasting customer service aims for different travel and tourism organisations for Learning aim A, and evaluating how the organisations meet the needs of their customers for Learning aim B.
Unit 2: UK Travel and Tourism Destinations	● Learners must draw on their understanding of types of visitors and how the features of UK destinations appeal to different types of visitors when considering how travel and tourism organisations meet the needs and expectations of different types of customers by recommending appropriate destinations, products for Learning aim B. ● Learners could draw on their understanding of how a destination can increase its appeal for visitors when recommending improvements to customer service for one of the travel and tourism organisations for Learning aim C.
Unit 4: International Travel and Tourism Destinations	● Learners could draw on their knowledge and understanding of how the features of a destination appeal to different types of visitors when considering how travel and tourism organisations meet the needs and expectations of different customers for learning aim B. They could also draw on how holidays can be adapted to meet the needs of different customers when considering customer service skills for Learning aim C.

Unit	Synoptic links to Unit 3: The Travel and Tourism Customer Experience
Unit 5: Factors Affecting Worldwide Travel and Tourism	● When considering how travel and tourism organisations respond to and meet the needs and expectations of travel and tourism customers for Learning aim B, learners could draw on their understanding of how features of different destinations appeal to different visitor types, and the health risks and precautions related to different destinations when considering customer health needs.

Unit 4: International Travel and Tourism Destinations

Level: **1 and 2**

Unit type: **Optional**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

There are over 190 countries in the world. How many will you visit in your lifetime?

Working in the travel industry provides opportunities to explore some of these countries, so why not start dreaming now, and look at some of the fascinating destinations that exist?

Travelling beyond the UK opens up a world of different cultures, traditions, landscapes and experiences. There are exotic locations and bustling, vibrant cities to explore, while the wonders of the natural world entice the traveller and offer opportunities for adventure.

Advances in transport, technology and increasingly independent travellers mean that holidays to far-flung corners of the world are becoming more and more accessible. It is now possible for many thousands of UK travellers to enjoy the experience of visiting international destinations every year.

Throughout this unit you will be asked to locate numerous international holiday destinations and their gateways. You will also be asked to investigate natural features, local attractions, accommodation and transport options to suit a variety of customers in various holiday destinations.

This unit is particularly relevant for anyone who wishes to work in retail travel or tour operations and it will broaden your knowledge should you wish to work overseas, perhaps as a holiday representative or flying the world as cabin crew.

Learning aims

In this unit you will:

A know the major international travel and tourism destinations and gateways

B investigate the appeal of international travel and tourism destinations to different types of visitor

C be able to plan international travel to meet the needs of visitors.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know the major international travel and tourism destinations and gateways

Learners will be able to accurately locate major gateways from different continents. They will be able to locate different types of major European and worldwide destinations. They will use this information to explain typical air travel routes in relation to European and worldwide tourism.

Topic A.1 International destinations

When considering international travel and tourism it is essential to know the continents and regions:

- Europe
- Africa
- North America
- South America
- Asia
- Australasia
- Arctic/Antarctic
- regions – European, worldwide (outside of Europe).

Topic A.2 Major gateways

It is essential to know about major international gateways:

- airports, e.g. London Heathrow, Budapest Ferenc Liszt, New York John F Kennedy
- three-letter codes, e.g. LHR, BUD, JFK
- train terminals, e.g. St Pancras International (UK), Gare du Nord (Paris, France), Penn Station (New York, USA), Sirkeci (Istanbul, Turkey)
- seaports (passenger ferry or cruise ports), e.g. Bilbao (Spain), St Malo (France), Miami (USA).

Topic A.3 Types of destination

International travel and tourism requires knowledge about different European and worldwide destinations.

- European destinations:
  - summer destinations, e.g. Benidorm, Algarve, Faliraki
  - year-round destinations, e.g. Playa de las Americas, Paphos, Madeira
  - winter sports, e.g. Chamonix, Zermatt, Sauze d'Oulx, Lillehammer
  - countryside area, e.g. Lake Garda, Black Forest, Bernese Oberland
  - city breaks, e.g. Barcelona, Paris, Prague
  - cruise areas, e.g. Aegean, Mediterranean, Norwegian fjords.

continued

What needs to be learnt

- Worldwide destinations:
  - beach resort, e.g. Palolem (Goa, India), Bondi beach (Sydney, Australia)
  - city breaks, e.g. New York, Cape Town, Istanbul
  - islands, e.g. Jamaica, Mauritius, Ko Samui
  - winter sports, e.g. Aspen, Banff, Nagano
  - UNESCO World Heritage Sites, e.g. The Great Wall, Great Barrier Reef, Grand Canyon.

Topic A.4 Examples of international travel routes

Examples of typical routes of European and worldwide air travel (departure points, destinations, air carriers, timings):

- e.g. Newcastle Airport (NCL) to Bangkok International Airport (BKK), stopping at Dubai Airport (DXB) using Emirates airline, departing 13:35 on Thursday 21 June arriving 12:25 Friday 22 June.

Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor

Topic B.1 Features

Learners will explore how the features of different European and worldwide destinations contribute to their appeal for different visitor types.

- natural features, e.g. climate, mountains, lakes, rivers, forests, beaches
- local attractions, e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events
- accommodation, e.g. hotels, campsites, apartments, villas, youth hostels
- facilities and services, e.g. local transport, shops, markets, nightlife, sport and leisure, sightseeing opportunities, restaurants, weddings
- cultural features, e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions, language
- special interest tourism, e.g. health tourism, religious tourism, music, sport, volunteering.

Topic B.2 Types of visitor

The needs and characteristics of different types of visitor in relation to the appeal of international destinations:

- types of visitor, e.g. families, groups, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs.

What needs to be learnt
Learning aim C: Be able to plan international travel to meet the needs of visitors

Learners will demonstrate their understanding by producing suitable itineraries which meet the needs of different visitor types based on selected European and worldwide destinations. They will be able to explain how and why the itineraries meet visitor needs, suggesting ways they could be adapted for different types of visitors.

● Information sources, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.

● Types of visitor, e.g. groups, families, solo travellers, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs.

● Needs and characteristics of different types of visitor, in relation to planning holidays.

● Planning:
  o visitor requirements, e.g. preferred dates/time of year
  o travel requirements, e.g. air, cruise, rail, combination
  o accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis, e.g. full-, half-board
  o motivation, e.g. relaxation, activity, culture, special occasion
  o features, e.g. natural features, cultural features, facilities and services
  o budget.

● Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know the major international travel and tourism destinations and gateways			
1A.1 Locate three major gateways, from at least two different continents, with support.	2A.P1 Locate six major gateways, from at least two different continents.	2A.M1 Explain four typical routes of air travel in relation to European and worldwide tourism.	
1A.2 Locate one of each type of European and worldwide destination, with support.	2A.P2 Locate two of each type of European and worldwide destination.		
Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor			
1B.3 Outline three features that contribute to the appeal of one European and one worldwide destination, for one visitor type, with support.	2B.P3 Describe three features that contribute to the appeal of one European and one worldwide destination, for two different visitor types.	2B.M2 Explain how the features contribute to the appeal of one European and one worldwide destination, for two different visitor types.	2B.D1 Compare and contrast the contribution of different features to the appeal of one European and one worldwide destination, for two different customer types.
Learning aim C: Be able to plan international travel to meet the needs of visitors			
1C.4 Plan holidays to one European and one worldwide destination, producing an itinerary for each, with support.#*	2C.P4 Plan holidays to one European and one worldwide destination, for different visitor types, producing an itinerary for each.#*	2C.M3 Plan holidays to one European and one worldwide destination, for different visitor types, producing an itinerary for each and justifying choices made.#*	2C.D2 Analyse ways in which the two planned holidays could be adapted to meet the needs of different types of visitors.#*

*Opportunity to assess mathematical skills
#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- atlases of industry standard that include specialist information, including gateway information
- access to the internet, including web-based mapping systems.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Learning aim A

Atlases and/or electronic mapping software can be used to assist in identifying an accurate location. Maps used by learners for learning aim A (for evidence of the identification of destinations) should be A4 blank maps that have been provided by the teacher.

For 2A.P1: learners should be able to locate six major gateways from at least two different continents (Europe, Africa, North America, South America, Asia and Australasia) on blank maps. Overall coverage should include airports, together with their three-letter codes, Channel Tunnel and Eurostar terminals, where appropriate, and ferry and/or cruise ports.

For 2A.P2: learners should be able to locate major international destinations on blank maps. They must locate two each of the following types of European destinations: summer sun, winter sun, winter sports, countryside areas, city breaks and cruise areas. Learners should then go on to identify and locate two each of the following types of international destinations: beach resort, city break, islands, winter sports and areas of natural significance.

For 2A.M1: learners must explain four typical routes of air travel in relation to European and worldwide tourism. This must include departure points, destinations, appropriate air carriers and timings.

For 1A.1: for this specific criterion, learners may be given limited tutor support on request to locate three major gateways from at least two different continents. Appropriate limited support includes guiding the learner towards specific sources of information on, or examples of gateways, for the learner to then independently locate these on their map.

For 1A.2: for this specific criterion, learners may be given limited tutor support on request to locate one example for each type of European and worldwide destination. Appropriate limited support includes guiding the learner towards specific sources of information on, or examples of types of European and worldwide destination for the learner to then independently locate those required on their map.

Learning aim B

Learners must conduct an investigation into two European and worldwide tourist destinations.

For 2B.P3: learners should investigate and describe at least three features that contribute to the appeal of one European and one worldwide destination. The aim is for learners to be able to show that they understand that the world is very diverse and that different features contribute to the appeal of different destinations. Learners must ensure they use different types of destinations, e.g. a European summer sun destination and a worldwide city break. They may wish to produce mini brochures or a multimedia presentation on their destinations. Images would enhance the work to show the appeal. Care must be taken to cover at least three of the features shown in learning aim B: natural features, local attractions, range of accommodation, facilities, traditions and cultural aspects, and special interest tourism. Learners must base their findings on at least two different customer types per destination.

For 2B.M2: learners must show that they have looked at and explained in detail how all six features can be suitable for more than one visitor type per destination. They may decide to look at a New York city break and the features that contribute to the appeal for singles and educational groups, and then look at a Benidorm summer sun holiday and the features that contribute to the appeal for families and couples.

For 2B.D1: learners must then go on and compare and contrast the contribution of two of the destinations looked at for Pass and Merit for different features and different customer types in relation to appeal.

For 1B.3: for this specific criterion, learners may be given limited tutor support on request to provide an outline of three features that contribute to the appeal of one European and one worldwide destination. Learners may look at just one customer type. Appropriate limited support includes guiding the learner to features that contribute to the appeal of one destination so that the learner can independently outline these in their work and then proceed to independently research, decide on appropriate features of appeal and outline these for the other destination.

Learning aim C

For learning aim C learners can either use brochures and online holiday planning packages or create their own holidays using the internet. Visitor types should be varied and supplied by the teacher and/or agreed with learners in advance where suitable.

For 2C.P4: learners must select destinations (one European and one worldwide), plan a holiday and produce an itinerary for two different visitor types. Learners should think independently and look at different visitor types for each destination. Each set of customers will have different needs and motivations. These should be shown within the itinerary, which should include preferred dates or time of year, plus travel methods used with timings, accommodation details and specific features for that destination suitable for the visitor, e.g. attractions, sports, shopping. At this level the itinerary may have limited detail but should show the learner has an understanding of their customers and their needs. Learners should use different destinations to those investigated for P3/M2.

For 2C.M3: in order for learners to achieve Merit, they must justify their choices of destinations selected for each itinerary and explain how the destinations will meet the visitors' needs. For example, in the case of a honeymoon couple, the justification could include an explanation and evidence that the destination chosen would be suitable for the occasion, that the weather would be suitable for a beach holiday at that time of year and that the destination has suitable accommodation to suit their needs.

For 2C.D2: learners must then go on to analyse ways in which the two planned holidays could be adapted to meet the needs of different types of visitors. This will include changes to the itineraries produced for the holidays planned for Pass and Merit criteria for different visitor types.

For 1C.4: for this specific criterion, learners may be given limited tutor support to plan holidays to one European and one worldwide destination producing an itinerary for both. At this level the itinerary may be brief/an outline but should still meet the visitors' needs. Appropriate limited support includes providing a pen portrait for both sets of visitors with destinations. The learner could then independently plan the holiday and produce itineraries for the visitors.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1	Where in the World?	You are working for a tour operator and are required to identify and locate international holiday destinations and gateways for a destination display.	Series of maps and information sheets on routes of travel.
1B.3, 2B.P3, 2B.M2, 2B.D1	What's the Appeal?	You are working for a tour operator and are required to investigate and explain the different features that contribute to the appeal of two international destinations for different customers.	Mini brochures or multimedia presentation. Witness statement confirming explanation with justification.
1C.4, 2C.P4, 2C.M3, 2C.D2	Where in the World?	You take part in travel consultant scenarios to select, plan, analyse and adapt suitable holidays for specific customers.	Written explanation with justification of the itinerary or proposal.

Unit 5: Factors Affecting Worldwide Travel and Tourism

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Travel and tourism employees must have well-developed knowledge and understanding of the world, and of how different conditions and events can affect the sector.

If you work in the travel sector, any of the following events could impact on your working day:

- a volcano erupting in southern Asia

- an outbreak of malaria in East Africa

- a terrorist attack taking place in the middle of a busy day in the UK

- a visitor arriving at an airport to travel without a passport or necessary visa papers.

The travel and tourism sector is extremely dynamic. It is affected by so many factors, both large and small. The best planned itineraries can be wrecked in seconds by a multitude of different events, and new ones must quickly be put into place.

In this unit you will study climatic conditions that affect travel and tourism around the world. You will develop an awareness of varying climatic conditions in different parts of the world. You will gain knowledge of monsoons, dry and wet seasons and hurricane seasons that influence the timing of travel and holidays. You will also learn where and when snowfall results in the availability of winter-sports holidays.

You will identify time zones, calculate worldwide time differences and examine the effect these can have on visitors travelling across time zones.

You will learn how different countries control visitor numbers through visa requirements. In addition you will learn the causes and symptoms of some major diseases and the precautions visitors need to take to avoid becoming unwell.

You will research major emergency situations and the impact they have had on international destinations and the visitors to them.

Learning aims

In this unit you will:

A investigate how climate, and worldwide time, can affect the appeal of worldwide destinations

B understand influential factors on worldwide travel and tourism destinations.

Learning aims and unit content

What needs to be learnt

Learning aim A: Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations

Topic A.1 Climatic conditions affecting the appeal of travel and tourism

Learners will understand how different climatic conditions and seasonal variations can affect the appeal of European and worldwide travel destinations, including potential effects on travel to destinations. They will compare and contrast the different climatic conditions and seasonal variations and consider their effect on different destinations and their visitors.

● Climatic conditions, e.g. tropical storms, monsoons, high humidity, low humidity, extreme heat and cold, wet and dry seasons, sun, snow, wind.

● Seasonal variations:
  o locations, and times of the year to avoid, e.g. hurricane season, monsoon season locations, and times of the year with favourable conditions, e.g. snow for skiing, sunny, hot conditions with low humidity for comfort
  o locations in respect of global aspects, e.g. proximity to equator, northern and southern hemispheres, tropics.

Topic A.2 The effect of worldwide time

Learners will know the different time zones and will be able to accurately calculate worldwide time differences. They will also understand how time zones can affect visitors' health.

● Time/date zones, e.g. Greenwich Mean Time (GMT), International Date Line.

● Lines of longitude.

● Time differences when travelling through the eastern and western hemispheres.

● Countries having a number of different time zones, e.g. USA, Russia.

● Daylight Saving Time (DST).

● Location of the Prime Meridian (International Date Line and Greenwich Meridian).

● Calculation of worldwide time.

● Human health, e.g. jet lag, circulatory problems caused by long haul flights.

What needs to be learnt

Learning aim B: Understand influential factors on worldwide travel and tourism destinations

Topic B.1 How entry/exit requirements affect different destinations

Learners will understand the importance of and reasons for entry and exit requirements. They will consider health risks, precautions and emergency situations that affect/have affected different destinations. Learners will be able to assess short and long-term effects of these factors on destinations and their visitors.

- Reasons for, and importance of, exit/entry requirements:
  - passports
  - visas
  - departure tax applied by international destinations
  - Airport Passenger Duty (APD) tax applied by the UK government.
- Effects, e.g.:
  - inconvenience to travellers
  - additional security for destinations and travellers.
  - requirements associated with different destinations.
  - requirements associated with different types of traveller.

Topic B.2 How health issues affect travel and tourism

- Diseases including:
  - air borne
  - water borne
  - animal and insect borne
  - diseases spread through human contact.
- Precautions:
  - vaccinations
  - clothing
  - medicines
  - equipment.

Topic B.3 Emergency situations that affect travel and tourism

- Emergency situations:
  - extreme weather, e.g. hurricanes, heavy rainfall, flooding
  - terrorist attacks
  - conflicts and civil unrest
  - natural disasters such as earthquakes, tsunamis and volcanic eruptions.
- Effects, e.g. disruption to travel, cancelled holidays, repatriation, restricted seasons, personal safety, effect on visitor numbers, advice and guidance (Foreign and Commonwealth Office (FCO) advice, tour operator guidance, airline advice).

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations			
1A.1 Outline two climatic conditions affect the appeal of destinations, including examples, with support.	2A.P1 Describe how climatic conditions affect the appeal of two short-haul and two long-haul destinations.	2A.M1 Explain how different climatic conditions can affect the appeal of destinations.	2A.D1 Compare and contrast climatic conditions and seasonal variations that affect the appeal of one short-haul and one long-haul destination.
1A.2 Outline seasonal variations that affect the appeal of two short-haul and two long-haul destinations, with support.	2A.P2 Describe seasonal variations that affect the appeal of two short-haul and two long-haul destinations.	2A.M2 Assess seasonal variations that affect the appeal of destinations.	
1A.3 Outline what time zones are, including two examples of calculated worldwide time differences, with support.*	2A.P3 Describe what time zones are, including four examples of calculated worldwide time differences.*	2A.M3 Explain how time zones can affect visitors when travelling.*	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand influential factors on worldwide travel and tourism destinations			
1B.4 Outline the importance of using passports and visas to two travel destinations.	2B.P4 Describe the importance of, and reasons for, using passports and visas for two travel destinations.		
1B.5 Outline health risks and precautions related to four different destinations, with support.	2B.P5 Describe health risks and precautions related to four different destinations.	2B.M4 Explain health risks and precautions related to four destinations.	
1B.6 Outline two emergency situations that have affected different destinations.	2B.P6 Describe two emergency situations that have affected different destinations, including examples.	2B.M5 Explain the effects that two emergency situations have had on travel, including examples.	2B.D2 Assess the short- and long-term effects that one emergency situation and one health risk have had on travel, including examples of destinations.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Worldwide destinations in the context of this unit could include those within the UK or abroad. It is key that destinations selected can provide sufficient source material to ensure achievement of the assessment criteria.

Learning aim A

For 2A.P1: learners must describe how different climatic conditions affect travel to four destinations. This could be presented in the form of an information leaflet aimed at visitors. This could, for example, involve tropical storms (cyclones, hurricanes or typhoons), flooding, monsoon weather, sun or snow. Learners must show an appreciation of their potential effect on travel to destinations. Descriptions should include reference to global aspects where applicable, for example proximity to the equator, northern or southern hemispheres and the tropics.

For 2A.P2: learners must describe seasonal variations that affect the appeal of destinations. This must relate to the appeal of four locations and the time of year and is likely to link to the assessment of 2A.P1 as it covers the seasonal nature of similar climatic events.

For 2A.P3: learners must provide a description of time zones. It is essential that learners are able to demonstrate knowledge of time zones and associated terminology. They must include accurate calculations of worldwide time differences, including one for the eastern hemisphere, for example calculating time differences when travelling between London GMT and Dubai, or Dubai and Sydney, and one for the western hemisphere, for example when travelling between London GMT and Chicago, and Chicago and Hawaii. At least one example must involve crossing the International Date Line.

For 2A.M1: learners must explain how climatic conditions affect the appeal of destinations. It must be noted that the effects can be positive or negative. At least two different destinations must be considered for M1 and between them they should offer an insight into the effect of at least two different climatic conditions, for example hurricanes and snow. Snow is a particularly good example as it is a motivator in drawing visitors to ski destinations, but it is unpredictable and can become a negative feature if there is a lack of seasonal snow or even too much snow. Learners should explain how these conditions affect the destinations and their visitors, and this could include factors such as visitor numbers, seasonality, popularity, adverse publicity and potential disruption to travel plans.

For 2A.M2: learners must provide an assessment of seasonal variations that affect the appeal of destinations. This must cover four locations and time of year and is likely to link to the assessment of 2A.M1 as it covers the seasonal nature of similar climatic events.

For 2A.M3: learners must explain time zones and how they can affect visitors. It is essential that learners are able to demonstrate their understanding of time zones and associated terminology in their own words and then to explain jet lag and other potential effects on visitors when gaining and losing time and crossing the International Date Line. All aspects of the unit content must be included in the explanations. A range of (at least three) accurate calculations of worldwide time differences need be included to bring clarity to the time zone explanation. For example, calculate time differences when travelling from Los Angeles to Australia when explaining the International Date Line. All calculations must be accurate. At least one example must involve crossing the International Date Line and another crossing the Greenwich Meridian.

For 2A.D1: learners need to compare and contrast climatic conditions and seasonal variations on travel to specific destinations. Examples might include the impact of major hurricanes on a tourist area or a significant delay in early season snowfall and the corresponding effect on a specified winter sports destination. Learners will need to use real case studies, newspaper articles and so on to inform their analysis and to examine the effects on the destinations. Examples must be drawn from the last five years.

For 1A.1 and **1A.2:** for these specific criteria, learners may be given limited tutor support on request to demonstrate their knowledge of at least two different climatic conditions and seasonal variations and how these affect the appeal of destinations. For example, a hurricane including where/when hurricanes are likely to occur, and the effect this can have on visitor numbers at different times of the year. Appropriate limited support includes guiding the learner towards specific sources of information on climatic conditions and seasonal variations for the learner to independently demonstrate knowledge of how these could affect the appeal of destinations.

For 1A.3: for this specific criterion learners may be given limited tutor support on request to outline what time zones are and include calculations of two worldwide time differences, one for the eastern hemisphere, for example calculating time differences when travelling from London to Singapore, and one from the western hemisphere, for example calculating time differences when travelling from London to New York. Both calculations must be accurate. Appropriate limited support includes guiding the learner through one calculation by providing the specific steps to follow in the calculation, then the learner can independently follow these to make this calculation plus the second one.

Learning aim B

For 2B.P4: learners must provide a description of the importance of, and reasons for, using passports and visas for two travel destinations. Two specific visa examples must be included in the description.

For 2B.P5: learners must describe some health risks and precautions in relation to travel to four different destinations.

For 2B.P6: learners must investigate two examples of emergency situations that have occurred over the last five years. Learners must describe what effects these emergency situations have had on the destinations. Effects could include a range of the following: disruption to travel, cancelled holidays, repatriation, restricted seasons, personal safety and visitor numbers. For example, the volcanic eruption in Iceland would be a good example of disruption to travel and repatriation difficulties. The civil unrest in Cairo, Egypt would be a good example for effect on visitor numbers and personal safety.

For 2B.M4: learners must explain most health risks in relation to destinations. Specific examples of destinations with significant health risks must be referred to.

For 2B.M5: learners must add depth to the information given for 2B.P5. There will be evidence of using research to produce an explanation of the effects rather than a description of what occurred.

For 2B.D2: learners must give an assessment contrasting short- and long-term effects, for example the impact on visitor numbers in both the short and long term. There will be an assessment of how long visitors are deterred from travelling after an emergency and health risk situation. For example, the massive destruction that occurred after the tsunami on Boxing Day in 2004 maybe had more of a long-term impact. Learners should assess the reasons for this.

For 1B.4: learners must outline the importance of passports and visas for two travel destinations. They must provide investigative evidence for two destinations that require visitor visas.

For 1B.5: For this specific criterion, learners may be given limited tutor support on request in order to provide evidence outlining health risks and precautions related to four different destinations. Appropriate limited support includes guiding the learner towards specific sources of information on health risks and precautions for the learner to then independently use these to provide their outline evidence.

For 1B.6: learners should give evidence of investigation and the ability to outline two examples of emergency situations. There should be some detail in their outline covering dates, numbers affected and how sectors in the travel and tourism industry responded.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.M3, 2A.D1	Climate and Time Zones	Your manager at the travel agency has asked you to produce a leaflet for visitors to the agency. Often they appear confused about the climatic conditions and time changes that can affect their enjoyment of tourist destinations._Your leaflet will include information about a range of climatic conditions and how these can affect specific international destinations, for example hurricanes and the times of year to avoid affected destinations. Also information on time zones demonstrating how to calculate worldwide time differences and explaining the effects of time zones on travellers.	A leaflet containing information on a range of climatic conditions and how they can positively and negatively affect international destinations. Reference should be made to seasonal variations, including reference to global aspects if appropriate. Effects include factors such as visitor numbers, seasonality, popularity, adverse publicity and potential disruption to travel plans. Section on time zones and associated terminology. Practical tasks to calculate worldwide time differences. Explanation of effect of time zones on travellers.

| Criteria covered	Assignment	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M4, 2B.M5, 2B.D2	Key Factors of Travel	The local FE college has asked you to speak to some travel and tourism learners about visas and other measures, such as taxes, that may affect visitors to destinations. You also need to advise on the risks and precautions related to diseases that may be encountered when travelling, and give examples of emergency situations, including procedures to be followed. Design a leaflet to give to the learners.	A report/multimedia presentation providing explanations and/or analysis of the impact of visa requirements and taxes on both international destinations and the visitors who travel to them. Leaflet providing information on the risks and precautions of typical ill heath when travelling. Report and multimedia presentation providing explanation/evaluation of two examples of emergency situations that have occurred in the last 10 years and how the travel and tourism industry dealt with these situations.

Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.
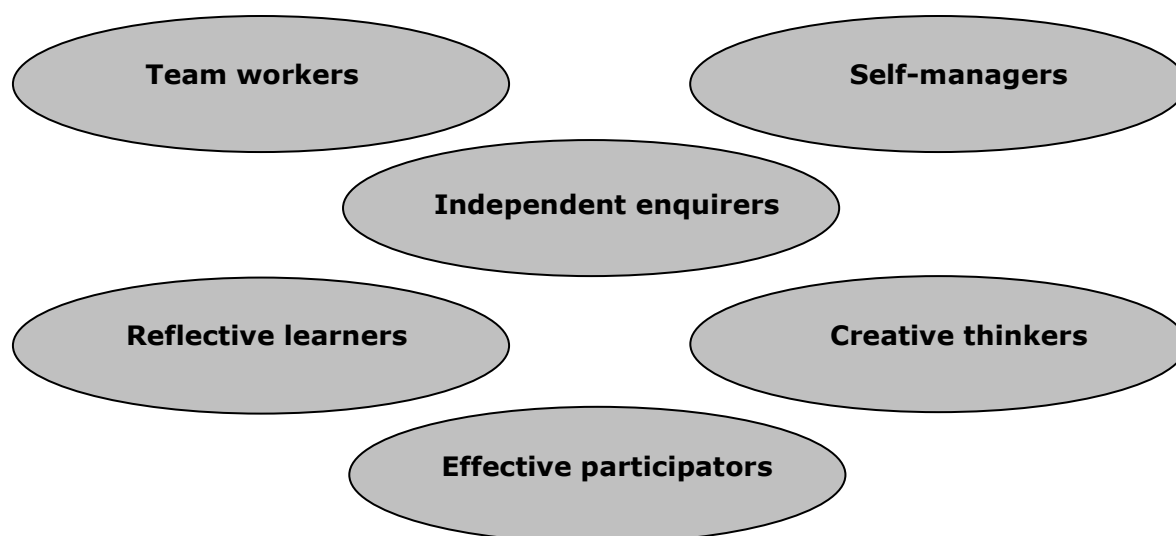
For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers

Focus:

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

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

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

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

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

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

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

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

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

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

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

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

✓   indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓		✓			
2	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓
4	✓		✓		✓	
5	✓	✓				✓

Annexe B

Synoptic assessment

Unit 3 provides the synoptic assessment for this qualification. Learners studying this unit will need to demonstrate a number of synoptic approaches towards meeting the assessment criteria. These include:

● being able to interrelate overarching concepts and issues, bringing together their travel and tourism knowledge in responses to assessment in Unit 3

● selecting, drawing together and integrating knowledge, understanding and skills from across different units, to develop an appreciation of how topics are coherent and relate to one another and how each may contribute to different travel and tourism contexts or situations

● being able to make connections by suggesting or applying different approaches to contexts or situations in responses to assessment of Unit 3

● evaluating and justifying their decisions, choices and recommendations, drawing on and integrating knowledge, understanding and skills from across the qualification in their responses to assessment of Unit 3.

For example, *Unit 3: The Travel and Tourism Customer Experience* requires learners to draw together and demonstrate the knowledge and skills developed across the programme of study. The application and selection process requires knowledge and demonstration of the knowledge and understanding required for working in the travel and tourism sector in *Unit 1: UK Travel and Tourism Sector and Unit 2: UK Travel and Tourism Destinations*, and in the optional specialist units, *Unit 4: International Travel and Tourism Destinations* and *Unit 5: Factors Affecting Worldwide Travel and Tourism.*

BTEC

TRAVEL AND TOURISM
Specification