



Qualification Specification
Level 2 Travel and Tourism (graded)

Version 2.1
(November 2019)

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
603/2401/6	Gateway Qualifications Level 2 Certificate in Travel and Tourism
603/2017/5	Gateway Qualifications Level 2 Diploma in Travel and Tourism

Version and date	Change detail	Section/Page Reference
2.1 November 2019	Addition of grading change statement	17

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualifications, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1. About the qualifications

The qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England and Qualification Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

The qualifications have been developed following consultation with further education colleges and adult and community learning who requested new level 2 qualifications that were graded. They are intended primarily for learners post 16 who are interested in Travel and Tourism but have not studied Travel and Tourism at key stage 4 or who have not achieved level 2 in this subject.

The qualifications may be used within a 16-19 study programme and is intended to give learners the knowledge, understanding and skills that will enable them to progress to further study in a travel and tourism related area at a higher level.

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Travel and Tourism. The level 2 units in the qualifications have the same content and pass criteria as some of the units in the Suite of Skills qualifications in Travel and Tourism but also include merit and distinction criteria.

The qualifications include an optional unit in Improving own Employability Skills. This could be used with learners who are on a programme that encompasses a work placement.

Learners also have the option of completing a substantial project in an area of Travel and Tourism. This will support the development of independent learning and research skills that are essential for further study.

1.2. Objective

The objective of the Gateway Qualifications Level 2 Travel and Tourism qualifications is to give learners the knowledge, understanding and skills that will enable them to progress to qualifications at a higher level, to an apprenticeship or to employment in a in a travel and tourism related area.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Certificate in Travel and Tourism	230	184	23
Gateway Qualifications Level 2 Diploma in Travel and Tourism	450	360	45

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

The qualifications are graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

1.5. Geographical coverage

The qualifications have been approved by Ofqual to be offered in England and also available for delivery in Wales

If a centre based in Wales, Northern Ireland or overseas (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.6. Progression opportunities

The qualifications support learners to progress to qualifications in Travel and Tourism and related areas at a higher level, to apprenticeships and to employment in the sector.

1.7. Funding

For information regarding potential sources of funding please visit the following the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1. Age

The qualifications have been approved for learners aged 16-18 and 19+.

2.2. Prior qualifications

There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking the qualifications.

2.3. Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding. However, to access the qualifications learners should ideally have achieved maths and English at level 1 and be working towards level 2.

2.4. Restrictions

There are no restrictions to entry.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;

- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy and Procedures.

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements

2.7. Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualifications

3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning please see section **3.2 Recognition of Prior Learning (RPL)**

Gateway Qualifications Level 2 Certificate in Travel and Tourism

Learners must achieve a total of 23 credits including the completion of 2 mandatory units from Group M and the remaining credits from optional units in Group O.

Mandatory Group

Learners must achieve the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
D/615/7788	Understanding the Travel and Tourism Industry	2	24	3
F/615/7797	Customer Service for the Travel and Tourism Industry	2	24	3

Optional Group

Learners must achieve 17 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
D/615/7810	Travel and Tourism Project	2	48	6
A/615/7815	The Business of Travel and Tourism	2	24	3
J/615/7820	Worldwide Tourism Destinations	2	24	3
D/615/7824	UK Tourism Destinations	2	24	3
A/615/7832	Planning for Work in Travel and Tourism	2	24	3
R/615/7626	Promoting Products and Services	2	24	3
A/615/8396	Understanding Airline and Airport Operations	2	24	3
H/615/7842	Airport Services	2	32	4
Y/615/8406	Travel Planning	2	24	3
K/615/7762	Running an Event	2	32	4
H/615/8411	Visitor Attractions	2	24	3
Y/615/7854	Hospitality for Travel and Tourism	2	24	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/615/7864	Impacts of Travel and Tourism on Local Communities	2	24	3
T/615/7909	Deal with Travel and Tourism Emergencies	2	24	3
M/615/7911	UK Transport for Travel and Tourism	2	24	3
L/615/8418	Package Holidays	2	24	3
A/615/7961	The Role of Overseas Resort Representatives	2	16	2
A/615/7622	Effective Communication for the Workplace	2	30	3
R/615/7724	ICT for the Workplace	2	24	3
J/615/7767	Improving own Employability skills	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3

Gateway Qualifications Level 2 Diploma in Travel and Tourism

Learners must achieve a total of 45 credits including 6 credits from the Mandatory Group and 39 credits from the Optional Group.

Mandatory Group

Learners must achieve the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
D/615/7788	Understanding the Travel and Tourism Industry	2	24	3
F/615/7797	Customer Service for the Travel and Tourism Industry	2	24	3

Optional Group

Learners must achieve 39 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
D/615/7810	Travel and Tourism Project	2	48	6
A/615/7815	The Business of Travel and Tourism	2	24	3
J/615/7820	Worldwide Tourism Destinations	2	24	3
D/615/7824	UK Tourism Destinations	2	24	3
A/615/7832	Planning for Work in Travel and Tourism	2	24	3
R/615/7626	Promoting Products and Services	2	24	3
A/615/8396	Understanding Airline and Airport Operations	2	24	3
H/615/7842	Airport Services	2	32	4
Y/615/8406	Travel Planning	2	24	3
K/615/7762	Running an Event	2	32	4
H/615/8411	Visitor Attractions	2	24	3
Y/615/7854	Hospitality for Travel and Tourism	2	24	3
F/615/7864	Impacts of Travel and Tourism on Local Communities	2	24	3
T/615/7909	Deal with Travel and Tourism Emergencies	2	24	3
M/615/7911	UK Transport for Travel and Tourism	2	24	3
L/615/8418	Package Holidays	2	24	3
A/615/7961	The Role of Overseas Resort Representatives	2	16	2
A/615/7622	Effective Communication for the Workplace	2	30	3
R/615/7724	ICT for the Workplace	2	24	3
J/615/7767	Improving own Employability skills	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3

3.2. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

This qualification is graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

To achieve a Pass	<ul style="list-style-type: none"> learners must evidence all Pass criteria from the assessment and grading grid
To achieve a Merit	<ul style="list-style-type: none"> learners must evidence all Pass and Merit criteria from the assessment and grading grid should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria partial achievement of the Merit criteria cannot attract the Merit grade.
To achieve a Distinction	<ul style="list-style-type: none"> learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid Distinction criteria are qualitative extensions of the Merit criteria should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria partial achievement of the Distinction criteria cannot attract the Distinction grade.

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

- The unit grade is converted to a number of points per credit (see table below).
- The units required to meet the rules of combination are selected and the points allocated per credit are applied.
- If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, i.e. the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

$\frac{\text{No. of credits required} \times \text{Total No. of Points}}{\text{No. of credits achieved}} = \text{Adjusted Points Total}$

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 2 Certificate in Travel and Tourism

	Pass	Merit	Distinction
Points range	115-126	127-138	139-161

Level 2 Diploma in Travel and Tourism

	Pass	Merit	Distinction
Points range	225-247	248-292	293-315

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

Level 2 Certificate in Travel and Tourism - Example 1

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Understanding the Travel and Tourism Industry	3	Distinction	7	21
Customer Service for the Travel and Tourism Industry	3	Merit	6	18
Travel and Tourism Project	6	Pass	5	30
Planning for Work in Travel and Tourism	3	Pass	5	15
Deal with Travel and Tourism Emergencies	3	Pass	5	15
Package Holidays	3	Merit	6	18
The Role of Overseas Resort Representatives	2	Merit	6	12
Totals	23			129

Level 2 Diploma in Travel and Tourism - Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Understanding the Travel and Tourism Industry	3	Pass	5	15
Customer Service for the Travel and Tourism Industry	3	Pass	5	15
Travel and Tourism Project	6	Pass	5	30
The Business of Travel and Tourism	3	Pass	5	15
Worldwide Tourism Destinations	3	Pass	5	15
UK Tourism Destinations	3	Pass	5	15
Planning for Work in Travel and Tourism	3	Pass	5	15
Promoting Products and Services	3	Pass	5	15
Understanding Airline and Airport Operations	3	Pass	5	15
ICT for the Workplace	3	Pass	5	15

Travel Planning	3	Merit	6	18
Numeracy Skills for the Workplace	3	Merit	6	18
Visitor Attractions	3	Merit	6	18
Package Holidays	3	Merit	6	18
Totals	45			237

Level 2 Diploma in Travel and Tourism - Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Understanding the Travel and Tourism Industry	3	Merit	6	18
Customer Service for the Travel and Tourism Industry	3	Merit	6	18
Travel and Tourism Project	6	Pass	5	30
The Business of Travel and Tourism	3	Pass	5	15
Worldwide Tourism Destinations	3	Merit	6	18
UK Tourism Destinations	3	Pass	5	15
Planning for Work in Travel and Tourism	3	Pass	5	15
Promoting Products and Services	3	Distinction	7	21
Understanding Airline and Airport Operations	3	Pass	5	15
ICT for the Workplace	3	Pass	5	15
Travel Planning	3	Merit	6	18
Numeracy Skills for the Workplace	3	Merit	6	18
Visitor Attractions	3	Distinction	7	21
Package Holidays	3	Distinction	7	21
Totals	45			258

3.3. Recognition of Prior Learning

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification which they are undertaking.

There are a number of equivalent units for this qualification. Learners who achieve a pass in a level 2 unit or units listed above through the study of one of the Level 2 Skills for Travel and Tourism qualifications may use this achievement to contribute towards the graded level 2 qualification. They may also if they wish, complete the additional requirements for merit and distinction

Centres wishing to claim RPL for their learners should refer to the Gateway Qualifications' RPL Policy and process on the Gateway Qualifications website.

3.4. Links to other qualifications

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Travel and Tourism. The level 2 units in the qualifications have the same content and pass criteria as units in the Suite of Skills qualifications in Travel and Tourism but also include merit and distinction criteria.

The qualifications also provide the opportunity to develop employability skills as well as English, maths and ICT skills.

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2. Assessment materials

There are no specific assessment materials provided for the qualifications. However, centres should refer to the guidance on assessment.

4.3. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering skills based in the vocational area.

4.4. Qualification-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for the qualifications.

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

4.5. Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for the qualifications.

4.6. Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

7.1. Appendix 1 – Unit details

Understanding the Travel and Tourism Industry

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	D/615/7788

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the current structure of the travel and tourism industry.	1.1 Describe the roles of the different sectors that make up the travel and tourism industry, providing examples of key organisations. 1.2 Explain how these organisations work together to provide travel and tourism products and services. 1.3 Outline the key trade and professional bodies that support the industry.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Understand how key factors in the twentieth century shaped the travel and tourism industry.</p>	<p>2.1 Explain the main changes in holiday trends over the last century.</p> <p>2.2 Describe how developments in transport have had an impact on travel.</p> <p>2.3 Explain the impact of socio-economic changes on the travel and tourism industry.</p>	<p>M(i) Explain how one global company has evolved over the last century.</p> <p>M(ii) Describe the response of one key organisation in the transport sector to developments in travel.</p>	<p>D(i) Explain how attitudes to travel changed during the twentieth century as a result of both transport developments and socio-economic trends.</p>
<p>3 Know how the industry impacts on the UK economy.</p>	<p>3.1 Explain the importance of the travel and tourism industry to the UK economy.</p> <p>3.2 Using recent examples, describe how uncontrolled external influences, for example, terrorism or natural disasters impact on travel and tourism organisations and the UK economy.</p>		<p>D(ii) Using examples of specific events and related statistics, illustrate the impact of uncontrolled external influences on the travel and tourism industry and the UK economy.</p>

Indicative Content: Understanding the Travel and Tourism Industry**Learning Outcome 1:**

The sectors of the industry

- Airlines: to provide domestic and international flights
- Tour operators – to combine different elements of a holiday into ‘a package’
- Accommodation providers
- Visitor attractions – natural and manmade
- Tourism services – development and promotion

Sectors work together for example, by ‘contracting’ with each other to provide different services.

Key trade and professional bodies

- ABTA
- IATA
- VisitBritain; VisitEngland, VisitScotland, VisitWales

Learning Outcome 2:

Trends

- Improvements in transport – trains, jumbos, superjumbos, super ships, low cost airlines
- Development of mass market tourism/package holidays, winter breaks, city breaks, ski holidays, adventure travel
- Development of destinations - seaside resorts, shopping destinations
- Increased travel; day trips; move from train to flights;
- Technology/Online booking
- Awareness of the environment and impact of travel

Impact of transport developments

- Increased travel
- Faster travel
- More holidays

Examples of socio-economic changes which have enabled growth in travel

- Increased leisure time
- Increased disposable income
- Paid holidays
- Increased life expectancy (grey market)

Indicative Content: Understanding the Travel and Tourism Industry

Learning Outcome 3:

Importance of Travel and tourism to UK economy

- Employment
- Contribution to GDP

Examples of uncontrolled influences and their impact

- Terrorist attacks, earthquakes, Zika virus, Grenfell Towers
- Impact of events in UK – less inbound travel which has an impact on UK jobs and GDP
- Impact of events overseas – UK organisations able to sell less holidays to specific destinations – which impacts on their income and ability to employ

Customer Service for the Travel and Tourism Industry

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/7797

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of excellent customer service to the travel and tourism industry.	1.1 Explain the importance of excellent customer service for a) travel and tourism organisations b) customers and clients c) employees.		D(i) Use examples to illustrate the service profit chain (how excellent customer service and employee satisfaction creates improved profits).

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know how to provide excellent customer service.</p>	<p>2.1 Outline how to provide a positive first impression and why this is important.</p> <p>2.2 Describe how to present oneself appropriately in different customer service situations.</p> <p>2.3 Explain how body language and tone of voice can be used to enhance customer service.</p> <p>2.4 Describe policies and procedures needed to ensure standards of service.</p>	<p>M(i) Explain how organisations use policies and procedures to ensure a consistent and exemplary customer experience.</p>	
<p>3 Understand how travel and tourism customers and their needs vary.</p>	<p>3.1 Outline different customer types and why they have diverse needs.</p>	<p>M(ii) Explain how two specialist travel and tourism organisations with different target customer groups meet their specific needs.</p>	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>4 Be able to provide excellent service to a range of customers.</p>	<p>4.1 Create a positive first impression with customers, using a) greetings b) body language c) tone of voice d) personal appearance.</p> <p>4.2 Provide information on a given product to a customer demonstrating product knowledge.</p> <p>4.3 Deal with dissatisfied customers in given situations.</p>	<p>M(iii) Provide an excellent first impression and exemplary product knowledge to two customers.</p> <p>M(iv) Respond to a complaint to create a satisfied customer.</p>	<p>D(ii) Evaluate own customer service skills, identifying strengths and areas for improvement.</p>

Indicative Content: Customer Service for the Travel and Tourism Industry

Learning Outcome 1:

Importance of excellent service

- Customer satisfaction
- Repeat business
- Increase in customers
- Increased turnover
- Increased efficiency
- Improved internal relationships/team work and efficiency
- Improved morale of employees/job satisfaction
- Bonus or salary increase

Learning Outcome 2:

First impressions

- Body language
- Personal appearance
- Tidy environment e.g. desk

Examples of personal presentation in different service situations

- On the phone: warm friendly greeting
- Face to face; smiling, smart image
- In writing – error free, correct form of address (Dear Mr or Hi James)

Body language and tone of voice

- Open gestures
- Smiles
- Approaching people
- Establishing rapport e.g. by leaning forward
- Active listening
- Warm friendly voice vs assertive

Policies and procedures

- Customer service policy
- Employee Code of Conduct
- Complaints policy

Learning Outcome 3:

Customer can be differentiated by:

- age
- specific needs

Indicative Content: Customer Service for the Travel and Tourism Industry

- destinations
- size of group travelling e.g. single vs family

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to meet the assessment criteria.

Evidence may include witness statements, peer assessment and/or a personal log.

Learners need to understand:

- the importance of first impressions to give confidence, create rapport and provide good service
- information will vary according to product but may include price, extras, benefits, exclusions, weather, service.
- when dealing with dissatisfied customers the importance of
 - remaining calm
 - active listening
 - empathy and trying to understand
 - apologising
 - not giving excuses
 - using initiative/finding a solution or escalating if appropriate
 - solving complaints quickly
 - keeping records.

Travel and Tourism Project

Level:	Level 2
Credit Value:	6
GLH:	48
Unit Number:	D/615/7810

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to identify and select a travel and tourism project.	1.1 Agree a suitable topic and scope for a travel and tourism project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agreed deadlines.	M(i) Explain what they hope to achieve through the project. M(ii) Give reasons why each action is required. M(iii) Describe how these skills will be deployed. M(iv) Produce a plan for the project which includes timelines, order of activities, resources and facilities needed.	D(i) Explain how this will contribute to their understanding of a particular area of Travel and Tourism. D(ii) Produce a well-organised and clear plan for the project which includes timelines, order of activities, resources and facilities needed and contingencies.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Be able to carry out research for a travel and tourism project.</p>	<p>2.1 Identify different sources of information relevant to the project.</p> <p>2.2 Select data that is relevant and reliable.</p> <p>2.3 Reference evidence and information appropriately.</p>	<p>M(v) Recognise the relative reliability and bias in different sources.</p> <p>M(vi) Select and combine data from different sources.</p>	<p>D(iii) Analyse data systematically to determine its relevance and reliability.</p>
<p>3 Be able to undertake activity to complete a travel and tourism project.</p>	<p>3.1 Carry out the necessary actions to complete the travel and tourism project.</p> <p>3.2 Apply appropriate skills and knowledge to complete the project.</p>	<p>M(vii) Make on-going adjustments where needed.</p> <p>M(viii) Apply a range of relevant skills and knowledge to complete the project.</p>	<p>D(iv) Follow contingency plan where necessary.</p> <p>D(v) Apply and extend own subject skills and knowledge to complete the project.</p>
<p>4 Be able to present a travel and tourism project.</p>	<p>4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions.</p> <p>4.2 Present information in own words, avoiding plagiarism.</p> <p>4.3 Use appropriate format and language, including subject-specific terms, to present project outcomes to a specific audience.</p>	<p>M(ix) Sequence information to ensure a logical flow.</p>	<p>D(vi) Summarise key points.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to evaluate travel and tourism project outcomes and own performance.	5.1 Review own performance in planning, carrying out and presenting outcomes from a travel and tourism project, identifying what went well and what could be improved.	M(x) Determine success criteria and use these to make suggestions for improving performance.	D(vii) Evaluate how well each success criterion was met. D(viii) Summarise knowledge and skills relating to Travel and Tourism gained through completing the project.

Indicative Content: Travel and Tourism Project

Learning Outcome 1:

To achieve this learning outcome, learners must provide sufficient and valid evidence to meet the criteria.

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Example projects could include:

- promoting an event, service or product
- fund raising
- planning an event
- reorganising office systems

Intended outcomes may include:

- improved efficiency
- improved teamwork
- raising funds
- raising awareness
- personal development
- enabling others to achieve their goals

Skills needed may include:

- communication and interpersonal skills
- organisational skills
- interpersonal skills
- the ability to motivate others
- planning and scheduling
- dealing with conflict/difficult situations

Planning to meet deadlines could be evidenced by a chart.

Learning Outcome 2:

To achieve this learning outcome, learners must provide sufficient and valid evidence to meet the assessment criteria.

Sources of information may include:

- colleagues
- websites
- similar products/services
- books/journals

Indicative Content: Travel and Tourism Project

Information and data needed and relevant sources will vary according to project selected but may include:

- availability of staff/customers
- demand for a product/service/event
- staff/customer attitudes

Reference using:

- author, title and date for books journals
- URLs for websites
- full names and positions for information from people

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence to meet the assessment criteria.

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Actions, skills and knowledge may include:

- carrying out own roles, taking on and completing tasks
- providing information
- communicating with others
- working as a team, supporting others
- responding to problems
- providing feedback to others

Learning Outcome 4:

To achieve this learning outcome, learners must provide sufficient and valid evidence to meet the assessment criteria.

Evidence may include for example presentation material, witness statements, a personal log, a video.

Presenting a travel and tourism project

- Format and structure
- Style – formal/informal
- Best use of technology
- Audience
- Graphics
- Supporting handouts/documents needed where appropriate
- Questions following presentation

Indicative Content: Travel and Tourism Project

Learning Outcome 5:

To achieve this learning outcome, learners must provide sufficient and valid evidence to achieve the assessment criteria.

Evidence may include for example witness statements, peer assessments, a personal log, notes of meetings, a video diary.

Evaluation of performance

- Attendance
- Reliability
- Team skills
- Communication skills
- Taking responsibility
- Meeting objectives

The Business of Travel and Tourism

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: A/615/7815

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the key business differences between travel and tourism organisations.	1.1 Using examples of travel and tourism organisations, describe the different purposes of public, private and 'not for profit' organisations. 1.2 Identify the aims of different types of travel and/or tourism organisations. 1.3 Describe the different sources of funding for different types of travel and tourism organisation.		D(i) Explain how the purpose of different travel and tourism organisations is reflected in their aims and funding sources.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know how travel and tourism organisations function.</p>	<p>2.1 Describe the role of key business functions within travel and tourism organisations.</p> <p>2.2 Giving examples, describe how different functions of the organisation work together to respond to business needs.</p> <p>2.3 Giving examples, describe how different functions of the organisation work together to respond to crises, problems or emergencies.</p>	<p>M(i) Explain the organisational structure of three travel and tourism organisations (one each from public, private and not for profit).</p>	<p>D(ii) Evaluate how a travel and tourism organisation has responded to crises, problems or emergencies, highlighting both good and poor practice.</p>
<p>3 Understand the opportunities in the travel and tourism industry.</p>	<p>3.1 Give reasons for the high proportion of small businesses in the travel and tourism industry.</p> <p>3.2 Using examples, explain the importance of entrepreneurship to the travel and tourism industry.</p>	<p>M(ii) Account for the success and/or growth of a specific small successful travel and tourism business.</p>	<p>D(iii) Explain how the current business environment is likely to impact on entrepreneurship and opportunities in the travel and tourism business.</p>

Indicative Content: The Business of Travel and Tourism**Learning Outcome 1:**

Purposes of organisations will depend upon the sector but examples may include:

- making profit for owners/shareholders
- providing products and services to customers
- protecting the environment
- representing employees

Examples of aims of different types of organisations:

- to be the market leader
- to provide international low-cost flights
- to provide high quality low cost budget accommodation
- to meet the needs of niche markets, e.g. adventurous holiday makers/cyclists/budget travellers

Sources of funding:

- profit
- loans
- grants/government funding
- tax relief/subsidies

Learning Outcome 2:

Examples of business functions at a tour operator

- Sales
- Marketing
- Operations – domestic/overseas
- Human resources
- Finance

Examples of how functions work together to meet business needs

- Marketing produces brochure and web pages to promote holidays within a budget provided by Finance
- Human resources ensures there are sufficient staff in the Sales Department to sell the holidays in the UK and in Operations to look after the customers in resort
- Sales staff sell the holiday – and in doing so ensure the company makes a profit and jobs are safeguarded

Examples of how functions work together to respond to crises, problems or emergencies

- Overseas operations staff deal with immediate needs of customers
- UK operations staff provide support e.g. arrange repatriation, additional staff, coaches, hotel beds, etc
- PR staff manage media

Indicative Content: The Business of Travel and Tourism

- Marketing staff update websites
- Sales staff provide telephone cover

Learning Outcome 3:

Reasons for high proportion of small businesses

- The nature of the industry e.g. the need for guides, taxi drivers, meet and greet organisations,
- The opportunities provided by the industry e.g. niche markets – walking tours in Scotland, cycling in Bolivia, diving in Kenya
- A constantly changing industry with new markets emerging

Entrepreneurship:

- provides new products and services
- takes risks

Worldwide Tourism Destinations

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/615/7815

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know different types of worldwide tourism destinations.	1.1 Describe the different types of tourism destinations. 1.2 Locate major worldwide destinations for each type on each continent.	M(i) Explain the reasons for high visitor numbers to one major destination on each continent.	D(i) Using statistics indicate major global tourism flows.
2 Understand the appeal of different worldwide destinations to differing customer types.	2.1 Assess the appeal of different destinations to differing customer types, including a) seaside resorts b) mountains c) all-inclusive d) adventure e) culture. 2.2 Select destinations for specific customers, explaining the appeal of your choices.	M(ii) Explain the changing appeal of different types of destinations, indicating reasons for recent trends for one growing and one declining destination.	D(ii) Explain potential future trends in travel and tourism destinations.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to plan worldwide holiday and travel itineraries.	3.1 Select destinations and plan holiday itineraries to meet the needs of specified customers. 3.2 Compare travel costs and relative convenience for a range of different destinations.	M(iii) Create contrasting travel itineraries to diverse destinations for two different customer types, justifying choices.	

Indicative Content: Worldwide Tourism Destinations**Learning Outcome 1:**

Examples of types of tourism destinations

- Seaside resorts
- Mountains
- All-inclusive
- Adventure
- Culture

Learning Outcome 2:

Appeal of different destinations may include:

- climate
- facilities
- entertainment
- accommodation
- culture/heritage
- events
- ease of access
- costs
- image/fashion/trends

Examples of customer types

- Individual/singles;
- Couples
- Families (with infants, toddlers, teenagers)
- Young adults
- Specific needs
- Business travellers

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence to meet the assessment criteria.

Destinations selected should demonstrate awareness of the needs of customer, for example through facilities available, climate, attractions, culture, accommodation offered.

Relative convenience may include distance to departure airport, transfer time, availability of flights on specified days/ specified times.

Evidence may include for example, written work, witness statements, peer assessments, a personal log, notes of discussions with customers, a video diary.

UK Tourism Destinations

Level:	Level 2
Credit Value:	6
GLH:	40
Unit Number:	D/615/7824

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know different types of UK tourism destination.	1.1 Describe the different types of popular UK tourism destination. 1.2 Locate major destinations for each type.	M(i) Explain the reasons for high visitor numbers to three UK tourism destinations of differing types.	
2 Understand the appeal of different UK destinations to differing customer types.	2.1 Evaluate the appeal of different destinations to differing customer types, including a) seaside resorts b) mountains/countryside c) adventure d) culture e) city break. 2.2 Select destinations for specific customers, identifying the benefits of your choices.	M (ii) Explain the changing appeal of different types of destinations in the UK, indicating reasons for recent trends for one growing and one declining destination.	D(i) Explain potential future trends in travel and tourism destinations for specific customer types.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to plan UK holiday and travel itineraries.</p>	<p>3.1 Compare costs and the relative convenience of different methods of travel to different destinations.</p> <p>3.2 Select destinations and plan holiday itineraries to meet the needs of specified customers.</p>	<p>M(iii) Create contrasting travel itineraries to diverse destinations for two different customer types, justifying choices.</p>	

Indicative Content: UK Tourism Destinations**Learning Outcome 1:**

Examples of types of tourism destinations

- Seaside resorts
- Mountains/countryside
- Adventure
- Culture
- City break

Learning Outcome 2:

Appeal of different destinations may include:

- facilities
- entertainment
- accommodation
- culture/heritage
- events
- ease of access
- costs
- image/fashion/trends

Examples of customer types

- Individual/singles;
- Couples
- Families (with infants, toddlers, teenagers)
- Young adults
- Specific needs
- Business travellers

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

Relative convenience may include travel time, distance to departure point, availability of transport on specified days or at specified times

Destinations selected should demonstrate awareness of the needs of customers for example through facilities available, attractions, culture, accommodation offered.

Evidence may include for example, written work, witness statements, peer assessments, a personal log, notes of discussions with customers, a video diary.

Planning for Work in Travel and Tourism

Level:	Level 2
Credit Value:	4
GLH:	32
Unit Number:	A/615/7832

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about work in the travel and tourism industry.	1.1 Use recent job advertisements to assess the types of work opportunities that occur within the travel and tourism industry. 1.2 Explain the roles and responsibilities for selected jobs. 1.3 For selected jobs, identify entry points and progression opportunities. 1.4 Describe the different terms and conditions (e.g. types of contracts, working hours) offered to travel and tourism employees.	M(i) Compare the roles and responsibilities of two contrasting jobs in a travel and tourism organisation. M(ii) Assess the benefits and disadvantages of different types of contract.	D(i) Evaluate the appeal of different jobs, taking into account roles and responsibilities progression opportunities, terms and conditions.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know the skills, qualities and personal attributes required by travel and tourism employees.</p>	<p>2.1 Explain the skills, qualities and personal attributes required by travel and tourism employees for different roles and why they are important.</p>	<p>M(iii) Compare the skills, qualities and personal attributes required for contrasting roles within a travel and tourism organisation (e.g. customer-facing versus back-office).</p>	
<p>3 Be able to plan for work in the travel and tourism industry.</p>	<p>3.1 Carry out a personal skills audit.</p> <p>3.2 Identify own skills gaps for roles which are of interest and how to address them.</p> <p>3.3 Set personal development goals.</p>	<p>M(iv) Prepare for an interview and provide appropriate responses to interview questions for a specified job role.</p> <p>M(v) Identify personal development opportunities to address own skills gaps.</p>	<p>D(ii) Produce a curriculum vitae and letter of application for a specified job role.</p> <p>D(iii) Evaluate own personal skills gaps, interview responses and CV.</p>

Indicative Content: Planning for Work in Travel and Tourism**Learning Outcome 1:**

Recent job advertisements may be found in:

- local/national press
- Travel Trade Gazette
- online
- on company websites

Roles and responsibilities will depend on the job. Examples may include:

- looking after customers/meet and greet
- representing the company
- meeting sales targets
- daily duties, e.g. responding to emails, serving customers, hotel visits
- weekly duties e.g. organising rotas, producing e-bulletins/blogs

Entry points may be from school/college/higher education. Progression opportunities may include promotion e.g. to team leaders, transfer e.g. overseas or to Head Office.

Examples of term and conditions:

- hours worked
- shift patterns
- contract terms e.g. full time/part-time; permanent/temporary; zero hours
- holidays
- expenses
- inclusive accommodation (e.g. for overseas jobs)

Learning Outcome 2:

Examples of skills and attributes:

- communication skills
- interpersonal skills
- organisational skills
- personal presentation
- a 'can do' attitude/problem solving
- enthusiasm
- creativity

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

When carrying out skills audit learners should understand own skill levels against those required by employers (LO2). Addressing skills gaps may include training, or other

Indicative Content: Planning for Work in Travel and Tourism

opportunities for personal development. Personal development goals should all be expressed as SMART targets (Specific, Measured, Achievable, Realistic and Timed).

Evidence may include for example, written work, a personal development plan, witness statements, peer assessments, a personal log, notes of discussions with customers, a video diary.

Promoting Products and Services

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	R/615/7626

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the importance of promotion within the concept of the marketing mix.	1.1 Identify the components of the marketing mix. 1.2 Outline the importance and impact of promotion to businesses.		
2 Know how businesses promote their products and services.	2.1 Identify promotional methods used by businesses. 2.2 Describe on-line systems and technologies used to promote goods and services.	M(i) Compare the promotional techniques used by two contrasting organisations.	D(i) Explain why different organisations choose different promotional techniques to promote their products and services.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Know how promotional activities influence customers.	3.1 Give examples of how customer behaviour is influenced by promotion and public relations activities.	M(ii) Explain the different strategies used in a recent promotional campaign to influence customer behaviour.	D(ii) Compare the different approaches taken in two successful promotional campaigns.
4 Be able to develop a plan to promote a product or service.	4.1 Propose a plan for a promotional campaign/event to include a) aim of the promotion b) target customer c) promotional techniques to be used.	M(iii) Create one piece of promotional literature for your promotional campaign/event. M(iv) Calculate the overall cost of the promotional campaign.	D(iii) Evaluate the proposed campaign in terms of appeal to target market, costs, creativity and range of techniques included.

Indicative Content: Promoting Products and Services**Learning Outcome 1:**

Learners need to identify components of the marketing mix e.g. product or service, place or distribution, price, promotion.

Examples of the importance and impact of promotion may include:

- reaching the relevant market
- letting the customer know what is available

Learning Outcome 2:

Promotional methods may include:

- social media
- advertising
- personal selling
- promotional activities
- direct marketing

On-line systems may include:

- internet shopping
- email potential customers
- web advertising

Learning Outcome 3:

Examples of how customers behaviour is influenced may include:

- buy goods they did not intend to
- spend more than intended
- satisfaction that they 'got a deal'

Learning Outcome 4:

Aim of the promotion may include:

- to launch a new product/service
- to improve sales

Target customers may include:

- new customers
- existing customers

Indicative Content: Promoting Products and Services

Promotional techniques may include:

- social media
- advertising
- personal selling
- promotional activities
- direct marketing.
- internet shopping
- email to potential customers
- web advertising

Understanding Airline and Airport Operations

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/615/8396

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about employment opportunities within an airport.	1.1 Describe the main jobs within a large airport. 1.2 Describe the main personal qualities and qualifications needed for selected contrasting jobs.		
2 Understand the customer check-in procedure at a large airport.	2.1 Describe the main stages in the standard check-in procedure with reference to the staff involved at each stage. 2.2 Explain why particular groups of passengers may be exempt from all or part of this procedure.	M(i) Explain the function of technology during check in procedures and the impact on airlines and customers.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Understand the role and function of Customs and Immigration services at an airport.</p>	<p>3.1 Describe the key functions of the Customs and Excise Service at an airport.</p> <p>3.2 Describe the key functions of the Immigration Service at an airport.</p> <p>3.3 Explain why these services are important.</p>	<p>M(ii) Explain recent changes in both Customs and Immigration services, the causes and impacts.</p>	<p>D(i) Compare the roles and responsibilities of two different airport jobs requiring similar levels of skill, experience or qualifications.</p>
<p>4 Understand why security is important within an airport.</p>	<p>4.1 Explain the main ways in which security is maintained at a large airport.</p> <p>4.2 Explain, with examples, the consequences of inadequate security arrangements.</p>	<p>M(iii) Assess the impact of security measures on airlines, airports and the customer experience for travellers.</p>	<p>D(ii) Explain the increased security measures taken at check in and the impact on airlines and passengers.</p>

Indicative Content: Understanding Airline and Airport Operations

Learning Outcome 1:

Examples of airport jobs

- Airport fire service/police/customs and immigration
- Air traffic control
- Airport engineering and maintenance
- Aircraft refuelling
- Handling agents e.g. baggage handling, dispatchers, push back tams)
- Check-in / baggage drop / queue management
- Security
- Restaurants/bars/hotels
- Retail
- Information desks
- Car hire currency and exchange/bus and train operator

Examples of personal qualities and qualifications needed

- Communication skills/ Interpersonal skills
- Organisational skills
- Personal presentation
- A 'can do' attitude/problem solving
- Enthusiasm / creativity
- Job specific skills e.g. engineering
- Job specific qualifications e.g. ATC, HGV licence

Learning Outcome 2:

Stages of standard check-in procedure

- Check flight information screens to know which desk to go to
- Queue with other passengers
- At check in desk show passport and tickets
- Put luggage on baggage belt to be weighed
- Answer questions from check in staff
- Collect boarding card
- Proceed to security

Exceptions may be due to:

- use of on-line check it at home to get boarding pass
- using on line terminals at airport
- no hold baggage
- diplomatic status

Indicative Content: Understanding Airline and Airport Operations**Learning Outcome 3:**

Function of Customs and Excise is to collect customs duties and prevent smuggling and illegal trade by:

- searching luggage
- checking customs documents
- questioning people with illegal items
- arresting and charging people
- preparing reports and witness statements

Function of Immigration service is to make decisions whether people have the right to visit or stay in the UK by:

- interviewing passengers for more information
- arranging for them to go back to their point of departure
- organising a place in a holding area (for people who are claiming asylum)

Importance due to:

- national security
- compliance with legislation
- preventing import of illegal substances

Learning Outcome 4:

Security is maintained by:

- X ray equipment
- security officers
- body scanners
- boarding card readers
- Archway Metal detectors (AMDs)
- black trays

Consequences of inadequate security arrangements could include:

- terrorist activities
- queues at airports e.g. due to insufficient staff
- passengers losing confidence in personal safety

Airport Services

Level:	Level 2
Credit Value:	4
GLH:	32
Unit Number:	H/615/7842

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the main services and facilities that airports provide for their travelling customers.	1.1 Describe the type of information airports provide for their customers via the internet. 1.2 Describe the type of information airports provide for their customers who are en-route to an airport (e.g. signage, transport links and services, etc). 1.3 Describe the type of information airports provide for their customers at the terminal.	M(i) Describe the ways in which information directing passengers to services and facilities at airports is differentiated and how specific needs are catered for when providing information.	D(i) Compare the ease with which passengers can find information about services and facilities at two specified airports prior to travel.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know the infrastructure and services that airports provide for airlines.</p>	<p>2.1 Describe the range of infrastructure and facilities that airports provide for airlines and why they are important including</p> <ul style="list-style-type: none"> a) runways and taxiways b) navigation aids, airfield and approach lighting c) aprons, gateways/airbridges d) airport fire service. 	<p>M(ii) Compare the infrastructure and services provided at one major UK airport and one regional airport.</p>	
<p>3 Know about potential hazards at airports and how they are reduced.</p>	<p>3.1 Describe the key health, safety and security hazards at airports.</p> <p>3.2 Outline the measures airports take to reduce risks.</p>	<p>M(iii) Compare the dangers associated with airside hazards to passengers with the risks associated with terminal hazards.</p>	<p>D(ii) Explain how different agencies are involved in mitigating risks at one airport.</p>

Indicative Content: Airport Services**Learning Outcome 1:**

Examples of airport information available on the internet

- Facilities
- Maps and direction
- Timetables and schedules
- Car parking, hotel, transport information details
- Social media links

Examples of airport information available en-route to airport

- Signage
- Shuttle buses
- Car parking
- Transport links/services/terminals

Examples of airport information available at the airport

- Check-in/baggage drop
- Flight information
- Security
- Banking and currency exchange
- Shopping and retail outlets
- Prayer rooms
- Toilets and washrooms
- Lost property/left luggage

Learning Outcome 2:

Importance of specified infrastructure and facilities may include:

- critical to airport functioning, to allow for airlines to queue
- to reduce risks
- passenger safety, ease of access, speed of embarkation/disembarkation
- safety, terrorism
- to meet legal requirements

Learning Outcome 3:

Key health, safety and security hazards

- Airside hazards: jet engines, luggage trolleys; vehicles
- Fuel depots
- Terrorism
- Large volume of people in one place – risks to health
- Noise
- Air quality/emissions

Indicative Content: Airport Services

Measures airports take to reduce risk:

- training of airside and airport staff
- risk assessments
- security measures e.g. no car access near front of airport, passenger and luggage scanning; no liquids, etc
- quieter/low emission engines
- restrictions on night flights
- construction of noise/bund walls
- use of electric or LPG ground servicing vehicles

Travel Planning

Level:	Level 2
Credit Value:	6
GLH:	48
Unit Number:	Y/615/8406

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the travel planning process.	1.1 Describe the travel planning process. 1.2 Explain factors which affect travel planning. 1.3 Explain benefits of advance travel planning.	M(i) Assess the impact of technology on the travel planning process.	D(i) Explain the booking cycle.
2 Be able to use sources of travel planning information.	2.1 Use different reference sources to locate travel and tourism information. 2.2 Interpret abbreviation codes and explain their importance. 2.3 Identify potential sources of travel planning information.	M(ii) Assess sources of information regarding destinations for bias.	D(ii) Compare providers' websites, intermediary (brokers) websites and comparison websites in terms of prices offered and ease of negotiation.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Know about travel planning.</p>	<p>3.1 Identify components of travel and tourism itineraries.</p> <p>3.2 Explain the importance of offering alternative travel and tourism arrangements.</p> <p>3.3 Explain the importance of comparing alternatives prior to presenting travel itineraries to customers.</p> <p>3.4 Identify additional factors to consider when recommending travel itineraries.</p>	<p>M(iii) Explain the advantages to customers of using a retail travel agency over independent travel planning.</p>	<p>D(iii) Create guidelines for an individual who wishes to plan his/her own travel itinerary.</p>
<p>4 Be able to produce travel plans that meet customer requirements.</p>	<p>4.1 Identify customer requirements using effective questioning.</p> <p>4.2 Research options that meet customer requirements.</p> <p>4.3 Create travel itineraries that meet customer requirements.</p>	<p>M(iv) Use open and closed questions to gain detailed information about customer needs and expectations.</p> <p>M(v) For two different customers with contrasting needs, expectations and budgets, offer travel itineraries that meet their needs and expectations.</p>	<p>D(iv) Offer alternative itineraries to each customer to ensure customer satisfaction.</p> <p>D(v) Justify the choice of your selected itinerary for each customer.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to provide additional information on travel and tourism arrangements.	5.1 Provide additional travel and tourism information to customers a) including additional information relating to transport arrangements required by customers b) destination information which may be of benefit to customers.		D(vi) Explain the benefits to travel and tourism companies of offering such additional services.

Indicative Content: Travel Planning**Learning Outcome 1:**

Travel planning

- Customer enquiry
- Recording customer information
- Research
- Offering alternatives to customer
- Customer decision - completion of paperwork; payment of deposit
- Issuing invoice for balance
- Issuing tickets

Factors

- Customer budget
- Choice of destination/type of holiday (e.g. beach or culture)
- Preferred mode of transport
- Availability
- Specific requirements e.g. apartment next to the sea, hotel room with balcony
- Extras required e.g. taxi to airport, additional tours

Benefits

- Availability
- Cost

Learning Outcome 2:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

Evidence may include for example, written work, witness statements, peer assessments, a personal log, notes of discussions with customers, a video diary.

Examples of abbreviation codes include airport codes, city codes, airline codes, phonetic alphabet.

Sources of travel planning information include websites, (tour operators, airlines, agents), tourist boards.

Learning Outcome 3:

Components of itineraries will vary according to the booking but may include:

- names of passengers
- dates of travel
- departure times

Indicative Content: Travel Planning

- arrival times
- accommodation details

Importance of comparing and offering alternatives:

- ensuring the best deal for customer
- customer satisfaction
- gauging interest

Additional factors may include hidden costs, government advice e.g. re security.

Learning Outcome 4:

To achieve this learning outcome, learners must provide sufficient and valid evidence that demonstrates they have met the assessment criteria.

Evidence may include for example, written work, witness statements, peer assessments, a personal log, notes of discussions with customers, a video diary.

Learners will need to understand the importance of effective questioning, including:

- the difference between open and closed questions
- that customers need prompting through questioning

Learners will apply the learning from LO1 and LO2 to create travel plans/itineraries that include, for example:

- customer details
- departure days, times and points
- method of travel
- transfer information
- accommodation details
- potential activities
- return transfer information
- departure days, times and points
- method of travel

Learning Outcome 5:

To achieve this learning outcome, learners must provide sufficient and valid evidence that demonstrates they have met the assessment criteria.

Evidence may include for example, written work, witness statements, peer assessments, a personal log, notes of discussions with customers, a video diary.

The assessment of this LO could be combined with other parts of this unit and may include details of upgrades, food provided on transport, attractions and events at destinations, facilities at hotel

Running an Event

Level:	Level 2
Credit Value:	3
GLH:	32
Unit Number:	K/615/7762

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to develop a plan to run a specified event.	1.1 Work with others to set individual and team objectives for an event 1.1 Use project planning techniques to plan the event, including resource costing, risk assessment and contingency planning.	M(i) Work with others to reach a consensus decision about the team event. M(ii) Develop a project plan using an appropriate tool.	D(i) Identify aims and success criteria for the event.
2 Be able to present a plan.	2.2 Present the plan for approval by others. 2.3 Amend the plan in line with recommendations and feedback from others.	M(iii) Respond to questions from others about the project plan. M(iv) Agree any revisions or amendments to the plan with the team.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to work with others to implement the proposed plan.</p>	<p>3.1 Contribute positively to the event in a specified role.</p> <p>3.2 Communicate and collaborate with colleagues to meet objectives for the event.</p>	<p>M(v) demonstrate clear communication skills.</p>	<p>D(ii) Work with others to ensure the project timeline is adhered to.</p> <p>D(iii) Work proactively and positively with others to ensure the success of the event.</p>
<p>4 Be able to evaluate the event.</p>	<p>4.1 Assess the success of the event and own contribution.</p> <p>4.2 Give and receive constructive feedback.</p> <p>4.3 Make recommendations for future events</p>	<p>M(vi) Use constructive feedback provided to assess propose improvements to the planning and running of future events.</p>	<p>D(iv) Evaluate the success of the event.</p> <p>D(v) Evaluate your own contribution to the event and skills demonstrated.</p>

Indicative Content: Running an Event**Learning Outcome 1:**

Learners must provide sufficient and valid evidence to achieve this outcome.

Project planning techniques could include:

- brainstorming
- Gantt charts
- Excel

Learning Outcome 2:

Learners must provide sufficient and valid evidence to achieve this outcome.

The plan may include:

- event name
- key contact details
- summary of the event
- aims and objectives
- people involved and their roles and responsibilities
- resources required
- a description of event/product/service/outcomes
- how it will be sold, if appropriate
- who will be the customers
- costs
- a plan for contingencies.

Feedback can be obtained from peers, tutors/teachers, customers.

Learning Outcome 3:

Learners must provide sufficient and valid evidence to achieve this outcome.

Evidence may be provided by witness statements, personal logs, recorded materials (e.g. video).

Contributing positively may include attending as required, carrying out tasks as agreed, communicating clearly, supporting others.

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome. The event should be assessed against the aims and objectives set in LO1.

To give constructive feedback learners need to understand the need to:

- use the sandwich approach

Indicative Content: Running an Event

- be positive
- use specific examples
- focus on the action not the person
- manage own emotions
- be assertive

Visitor Attractions

Level: Level 2
Credit Value: 4
GLH: 32
Unit Number: H/615/8411

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand how visitor attractions are classified.	1.1 Explain what is meant by the term “visitor attraction”. 1.2 Describe the different types of visitor attraction. 1.3 Identify different visitor attractions according to category, both within and outside the UK. 1.4 Explain why in the UK some attractions are free and some charge admission.	M(i) Explain the key and supplementary products and services provided by two UK visitor attractions of different types. M(ii) Provide statistics that show the popularity of different types of UK visitor attractions.	D(i) Evaluate the reasons for the popularity of key UK visitor attractions.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Understand the appeal of visitor attractions.</p>	<p>2.1 Identify visitor attractions in a local area and explain their appeal.</p> <p>2.2 Describe features that attract people to two different types of visitor attractions and why they are popular.</p>	<p>M(iii) Compare the appeal of two different visitor attractions within a selected destination/area.</p>	<p>D(ii) Evaluate the contribution of two different visitor attractions to the appeal and popularity of a selected destination/area.</p>
<p>3 Understand how and why visitors are managed at visitor attractions.</p>	<p>3.1 Explain the measures taken at manmade attractions to manage visitors and why they are needed.</p> <p>3.2 Explain visitor management techniques used within natural attractions and why they are needed.</p>	<p>M(iv) Compare the differing attitudes to visitor management of two visitor attractions.</p>	<p>D(iii) Evaluate the impact of good visitor management on customer satisfaction and sustainability of the attraction.</p>

Indicative Content: Visitor Attractions**Learning Outcome 1:**

Types of visitor attraction

- Manmade attractions: theme parks, sporting venues, visitor centres, museums, heritage sights, arts
- Natural attractions: National Parks, coastlines, rivers, forest, areas of outstanding national beauty (AONBs)

Free attractions vs admission charges

- Government decisions e.g. the British Museum is government funded
- Ownership e.g. theme park is privately owned whereas coastlines are not
- To attract visitor/public relations e.g. a brewery may offer a visitor centre to attract people to their brewery and shop

Learning Outcome 2:

Appeal may include:

- location
- prices
- key attractions e.g. rides or exhibits
- extra attractions/services available
- accessibility

Features of attractions may include technology, suitability for specific customer groups e.g. those with specific needs.

Learning Outcome 3:

Examples of visitor management at manmade attractions

- Timed tickets – to reduce queues and lessen impact on attractions
- Pre-booking – to manage demand
- Pricing strategy - to reduce demand at peak times
- Queue management e.g. through signage, entertainment – to keep people happy
- Closures e.g. of English heritage houses on specific days – to allow for maintenance

Visitor management at natural attractions

- Stone paths e.g. in national parks – to prevent erosion
- Car parks and coach parks – to reduce damage around the attractions
- Information boards – to provide information and encourage responsible tourism

Hospitality for Travel and Tourism

Level:	Level 2
Credit Value:	5
GLH:	40
Unit Number:	Y/615/7854

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the range of establishments providing hospitality products and services.	1.1 Identify the different types of establishment providing accommodation. 1.2 Describe the products and services offered by different accommodation providers. 1.3 Identify the different types of establishments providing catering. 1.4 Describe the products and services offered by different catering providers.	M(i) Compare and contrast the products and services offered by two contrasting accommodation providers. M(ii) Compare and contrast the products and services offered by two contrasting catering providers.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Understand the importance of the hospitality industry to the travel and tourism customer.</p>	<p>2.1 Explain the responsibilities of the 'front desk' in any hospitality provider and why it is important.</p> <p>2.2 Explain the importance of the role of 'housekeeping' for accommodation providers.</p> <p>2.3 Describe other hospitality job roles, for example concierge, bar/restaurant staff, conference and events manager, and how they are important to the customer.</p>	<p>M (iii) Compare and contrast levels of service of either front desk or housekeeping' at two different providers.</p>	<p>D(i) Evaluate how different job roles contribute to overall level of service in a hospitality provider.</p>

Indicative Content: Hospitality for Travel and Tourism

Learning Outcome 1:

Types of establishment providing accommodation

- Hotels
- Inns
- Guest houses
- Holiday centres
- Campsites

Products and services

- Board arrangements e.g. accommodation only, bed and breakfast, half board, full board
- Spa facilities
- Gymnasiums
- Events e.g. weddings, conferences, parties

Types of establishment providing catering include most accommodation providers plus:

- restaurants
- pubs
- cafes
- contract caterers e.g. for events
- street vendors

Products and services

- Food and drink services e.g. at table, tray, counter takeaway
- Different types of meals e.g. full meals, buffet, takeaway and snacks
- Different types of drinks e.g. alcoholic and non-alcoholic; hot and cold

Learning Outcome 2:

Responsibilities of front desk include:

- meet and greet
- make bookings
- check-in
- represent accommodation provider
- deal with queries

Importance of housekeeping:

- health and hygiene
- safety
- image of hotel

Indicative Content: Hospitality for Travel and Tourism

Roles may include:

- ensuring customer satisfaction
- bringing in new business to the hotel
- representing the hotel – image

Impacts of Travel and Tourism on Local Communities

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/7864

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about areas and communities of the UK that are vulnerable to the impacts of tourism.	1.1 Define the term 'honeypot'. 1.2 Use different sources to locate different types of honey pot areas in the UK for example National Parks, attractions and theme parks, historic towns and cities. 1.3 Explain the appeal of different honey pot areas.		D(i) Provide statistics to explain the appeal of two contrasting honeypot areas to different tourist types.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know about the impacts, that tourism can have on areas and their communities.</p>	<p>2.1 Outline environmental impacts that tourism has on areas and their communities, giving examples.</p> <p>2.2 Outline economic impacts that tourism has on areas and their communities, giving examples.</p> <p>2.3 Outline the socio-cultural impacts that tourism has on areas and their communities, giving examples.</p>	<p>M(i) Compare and contrast the impact of travel and tourism on two 'honeypot' areas.</p>	
<p>3 Know how tourism is managed.</p>	<p>3.1 Explain the meaning of sustainable tourism.</p> <p>3.2 Describe the practices used to manage tourism within two specified areas/communities.</p>	<p>M(ii) Describe how tourism into honeypot areas can be 'managed'.</p>	<p>D(ii) Evaluate measures that are taken to minimise the impact of tourism in selected areas and/or communities.</p>

Indicative Content: Impacts of Travel and Tourism on Local Communities**Learning Outcome 1:**

Sources to identify honey pot areas

- Statistics
- Maps

Examples of appeal of honeypots areas may include:

- history e.g. Stonehenge
- popularity gained through media e.g. TV - Yorkshire dales (Emmerdale);
- accessibility of pretty places to conurbations e.g. Peak District villages close to Sheffield and Manchester
- trends

Learning Outcome 2:

Environmental impacts

- Regeneration
- Conservation/ Protection of wildlife, flora and fauna
- Congestion – Traffic, people
- Litter
- Air pollution
- Overcrowding
- Wear and tear on buildings /erosion of soil pathways

Economic impacts

- More jobs
- Income to local community
- Improvements to local infrastructure
- New investments e.g. hotels
- House price inflation
- Increased costs of living
- Seasonality

Socio-cultural impacts

- Improvements in infrastructure mean better facilities for local people
- Expansion or loss of local crafts/traditions
- Changes in cultural identity/cultural interaction
- Change of use of premises e.g. from butcher to café for tourists
- Local people not able to afford local housing
- Jobs available are often low paid and seasonal
- Second homes and impact on community life

Indicative Content: Impacts of Travel and Tourism on Local Communities

Learning Outcome 3:

Sustainable tourism practices may include:

- traffic management
- park and ride, coach parks
- signage
- marketing campaigns e.g. to reduce seasonality or spread visitors away from key attractions
- education e.g. of tour operators, communities, tourists
- visitor centres
- conservation/restoration projects

Deal with Travel and Tourism Emergencies

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: T/615/7909

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the type of emergencies that travel and tourism organisations must be prepared for.	1.1 Explain different types of emergencies that travel and tourism organisations must be prepared for, giving recent examples.		
2 Understand the need for effective responses to problems and emergencies	2.1 Explain why prompt help for those affected is important. 2.2 Explain why excellent and on-going communication with customers and others affected is important to the organisation.		D(i) Use two different emergency situations that have occurred to assess the competence of the travel and tourism organisation in providing support to customers and others affected.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Know the emergency procedures of a travel and tourism organisation.</p>	<p>3.1 Explain the policies and procedures of one organisation for dealing with emergencies.</p> <p>3.2 Identify the role of those employees responsible in emergency situations.</p> <p>3.3 Describe specific actions that can be taken to handle different emergency situations.</p> <p>3.4 Explain the importance of managing the media.</p>	<p>M(i) Compare the different types of emergency responses needed in different organisations eg a specialist tour operator to Everest, a hotelier in the Lake District, an airline, a theme park, a National Park.</p>	<p>D(ii) Review the media responses to emergency situations, to establish the impact of an emergency on two travel and tourism organisations.</p>

Indicative Content: Deal with Travel and Tourism Emergencies**Learning Outcome 1:**

Types of emergencies

- Natural disasters e.g. hurricanes, floods, earthquakes, tsunami
- Transport accidents e.g. airline crash, coach crash
- Transport delays e.g. at airports
- Fires e.g. in hotels or across regions

Learning Outcome 2:

The need for prompt help to:

- protect lives
- prevent further damage or more people being affected
- to reassure friends and relatives
- to gain information
- to prevent spread of disease e.g. cholera after a flood

Importance of communications

- To reassure people and provide support
- To ensure relatives of those affected are clear about actions being taken and where to gain information
- To ensure the brand is not damaged by poor communication/bad PR

Learning Outcome 3:

Policies and procedures may include details about emergency procedures; who to call out; managing the media, who is/is not allowed to talk to the media; dealing with suppliers/contractors in an emergency; confidentiality.

Employees responsible may include Operations Director, all overseas staff, marketing department (to manage public relations and all media interactions); social media team.

Specific actions will include calling all key staff into the office (if an out of hours emergency), liaison with British embassy (if an overseas emergency), identifying alternative accommodation/availability of return flights, speaking to the media; managing social media; supporting overseas staff, sending additional/senior staff to emergency situation.

Importance of managing the media

- To ensure correct information is relayed
- To gain support /aid where required
- To protect and reassure relatives of those affected
- To protect the brand

UK Transport for Travel and Tourism

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	M/615/7911

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand why travellers choose different methods of transport.	1.1 Explain different reasons for travel. 1.2 Identify the different methods of transport used by travellers, for both leisure and business purposes. 1.3 Explain the advantages and disadvantages of each method of transport for different travellers.	M(i) For two specified journeys, assess the different modes of transport available and make recommendations based on cost, convenience.	D(i) For two journeys, assess the environmental impact of the different modes of transport available.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know the key features of the UK transport network.</p>	<p>2.1 Using different sources, locate major national and regional transport hubs.</p> <p>2.2 Know the key features of the UK transport network.</p> <p>2.3 For different methods of transport, find out the major carriers operating in the UK.</p>	<p>M(ii) Compare the products and services offered by two major UK transport 'hubs'.</p> <p>M(iii) Describe the products and services offered by one major UK carrier.</p>	
<p>3 Understand the regulation of the transport industry.</p>	<p>3.1 Explain why the transport industry is regulated.</p> <p>3.2 Explain the effects of de-regulation.</p>		<p>D(ii) Explain recent developments regarding the regulation within the UK transport industry.</p>
<p>4 Know current developments in the UK transport industry.</p>	<p>4.1 Describe one current development that aims to increase UK runway capacity.</p> <p>4.2 Describe one current rail infrastructure development.</p> <p>4.3 Explain how different parts of the UK transport industry are responding to environmental pressures.</p>	<p>M(iv) Assess the impact of the increased runway capacity on the local area and on the UK airline industry.</p>	<p>D(iii) Explain the tensions between benefits to the airline industry and UK economy versus the impact on the local area (both positive and negative).</p>

Indicative Content: UK Transport for Travel and Tourism

Learning Outcome 1:

Reasons for travel

- Business
- Leisure
- Visiting friends and relatives

Methods of travel include air, train, coach/bus and car, cycle

Advantages/disadvantages should include:

- Time
- Cost
- Convenience

Learning Outcome 2:

Major hubs should include:

- national and regional
- airports/train interchange/ports

Learning Outcome 3:

Reasons for regulation

- Safety
- Competition
- Consumer protection

Effects of regulation

- Safe transport
- Regulatory bodies with specific powers
- The need for licences
- Consumers protected if organisations go bankrupt

Learning Outcome 4:

Current developments must be happening at the time of completing assessment, or have been completed within the past 12 months, or being planned for the future.

Package Holidays

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: L/615/8418

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the role of tour operators to produce holidays.	1.1 Describe the role of a tour operator. 1.2 Describe different types of package holidays provided by mass market tour operators. 1.3 Describe the types of package holidays provided by three niche market tour operators. 1.4 Describe the products and services that tour operators provide in addition to the package holidays.	M(i) Explain the appeal to customers of a 'packaged' holiday.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Know how tour operators sell their products and services.</p>	<p>2.1 Describe the range of methods used to sell their products and services.</p> <p>2.2 Consider the advantages and disadvantages of each method.</p>	<p>M(ii) Explain the impact of technology on tour operators in terms of their selling methods.</p>	
<p>3 Understand the external factors that impact on tour operators.</p>	<p>3.1 Describe the economic factors that impact on tour operators.</p> <p>3.2 Describe the natural disasters and political events that impact on tour operators.</p>	<p>M(iii) Explain how natural and political events impact on tour operators.</p>	<p>D(i) Evaluate the impact of recent economic events on tour operators.</p> <p>D(ii) Use specific examples of recent natural disasters or political events in which tourists were involved, to assess how well-prepared particular tour operators were.</p>

Indicative Content: Package Holidays**Learning Outcome 1:**

Role of tour operator

To provide package holidays i.e. combines transport, accommodation and transfers and offers them to the public at an inclusive price

Types of mass market package holidays

- Summer sun/sea and sand/beach
- Winter sun
- Cruise
- Ski
- City breaks

Types of niche market package holidays

- Adventure e.g. diving,
- Specific age groups e.g. over 50's; 18-30
- Specific activity e.g. walking
- Specific locations e.g. villas in Spain

Additional products and services will vary with each tour operator but may include insurance, meet and greet, excursions, equipment (e.g. for skiing).

Learning Outcome 2:

Selling methods

- Websites
- Travel agents
- Brochures
- Direct sales

Advantages and disadvantages to customer

- Convenience
- Speed
- Ability to ask questions e.g. if booking with travel agents or by phone to tour operator
- Might get a better deal (e.g. as no commission to be paid to travel agents)

Learning Outcome 3:

Economic factors that impact tour operators:

- exchange rate fluctuations
- inflation
- interest rates

Indicative Content: Package Holidays

- price of oil

Natural disasters that impact tour operators could include hurricanes, floods, tsunamis, snow, earthquakes.

The Role of Overseas Resort Representatives

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: A/615/7961

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the job roles of overseas resort representatives.	1.1 Describe the key roles and responsibilities of overseas resort representatives. 1.2 Describe the terms of employment and working conditions of overseas staff.	M(i) Compare the different expectations of the role of overseas representative for two different tour operators. M(ii) For two different tour operators compare the terms of employment (e.g. Salary, contracts type, inclusion of living accommodation) and working conditions (e.g. Hours of work, days off) for their overseas representative.	D(i) Assess the opportunities for progression and career development with tour operators.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>2 Understand the skills and personal qualities needed to work as an overseas resort representative.</p>	<p>2.1 Describe the importance of teamwork to a successful resort team.</p> <p>2.2 Using examples, explain why tour operators require resort representatives to have exceptional customer service skills.</p> <p>2.3 Outline the personal qualities and attributes needed to be a successful resort representative.</p> <p>2.4 Explain the importance of creating a good impression at a welcome meeting.</p>		<p>D(ii) Evaluate the skills and qualities of a resort team, making recommendations for personal development.</p>

Indicative Content: The Role of Overseas Resort Representatives**Learning Outcome 1:**

Roles and responsibilities

- Representing the company
- Meeting sales targets
- Customer care, hotel visits
- Welcome meetings
- Transfers, guided excursions
- Notice boards
- Working as a team

Terms of employment and working conditions may include:

- hours of work
- length of contract e.g. summer season (May – October) or winter season (November – Easter)
- accommodation (e.g. whether included)
- benefits e.g. ski pass,
- notice period

Learning Outcome 2:

Importance of teamwork

- To provide exceptional service
- To ensure no conflict
- To work to each other's strengths
- To provide 24/7 customer support

Importance of customer service skills

- To provide exceptional service
- To ensure customer loyalty/repeat bookings
- To meet sales targets
- To maintain the brand

Personal qualities and attributes

- Customer service skills
- Positive 'can do' approach
- Problem solving and decision-making skills
- Organisational skills
- Communication skills
- Selling skills

Importance of creating a good impression

- To ensure customer confidence

Indicative Content: The Role of Overseas Resort Representatives

- To ensure customer loyalty/repeat bookings
- To meet sales targets
- To maintain the brand

Effective Communication for the Workplace

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/615/7622

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of effective communication in the workplace.	1.1 Explain how effective communication creates a positive impression of the organisation on the customer. 1.2 Explain how effective communication between colleagues enables work to be completed to a high standard. 1.3 Describe the possible impact of poor communication on an organisation.	M(i) Explain the key features of effective communication in a specific workplace.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how different types of communication are appropriate for different situations.	2.1 Describe the main types of communication, oral and written, used in organisations. 2.2 Explain why different types of communication are required for different circumstances and when communicating with different people.	M(ii) Compare and contrast the different approaches taken by an organisation when presenting similar information to different audiences.	D(i) Evaluate the effectiveness of a specific document or other form of communication in presenting information to its intended audience.
3 Use appropriate forms of written communication.	3.1 Select appropriate formats of written communication for different purposes.	M(iii) Produce documents that combine visual and text-based information.	D(ii) Produce a document that presents complex information in a way that is accessible to the intended audience.
4 Use appropriate forms of oral communication.	4.1 Communicate clearly in speech in different workplace situations, adjusting register and tone to match the audience and purpose of the communication.		D(iii) Use oral communication to present complex information or issues, in a manner appropriate to the audience and purpose of the communication.

Indicative Content: Effective Communication for the Workplace**Learning Outcome 1:**

Ways effective communication promotes a good first impression:

- gives the customer confidence in the business
- reduces misunderstandings
- customer gains good understanding of products/services available
- customer understands benefits of organisations products/services

Ways effective communication promotes high standards:

- everyone understands the goals that they are working towards
- reduces the likelihood of mixed messages
- reduces errors
- the business understands who their customer is and their needs

Possible impact of poor communication may include:

- loss of customer and no new customers
- legal action
- financial penalties
- loss of business

Learning Outcome 2:

Examples of main types of communication may include:

- oral - team meetings, telephone conversations, one-to-one meetings, conference calls, web-based media e.g. Skype, FaceTime
- written - email, notes, minutes of meetings, reports, letters, charts, diagrams, illustrations

Reasons for using different types of communication may include:

- the complexity/amount of the information
- cost
- speed – the need to respond quickly to a customer
- the need to meet people e.g. to gather people together who are working in different parts of the country or internationally
- meet specific needs such as visual and auditory impairment, reading difficulties, English is not the first language

Learning Outcome 3:

To achieve this learning outcome learners must provide appropriate evidence of using different forms of communication.

Indicative Content: Effective Communication for the Workplace

The learner could be set a selection of scenarios for which they need to select an appropriate format (for Pass) and then produce it (for Merit/Distinction).

Examples of purposes should be varied and may include:

- launching a new product
- responding to a complaint
- presenting evidence of a problem to a team
- providing sales figures to a manager

Learning Outcome 4:

To achieve this outcome learners must provide sufficient evidence to demonstrate their ability to use appropriate forms of oral communication.

Audiences should be varied and may include:

- colleagues
- customers
- senior managers

Situations should be varied and may include:

- 1:1 meetings with manager
- group meetings with colleagues
- presentations
- informal conversations

ICT for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: R/615/7724

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the importance of making effective use of ICT in the workplace.	1.1 Explain how effective use of ICT can contribute to the overall effectiveness of an organisation. 1.2 Describe the possible impact of poor use of ICT on an organisation.		
2 Be able to identify the ICT requirements of workplace tasks.	2.1 Describe the ICT requirements for different complex workplace tasks.	M(i) Compare and contrast two given software applications capable of meeting the requirements of a specific task.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to make safe use of an ICT system to undertake workplace tasks</p>	<p>3.1 Use ICT to complete different complex workplace tasks efficiently.</p> <p>3.2 Develop and use storage systems to enable efficient retrieval of information.</p> <p>3.3 Follow workplace guidelines for safe and secure use of ICT.</p>	<p>M(ii) Use a combination of different ICT methods to complete a single complex task.</p>	<p>D(i) Recommend improvements to a given set of guidelines for safe and secure use of ICT, based on own experience of their use.</p>
<p>4 Be able to use ICT to find and select information for workplace tasks.</p>	<p>4.1 Use ICT to locate and select relevant and reliable information from different sources to meet the requirements of a complex workplace task.</p>		<p>D(ii) State ways of checking the reliability of online sources.</p>
<p>5 Be able to use ICT to present and share work-related information.</p>	<p>5.1 Be able to use ICT to present and share work-related information.</p> <p>5.2 Use appropriate software to present conclusions including:</p> <ul style="list-style-type: none"> •text •images •graphs/charts <p>in a format, suitable for the purpose and for the audience.</p>	<p>M(iii) Use ICT to present and share information on a complex topic.</p>	<p>D(iii) Use appropriate software to present information on a complex topic including edited audio and video clips.</p>

Indicative Content: ICT for the Workplace**Learning Outcome 1:**

Examples of how ICT can contribute to the effectiveness of an organisation may include:

- information is easily accessible
- information can be stored and retrieved efficiently
- data can be used for a range of purposes including marketing and developing new products and services
- widen the market place e.g. international, other parts of the country

Inefficient use of ICT can result in:

- financial losses
- time wasting
- errors

Learning Outcome 2:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

Complex tasks:

- targeting customers
- analysing data
- selecting customers from data bases
- using CRM system effectively

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence that meets the assessment criteria.

Storage systems, for example:

- databases
- archives

Workplace guidelines may include:

- regularity of eye checks
- posture/ergonomics
- breaks
- safe storage of power leads
- close own procedure

Indicative Content: ICT for the Workplace

- use of screen saver
-

Learning Outcome 4:

Sources may include:

- databases
- spreadsheets
- CRM systems

Use of ICT to research information from different sources to meet the requirements of complex work could include:

- reading and retrieving information from files stored on ICT
- receiving, reading, sending and recording information received by email with attachments
- safe and effective online web search for information – e.g. search engines
- recognising currency, relevance and bias when selecting and using information

Learning Outcome 5:

Use of ICT to present and share information using appropriate software could include:

- text
- tables
- graphics
- records
- numbers
- charts and graphs
- audio and video clips

These must be presented in a format suitable for the audience so may be printed or for viewing on screen.

Improving own Employability Skills

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/7767

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the responsibilities and working patterns associated with a specific role in a work environment.	1.1 Explain the responsibilities and tasks associated with a specific job role in a chosen work environment. 1.2 Explain the working patterns (e.g. typical hours, shift-work) associated with a specific job role in a chosen work environment.	M(i) Explain how a specific job role fits within the staff structure in a chosen work environment.	D(i) Explain the inter-relationship between different roles in a specific work environment.
2 Be able to work with due regard for health and safety in the work environment.	2.1 Follow relevant legislation and workplace guidelines for health and safety in the work environment.	M(ii) Contribute to the minimising of risks and hazards through own conduct in the work environment.	D(ii) Explain the legal responsibilities of employers and employees for health and safety in the work environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to meet the professional standards expected in a chosen work environment.</p>	<p>3.1 Follow instructions in a specific work environment to complete tasks to a set standard, seeking help if needed.</p> <p>3.2 Observe relevant codes of conduct and guidelines in a work environment (e.g. for personal presentation, punctuality, ringing in sick).</p>	<p>M(iii) Apply understanding gained from completing one task to other related tasks.</p>	<p>D(iii) Demonstrate use of initiative in completing tasks.</p>
<p>4 Be able to review own learning gained in a work environment.</p>	<p>4.1 Describe skills and knowledge gained in a work environment.</p> <p>4.2 Outline areas where further development is still needed.</p>	<p>M(iv) Describe the relevance of the skills and knowledge gained to their future career plans.</p> <p>M(v) Outline key actions to be taken to increase own work-related knowledge and skills.</p>	<p>D(iv) Explain how their experience in a work environment has enabled them to assess their own employability skills and behaviours.</p>

Indicative Content:**Learning Outcome 1:**

Learners need to provide sufficient and valid evidence to achieve this outcome.

Responsibilities and tasks for a specific role will be outlined in the job description. These will vary according to the role.

Difference between responsibilities and tasks

Examples of working patterns include:

- working hours (regular or irregular)
- Shift patterns
- number of breaks provided

Learning Outcome 2:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, certificates or a personal log. Examples may include:

- attending Induction/work based training
- following procedures during a fire practice
- personal presentation
- wearing Personal Protective Equipment (PPE)
- adjusting desk and chair to ensure good posture
- knowledge of location of First Aid Kit and how to reach First Aiders

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, peer assessment or a personal log.

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Skills and knowledge developed/needed may include:

- product/service knowledge
- understanding of an industry/workplace
- customer service skills
- personal organisation
- personal presentation

Indicative Content:

- communication skills
- understanding of health and safety
- ICT skills

Numeracy Skills for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/7766

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to recognise when to use numeracy skills in a work-related context	1.1 Outline how numeracy skills can be used to find solutions in different work-related situations.	M(i) Give examples of situations which call for a range of different numeracy skills.	
2 Be able to select appropriate mathematical approach to solving work-related problems.	2.1 Identify possible mathematical methods that could be used to solve specific work-related problems. 2.2 Select the most appropriate mathematical approach for each situation.	M(ii) Select the most appropriate mathematical approach to solve a specific work-related problem, requiring multiple mathematical steps or processes.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Be able to apply appropriate numeracy skills in a work-related context.</p>	<p>3.1 Collect and collate supporting information needed in order to apply numeracy skills in work situations.</p> <p>3.2 Apply different mathematical approaches, using the appropriate numeracy skills, to work-related problems or situations.</p> <p>3.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.</p>	<p>M(iii) Apply a suitable mathematical approach, using a range of appropriate numeracy skills to a specific work-related problem or situation requiring multiple mathematical steps or processes.</p>	<p>D(i) Link different numerical skill sets in addressing a specific work-related problem or situation, demonstrating appropriate levels of precision and accuracy.</p>
<p>4 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work-related context.</p>	<p>4.1 Analyse findings from the mathematical approaches applied to work situations.</p> <p>4.2 Identify solutions to work-related problems or tasks based on their findings.</p> <p>4.3 Use mathematical justifications to explain their conclusions or recommendations to others.</p>		<p>D(ii) Communicate results relating to a specific work-related problem or situation, using mathematical justifications, in a way that takes into account audience and purpose.</p>

Indicative Content: Numeracy Skills for the Workplace

Learning Outcome 1:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Learning Outcome 2:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to achieve this outcome.

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