



NCFE Level 2 Certificate in Travel and Tourism (Wales) C00/5463/0
NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) C00/5463/1
NCFE Level 2 Diploma in Travel and Tourism (Wales) C00/5382/5



Qualification Specification



Qualification summary

Qualification title	NCFE Level 2 Certificate in Travel and Tourism (Wales)
Qualification number	C00/5463/0
Guided learning hours (GLH)	240
Total qualification time (TQT)	360
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0) • NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1) • NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5)
Minimum age	16
Qualification purpose	This qualification introduces learners to the travel and tourism sector, developing foundational knowledge of the industry, customer service and key operational areas. It is designed for those seeking a focused programme that supports progression within the level 2 suite, into level 3 travel and tourism qualifications, or into employment within the sector. This qualification has been developed to meet the needs of learners in Wales and supports engagement with the Welsh travel and tourism sector.
Grading	Not yet achieved/pass/merit/distinction/distinction*
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5463/0.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



Qualification title	NCFE Level 2 Extended Certificate in Travel and Tourism (Wales)
Qualification number	C00/5463/1
Guided learning hours (GLH)	360
Total qualification time (TQT)	540
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0) • NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1) • NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5)
Minimum age	16
Qualification purpose	This qualification broadens learners' understanding of the travel and tourism sector by combining core knowledge with a wider range of optional units. It is designed to develop transferable skills and sector awareness, supporting progression into the NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5), level 3 travel and tourism qualifications, or into employment roles requiring a broader foundation of industry knowledge. This qualification has been developed to meet the needs of learners in Wales and supports engagement with the Welsh travel and tourism sector.
Grading	Not yet achieved/pass/merit/distinction/distinction*
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5463/1.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



Qualification title	NCFE Level 2 Diploma in Travel and Tourism (Wales)
Qualification number	C00/5382/5
Guided learning hours (GLH)	480
Total qualification time (TQT)	720
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0) • NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1) • NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5)
Minimum age	16
Qualification purpose	This qualification provides a comprehensive level 2 programme offering breadth and depth across the travel and tourism sector. It is designed to develop extensive knowledge, practical skills and the transferable competencies needed for progression into level 3 study, apprenticeships or employment within the visitor economy. This qualification has been developed to meet the needs of learners in Wales and supports engagement with the Welsh travel and tourism sector.
Grading	Not yet achieved/pass/merit/distinction/distinction*
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5382/5.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



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Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

These qualifications aim to:

- focus on the study of the travel and tourism industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities for learners to develop practical and transferable skills relevant to further study and the workplace.

The objectives of these qualifications are to:

- develop learners' understanding of the travel and tourism industry and its key areas of work
- support learners to develop skills and knowledge that prepare them for progression to further study within the travel and tourism sector.

Guidance for entry and registration

These qualifications are designed for learners who wish to develop knowledge and skills in the travel and tourism industry. They are primarily intended to support learners aged 16 to 19 as part of publicly funded programmes of learning in Wales but may also be suitable for other learners where appropriate.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for these qualifications. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners can achieve the units and learning outcomes (LOs) and comply with the relevant literacy, numeracy, and health and safety requirements of the qualification.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

Certificate

To be awarded the NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0), learners are required to successfully achieve 2 units from the graded mandatory units and 2 units from the graded optional units.



Extended certificate

To be awarded the NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1), learners are required to successfully achieve 2 units from the graded mandatory units and 4 units from the graded optional units.

Diploma

To be awarded the NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5), learners are required to successfully achieve 2 units from the graded mandatory units and 6 units from the graded optional units.

Please refer to the list of units in Appendix A or the unit summaries in Section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression including job roles

Learners who achieve these qualifications could progress to the following:

- employment (may support progression to roles within the travel and tourism sector):
 - customer service assistant
 - tourism assistant
 - visitor services assistant
 - hospitality assistant
 - travel agency assistant
- further education (level 2 qualifications in travel and tourism within this suite):
 - NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1)
 - NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5)
- further education (level 3 or higher qualifications in travel and tourism) including:
 - NCFE Level 3 Introductory Certificate in Travel and Tourism (Wales) (C00/5463/2)
 - NCFE Level 3 Certificate in Travel and Tourism (Wales) (C00/5463/3)
 - NCFE Level 3 Introductory Diploma in Travel and Tourism (Wales) (C00/5463/4)
 - NCFE Level 3 Diploma in Travel and Tourism (Wales) (C00/5463/5)
 - NCFE Level 3 Extended Diploma in Travel and Tourism (Wales) (C00/5382/6).

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.



Realistic work environment (RWE) requirement

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment. In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the:

- NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0)
- NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1)
- NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5).



Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required. See Resubmission requirements section below for full details of the resubmission process.

Unless otherwise stated in this Qualification Specification, all learners taking these qualifications must be assessed in English or Welsh and all assessment evidence presented for external quality assurance must be in English or Welsh.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

There is compensation within the internally assessed units as the grading descriptors are based on LOs rather than specific assessment criteria (AC). This allows for increased professional judgement on the part of the assessor in terms of the learner's overall level of performance against the LOs.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or AC
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Assessment parameters

Assessment duration

As these qualifications are internally assessed through a portfolio of evidence, there is no prescribed assessment duration. Centres structure assessment activities flexibly across the programme, allowing learners to generate evidence at appropriate points during delivery. Centres should ensure that a representative number of assessment hours are timetabled within their scheme of work, and that internal assessment activities are conducted outside of regular teaching and learning sessions.

Supervision

An internally assessed, portfolio-based qualification does not require a single, fixed level of supervision. Supervision is applied proportionately and determined by the nature of the assessment activity. This approach recognises that assessment may take place both under direct supervision and independently.

During activities that form part of guided learning hours (GLH), learners are typically working under the immediate supervision of a tutor, assessor or other appropriate member of centre staff. This includes observed practical activities, structured assessment sessions and any assessment taking place in real time. For skills-based outcomes, supervision is most evident through direct observation, often within an RWE, where learners demonstrate skills under controlled and observed conditions.



A significant proportion of assessment takes place outside of immediate supervision, where learners complete tasks such as written assignments, research and reflective accounts independently but under the direction of the centre. This is consistent with total qualification time (TQT), which includes activity that is not undertaken under direct supervision but is still planned and guided by the centre.

Centres are responsible for ensuring that appropriate supervision arrangements are in place to maintain the validity and authenticity of learner evidence, supported by internal quality assurance processes.

Permitted resources

Learners are permitted to access a range of appropriate resources during assessment, in line with the nature of the task and the controls put in place by the centre. Learners may use:

- learning and teaching materials provided by the centre, such as notes, handouts and presentations
- relevant textbooks and published resources
- approved websites and online sources, including use of the internet for research purposes
- workplace or RWE materials, where applicable
- own notes and draft work, where this forms part of the learning and development process.

Centres are responsible for ensuring appropriate controls are in place to maintain the authenticity of learner work, prevent plagiarism or malpractice, and ensure that assessment evidence is the learner's own independent work. Where necessary, for example during observed or controlled activities, centres may impose restrictions on resource access to ensure the validity of assessment decisions.

Feedback to learners

Centres are responsible for ensuring that feedback given to learners during the assessment process supports learning without compromising the integrity or authenticity of assessed work.

During teaching and learning, tutors may provide general feedback to support learners' progress. This includes:

- referring learners to the learning outcomes (LOs) and grading descriptors
- clarifying the requirements of the assessment task or brief
- general feedback on timekeeping, attendance and punctuality.

The following are not permitted at any stage of the assessment process:

- coaching learners on how to produce their evidence
- providing a specific list of actions a learner must take to achieve a particular grade
- correcting or rewriting any part of a learner's work.

Where a centre provides feedback that goes beyond these parameters, the learner's submission may be invalidated.

Once a unit grade has been assessed and submitted for internal quality assurance, the assessor must not provide feedback or guidance on how to improve the evidence. Where a learner exercises their resubmission opportunity following the banking of a grade, feedback must identify where gaps exist but must not direct the learner on how to address them.



Centres should refer to NCFE's Access Arrangements and Reasonable Adjustments for Internally Assessed Qualifications guidance, available on the NCFE website, when supporting learners who require adaptations to assessment arrangements.

Plagiarism and use of Artificial Intelligence (AI)

It is the responsibility of centres to ensure mitigations are in place to prevent the misuse of Artificial Intelligence (AI) applications in the production of internally assessed work. Work submitted must be the learner's own work.

Centres are advised to develop and share clear policies and guidelines with learners in addition to having clear consequences outlined in their own malpractice/plagiarism policy. It is considered good practice to make learners aware of what constitutes misuse of AI by outlining the difference between the use of AI to produce the work, which must not be allowed, and its use to aid completion (such as generating ideas or helpful prompts) and that any AI use is declared by learners with their submitted work.

Centres are also required to use suitable plagiarism-detection tools as part of their internal quality assurance processes, to identify potential misuse of AI and ensure authenticity of learner evidence.

All sources and references used in assessed work must be clearly identified by the learner. Any quoted material must be clearly marked with a reference provided. Learners should refer to the NCFE Learner's Guide to Referencing, available on the NCFE website.

In order to mitigate the risks in the inappropriate use of AI, centres could also consider the following:

- use of collaborative tasks where peers can confirm the work is the learner's own
- creation of tasks including critical analysis or reflection on personal experiences which cannot be generated well by AI
- asking learners to submit draft materials or provide updates at various points prior to submission
- include written tasks with follow up professional discussions (where appropriate) to ensure they can demonstrate understanding of topics verbally as well as in written form.

Further information can be found in NCFE's Malpractice and Maladministration Policy and Guidelines on the Use of Artificial Intelligence (AI), which provide a link to the Joint Council for Qualifications (JCQ)-published guidance, both available on the NCFE website.

External quality assurance

Summatively assessed and internally quality assured grades for completed units must be submitted via the NCFE Portal, prior to an external quality assurance review taking place. Following the external quality assurance review, the unit grades will either be accepted and banked by your external quality assurer (EQA) or, if they disagree with the grades, they will be rejected.



Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

Resubmission requirements

Learners are permitted to revise and redraft their work freely at any point prior to final submission to the assessor for end-of-unit grading. Learners will have one resubmission opportunity per internally assessed unit, triggered once the unit grade has been assessed, internally quality assured and banked by the EQA – giving a total of two attempts per unit.

Where a learner has not met the pass standard, they may resubmit to meet the pass criteria; the resubmission is capped at a pass grade. Where a learner has already passed and wishes to improve their grade, they may resubmit without a grade cap, with the final grade based on the quality of the resubmitted work.

Resubmissions must be authorised by the centre's internal quality assurance person. Revised evidence must be submitted within 15 working days of receiving assessor feedback and within the learner's registration period.

Because grading is based on the LO as a whole, resubmission covers the full LO rather than an individual AC. Learners should ensure resubmitted evidence addresses all gaps identified across the LO.

Assessor feedback may only clarify areas where the minimum or expected level of performance has not been met. Assessors must not provide guidance on how to improve work to meet or exceed the AC. See Feedback to learners section above for full details.

Centres must retain the learner's original and revised work, initial grade, assessor feedback and final grade for EQA purposes. Where an EQA rejects a banked grade, the centre must reassess and resubmit the revised grade; the rejected work is not returned to the learner. A charge may apply where resubmission requires an additional EQA visit.

Not yet achieved grade

A result that does not achieve a pass grade will be graded as a not yet achieved grade. Learners may have the opportunity to resubmit. See Resubmission requirements section above.

Grading information

Each unit of the qualification is graded using a structure of not yet achieved, pass, merit, distinction. A distinction* grade is awarded at qualification level only.

Grading internally assessed units

Grading descriptors have been written for each LO in a unit. Assessors must be confident that, as a minimum, all LOs have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit.



Once assessors are confident that all the pass descriptors have been met, they can move on to decide if the merit descriptors have been met. If the assessor is confident that all the merit descriptors have been met, they can decide if the distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the pass criteria, a grade of not yet achieved must be awarded for the unit.

Centres must then submit each unit grade via the NCFE Portal. The grades submitted will be checked and confirmed through the external quality assurance process. This is known as 'banking' units. Once a learner's grade has been banked, they are permitted one opportunity to revise and redraft their work. See Resubmission requirements section above for full details.

The internal assessment component is based on performance of open-ended tasks that are assessed holistically against the grading descriptors to achieve a grade.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the LO as a whole. This allows for increased professional judgement on the part of the assessor in terms of the learner's overall level of performance against the LOs.

Awarding the final grade

The final qualification grade is determined by aggregating the grades achieved for each unit using a predefined grading matrix.

The final qualification grade will be awarded as one of the following: not yet achieved, pass, merit, distinction or distinction*. A distinction* will be awarded where a learner achieves a distinction in all graded units within the qualification.

The final grade will be issued to the centre by NCFE once the centre has claimed the learner's certificate via the NCFE Portal. For further information on assessment, please refer to the User Guide to the External Quality Assurance Report, which can be found on the NCFE website.

Certificate

For the NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0), learners are required to successfully achieve 2 graded mandatory units and 2 graded optional units. This equates to four grades being aggregated to determine the overall qualification grade.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades				Final qualification grade
P	P	P	P	P
M	M	M	M	M



D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

Extended certificate

For the NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1), learners are required to successfully achieve 2 graded mandatory units and 4 graded optional units. This equates to six grades being aggregated to determine the overall qualification grade.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades						Final qualification grade
P	P	P	P	P	P	P
M	M	M	M	M	M	M
D	D	D	D	D	D	D*



P	P	P	P	P	M	P
P	P	P	P	P	D	P
P	M	M	M	M	M	M
M	M	M	M	M	D	M
P	D	D	D	D	D	D
M	D	D	D	D	D	D
P	P	P	P	M	M	P
P	P	P	P	D	D	M
P	P	M	M	M	M	M
M	M	M	M	D	D	M
P	P	D	D	D	D	M
M	M	D	D	D	D	D
P	P	P	P	M	D	P
P	M	M	M	M	D	M
P	M	D	D	D	D	M
P	P	P	M	M	M	M
P	P	P	D	D	D	M
M	M	M	D	D	D	D
P	P	P	M	M	D	M
P	P	P	M	D	D	M
P	P	M	M	M	D	M
P	M	M	M	D	D	M



P	P	M	D	D	D	M
P	M	M	D	D	D	M
P	P	M	M	D	D	M

Diploma

For the NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5), learners are required to successfully achieve 2 graded mandatory units and 6 graded optional units. This equates to eight grades being aggregated to determine the overall qualification grade.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades								Final qualification grade
P	P	P	P	P	P	P	P	P
M	M	M	M	M	M	M	M	M
D	D	D	D	D	D	D	D	D*
P	P	P	P	P	P	P	M	P
P	P	P	P	P	P	P	D	P
P	P	P	P	P	P	M	M	P
P	P	P	P	P	P	M	D	P
P	P	P	P	P	P	D	D	P
P	P	P	P	P	M	M	M	P
P	P	P	P	P	M	M	D	P
P	P	P	P	P	M	D	D	P
P	P	P	P	P	D	D	D	P
P	P	P	P	M	M	M	M	M



P	P	P	P	M	M	M	D	M
P	P	P	P	M	M	D	D	M
P	P	P	P	M	D	D	D	M
P	P	P	P	D	D	D	D	M
P	P	P	M	M	M	M	M	M
P	P	P	M	M	M	M	D	M
P	P	P	M	M	M	D	D	M
P	P	P	M	M	D	D	D	M
P	P	P	M	D	D	D	D	M
P	P	P	D	D	D	D	D	D
P	P	M	M	M	M	M	M	M
P	P	M	M	M	M	M	D	M
P	P	M	M	M	M	D	D	M
P	P	M	M	M	D	D	D	M
P	P	M	M	D	D	D	D	D
P	P	M	D	D	D	D	D	D
P	P	D	D	D	D	D	D	D
P	P	D	D	D	D	D	D	D
P	M	M	M	M	M	M	M	M
P	M	M	M	M	M	M	D	M
P	M	M	M	M	M	D	D	M
P	M	M	M	M	D	D	D	M
P	M	M	M	D	D	D	D	D



P	M	M	D	D	D	D	D	D
P	M	D	D	D	D	D	D	D
P	D	D	D	D	D	D	D	D
M	M	M	M	M	M	M	D	M
M	M	M	M	M	M	D	D	M
M	M	M	M	M	D	D	D	M
M	M	M	M	D	D	D	D	D
M	M	M	D	D	D	D	D	D
M	M	D	D	D	D	D	D	D
M	D	D	D	D	D	D	D	D

NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications, including grading, level, and guided learning hours (GLH).

How the unit tables work

Each unit contains a range section and a delivery and assessment guidance section.

The range section sets out the content for each assessment criteria (AC). It covers what learners need to know and understand, the depth and breadth of content expected, and the minimum content learners must cover as evidence.

The range uses two types of entry to make this clear:

- **must include** – mandatory content. Learners and centres must address this content.
- **may include** – optional, illustrative or suggested content. These entries show the scope and depth expected and may be used to guide teaching and learning, but centres and learners are not required to follow them.

At the end of each AC range content, an assessment requirement sets out the minimum content a learner must cover for that AC to be evidenced. Meeting the assessment requirement confirms that the necessary content has been addressed – it does not determine the grade awarded.

The delivery and assessment guidance section provides supporting information for centres on evidence formats, submission, Welsh-medium delivery, and other practical matters. It applies to the unit as a whole rather than to an individual AC.

Grading and assessment requirements

The assessment requirement and the grading descriptors serve different purposes, and both must be satisfied.

The assessment requirement sets the minimum a learner must cover for the AC to be achieved. The grading descriptors determine the quality of how that content is demonstrated, from pass through to distinction. A learner who produces distinction-standard work but has not met the assessment requirement for an AC has not fully evidenced that AC, regardless of the quality of what they have produced.

Types of evidence

The types of evidence listed within each unit are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered and the evidence generated can be internally and externally quality assured. Centres should ensure types of evidence chosen are appropriate for the task.

Evidence may be presented in printed or digital format where appropriate, and learners are not required to print work where digital submission is available.



For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

Welsh-medium delivery

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

Stretch and challenge

The grading descriptors should be considered alongside the delivery and assessment guidance provided within each unit. Centres are encouraged to support learners in using a range of relevant sources and applying appropriate depth of explanation when developing responses. Additional stretch and challenge may be supported through centre delivery and guidance.

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This can be found in Section 3.



Unit 01 Customer service in travel and tourism (TTW-02-01)

Unit summary			
This unit aims to develop learners' understanding and skills of the importance of meeting customer needs in travel and tourism and the different types of facilities and services. The learner will demonstrate customer service skills and how to deal with challenging situations.			
Assessment			
This unit is internally assessed			
Mandatory	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the importance of meeting customer needs in travel and tourism	1.1 Explain the importance of customer service to travel and tourism organisations and their customers	Make accurate conclusions about the importance of customer service to travel and tourism organisations and customer needs based on some information from at least two sources	Make accurate conclusions about the importance of customer service to travel and tourism organisations and customer needs based on all the information about facilities and services	Make accurate conclusions about the importance of customer service to travel and tourism organisations and customer needs assessing all the information on facilities and services
	1.2 Explain customer needs and how they are met in different types of facilities and services	Use information about facilities and services found in at least two sources and communicate it in their own words	Use information about facilities and services found in different formats from at least two sources and communicate it in their own words	Use information about facilities and services found in different formats from a wide range of different types of sources, and communicate the information in their own words
2. Be able to provide customer service in	2.1 Demonstrate customer service skills in different	Select and use appropriate customer	Select and use the most appropriate customer service skills and	Justify their selection of and consistently use appropriate customer



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
travel and tourism situations	travel and tourism situations	service skills and processes	processes with an explanation of their choice	service skills and processes
	2.2 Demonstrate customer service skills when dealing with challenging travel and tourism situations			
	2.3 Demonstrate production of written documents to support customer service in travel and tourism situations			

Range
1.1 Customer service may include: • mystery shopper • Michelin Guide • travel research platforms (for example, TripAdvisor) • organisation's own website • customer satisfaction surveys. Where relevant, this may include consideration of customer service feedback and quality measures used by organisations operating in Wales, such as regional tourism awards, destination marketing platforms, or visitor feedback collected by Welsh-based attractions and services. 1.1 Organisations may include: • one large organisation – examples may include:



Range

- TUI (formerly Thomson)
- Hilton
- McDonald's
- British Airways
- Travelodge
- Premier Inn
- one local small or medium-sized enterprise (SME).

Where appropriate, SMEs operating within Wales may be included – examples may include:

- locally owned accommodation providers
- visitor services
- hospitality businesses.

This may also include reference to sector bodies operating in Wales such as Visit Wales or the Welsh Association of Visitor Attractions.

1.1 Customers must include:

- individuals
- groups
- those with specific needs
- families
- business customers.

1.2 Facilities and services may include:

- accommodation providers – examples may include:
 - holiday villages
 - hotels
 - bed and breakfasts
 - campsites
- visitor attractions
- travel agents



Range

- tourist information centres
- tour guiding services
- transport operators
- transport services or destination organisations operating within Wales – examples may include:
 - rural
 - coastal
 - heritage-based settings
- quality assurance schemes such as the Visit Wales Quality Assurance Scheme.

Assessment requirement:

Learners **must** cover:

- the importance of customer service to travel and tourism organisations
- a description of good customer service, including:
 - welcoming attitude
 - good listening skills
 - being polite and efficient
- how customer needs are met across a minimum of two different types of facilities and services
- how customer service is measured and why this is important
- a comparison of customer service policies from a minimum of two organisations:
 - one large organisation and one local SME including:
 - customer service policies
 - complaints procedures
 - staff recruitment or training.

Types of evidence:

Learners may use the relevant type or types of evidence:

- case studies
- witness testimonies
- observation reports



Range

- presentation
- audio-visual evidence
- written report
- written statements
- blogs
- workbooks/journals.

Range

2.1 Situations must include:

- face-to-face
- via the telephone
- through social media.

Where appropriate, learners may also demonstrate awareness of Welsh language use in customer service interactions.

2.1 Customer service skills may include:

- active listening
- welcoming attitude
- attentiveness
- knowledge of the product or service
- using positive language
- open and positive body language.

2.2 Challenging travel and tourism situations may include:

- angry customers
- upset customers
- frustrated customers
- injured customers.

Assessment requirement:



Range

Learners **must**:

- demonstrate customer service skills in a minimum of two different situations with reference to the categories in the range
- demonstrate customer service skills when dealing with a minimum of one challenging situation with reference to the categories in the range
- produce written documents to support customer service in travel and tourism situations, demonstrating consideration of:
 - method
 - content
 - tone
 - accuracy
 - legibility.

Learners may work in a group. However, each learner **must** demonstrate their individual contribution and produce individual written evidence, supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- witness testimonies
- observation reports
- presentation
- letter/email/social media communication
- audio-visual evidence
- professional discussion
- question and answer test
- assessor/peer feedback.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.



Delivery and assessment guidance

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 02 The UK travel and tourism industry (TTW-02-02)

Unit summary			
This unit aims to develop learners' understanding of the structure of the UK travel and tourism industry as well as the different types of organisations. The learner will understand the factors in the development of the UK travel and tourism industry and relevant job opportunities in the sector.			
Assessment			
This unit is internally assessed			
Mandatory	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the structure of the UK travel and tourism industry	1.1 Describe the structure of the UK travel and tourism industry	Support at least three points about the structure of the UK travel and tourism industry with examples or explanations	Support at least four points about the structure of the UK travel and tourism industry, with examples or explanations	Support several points about the structure of the UK travel and tourism industry with well-thought-out examples or explanations
	1.2 Describe different types of organisations	Use information about types of organisations found in at least two sources and communicate it, mostly accurately, in their own words	Use information about the types of organisations and communicate it, mostly accurately, in their own words. The information should be found in different formats from at least two sources	Use information about types of organisations, found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
	1.3 Describe the private, public and voluntary organisations in the UK travel and tourism industry			
2. Understand factors in the development of the UK travel and tourism industry	2.1 Explain factors in the development of the UK travel and tourism industry	Support at least two points about the development of the UK travel and tourism industry with examples	Support at least three points about the development of the UK travel and tourism industry with examples	Support several points about the development of the UK travel and tourism industry with well-thought-out examples or



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
		or explanations. Use information about the development of the UK travel and tourism industry found in at least two sources and communicate it, mostly accurately, in their own words	or explanations. Use information about the development of the UK travel and tourism industry found in at least two sources and communicate it, mostly accurately, in their own words	explanations. Use information found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
3. Understand job opportunities in the UK travel and tourism industry	3.1 Describe relevant job opportunities in the UK travel and tourism industry	Use information about job opportunities and two different job roles in the UK travel and tourism industry found in at least two sources and communicate it, mostly accurately, in their own words in the form of a careers brochure or similar	Use information about job opportunities and two different job roles in the UK travel and tourism industry found in different formats from at least two sources and communicate it, mostly accurately, in their own words in the form of a careers brochure or similar	Use information about job opportunities and two different job roles in the UK travel and tourism industry found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words in the form of a careers brochure or similar
	3.2 Describe the requirements for different job roles in the UK travel and tourism industry			

Range
1.1 Structure must include: • transport (road, rail, air and sea) • accommodation (serviced and non-serviced) • tour operations • travel agents



Range

- visitor attractions
- guiding and information services
- ancillary services
- governing bodies – examples may include:
 - Department for Transport (DfT)
 - Home Office (HO).

1.2 Types of organisations may include:

- local and regional organisations – examples may include:
 - destination management organisations (DMOs)
 - local visitor economy partnerships (LVEPs)
- business and event tourism providers – examples may include:
 - conference centres
 - events venues
- Welsh transport providers
- Welsh accommodation providers
- Welsh visitor attractions
- Welsh destination organisations
- Welsh local and regional organisations may include:
 - Welsh destination management organisations
 - regional tourism partnerships
 - sector representative bodies operating in Wales – examples may include:
 - Visit Wales
 - the Welsh Tourism Alliance
 - the Wales Adventure Tourism Organisation.

1.3 Private, public and voluntary organisations must include:

- private sector – examples may include:
 - commercial
 - travel companies



Range

- public sector – examples may include:
 - Visit Wales
- voluntary sector – examples may include:
 - the National Trust.

Learners may also consider how organisations are funded and operated.

Assessment requirement:

Learners **must** cover:

- the structure of the UK travel and tourism industry, describing a minimum of three types of organisations across the industry sectors with reference to the categories in the range
- a comparison of private, public and voluntary organisations in the UK travel and tourism industry, including:
 - ownership
 - aims and objectives.

Types of evidence:

Learners may use the relevant type or types of evidence:

- flow chart or similar
- worksheets
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- pie chart
- question and answer sheet.

Range

2.1 Factors must include:



Range

- regulations and legal changes
- social changes
- economic changes
- technological innovations
- product development
- changing consumer demands.

Where appropriate, learners may use the political, economic, social, technological, legal and environmental (PESTLE) framework to help structure their understanding of the factors in the development of the UK travel and tourism industry.

Learners may draw on a range of relevant sources when researching these factors – examples may include:

- industry reports
- tourism organisation websites
- government publications – examples may include:
 - Visitor Accommodation (Register and Levy) Act (Wales) 2025
- news articles
- case studies.

Assessment requirement:

Learners **must** cover:

- each of the factors in the development of the UK travel and tourism industry with reference to the categories in the range.

Where appropriate, learners may indicate the sources used within their work.

Types of evidence:

Learners may use the relevant type or types of evidence:



Range

- presentation
- audio-visual evidence
- written report
- case study
- bibliography
- workbook/worksheets.

Range

3.1 Job roles – sectors may include:

- tour operations
- hospitality
- travel agents
- visitor attractions
- transport.

Where appropriate, job roles and examples may be drawn from employers operating within Wales. This may also include consideration of roles where Welsh language skills are desirable or required.

Assessment requirement:

Learners **must** cover:

- a minimum of two different job roles from different sectors within the UK travel and tourism industry, including for each role:
 - qualifications
 - skills and experience
 - personal qualities and attitudes.

Types of evidence:

Learners may use the relevant type or types of evidence:

- careers brochure



Range

- web page
- advert
- presentation
- audio-visual evidence
- written report.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 03 Travel and tourism destinations (TTW-02-03)

Unit summary				
This unit aims to develop learners' knowledge about the location of the world's main geographical features and popular destinations for UK outbound tourists. The learner will understand the factors that attract tourists to destinations.				
Assessment				
This unit is internally assessed				
Optional	Graded P/M/D	Level 2	60 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand travel and tourism destinations in the UK and worldwide	1.1 Describe the location of the world's main geographical features	Use information about location and destinations found in at least two sources and communicate it, mostly accurately, in their own words	Use information about location and destinations found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about location and destinations found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
	1.2 Describe popular overseas destinations for UK outbound tourists			
2. Understand what attracts tourists to destinations	2.1 Explain factors that attract tourists to destinations	Describe relevant theories and concepts about factors that attract tourists to destinations. Support at least two points about tourist attractions with examples or explanations	Describe relevant theories and concepts about factors that attract tourists to destinations and make some links between them. Support at least two points about tourist attractions with examples or explanations	Describe theories and concepts about factors that attract tourists to destinations and explain how they are linked. Support several points about tourist attractions with well-thought-out examples and explanations



Range

1.1 Geographical features may include:

- continents
- oceans
- seas
- mountain ranges
- hemispheres
- key latitudes
- deserts.

Where appropriate, centres may contextualise mapping activities by including the location of Wales within the UK and its relationship to wider European and global geographical features.

1.2 Overseas destinations – destination types may include:

- coastal resorts
- countryside
- coastal/island
- mountain/lake
- ski
- beach holiday
- safari
- adventure
- culture/sightseeing.
- capital cities
- main towns and cities.

For contextual purposes, centres may reference Wales when discussing UK destinations, for example, as an illustrative contrast to overseas short-haul or long-haul locations.

Assessment requirement:

Learners **must** cover:



Range

- the location of the world's main geographical features, presented as a series of maps
- one short-haul and one long-haul overseas destination for UK outbound tourists.

Note: short-haul is classed as six hours and under; long-haul is over six hours.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- brochure
- web page
- presentation
- audio-visual evidence
- written report.

Range

2.1 Factors must include:

- visitor attractions – examples may include:
 - theme parks
 - museums
 - historical and heritage sites
 - wildlife parks
- natural features – examples may include:
 - mountains
 - beaches
 - lakes
 - rivers
 - coastal areas
- facilities – examples may include:
 - sport and leisure



Range

- shopping
- arts and entertainment – examples may include:
 - theatres
 - art galleries
 - exhibitions
 - festivals and events
- transport links – examples may include:
 - rail
 - road
 - air
 - sea links
- climate and weather
- accessibility and cost of travel
- safety and political stability
- quality of facilities – examples may include:
 - cleanliness
- different types of visitors – examples may include:
 - families
 - couples
 - groups
 - retired people
 - school trips.

Where appropriate, the UK destination selected may be located within Wales, allowing learners to explore attractions, facilities and visitor types in a Welsh context.

Centres may introduce accessible theoretical frameworks, adapted appropriately for level 2 learners, to support learner understanding of why destinations attract tourists. Simplified introductions to these concepts may be used – examples may include:

- Butler's Tourism Area Life Cycle (1980)
- Plog's Psychographic Theory (1974).

Assessment requirement:



Range

Learners **must** cover:

- a minimum of three destinations (one UK, one short-haul and one long-haul) for each factor, with reference to the categories in the range.

Learners **must** produce a fact sheet. The fact sheet may identify a range of tourists and provide examples of destinations that may appeal.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- maps
- presentation
- audio-visual evidence
- web page
- written report
- question and answer sheet.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 04 Promotion in travel and tourism (TTW-02-04)

Unit summary			
This unit aims to develop learners' understanding about different promotional activities used by travel and tourism organisations and explore the importance and effectiveness of promotion. The learner will produce different promotional materials and review the material they have produced.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand factors influencing promotional activity in travel and tourism	1.1 Explain different promotional activities used by travel and tourism organisations	Make accurate conclusions about the importance and effectiveness of promotional activities based on some information	Make accurate conclusions about the importance and effectiveness of promotional activities based on all the information	Make accurate conclusions about the importance and effectiveness of promotional activities, assessing all the information
	1.2 Explain the importance of promotion to travel and tourism organisations			
	1.3 Explain the effectiveness of promotional activities used by travel and tourism organisations			
2. Understand how to create promotional material for travel and tourism	2.1 Explain production of different types of promotional materials for a travel and	Complete and present different types of promotional materials for a travel and tourism product or service	Complete and present different types of promotional materials for a travel and tourism product or service,	Complete and present different types of promotional materials for a travel and tourism product or service,



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	tourism product or service	following a given brief with some degree of accuracy. Select and use appropriate technical skills, processes and materials	accurately following a given brief. Select and use appropriate technical skills, processes and materials with explanation of their choice	accurately meeting all the requirements for a given brief. Select and use appropriate technical skills, processes and materials with explanation of their choice
3. Understand how to review promotional material produced	3.1 Describe the appearance and effectiveness of the promotional material produced	Identify a range of strengths and weaknesses with the appearance and effectiveness of the promotional material, with supporting evidence	Identify a range of strengths and weaknesses with the appearance and effectiveness of the promotional material with supporting evidence and describe the impact on the overall outcome	Describe a range of strengths and weaknesses with the appearance and effectiveness of the promotional material with supporting evidence, showing evidence of recognising different levels of importance
	3.2 Explain the appeal and suitability of the promotional material produced			
	3.3 Describe their target audience and area of improvement			

Range
1.1 Promotional activities may include: • adverts • brochures • websites • leaflets • flyers • TV adverts • radio adverts



Range

- social media.

Where appropriate, centres may contextualise examples using promotional activities from travel and tourism organisations operating in Wales – examples may include:

- destination campaigns
- attraction marketing
- accommodation promotion.

For contextual purposes, this may include consideration of how promotional activities are tailored to different visitor markets relevant to Wales – examples may include:

- domestic visitors
- short-break visitors
- seasonal visitors.

1.3 Effectiveness may include:

- audience reach
- engagement indicators
- qualitative feedback
- sales data (where available).

Assessment requirement:

Learners **must** cover:

- a description of different promotional activities used by travel and tourism organisations with examples
- the importance of promotion to travel and tourism organisations, including objectives of promotional activities that may include:
 - raising awareness
 - increasing market share
 - advertising new products
- examples of promotional activities, identifying the target customer and commenting on their effectiveness.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- minutes of meetings
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1

Where appropriate, one or more of the organisations or services selected may be based in Wales, allowing learners to apply promotional techniques to locally relevant travel and tourism contexts.

Assessment requirement:

Learners **must**:

- produce a minimum of two different types of promotional material for two different types of travel and tourism organisations or services
- produce a bibliography.

Learners may use free digital tools to support drafting – examples may include:

- Cysill Ar-lein (for Welsh language drafting where appropriate).

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet
- reflective journal or blog
- structured work log.

Range

3.1, 3.2, 3.3

Where appropriate, learners may consider how the promotional material reflects travel and tourism within Wales – examples may include:

- suitability of imagery
- messaging
- destination references.

Where appropriate, feedback may consider the effectiveness of the promotional material in representing destinations or services located within Wales.

Assessment requirement:

Learners **must** cover:

- a review of their promotional material, including:



Range

- justification of choices made
- potential impact
- time taken
- materials used
- how it met customer needs
- assessor and peer feedback
- what went well and not so well
- areas for improvement.
- a description of the target audience and areas for improvement
- the appeal and suitability of the promotional material produced.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- minutes of meetings
- witness testimonies
- feedback sheets
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.



Delivery and assessment guidance

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 05 UK purpose-built visitor attractions (TTW-02-05)

Unit summary			
This unit aims to develop learners' understanding and skills about the different types of purpose-built visitor attractions. The learner will design a purpose-built visitor attraction and produce a review of their design.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand purpose-built visitor attractions in travel and tourism	1.1 Describe different types of purpose-built visitor attractions	Use information about purpose-built visitor attractions found in at least two sources and communicate it, mostly accurately, in their own words in the form of a report	Use information about purpose-built visitor attractions found in different formats from at least two sources and communicate it, accurately, in their own words, in the form of a report	Use information about purpose-built visitor attractions found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words, in the form of a report
2. Be able to design a purpose-built visitor attraction	2.1 Demonstrate producing a proposal for a purpose-built visitor attraction	Complete and present a proposal for a purpose-built visitor attraction, following a given brief with some degree of accuracy	Complete and present a proposal for a purpose-built visitor attraction, mostly accurately following a given brief	Complete and present a proposal for a purpose-built visitor attraction, accurately meeting all the requirements of the given brief
3. Be able to review the design of a purpose-built visitor attraction	3.1 Demonstrate producing a review of the design for a purpose-built visitor attraction	Identify a range of strengths and weaknesses with supporting evidence	Identify a range of strengths and weaknesses with supporting evidence and describe the impact on the overall outcome	Describe a range of strengths and weaknesses with supporting evidence, showing evidence of



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
				recognising different levels of importance

Range
1.1 Purpose-built visitor attractions may include: • The O2 • the Eden Project • Center Parcs • holiday parks and camps • art galleries • museums • theme parks • Zip World • Coed y Brenin Visitor Centre • Principality Stadium. Where relevant, the selected attraction may be based in Wales. If a visit has taken place, photographs and other records of the visit should be included in the portfolio. Assessment requirement: Learners must cover: • several purpose-built visitor attractions in the UK • a detailed report on one chosen attraction, including: ○ location and access ○ appeal ○ customer facilities and services ○ target market – examples may include: ▪ people with specific needs



Range

- couples
- single people
- families
- groups
- history
- potential future developments.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written report
- photographs from a visit
- visit memorabilia
- observation report
- presentation
- audio-visual evidence
- question and answer sheet.

Range

2.1 Proposal must include:

- location and access
- appeal
- customer facilities and services
- target market – examples may include:
 - people with specific needs
 - couples
 - single people
 - families
 - groups
- history and potential future developments
- potential budget



Range

- layout plans.

For contextual purposes, proposals may be situated within a Welsh setting where appropriate, enabling consideration of local visitor profiles and environments.

Learners may present or pitch their proposal to a small audience – examples may include:

- a meeting
- a conference-style setting.

Assessment requirement:

Learners **must**:

- produce a proposal for a purpose-built visitor attraction in the UK, including the list in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- proposal document
- layout plans or sketches
- observation report
- presentation or pitch
- audio-visual evidence
- professional discussion
- question and answer sheet.

Range

3.1 Review must include:

- a self-evaluation of how the proposal was developed
- recommendations for improvement



Range

- feedback from peers, assessors or audience
- the viability of the design
- what went well and not so well.

Centres may encourage learners to evaluate the potential social, economic and environmental impacts of their proposed design to support critical thinking skills and preparation for level 3 study.

Assessment requirement:

Learners **must**:

- produce a review of their proposal including the list in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- witness testimonies
- written review
- presentation
- audio-visual evidence
- professional discussion
- assessor/peer/audience feedback sheets.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.



Delivery and assessment guidance

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 06 Understanding package holidays (TTW-02-06)

Unit summary			
This unit aims to develop learners' understanding and skills about what makes up a package holiday and how they are developed to meet the needs of different markets. The learner will investigate how tour operators sell package holidays and how they are promoted and demonstrate recommending a suitable package holiday to a customer.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how package holidays are developed and sold	1.1 Describe what makes up a package holiday	Correctly apply some technical terms about package holidays	Correctly apply a range of technical terms about package holidays	Consistently and correctly apply a broad range of technical terms about package holidays
	1.2 Describe how package holidays are developed to meet the needs of different target markets	Use information found in at least two sources and communicate it, mostly accurately, in their own words, in the form of a report about package holidays	Use information found in different formats from at least two sources and communicate it, accurately, in their own words, in the form of a report about package holidays	Use information found in different formats from different types of sources and accurately communicate the information in their own words, in the form of a report about package holidays
	1.3 Describe how tour operators sell package holidays			
	1.4 Describe how package holidays for different target markets are promoted by tour operators			
	2.1 Demonstrate recommending a	Complete a proposal for a package holiday	Complete a proposal for a package holiday	Complete a proposal for a package holiday



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Be able to recommend a suitable package holiday to a customer	suitable package holiday to a customer	following a given brief with some degree of accuracy	accurately following a given brief	accurately meeting all the requirements from the given brief
	2.2 Demonstrate the reasons for the recommendation to a customer	Research using relevant information from a single type of source to inform actions	Research using relevant information from more than one type of source and in different formats, to inform actions	Research using relevant information from a wide range of different types of sources and formats to inform actions
3. Understand the changes to the package holiday market	3.1 Explain the decline in popularity of the package holiday market	Make accurate conclusions about changes in the package holiday market based on some information	Make accurate conclusions about changes in the package holiday market based on a range of information	Make accurate conclusions about changes in the package holiday market assessing all the information
	3.2 Explain the emerging markets	Use information about changes in the package holiday market found in at least two sources and communicate it, mostly accurately, in their own words	Use information about changes in the package holiday market found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about changes in the package holiday market found in different formats from a wide range of different types of sources and accurately communicate the information in their own words
	3.3 Explain the impact for customers			

Range
1.1 Package holiday components must include: • transport • accommodation. Additional services may include:



Range

- transfers
- meals
- baggage allowance
- Air Travel Organisers' Licensing (ATOL) or financial protection
- resort representatives
- excursions or activities
- travel documentation
- optional add-ons – examples may include:
 - car hire
 - airport parking
 - sports equipment allowances.

Consideration may also be given to customer access needs – examples may include:

- disabilities
- mobility requirements.

Where appropriate, examples used to illustrate package holiday components may reflect travel patterns and departure points relevant to customers based in Wales, such as regional travel agents or transport links used by Welsh customers.

1.2 Developed to meet the needs of different target markets must include:

- market research and product development
- contracting suppliers
- costing and pricing strategies
- marketing, branding and distribution.

1.3 How tour operators sell package holidays must include:

- travel agencies
- social media
- websites
- telephone sales



Range

- online travel agencies
- partner distribution networks.

For contextual purposes, this may include consideration of how tour operators market and sell package holidays to customers in Wales – examples may include:

- local travel agencies
- regionally targeted digital marketing.

1.4 Promoted by tour operators must include:

- images
- ease of use/navigation
- product description
- additional/special features offered
- pricing and supplements.

Assessment requirement:

Learners **must** cover:

- the components of a package holiday with reference to the categories in the range and a minimum of one other element
- how package holidays are developed to meet the needs of different target markets, including the list in the range
- the methods used by tour operators to sell package holidays, including the list in the range
- an analysis of how package holidays for different target markets are promoted by tour operators, including the list in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written report
- presentation
- audio-visual evidence



Range

- professional discussion.

Range

2.2 Reasons for the recommendation may include:

- budget available
- distance restrictions
- preferences
- dependants.

Where appropriate, the customer profile may be based in Wales to support realistic application of recommendations, such as travel preferences, budget considerations and accessibility needs.

Assessment requirement:

Learners **must**:

- produce a proposal for a suitable package holiday for a specific customer type, based on a case study or pen portrait
- explain the reasons for their recommendation to the chosen customer.

Learners may work in a group. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work, supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- proposal document
- minutes of meetings
- witness testimonies
- assessor observation reports
- presentation
- audio-visual evidence



Range

- professional discussion
- written report.

Range

3.2 Emerging markets may include:

- dynamic packaging
- low-cost airline partnerships
- online booking platforms
- tailor-made holidays.

Assessment requirement:

Learners **must** cover:

- the decline in popularity of package holidays and the reasons for it
- emerging markets and trends that have replaced or supplemented traditional package holidays
- the impact of these changes on customers.

Types of evidence:

Learners may use the relevant type or types of evidence:

- newspaper article (this may include between 500 and 1000 words)
- magazine article (this may include between 500 and 1000 words)
- presentation
- audio-visual evidence
- professional discussion.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.



Delivery and assessment guidance

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 07 Travel agency operations (TTW-02-07)

Unit summary			
This unit aims to develop learners' understanding about the different types of travel agents and the processes used by a travel agency to book a package holiday. The learner will recommend holiday products and understand the reasons for the recommendation.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the roles of travel agents	1.1 Describe different types of travel agent	Use information about travel agents found in at least two sources and communicate it, mostly accurately, in their own words, in the form of a report or presentation	Use information about travel agents found in different formats from at least two sources and communicate it, accurately, in their own words, in the form of a report or presentation	Use information about travel agents found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words, in the form of a report or presentation
	1.2 Describe the role of travel agents			
2. Understand the process used by a travel agency to book a package holiday	2.1 Explain the processes used by a travel agency to make a booking	Use information about the processes used by a travel agency to book a package holiday found in at least two sources and communicate it, mostly accurately, through the production of a flow chart	Use information about the processes used by a travel agency to book a package holiday, found in different formats from at least two sources and communicate it, accurately, through the production of a flow chart	Use information about the processes used by a travel agency to book a package holiday found in different formats from a wide range of different types of sources, and accurately communicate the information through the production of a flow chart



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Be able to recommend holiday products in a travel agency situation	3.1 Demonstrate how to recommend a suitable holiday product to a customer	Present a recommendation for a suitable holiday product following a given brief with some degree of accuracy	Present a recommendation for a suitable holiday product accurately following a given brief	Present a recommendation for a suitable holiday product accurately meeting all the requirements of the given brief
	3.2 Demonstrate the reason for recommending the holiday product	Research holiday products, using relevant information from a single type of source to inform actions	Research holiday products, using relevant information from at least two sources and in different formats to inform actions	Research holiday products, using relevant information from a wide range of different types of sources and formats to inform actions

Range
1.1 Types of travel agent must include: • retail travel agent – including: ○ multiples (for example, TUI (formerly Thomson)) ○ miniples – regional agents with usually no more than 20 branches (for example, Kyle Travel, Newell's Travel or Travel House) ○ independent travel agents, including consortiums • business travel agent • call-centre travel agent • web-based travel agent • homeworker. Online travel agents (OTAs) may also be included – examples may include: • Expedia • On the Beach.



Range

Where appropriate, centres may contextualise examples by referencing travel agents operating within Wales, including independent or regional agencies serving Welsh customers.

1.2 Role of travel agents must include:

- sales of products and services
- information and advice
- aftercare.

Assessment requirement:

Learners **must** cover:

- a minimum of four different types of travel agent, including the list in the range
- the role of travel agents, including the list in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- presentation
- audio-visual evidence
- professional discussion
- written report.

Range

2.1 Processes must include:

- customer enquiry
- selecting correct products
- confirming with suppliers
- managing payments, invoices and tickets.



Range

For contextual purposes, examples may reflect booking processes as applied by travel agencies operating in Wales.

Centres may consider arranging a visit to a travel agent – in person or virtual – to support learner understanding of the booking process.

Assessment requirement:

Learners **must** cover:

- the processes used by a travel agency to make a booking, including the list in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- flow chart or process diagram
- presentation
- audio-visual evidence
- written report
- professional discussion.

Range

3.2 Reason for recommending the holiday product may include:

- budget available
- distance restrictions
- preferences
- dependants.

Customer needs may also be considered – examples may include:

- accessibility requirements
- dietary preferences
- language needs.



Range

Where appropriate, the customer scenario used may be based on a customer located in Wales to support contextual understanding of preferences and needs.

This may also provide an opportunity to demonstrate Welsh language customer service skills – examples may include:

- bilingual itinerary preparation
- Welsh language role-play scenarios.

Assessment requirement:

Learners **must**:

- recommend a suitable holiday product to a chosen customer
- explain the reasons for the recommendation and how these apply to the chosen customer
- produce a bibliography.

Learners may work in a group. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work, supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- minutes of meetings
- assessor/peer feedback
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet
- role play/simulation notes.



Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 08 Hospitality in travel and tourism (TTW-02-08)

Unit summary			
This unit aims to develop learners' understanding about the products and services offered by different types of hospitality providers and how they meet the needs of different customers. The learner will understand appropriate customer service skills in hospitality.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how different hospitality providers offer different products and services	1.1 Describe the products and services offered by different types of hospitality providers	Use information about products and services offered by different types of hospitality providers found in at least two sources and communicate it, mostly accurately, in their own words	Use information about products and services offered by different types of hospitality providers found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about products and services offered by different types of hospitality providers found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
	1.2 Describe how products and services offered by a hospitality provider meet the needs of different customers			
2. Understand the role of different types of hospitality customer service staff	2.1 Describe the roles of different hospitality customer service staff	Use information about the roles of different types of hospitality customer service staff found in at least two sources and communicate it, mostly accurately, in their own words, in the form of a	Use information about the roles of different types of hospitality customer service staff found in different formats from at least two sources and communicate it, accurately, in their own	Use information about the roles of different types of hospitality customer service staff found in different formats from different types of sources and accurately communicate the information in their own



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
		guide	words, in the form of a guide	words, in the form of a guide
3. Understand customer services skills required in hospitality	3.1 Describe appropriate customer service skills in hospitality	Use information about customer service skills in hospitality found in at least two sources and communicate it accurately in their own words, in the form of a training manual	Use information about customer service skills in hospitality found in different formats from at least two sources and communicate it accurately, in their own words, in the form of a training manual	Use information about customer service skills in hospitality found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words in the form of a training manual

Range
1.1 Types of hospitality providers may include: • accommodation providers – examples may include: ○ holiday villages ○ hotels ○ bed and breakfasts ○ campsites ○ self-catering • restaurants • bars • venues serving domestic and visitor markets. Where appropriate, centres may contextualise examples by referring to hospitality providers operating within Wales. Where relevant, the selected hospitality provider may be based in Wales to support contextual understanding of customer needs, visitor profiles and service provision.



Range

Assessment requirement:

Learners **must** cover:

- a definition of 'hospitality'
- the products and services offered by different types of hospitality providers for business and leisure customers
- how one chosen hospitality provider meets the needs of both leisure and business customers.

Types of evidence:

Learners may use the relevant type or types of evidence:

- leaflet
- web page
- minutes of meetings
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet
- worksheets.

Range

2.1 Roles of different hospitality customer service staff may include:

- hospitality manager
- chef
- receptionist
- housekeeper
- bar staff
- waiter
- porter
- concierge.



Range

For contextual purposes, interviews may involve individuals working within the hospitality sector in Wales, where appropriate.

Assessment requirement:

Learners **must** cover:

- the key roles within a hospitality organisation.

Types of evidence:

Learners may use the relevant type or types of evidence:

- guide
- worksheets
- a 'day in the life of' document, case study or presentation
- witness testimonies
- presentation
- audio-visual evidence
- professional discussion
- question and answer sheet.

Range

3.1 Customer service skills must include:

- active listening
- welcoming attitude
- attentiveness
- knowledge of the product or service
- using positive language.

Assessment requirement:



Range

Learners **must**:

- cover:
 - appropriate customer service skills with reference to the categories in the range for a minimum of two chosen hospitality roles
 - acceptable service levels, codes of conduct and acceptable and unacceptable behaviours for new employees
- produce a bibliography.

Centres may extend discussion to include the potential impact and consequences of poor customer service on the organisation, staff and visitor experience.

Types of evidence:

Learners may use the relevant type or types of evidence:

- training manual
- worksheets
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.



Delivery and assessment guidance

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

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Unit 09 Organising an event (TTW-02-09)

Unit summary			
This unit aims to develop learners' understanding of and skills involving different types of events and the importance of events and conferences to the UK economy. They will also take part in organising an event and review their contribution.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the UK conference and events industry	1.1 Describe types of events	Use information about the UK conference and events industry found in at least two sources and communicate it, mostly accurately, in their own words in the form of a report	Use information about the UK conference and events industry found in different formats from at least two sources and communicate it, mostly accurately, in their own words in the form of a report	Use information about the UK conference and events industry found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words in the form of a report
	1.2 Describe the importance of the conference and events industry to the UK economy			
	1.3 Describe the key roles involved in organising an event			
2. Be able to take part in running an event	2.1 Demonstrate the proposal for an event	Complete and present appropriate tasks following a given brief with some degree of accuracy. Show application of technical skills and knowledge in meeting the brief	Complete tasks mostly accurately, following a given brief. Show the effective application of technical skills and knowledge in meeting the brief	Complete tasks accurately, meeting all the requirements of the given brief. Show the consistent, effective application of technical skills and knowledge in meeting the brief
	2.2 Demonstrate participating in the planning of an event			
	2.3 Describe participating in running an event			



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Be able to review the event	3.1 Demonstrate how objectives were met	Describe the processes and practices involved in running the event and identify some aspects of what went well and not so well	Describe the processes and practices involved in running the event and identify what went well and not so well	Describe the processes and practices involved in running the event and identify what went well and not so well and any opportunities for improvement
	3.2 Demonstrate strengths and weaknesses	Identify a range of strengths and weaknesses of the event with supporting evidence	Identify a range of strengths and weaknesses of the event with supporting evidence and describe the impact on the overall outcome	Describe a range of strengths and weaknesses of the event with supporting evidence, showing evidence of recognising different levels of importance
	3.3 Demonstrate opportunities for improvement			

Range
1.1 Types of events must include: • cultural events • sports events • festivals • team building events • corporate hospitality events • wedding fairs • meetings, incentives, conferences and exhibitions (MICE). Where appropriate, centres may contextualise examples by referring to events taking place in Wales, while maintaining a UK-wide overview of the sector – examples may include: • the National Eisteddfod



Range

- Abergavenny Food Festival
- Green Man Festival
- local cultural festivals
- food and drink festivals
- business conferences or trade fairs.

1.3 Key roles must include:

- finance
- co-ordination
- resources
- marketing
- promotion
- health and safety.

Assessment requirement:

Learners **must** cover:

- types of events with reference to the categories in the range
- the importance of the conference and events industry to the UK economy
- the key roles involved in organising an event, including the list in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written report
- worksheets
- minutes of meetings
- presentation
- audio-visual evidence
- question and answer sheet.



Range

2.1 Proposal must include:

- objectives and purpose of the event – examples may include:
 - an announcement
 - a celebration
 - a social occasion
 - a product launch
 - a charity event
- theme of event
- location
- feasibility (cost, time and resources).

For contextual purposes, the event location may be situated in Wales, enabling consideration of local venues, audiences and logistical factors where appropriate.

2.2 Planning of an event must include:

- date and time
- participants
- budget
- resources required – examples may include:
 - human resources
 - equipment
 - materials
 - IT
- marketing and promotion activities
- layout and preparation of the venue
- health and safety requirements
- special requirements – examples may include:
 - mobility needs
 - translation or interpretation services



Range

- hearing loops
- allergies
- travel and accommodation bookings
- religious or cultural requirements
- security requirements.

Where relevant, events may be organised within a Welsh community, educational or workplace setting.

Assessment requirement:

Learners **must**:

- produce an event proposal based on a brief, including the list in the range
- prepare an event plan based on the list in the range
- participate in running an event in accordance with the plan, including restoring the venue to its original state
- keep a record of all key decisions, issues and learning points from the experience.

Learners may work in a group. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work, supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- reflective journal or diary
- structured work log
- worksheets
- minutes of meetings
- witness testimonies
- assessor/peer observation reports
- audio-visual evidence
- professional discussion
- written report.



Range

3.1, 3.2, 3.3

Assessment requirement:

Learners **must**:

- review the event, including:
 - the event's success
 - own contribution
 - contribution of others
 - recommendations for improvement
- evaluate the success of the event using relevant data, including how it was collected and recorded
- produce an action plan for future events.

Feedback from assessors, peers and attendees **must** be included.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written review
- surveys
- worksheets
- witness testimonies
- assessor/peer observation reports
- presentation
- audio-visual evidence
- professional discussion.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.



Delivery and assessment guidance

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 10 Introduction to guided tours (TTW-02-10)

Unit summary			
This unit aims to develop learners' understanding and skills about the role of a tour guide and different types of tours. The learner will plan and deliver a guided tour.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	64 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the role of a tour guide	1.1 Describe the skills, attributes, roles and responsibilities and skillset of a tour guide	Use information about the skills, attributes, roles and responsibilities and skillset of a tour guide found in at least two sources and communicate it, mostly accurately, in their own words	Use information about the skills, attributes, roles and responsibilities and skillset of a tour guide found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about the skills, attributes, roles and responsibilities and skillset of a tour guide found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
2. Understand the components of a guided tour	2.1 Describe types of tour	Use information about the components of a guided tour found in at least two sources and communicate it, mostly accurately, in their own words	Use information about the components of a guided tour found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about the components of a guided tour found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
	2.2 Describe health and safety, transport, risk assessment and commentaries			
	2.3 Describe audience engagement and product knowledge			
3. Be able to plan and deliver a guided tour	3.1 Demonstrate production of an	Show application of skills, knowledge and	Show the application of a range of skills,	Show the consistent application of skills,



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	itinerary for a guided tour 3.2 Demonstrate production of a risk assessment 3.3 Demonstrate delivery of a guided tour	understanding required to plan and deliver a guided tour	knowledge and understanding required to plan and deliver a guided tour	knowledge and understanding required to plan and deliver a guided tour

Range
1.1 Tour guide may include: • day trip guides • coach tour guides • overseas holiday representatives. 1.1 Skills may include: • communication • problem solving • equality, diversity and inclusion (EDI) awareness • understanding of different cultures. 1.1 Attributes may include: • personal presentation • initiative • punctuality • friendly • knowledgeable • patient • engaging



Range

- flexible.

1.1 Roles may include:

- meeting customers
- welcoming
- organising transport
- planning and guiding tours
- dealing with issues
- engaging customers.

1.1 Responsibilities may include:

- observing health and safety requirements
- meeting customer needs where possible
- managing the tour group.

1.1 Skillset may include:

- Blue Badge qualification
- Green Badge qualification
- other relevant guided tour qualifications.

Where appropriate, centres may contextualise examples using locations within Wales, such as towns, cities, coastal areas or heritage sites. This may include consideration of how effective tour guides contribute to positive customer experiences, including the use of Welsh language where relevant.

Assessment requirement:

Learners **must**:

- cover:
 - the types of tour guides, skills, attributes, roles and responsibilities



Range

- the skillset required of a tour guide
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- careers page or presentation
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1 Types of tour may include:

- city tours
- walking tours
- multiple-day tours
- urban tours
- rural tours
- heritage-based tours.

For contextual purposes, the event location may be situated in Wales, enabling consideration of local venues, audiences and logistical factors where appropriate.

2.3 Audience engagement must include:



Range

- how to engage audiences
- reasons why audiences attend tours
- how factors such as age, mobility, race and gender may affect the extent to which a group is engaged.

2.3 Product knowledge must include:

- history
- anecdotes
- statistics
- archaeology
- geography/geology.

Centres may also encourage learners to consider the potential impacts of tourism on guided tour destinations and the importance of responsible and sustainable tourism practices.

Assessment requirement:

Learners **must**:

- cover:
 - a minimum of two types of guided tour
 - why health and safety is important and the reasons for undertaking a risk assessment
 - how to engage audiences, including the list in the range
 - the importance of product knowledge, including the list in the range
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- information leaflet/web page
- training manual



Range

- minutes of meetings
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

3.1 Itinerary must include:

- when and where the tour will take place
- location
- start and finish points
- length of time the tour will take
- timings and breaks
- accessibility
- brief history or summary of key points the tour will cover
- photographs and images.

For contextual purposes, the guided tour route may be located within Wales where appropriate, to support realistic delivery and risk assessment.

3.2 Risk assessment must include:

- potential or real hazards
- level of risk
- solutions to minimise risk.

Assessment requirement:

Learners **must**:



Range

- produce an itinerary for a guided tour, including the list in the range
- produce a completed risk assessment, including the list in the range
- deliver a guided tour to a group (for example, peers, assessor), keeping to identified timings, route and budget
- obtain feedback from tour participants
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- information leaflet/brochure
- visitor information board or web page
- worksheets
- photographs
- reflective diary/journal
- witness testimonies
- assessor/peer observation reports
- presentation
- audio-visual evidence
- professional discussion.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.



Delivery and assessment guidance

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 11 Impact of travel and tourism provision on a host community (TTW-02-11)

Unit summary			
This unit aims to develop learners' understanding and skills about the impact of travel and tourism on a host community and the importance of responsible tourism. The learner will assess the positive and negative impacts of travel and tourism on a host community.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand travel and tourism provision on a host community	1.1 Describe the travel and tourism facilities present in a host community	Use information about host communities found in at least two sources and communicate it, mostly accurately, in their own words	Use information about host communities found in different formats from at least two sources and communicate it, mostly accurately, in their own words	Use information about host communities found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
	1.2 Describe the importance of responsible tourism	Describe relevant theories and concepts about the importance of responsible tourism	Describe relevant theories and concepts about responsible tourism and make some links between them	Describe theories and concepts about responsible tourism and explain how they are linked
2. Be able to assess the extent of the impact of travel and tourism on a host community	2.1 Assess the positive and negative impacts of travel and tourism on a host community	Research the impact of travel and tourism on a host community using relevant information from a single type of source to inform the assessment	Research the impact of travel and tourism on a host community using relevant information from more than one type of source and in different formats to inform the assessment	Research the impact of travel and tourism on a host community using relevant information from a wide range of different types of sources and formats, to inform the assessment



Range

1.1 Travel and tourism facilities must include:

- transport
- accommodation
- tourist attractions
- tourist services
- additional facilities and supporting services may include:
 - public toilets
 - banks
 - food and drink provision
 - retail
 - visitor information services.

Where appropriate, the host community selected may be located within Wales – examples may include:

- coastal towns such as Tenby or Llandudno
- rural destinations such as those within Eryri (Snowdonia) National Park or the Brecon Beacons National Park
- urban tourism destinations such as Cardiff Bay.

Relevant frameworks may include:

- Butler's Tourism Area Life Cycle (1980)
- Well-being of Future Generations (Wales) Act 2015
- UN Sustainable Development Goals.

For contextual purposes, examples used to illustrate responsible tourism may draw on practices relevant to destinations within Wales, where appropriate.

Assessment requirement:

Learners **must**:

- cover:



Range

- a definition and explanation of the term 'host community'
- the travel and tourism facilities present in a chosen host community, including transport, accommodation, tourist attractions and tourist services
- the main points of responsible tourism and its importance for suppliers, customers and the host community
- produce a bibliography with reference to the chosen host community.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1 Impacts must include:

- economic impacts
- cultural impacts
- social impacts
- environmental impacts.

Learners may use visitor statistics or other impact data to support their assessment.

Where appropriate, assessment of impacts may reference a host community in Wales – examples may include:

- the impact of high visitor numbers on footpath erosion and community infrastructure in Eryri National Park
- the economic contribution of tourism to a coastal community such as Tenby
- the cultural and social impacts of major events on Cardiff as a destination.



Range

Learners may visit the site of a host community affected by tourism to observe the impacts.

Assessment requirement:

Learners **must**:

- assess the positive and negative impacts of travel and tourism on the chosen host community with reference to the categories in the range
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- minutes of meetings
- witness testimonies
- assessor/peer observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats,



Delivery and assessment guidance

provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 12 Tourism in a popular UK region (TTW-02-12)

Unit summary			
This unit aims to develop learners' knowledge and skills relating to the features of a UK region and its tourism facilities. The learner will use statistical data to assess tourism trends in a selected region. The learner will also produce an itinerary for a visit to a UK region.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about a popular UK region and its tourism facilities	1.1 Describe features of a UK region that are relevant to tourism 1.2 Describe tourism facilities in a UK region	Use information about a UK region found in at least two sources and communicate it, mostly accurately, in their own words	Use information about a UK region found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about a UK region found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
2. Be able to use statistical data relating to tourism in a popular UK region	2.1 Apply the statistical data that assesses tourism trends in a tourism region of the UK	Use statistical data relating to tourism in a popular UK region found in at least two sources and communicate it, mostly accurately, in their own words	Use statistical data relating to tourism in a popular UK region found in different formats from at least two sources and communicate it, accurately, in their own words	Use statistical data relating to tourism in a popular UK region found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
3. Be able to produce an itinerary for a visit to a UK region	3.1 Produce an itinerary for a short-stay tourism visit to a UK region	Complete and present an itinerary following a given brief with some degree of accuracy	Complete and present an itinerary mostly accurately following a given brief	Complete and present an itinerary accurately meeting all the requirements of the given brief



Range

1.1 Features must include:

- location and geographical features
- main transport routes and gateways
- popular destinations.

Where appropriate, the selected UK region may be located within Wales, allowing learners to contextualise geographical features, transport gateways and destinations within a Welsh regional setting.

1.2 Tourism facilities must include:

- built attractions
- natural attractions
- range of accommodation
- local transport options
- tourist services
- festivals and events
- restaurants, activities and entertainment.

Assessment requirement:

Learners **must**:

- cover:
 - the features of a selected UK region relevant to tourism, including the list in the range
 - how tourism facilities in the selected region meet the needs of domestic and inbound tourists, including the list in the range
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- maps
- worksheets
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1 Statistical data must include:

- visitor numbers
- visitor spend
- the importance of tourism to the economy of the region
- how tourism has impacted the economy of the region
- how visitor numbers have changed over time
- external influences on the region – examples may include:
 - major sporting events such as the Rugby World Cup
 - cultural events such as the National Eisteddfod.

Visitor purpose and length of stay may also be considered.

Official sources may include:

- VisitBritain
- Office for National Statistics
- Stats Wales.

For contextual purposes, learners may use statistical data relating to a Welsh region where appropriate



Range

Assessment requirement:

Learners **must**:

- research and apply statistical data for the selected region, including the list in the range
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- charts
- graphs
- tables
- worksheets
- minutes of meetings
- observation reports
- presentation
- audio-visual evidence
- written report
- question and answer sheet.

Range

3.1 Itinerary must include:

- transport options and timings
- accommodation
- excursions, activities and entertainments
- interesting places to visit



Range

- catering arrangements.

Learners may also include indicative costings for elements such as transport, accommodation, food and drink and activities.

Centres may extend the task by asking learners to produce itineraries at different price points or for different seasons.

Where appropriate, the itinerary may be based on a short-stay visit within a region of Wales, supporting realistic application of transport, accommodation and visitor experiences.

Assessment requirement:

Learners **must**:

- produce an itinerary for a short-stay tourism visit to the selected UK region, based on a case study or pen portrait, including the list in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- minutes of meetings
- presentation
- audio-visual evidence
- professional discussion
- written report.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

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Delivery and assessment guidance

provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

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Unit 13 Know about airports and airlines (TTW-02-13)

Unit summary			
This unit aims to develop learners' knowledge and understanding relating to the facilities and services airports offer for passengers and airlines and the difference between airside and landside. The learner will know how airports manage health, safety and security and the different job opportunities at airports and with airlines.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about facilities and services that airports offer	1.1 Describe facilities and services that airports provide for passengers	Use information about facilities and services offered by airports and airlines found in at least two sources and communicate it, mostly accurately, in their own words	Use information about facilities and services offered by airports and airlines found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about facilities and services offered by airports and airlines found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
	1.2 Describe facilities and services that airports provide for airlines			
	1.3 Describe the difference between airside and landside			
2. Understand how airports manage health, safety and security	2.1 Describe existing and new security procedures	Use information about how airports manage health, safety and security found in at least two sources and communicate it, mostly accurately, in their own words	Use information about how airports manage health, safety and security found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about how airports manage health, safety and security found in different formats from a wide range of different types of sources, and accurately communicate the information in their own
	2.2 Describe hazards at airports			
	2.3 Explain how hazards are managed at airports			



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
				words
3. Know about types of job opportunities at airports and with airlines	3.1 Describe the different types of jobs at airports and with airlines	Use information about job opportunities at airports and with airlines found in at least two sources and communicate it, mostly accurately, in their own words	Use information about job opportunities at airports and with airlines found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about job opportunities at airports and with airlines found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words

Range
1.1 Facilities and services that airports provide for passengers may include: • check-in halls • security screening points • boarding gates • baggage handling areas • aircraft stands • restricted operational zones. 1.2 Facilities and services that airports provide for airlines may include: • check-in desks • lounges • gate facilities • ground handling services. Where appropriate, centres may contextualise examples by referencing airports operating within Wales, while retaining a broader UK-wide understanding – examples may include:



Range

- Cardiff Airport
- Liverpool John Lennon Airport (for centres in North Wales)
- Manchester Airport (for centres in North Wales).

Learners may benefit from an educational visit to a local airport or aviation-related facility. Where a visit takes place, visual evidence should be provided where possible.

Assessment requirement:

Learners **must**:

- cover:
 - facilities and services that airports provide for passengers, including a plan of the airport showing both airside and landside areas
 - facilities and services that airports provide for airlines, distinguished from services airlines provide to passengers
 - the difference between airside and landside
 - a minimum of two airlines, including:
 - different types (low-cost, charter and scheduled)
 - a comparison of service levels
 - booking systems, prices and destinations
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- guide or brochure
- web page
- photographs



Range

- worksheets
- minutes of meetings
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- question and answer sheet.

Range

2.1, 2.2, 2.3

Centres may encourage learners to discuss contemporary security procedures, including responses to security threats, where appropriate.

Assessment requirement:

Learners **must**:

- cover:
 - existing and new security procedures at airports
 - hazards at airports, including those relating to health and safety, security and customs
 - how hazards are managed at airports, including health and safety, security, customs and allowances
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- leaflets
- guidance handouts



Range

- worksheets
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

3.1 Types of jobs may include:

- baggage handlers
- security staff
- terminal manager
- cabin crew
- pilot
- reservations/sales.

Where appropriate, job role examples may be drawn from airports or airlines operating within or serving Wales, to support local labour market awareness.

Assessment requirement:

Learners **must** cover:

- a range of job opportunities available within airports and with airlines, including roles both within the airport and with an airline
- for each job role:
 - roles and responsibilities
 - qualifications needed
 - skills required
 - previous knowledge/experience
 - types of employment contracts offered (for example, seasonal contracts).



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- careers brochure
- web pages
- worksheets
- minutes of meetings
- witness testimonies
- presentation
- audio-visual evidence
- professional discussion
- question and answer sheet.

Delivery and assessment guidance

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The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 14 Career planning for travel and tourism (TTW-02-14)

Unit summary				
This unit aims to develop learners' knowledge and skills about the different career options and progression opportunities in travel and tourism. The learner will plan for a chosen career option and produce an application. The learner will also take part in an appropriate job interview.				
Assessment				
This unit is internally assessed				
Optional	Graded P/M/D	Level 2	60 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand types of careers in travel and tourism	1.1 Describe different career options in travel and tourism	Use information about career options and progression routes, found in at least two sources and communicate it, mostly accurately, in their own words	Use information about career options and progression routes, found in different formats from at least two sources and communicate it, accurately, in their own words	Use information about career options and progression routes, found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words in the form of a report
	1.2 Describe progression routes and opportunities in different travel and tourism career options			
2. Be able to plan for a career in travel and tourism	2.1 Demonstrate employability for a chosen career option in travel and tourism	Make accurate conclusions about their chosen career option, based on some information	Make accurate conclusions about their chosen career option based on a range of information	Make accurate conclusions about their chosen career option, assessing all the information
	2.2 Demonstrate progression towards a chosen travel and tourism career option			



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Be able to apply for jobs in travel and tourism	3.1 Describe how to find job opportunities in travel and tourism	Produce a list and present a job application and CV following a given brief with some degree of accuracy for a realistic job opportunity	Produce a list and complete a job application and CV mostly accurately for a realistic job opportunity	Produce a list and complete a job application and CV accurately meeting all the requirements for a realistic job opportunity
	3.2 Produce an application and a CV for a chosen travel and tourism job			
4. Be able to take part in a travel and tourism job interview	4.1 Demonstrate planning for an interview for a chosen job in travel and tourism	Complete preparation and present an appropriate interview for a chosen job with some degree of accuracy	Complete the preparation and interview for a chosen job mostly accurately	Complete the preparation and interview, meeting all of the requirements for the chosen job
	4.2 Participate in an interview for a chosen job in travel and tourism			

Range

1.2 Progression routes may include:

- promotion possibilities
- transferability between employers/roles
- types of working contract
- likely impact of current economic trends
- training, qualifications and experience needed
- the range of duties likely to be undertaken
- staff benefits, including remuneration and perks.

Where appropriate, examples of career options and roles may be drawn from employers operating within Wales.

Assessment requirement:



Range

Learners **must**:

- cover:
 - different career options in travel and tourism
 - progression routes and opportunities for a minimum of two career options, including the list in the range
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- report
- worksheets
- careers fact sheet
- minutes of meetings
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1, 2.2

For contextual purposes, the chosen career option may reflect opportunities available within the Welsh travel and tourism sector, where appropriate.

Assessment requirement:



Range

Learners **must**:

- produce a skills audit for a chosen career option in travel and tourism, including:
 - current skills and qualities
 - achievements
 - qualifications
 - experience
 - hobbies/interests
- explain the forms of progression towards the chosen travel and tourism career option
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- leaflets
- guidance handouts
- worksheets
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

3.1, 3.2

Where relevant, sources may include information relating to travel and tourism employers operating in Wales.



Range

Assessment requirement:

Learners **must**:

- produce a list of sources of information about job opportunities in travel and tourism, including websites, trade papers and magazines
- identify a realistic job opportunity (or use one provided by the assessor) and complete an industry-standard job application supported by a detailed CV
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- witness testimonies
- observation reports
- presentation
- written report
- question and answer sheet.

Range

4.1 Planning for an interview must include:

- research into the company
- the job role and the products
- services or facilities offered
- a list of questions and discussion points prepared in advance



Range

Assessment requirement:

Learners **must**:

- carry out planning for an interview based on the list in the range
- attend the interview or simulation in appropriate attire
- produce a review of the interview including:
 - body language
 - responding to questions
 - asking questions
- produce a bibliography.

Learners **must** include feedback from peers, assessors or others in the review and provide supporting evidence of the interview either from the interviewer (if real) or an observation record signed by assessor and learner (if simulated).

Types of evidence:

Learners may use the relevant type or types of evidence:

- interview questions
- company profile
- assessor/peer observation feedback
- written review
- witness testimonies
- presentation
- audio-visual evidence
- professional discussion
- written report.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.



Delivery and assessment guidance

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

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Unit 15 Work experience in travel and tourism (TTW-02-15)

Unit summary			
This unit aims to develop learners' knowledge and skills to prepare for and undertake a work experience placement. The learner will, for further development, review their own performance and produce an action plan.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	64 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the preparation required for a work experience placement	1.1 Describe the necessary arrangements to prepare for work experience	Complete a questionnaire for a work experience placement with some degree of accuracy	Complete a questionnaire for a work experience placement mostly accurately	Complete a questionnaire for a work experience placement meeting all the requirements
2. Be able to undertake a period of work experience	2.1 Participate in a period of work experience	Show application of employability skills in meeting the purpose of the work experience	Show the effective application of employability skills in meeting the purpose of the work experience	Show the consistent, effective application of employability skills in meeting the purpose of the work experience
3. Be able to review own performance on a travel and tourism work experience placement	3.1 Reflect the impact of the work experience placement on their personal development	Make accurate conclusions about the work experience performance, based upon some of the information obtained throughout the work placement	Make accurate conclusions about the work experience performance based on most of the information obtained throughout the placement	Make accurate conclusions about the work experience performance, based on all the information obtained throughout the placement
	3.2 Reflect on the strengths and weaknesses of their work experience	Describe the processes involved and identify some strengths and weaknesses. State two	Describe the processes involved and identify the strengths and weaknesses. State	Describe the processes involved and identify the strengths and weaknesses. State



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	3.3 Reflect on what they would do differently if given the chance to undertake the experience again	basic ways to improve the experience	advanced ways to improve the experience	advanced ways to improve the experience with development and explanation of ideas
	3.4 Reflect on feedback from assessor/employer and/or peers			

Range
1.1 Necessary arrangements must include: - the purpose of the work experience placement - expected outcomes - expected conduct and personal presentation - health and safety procedures within the organisation - a description of the organisation and its purpose and structure - the learner's expected role and responsibilities during the placement - a description of the organisation's products and services - arrangements for breaks and lunch during work experience - reporting requirements for work experience - appropriate dress code for the work experience. Where appropriate, work experience placements may be undertaken with travel and tourism organisations operating within Wales. Routes may reflect local travel options within Wales, including public transport or regional travel considerations, where appropriate. Assessment requirement: Learners must:



Range

- cover:
 - the necessary arrangements to prepare for work experience, documented through a questionnaire completed prior to the start of the placement, including the list in the range
 - a route to and from work experience with costs and timings
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- reflective diary or placement log/record
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report.

Range

2.1

Learners may also reflect on challenges encountered during the work placement and how these were addressed.

Assessment requirement:

Learners **must**:

- write and update a log/record throughout the placement, providing details of:



Range

- tasks undertaken
- how the learner listened and responded to instructions
- how the learner worked as part of a team
- communication methods used within the organisation
- a minimum of three procedures used within the organisation
- employability skills developed during the experience.

Types of evidence:

Learners may use the relevant type or types of evidence:

- reflective diary or placement log/record
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report.

Range

3.4 Feedback must include:

- work placement supervisor
- employer
- assessor
- peers.

Learners may also consider how they could further develop their employability skills in preparation for future work experience or employment opportunities.

Assessment requirement:



Range

Learners **must**:

- identify the skills developed during the work experience placement
- reflect on the strengths and weaknesses of the experience
- provide a statement of what they would do differently during the next work experience or employment opportunity
- include feedback from a minimum of one or more of the following:
 - their work placement supervisor
 - employer
 - assessor
 - peers.

Types of evidence:

Learners may use the relevant type or types of evidence:

- diary or placement log/record
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.



Delivery and assessment guidance

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 16 UK coastal tourism (TTW-02-16)

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Unit summary			
This unit aims to develop learners' knowledge and understanding of different types of coastal tourism and considering different factors involved. Learners will select a destination and research it.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand UK coastal tourism destinations	1.1 Explain the UK coastal tourism destinations including: - seaside resorts, coastal paths, islands, sports or activities - the location of coastal tourism destinations - different types of visitors or visitor groups different needs of visitors key organisations responsible for the management of coastal areas	Understand coastal tourism and correctly apply some technical terms. Locate areas of coastal tourism using information found in at least two sources and communicate it, mostly accurately, in their own words	Understand aspects of coastal tourism and correctly apply a range of technical terms. Locate areas of coastal tourism using information found in different formats from at least two sources and communicate it, mostly accurately, in their own words	Understand aspects of coastal tourism and consistently and correctly apply a broad range of technical terms. Locate areas of coastal tourism using information found in different formats and from a wide range of different types from at least two sources and accurately communicate the information in their own words
2. Understand coastal tourism by researching	2.1 Explain research of a local coastal tourism	Understand coastal tourism and correctly	Understand aspects of coastal tourism and	Understand aspects of coastal tourism and



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
a local coastal tourism destination	destination including the: • location that has been identified • appeal to different visitors • transport links • seasonality • types of visitors • types of accommodation	apply some technical terms. Locate areas of coastal tourism using information found in at least two sources and communicate it, mostly accurately, in their own words	correctly apply a range of technical terms. Locate areas of coastal tourism using information found in different formats from at least two sources and communicate it, mostly accurately, in their own words	consistently and correctly apply a broad range of technical terms. Locate areas of coastal tourism using information found in different formats and from a wide range of different types of sources and accurately communicate the information in their own words

Range
1.1 Types of visitors or visitor groups may include: • rest and relaxation visitors • activity visitors • special interest visitors • business visitors • group activity visitors. 1.1 Different needs of visitors may include: • transport • accommodation • accessibility • facilities • communication • seasonality • entertainment



Range

- sight-seeing and guiding services.

1.1 Key organisations must include:

- the National Trust
- National Landscapes (formerly Areas of Outstanding Natural Beauty)
- Coastal National Parks
- Clean Beach Awards
- local councils
- rescue services.

Assessment requirement:

Learners **must**:

- cover:
 - definitions of the types of coastal destinations, including:
 - seaside resorts
 - coastal paths
 - islands and sports or activity destinations with examples of activities available such as, spotting wildlife, surfing, canoeing
 - a minimum of three UK coastal tourism destinations identified on a blank UK map
 - different types of visitors or visitor groups and their different needs
 - key organisations responsible for the management of coastal areas with reference to the categories in the range including for each:
 - key responsibilities
 - mission statement
 - roles
 - members
 - public/private/voluntary status
- produce a bibliography.

Learners may cover for contextual purposes, a minimum of one of the coastal tourism destinations located in Wales – examples may include:



Range

- coastal areas within the Wales Coast National Park.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- maps
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1

Where relevant, the coastal tourism destination selected may be based in Wales. Centres may also draw on Welsh organisations to support contextual understanding – examples may include:

- North Wales Tourism
- Cadw.

Learners may also consider the wider impacts of tourism on the chosen destination – examples may include:

- economic benefits
- environmental pressures
- effects on local communities.

Assessment requirement:



Range

Learners **must**:

- cover:
 - the location of the chosen coastal tourism destination, shown on a map with directions for travellers by rail, road or other forms of transport
 - the appeal of the destination to different visitors and why
 - transport links to the destination
 - seasonality, including reasons if the destination is particularly affected by it
 - types of visitors and types of accommodation
 - specific activities and attractions at the destination
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- presentation
- marketing materials
- maps
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- audio-visual evidence
- written report
- question and answer sheet.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.



Delivery and assessment guidance

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 17 Heritage and cultural tourism (TTW-02-17)

Unit summary			
This unit aims to develop learners' knowledge and understanding of heritage and cultural tourism within the UK and worldwide, and the factors involved. The learner will select a destination and research it.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand heritage and cultural tourism in the UK and worldwide	1.1 Explain heritage and cultural tourism in the UK and worldwide including: - the definition of heritage and cultural tourism types of heritage and cultural tourism - the location of heritage and cultural tourism sites - different types of visitors and visitor groups - the different needs of visitors - the key organisations responsible for the management of	Correctly apply some technical terms about heritage and cultural tourism. Use information about heritage and cultural tourism found in at least two sources and communicate it, mostly accurately, in their own words, to produce comparison tables	Correctly apply a range of technical terms about heritage and cultural tourism. Use information about heritage and cultural tourism found in different formats from at least two sources and communicate it, mostly accurately, in their own words to produce comparison tables	Consistently and correctly apply a broad range of technical terms about heritage and cultural tourism. Use information about heritage and cultural tourism found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words to produce comparison tables



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	heritage and cultural tourism			
2. Understand aspects of heritage and cultural tourism by researching a UK or worldwide heritage or cultural tourism destination	2.1 Explain research of a UK or worldwide heritage or cultural tourism destination including: - the location that has been identified - transport links - seasonality - the appeal of the areas - types of visitors - types of accommodation	Understand aspects of heritage and cultural tourism and correctly apply some technical terms. Use information found in at least two sources and communicate it, mostly accurately, in their own words	Understand aspects of heritage and cultural tourism and correctly apply a range of technical terms. Locate areas of heritage and cultural tourism using information found in different formats from at least two sources and communicate it, mostly accurately, in their own words	Understand aspects of heritage and cultural tourism and consistently and correctly apply a broad range of technical terms. Locate areas of heritage and cultural tourism using information found in different formats and from a wide range of different types from at least two sources and accurately communicate the information in their own words

Range
1.1 Types of heritage and cultural tourism may include: - historical - environmental - social groups - museums - art galleries. Where appropriate, centres may contextualise learning by including heritage and cultural tourism sites located in Wales – examples may include:



Range

- Caerphilly Castle
- Pontcysyllte Aqueduct and Canal
- Portmeirion Village
- Wales Millennium Centre.

1.1 Key organisations must include:

- VisitBritain
- the National Trust
- UNESCO
- the UNESCO World Heritage programme.

Where relevant, organisations operating within Wales may additionally be referenced – examples may include:

- Cadw
- other Welsh heritage bodies.

Assessment requirement:

Learners **must**:

- cover:
 - a definition of heritage and cultural tourism, with descriptive examples
 - heritage and cultural tourism sites located on blank maps of the UK and the world
 - different types of visitors and visitor groups, and their individual needs
 - key organisations responsible for the management of heritage and cultural tourism with reference to the categories in the range, identifying and comparing each
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- maps
- comparison tables
- worksheets
- written report
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- question and answer sheet.

Range

2.1

Where relevant, the coastal tourism destination selected may be based in Wales. Centres may also draw on Welsh organisations to support contextual understanding – examples may include:

- North Wales Tourism
- Cadw.

Learners may also consider the wider impacts of tourism on the chosen destination – examples may include:

- economic benefits
- environmental pressures
- effects on local communities.

Assessment requirement:

Learners **must** cover:



Range

- the location of the chosen UK or worldwide heritage or cultural tourism destination, shown on a map with directions for travellers by rail, road or other forms of transport
- the appeal of the destination to different visitors and why
- seasonality, including reasons if the destination is particularly affected by it
- types of visitors and types of accommodation.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- presentation
- marketing materials
- web pages
- worksheets
- assessor/peer observation reports
- reflective diary/journal
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.



Delivery and assessment guidance

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 18 UK rural tourism (TTW-02-18)

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Unit summary			
This unit aims to develop learners' understanding about UK rural tourism and different factors involved. The learner will select a destination and research it.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand aspects of UK rural tourism	1.1 Explain the following aspects of UK rural tourism: - coastal, countryside, farm, heritage tourism - the location of rural tourism destinations different types of visitors and their needs key organisations responsible for the management of rural areas	Correctly apply some technical terms about rural tourism. Use information about rural tourism found in at least two sources and communicate it, mostly accurately, in their own words	Understand aspects of rural tourism and correctly apply a range of technical terms. Locate areas of rural tourism using information found in different formats from at least two sources and communicate it, mostly accurately, in their own words	Understand aspects of rural tourism and consistently and correctly apply a broad range of technical terms. Locate areas of rural tourism using information found in different formats and from a wide range of different types from at least two sources and accurately communicate the information in their own words
2. Understand aspects of rural tourism by researching a local rural tourism destination	2.1 Explain research of a local rural tourism destination including: the location that has been identified	Understand aspects of rural tourism and correctly apply some technical terms. Use information found in	Understand aspects of rural tourism and correctly apply a range of technical terms. Locate areas of rural	Understand aspects of rural tourism and consistently and correctly apply a broad range of technical terms.



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	• list of attractions • transport links • seasonality • the appeal of the areas • types of visitors • types of accommodation	at least two sources and communicate it, mostly accurately, in their own words	tourism using information found in different formats from at least two sources and communicate it, mostly accurately, in their own words	Locate areas of rural tourism using information found in different formats and from a wide range of different types from at least two sources and accurately communicate the information in their own words

Range

1.1 Rural tourism destinations must include:

- coastal
- countryside
- farm tourism
- heritage tourism
- activities available at different rural areas may include:
 - spotting wildlife
 - rambling
 - pot-holing
 - camping
 - mountain biking
 - climbing.

Where appropriate, centres may contextualise learning by including rural tourism destinations located in Wales – examples may include:

- Snowdonia National Park
- Brecon Beacons National Park
- farm tourism settings.



Range

1.1 Different types of visitors and their needs must include:

- different types of visitors – examples may include:
 - rest and relaxation visitors
 - activity visitors
 - special interest visitors
 - business visitors
 - group activity visitors
- the needs of visitors – examples may include:
 - transport
 - accommodation
 - accessibility
 - facilities
 - communication
 - seasonality
 - entertainment
 - sight-seeing and guiding services.

1.1 Key organisations must include:

- the National Trust
- the Forestry Commission
- National Parks
- National Landscapes (formerly Areas of Outstanding Natural Beauty)
- local councils
- rescue services.

Assessment requirement:

Learners **must**:

- cover:



Range

- definitions of the types of rural destinations, with reference to the categories in the range, with examples of activities available
- a minimum of three UK rural tourism destinations identified on a blank UK map
- different types of visitors and their needs
- the key organisations responsible for the management of rural areas with reference to the categories in the range including for each:
 - key responsibilities
 - mission statement
 - roles
 - members
 - public/private/voluntary status
- produce a bibliography.

Learners may include, for contextual purposes, a minimum of one of the rural tourism destinations located within Wales, where appropriate.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written report
- worksheets
- minutes of meetings
- presentation
- audio-visual evidence
- professional discussion
- question and answer sheet.

Range

2.1

Where relevant, the rural tourism destination selected may be based in Wales to support contextual understanding of visitor appeal, accommodation and seasonality.



Range

Assessment requirement:

Learners **must**:

- cover:
 - the location of the chosen UK or worldwide heritage or cultural tourism destination, shown on a map with directions for travellers by rail, road or other forms of transport
 - a list of attractions at the destination
 - the appeal of the destination to different visitors and why
 - transport links
 - seasonality, including reasons if the destination is particularly affected by it
 - types of visitors and types of accommodation
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- presentation
- written report
- marketing materials
- location map
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- audio-visual evidence
- professional discussion
- question and answer sheet.



Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 19 Understanding specialist tourism (TTW-02-19)

Unit summary			
This unit aims to develop learners' knowledge and understanding of specialist tourism and research a variety of suitable specialist tourism destinations.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand aspects of specialist tourism	1.1 Explain the following aspects of specialist tourism: - what specialist tourism is - different types of specialist tourism - locations of specialist tourism the effect of lifestyle - trends and statistics	Understand specialist tourism and correctly apply some technical terms. Define types and areas of specialist tourism using information found in at least two sources and communicate it, mostly accurately, in their own words	Understand aspects of specialist tourism and consistently and correctly apply a range of technical terms. Define types and areas of specialist tourism using information found in different formats from at least two sources and communicate it, accurately, in their own words	Understand aspects of specialist tourism and consistently and correctly apply a broad range of technical terms. Define types and areas of specialist tourism using information found in different formats, from a wide range of different types, from at least two sources and accurately communicate the information in their own words
2. Understand aspects of specialist tourism by researching suitable tourism destinations	2.1 Explain research of suitable tourism destinations including: the location that has been identified	Understand aspects of specialist tourism and correctly apply some technical terms. Use information about specialist tourism	Understand aspects of specialist tourism and correctly apply a range of technical terms. Uses information about specialist tourism	Understand aspects of specialist tourism and correctly apply a broad range of technical terms. Use information about specialist tourism



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	• their understanding of the range of customer needs • suitable options • recognition of limitations such as cost, time • seasonality • types of visitors • types of accommodation	destinations found in at least two sources and communicate it, mostly accurately, in their own words	destinations found in different formats from at least two sources and communicate it, accurately, in their own words	destinations found in different formats and from a wide range of different types from at least two sources and accurately communicate the information in their own words

Range
1.1 Types of specialist tourism may include: • volunteer tourism • adventure tourism • sporting tourism • wildlife tourism • cultural tourism • food tourism • religious tourism • wellness tourism • ecotourism. Where appropriate, examples of specialist tourism may be contextualised using destinations or activities located within Wales, while retaining a UK-wide and international perspective. For contextual purposes, mapping activities may include identifying specialist tourism locations within Wales, where appropriate. 1.1 The effect of lifestyle may include:



Range

- lifestyle factors that may affect specialist tourism:
 - multiple short breaks – for example, travellers taking several holidays a year including weekend getaways, family trips or celebration breaks
 - volunteering and purposeful travel – for example, holidays supporting charities or the environment
 - demographic shifts – for example, an ageing population seeking comfort and wellness, or younger adults with more disposable income for specialist travel
 - higher expectations – for example, tourists increasingly seeking unique, meaningful experiences in adventure, eco, wellness and cultural tourism
 - flexible work and technology – for example, remote working and digital lifestyles enabling more frequent travel, with social media shaping destination choices
 - challenges some specialist tourism markets may face – for example, limited market size, environmental pressures or over-commercialisation.

Assessment requirement:

Learners **must**:

- cover:
 - a definition of specialist tourism and an explanation of different types
 - locations of specialist tourism sites identified on a blank world map
 - a pictorial representation of trends and statistics demonstrating changes in specialist tourism
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- brochure
- leaflet



Range

- maps
- worksheets
- minutes of meetings
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1

Learners may also include indicative costs for elements of the itinerary – examples may include:

- transport
- accommodation
- activities.

Where relevant, the itinerary may be based on a specialist tourism destination located within Wales to support realistic application of visitor needs, seasonality and accessibility.

Assessment requirement:

Learners **must**:

- cover:
 - an itinerary for a specific type of special interest tourist, based on a case study or brief, covering:
 - location, shown on a map with directions by rail, road or other forms of transport
 - the range of customer needs and suitable options
 - limitations such as cost, time and seasonality
 - types of visitors and why the destination appeals to them
 - types of accommodation
 - seasonality, including reasons if the destination is particularly affected by it



Range

- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:

- maps
- itinerary
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



Unit 20 Enterprise in tourism (TTW-02-20)

Unit summary			
This unit aims to develop learners' understanding and skill of enterprise in tourism. The learner will produce an enterprise project related to travel and tourism and then produce a review of their project.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 2	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the need for enterprise within travel and tourism	1.1 Explain the following need for enterprise within travel and tourism: • aspects of enterprise • what drives enterprise • the reasons why businesses must become more enterprising • consumer trends • current sector developments • the market	Describe relevant theories and concepts of enterprise within travel and tourism. Use information about enterprise within travel and tourism found in at least two sources and communicate it, mostly accurately, in their own words	Describe relevant theories and concepts of enterprise within travel and tourism and make some links between them. Use information about enterprise within travel and tourism found in different formats from at least two sources and communicate it, mostly accurately, in their own words	Describe theories and concepts of enterprise within travel and tourism and explain how they are linked. Use information about enterprise within travel and tourism found in different formats from a wide range of different types of sources, and accurately communicate the information in their own words
2. Be able to undertake an enterprise project related to travel and tourism	2.1 Demonstrate an enterprise project related to travel and tourism including:	Complete and present appropriate tasks following a given brief with some degree of accuracy. Research using relevant	Complete tasks mostly accurately following a given brief. Research using relevant information from more than one type of source	Complete tasks accurately, meeting all the requirements of the given brief. Research using relevant information from a wide



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	- the purpose of the project - any research, including the potential use of media and social media - production of a proposal - pitching for an enterprising project	information from a single type of source to inform actions	and in different formats to inform actions	range of different types of sources and formats to inform actions
3 Be able to review the enterprise project	3.1 Demonstrate a review of the enterprise project including: - a self-evaluation of the proposal and presentation - recommendations for improvement - feedback from peers, assessors, or audience - the viability of suggestions	Describe the processes and practices involved in the production of the proposal and the presentation and identify some aspects of what went well and not so well. Identify a range of strengths and weaknesses of the proposal and presentation with supporting evidence	Describe the processes and practices involved in the production of the proposal and the presentation and identify what went well and not so well. Identify a range of strengths and weaknesses of the proposal and presentation with supporting evidence and describe the impact on the overall outcome	Describe the processes and practices involved in the production of the proposal and the presentation and identify what went well and not so well and any opportunities for improvement. Describe a range of strengths and weaknesses of the proposal and presentation, with supporting evidence, showing different levels of importance



Range

1.1 Aspects of enterprise may include:

- innovation
- entrepreneurship
- risk-taking
- responding to market opportunities.

1.1 Businesses may include:

- tour operators
- visitor attractions
- airlines
- accommodation providers
- destination organisations.

Drivers of enterprise that may be discussed may include:

- consumer trends
- social changes
- environmental changes
- economic changes
- political changes.

For contextual purposes, this may involve exploring enterprising projects taking place within the Welsh travel and tourism sector, where appropriate.

Assessment requirement:

Learners **must** cover:

- aspects of enterprise within travel and tourism and what drives it
- reasons why businesses must become more enterprising, supported with examples
- consumer trends, current sector developments and the market.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- question and answer sheet.

Range

2.1 Purpose may include:

- increasing visitor numbers
- promoting a local attraction
- developing a tourism event
- creating a new tourism product or service.

2.1 Proposal must include:

- the purpose of the enterprise project
- aims and objectives
- product or service description
- target customers
- marketing and promotion
- budget
- resources required, including people, materials, facilities and equipment.

Additional factors that may also be considered include:



Range

- unique selling point (USP)
- market research
- operational planning
- health and safety considerations
- methods for collecting customer feedback.

Where relevant, enterprise projects may be situated within a Welsh context – examples may include:

- initiatives supporting local destinations or visitor economies.

Research to support the project may include:

- media
- social media
- case studies.

Assessment requirement:

Learners **must**:

- identify the purpose of the enterprise project and produce a project plan
- produce a proposal for the enterprise project including the list in the range
- present the proposal to a group, which may include peers, assessors, employers or others with appropriate knowledge of the sector
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.

Types of evidence:

Learners may use the relevant type or types of evidence:



Range

- proposal document
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- reflective diary/journal.

Range

3.1 Review must include:

- whether the project objectives were achieved
- justification of the choice of product or service
- the appeal and suitability of the product or service to the proposed target audience
- a realistic assessment of its viability
- what went well and not so well
- areas for improvement
- peer assessment and assessor observations
- feedback from others, where appropriate.

Assessment requirement:

Learners **must**:

- produce a review of the enterprise project by collating peer assessment and assessor observations together with feedback from others, including the list in the range
- produce a bibliography.

Learners may work in a group for research activities. However, each learner **must** demonstrate their individual contribution and produce an individual summary of their work supported by an assessor observation record.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- written review
- worksheets
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion.

Delivery and assessment guidance

The terms **must** and **may** are used throughout this unit. See Section 2 for guidance on how these terms apply.

The types of evidence listed within each assessment requirement are for guidance purposes only. To support learners with additional learning needs, evidence may be produced through a range of mediums. This may include use of a scribe or other accessible formats, provided the evidence generated can be internally and externally quality assured and all LOs are covered. Centres should ensure types of evidence chosen are appropriate for the task.

Centres in Wales should ensure learners have the opportunity to complete assessments, including any verbal or oral tasks, in either English or Welsh. Qualification Specifications and supporting materials are provided in both English and Welsh to support centres in meeting this requirement.

For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.



Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- Qualification Factsheet.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of these qualifications:

Welsh Government – Policy and Strategy

- [Cymraeg 2050: Welsh Language Strategy](#)
- [The National Events Strategy for Wales 2022 to 2030](#)
- [Future Support for Welsh Tourism and Hospitality](#)
- [Welcome to Wales: Priorities for the Visitor Economy 2020 to 2025](#)
- [Welsh Government Tourism Industry Policy Links](#)

Welsh Legislation

- [Well-being of Future Generations \(Wales\) Act 2015](#)

UK Legislation

- [Equality Act 2010](#)
- [Employment Rights Act 1996](#)
- [Health and Safety at Work Act 1974](#)
- [Working Time Regulations 1998](#)
- [Package Travel and Linked Travel Arrangements Regulations 2018](#)
- [Consumer Rights Act 2015](#)
- [UK GDPR and Data Protection – Information Commissioner's Office \(ICO\)](#)
- [ATOL Protection – Civil Aviation Authority](#)

Visit Wales

- [Visit Wales](#)
- [Visit Wales – Research and Insights](#)
- [Accessible Attractions in South Wales – Visit Wales](#)
- [Tourism Industry – Visit Wales](#)
- [Thematic Year Campaigns – Visit Wales](#)
- [Skills resources and support – Visit Wales](#)
- [2025: Hwyl campaign – Visit Wales](#)
- [UNESCO World Heritage Sites in Wales – Visit Wales](#)

Welsh Heritage, Culture and Research

- [Cadw](#)
- [Amgueddfa Cymru – National Museum Wales](#)



- [St Fagans National Museum of History](#)
- [National Eisteddfod](#)
- [Accessible Tourism in Wales: Are We There Yet? – Senedd Research](#)

Welsh Career and Workforce

- [Career Review – Working Wales](#)

Welsh Industry and Visitor Economy

- [Wales Official Tourist Guides Association \(WOTGA\)](#)
- [Cardiff Airport](#)
- [Techniquet](#)
- [Penderyn Distillery](#)

Welsh Events

- [Green Man Festival](#)
- [Hay Festival](#)
- [Royal Welsh Show](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional support and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your centre's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units



Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 01	TTW-02-01	Customer service in travel and tourism	2	60	
Unit 02	TTW-02-02	The UK travel and tourism industry	2	60	

Optional units



Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 03	TTW-02-03	Travel and tourism destinations	2	60	
Unit 04	TTW-02-04	Promotion in travel and tourism	2	60	
Unit 05	TTW-02-05	UK purpose-built visitor attractions	2	60	
Unit 06	TTW-02-06	Understanding package holidays	2	60	



Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 07	TTW-02-07	Travel agency operations	2	60	
Unit 08	TTW-02-08	Hospitality in travel and tourism	2	60	
Unit 09	TTW-02-09	Organising an event	2	60	
Unit 10	TTW-02-10	Introduction to guided tours	2	64	
Unit 11	TTW-02-11	Impact of travel and tourism provision on a host community	2	60	
Unit 12	TTW-02-12	Tourism in a popular UK region	2	60	
Unit 13	TTW-02-13	Know about airports and airlines	2	60	
Unit 14	TTW-02-14	Career planning for travel and tourism	2	60	
Unit 15	TTW-02-15	Work experience in travel and tourism	2	64	
Unit 16	TTW-02-16	UK coastal tourism	2	60	
Unit 17	TTW-02-17	Heritage and cultural tourism	2	60	
Unit 18	TTW-02-18	UK rural tourism	2	60	
Unit 19	TTW-02-19	Understanding specialist tourism	2	60	



NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0)
NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1)
NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5)

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Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 20	TTW-02-20	Enterprise in tourism	2	60	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v1.0		First publication