



**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**



Qualification Specification



Qualification summary

Qualification title	NCFE Level 3 Introductory Certificate in Travel and Tourism (Wales)
Qualification number	C00/5463/2
Guided learning hours (GLH)	180
Total qualification time (TQT)	240
Nested suite	This qualification is part of a nested suite, including the following qualifications: • 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)
Minimum age	16
Qualification purpose	This qualification provides a foundational introduction to the travel and tourism sector, giving learners essential knowledge of the industry and customer service. It is designed for those seeking a short, focused programme that supports progression into a broader level 3 qualification or into entry-level 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.
UCAS	UCAS Tariff points may be available for this qualification. Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5463/2.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



Qualification title	NCFE Level 3 Certificate in Travel and Tourism (Wales)
Qualification number	C00/5463/3
Guided learning hours (GLH)	360
Total qualification time (TQT)	480
Nested suite	This qualification is part of a nested suite, including the following qualifications: • 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)
Minimum age	16
Qualification purpose	This qualification develops learners' understanding of the travel and tourism sector by combining core knowledge with optional units that enable contextual exploration. It is designed to support progression into higher education as part of a broader study programme, or into employment roles requiring a solid foundation of sector knowledge and transferable skills. 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.
UCAS	UCAS Tariff points may be available for this qualification. Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5463/3.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



Qualification title	NCFE Level 3 Introductory Diploma in Travel and Tourism (Wales)
Qualification number	C00/5463/4
Guided learning hours (GLH)	540
Total qualification time (TQT)	720
Nested suite	This qualification is part of a nested suite, including the following qualifications: • 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)
Minimum age	16
Qualification purpose	This qualification offers a substantial programme that develops the knowledge, skills and practical understanding required for further learning or employment within the sector. It prepares learners for progression into the second year of a level 3 programme, higher education, or sector-relevant employment. 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.
UCAS	UCAS Tariff points may be available for this qualification. Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5463/4.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



Qualification title	NCFE Level 3 Diploma in Travel and Tourism (Wales)
Qualification number	C00/5463/5
Guided learning hours (GLH)	720
Total qualification time (TQT)	960
Nested suite	This qualification is part of a nested suite, including the following qualifications: • 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)
Minimum age	16
Qualification purpose	This qualification forms a broad level 3 study programme, offering in-depth sector content while allowing learners to combine it with complementary subjects. It is designed to build extensive knowledge and understanding of travel and tourism, supporting progression into employment, apprenticeships or higher education where a wider foundational base is beneficial. 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.
UCAS	UCAS Tariff points may be available for this qualification. Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5463/5.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



Qualification title	NCFE Level 3 Extended Diploma in Travel and Tourism (Wales)
Qualification number	C00/5382/6
Guided learning hours (GLH)	1080
Total qualification time (TQT)	1440
Nested suite	This qualification is part of a nested suite, including the following qualifications: • 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)
Minimum age	16
Qualification purpose	This qualification delivers a specialist programme providing extensive sector-specific knowledge alongside a high level of technical and transferable skills. It prepares learners for direct entry to higher education in travel, tourism or hospitality, or for progression into skilled employment. It represents the most comprehensive level 3 route, offering both breadth and depth across a wide range of industry areas. 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.
UCAS	UCAS Tariff points may be available for this qualification. Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5382/6.
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
- provide learners with an in-depth understanding of the principles of the travel and tourism industry and allow them to explore the various avenues of work within this industry.

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 2 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.

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

Introductory Certificate

To be awarded the NCFE Level 3 Introductory Certificate in Travel and Tourism (Wales) (C00/5463/2), learners are required to successfully achieve 3 units from the graded mandatory units.



Certificate

To be awarded the NCFE Level 3 Certificate in Travel and Tourism (Wales) (C00/5463/3), learners are required to successfully achieve 3 units from the graded mandatory units and 3 units from the graded optional units.

Introductory Diploma

To be awarded the NCFE Level 3 Introductory Diploma in Travel and Tourism (Wales) (C00/5463/4), learners are required to successfully achieve 3 units from the graded mandatory units and 6 units from the graded optional units.

Diploma

To be awarded the NCFE Level 3 Diploma in Travel and Tourism (Wales) (C00/5463/5), learners are required to successfully achieve 3 units from the graded mandatory units and 9 units from the graded optional units.

Extended Diploma

To be awarded the NCFE Level 3 Extended Diploma in Travel and Tourism (Wales) (C00/5382/6), learners are required to successfully achieve 3 units from the graded mandatory units and 15 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 (progression to roles within the travel and tourism sector):
 - customer service
 - travel and tourism
 - visitor services
 - hospitality
 - travel agency
 - leisure and events
- further education (level 3 or higher qualifications in travel and tourism) including:
 - 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).



Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

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 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).

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.

Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours (GLH) and a score based on the holistic grade. The overall grade achieved for each unit is converted to a uniform mark scale (UMS) score. The UMS score for each unit is then combined and converted into an overall qualification grade.

There is compensation within the internally assessed units as the grading descriptors are based on LOs rather than specific assessment criteria (AC).



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 calculated by combining the UMS scores for each unit. The total UMS will then be converted into a grade based on the following fixed thresholds. Learners need to achieve a distinction for each unit to achieve an overall grade of distinction*:

UMS	Max	P	M	D
Introductory Certificate	300	135	165	195
Certificate	600	270	330	390
Introductory Diploma	900	405	495	585
Diploma	1200	540	660	780
Extended Diploma	1800	810	990	1170

Each unit is allocated a UMS value based on its GLH and its contribution to the total GLH of the qualification.

The grade achieved for each unit is converted to a UMS score, and the total UMS achieved determines the overall qualification grade in accordance with the published thresholds above.

A distinction* will be awarded where a learner achieves a distinction in all graded units. It is not possible to achieve a distinction* through UMS score alone.

For further guidance on the calculation of UMS and the determination of overall qualification grades, please refer to the Using UMS to Calculate an Overall Qualification Grade and in the qualification-specific grading calculator, available on the NCFE website.

The final grade for the qualification is based on a structure of not yet achieved, pass, merit, distinction and distinction* and will be issued to the centre by NCFE upon the centre claiming the learner's certificate on 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.

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.

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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 The UK travel and tourism industry (TTW-03-01)



Unit summary			
This unit aims to develop learners' understanding of the range of travel and tourism organisations as well as their ownership and interrelationships. The learner will consider recent and historical developments in the UK travel and tourism industry and its current contribution to the UK economy.			
Assessment			
This unit is internally assessed			
Mandatory	Graded P/M/D	Level 3	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 range of travel and tourism organisations in the UK	1.1 Explain the range of travel and tourism organisations in the UK based on the: - different sectors in the UK travel and tourism industry - products and services in the UK travel and tourism industry - different trade associations in the UK travel and tourism industry	Use information about the range of UK travel and tourism organisations from a specialist source and communicate it in their own words	Use information about the range of UK travel and tourism organisations found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words	Use information about the range of UK travel and tourism organisations, appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words
2. Understand UK travel and tourism	2.1 Explain UK travel and tourism	Use information from a specialist source and	Use information found in different formats from at	Use information appropriately taken from

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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:
organisations, their ownership and interrelationships	organisations, their ownership and interrelationships based on: • public, private and voluntary agencies in the UK travel and tourism industry • how these organisations work together	communicate it in their own words	least two specialist sources and communicate it, mostly accurately, in their own words	a wide range of specialist sources, in different formats, and accurately communicate it in their own words
3. Understand impacts of recent developments on the UK travel and tourism industry	3.1 Analyse impacts of recent developments on the UK travel and tourism industry by considering: • political, economic, social, technological, legal, environmental (PESTLE) factors • the recent and historical developments that have shaped the travel and tourism industry	Make reasoned conclusions about the impact of recent developments based on appropriate information	Make reasoned and some balanced conclusions about the impact of recent developments based on the information	Make well-reasoned and balanced conclusions about the impact of recent developments that inform future developments in the UK travel and tourism industry

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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 current contribution of the UK travel and tourism industry to the UK economy			

Range
1.1 Different sectors must include: - transport (road, rail, air and sea) – examples may include: - Transport for Wales – rail and bus services (Wales) - Great Western Railway – rail services linking South Wales with London and the South West of England (Wales) - Cardiff Airport (Wales) - accommodation (serviced and non-serviced) – examples may include: - Celtic Manor Resort, Newport – major resort and conference destination (Wales) - Bluestone National Park Resort, Pembrokeshire – sustainable holiday village (Wales) - tour operations - travel agents - visitor attractions. Centres may refer learners to Visit Wales for data and information on visitor numbers, visitor profiles and tourism expenditure within Wales, alongside UK-wide sources such as VisitBritain, to ensure learners develop an understanding of the industry at both Welsh and UK national level. This reflects the requirement for learners to explore travel and tourism contexts on a local, regional, national and global scale, where national encompasses both Wales as a distinct nation and the United Kingdom as a whole. 1.1 Products and services may include: - guiding and information services



Range

- ancillary services and extras – examples may include:
 - insurance
 - car hire
 - airport parking
- accommodation products – examples may include:
 - room types
 - board basis
 - packages
- transport products – examples may include:
 - scheduled
 - chartered
 - low-cost.

1.1 Trade associations may include:

- ABTA – The Travel Association
- AITO – The Specialist Travel Association
- BTA – Business Travel Association.

Assessment requirement:

Learners **must**:

- cover:
 - a minimum of two examples for each sector of the UK travel and tourism industry
 - products and services offered within the UK travel and tourism industry and use the correct terminology
- 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.

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Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- fact file
- case studies
- observation reports
- presentation
- audio-visual evidence
- written report
- written statements
- workbooks/journals.

Range

2.1 Public, private and voluntary agencies must include:

- public sector – examples may include:
 - government-funded bodies
 - local authorities
 - national tourism boards
- private sector – examples may include:
 - commercial tourism businesses operating for profit
- voluntary sector – examples may include:
 - charities
 - trusts
 - tourism partnerships and not-for-profit organisations.

2.1 Ownership must include:

- aims and objectives



Range

- sources of revenue
- scale of operation – local, regional, national.

2.1 Interrelationships may include:

- how public and private organisations collaborate to support the visitor economy
- funding relationships between voluntary and public sector bodies
- how tourism governance and delivery structures differ across local, regional and national levels within the UK, including devolved contexts such as Wales
- how organisations at these levels work collaboratively to support the visitor economy.

Assessment requirement:

Learners **must**:

- cover:
 - one organisation from each sector, with reference to the categories in the range including:
 - interrelationships with other organisations
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- case studies
- observation reports
- presentation
- audio-visual evidence
- written report
- research or fact file.



Range

3.1 PESTLE factors must include:

- political – examples may include:
 - government policy
 - trade agreements
 - visa and border controls
- economic – examples may include:
 - exchange rates
 - cost of living
 - consumer spending power
- social – examples may include:
 - changing consumer trends
 - demographic shifts
 - accessibility
- technological – examples may include:
 - digital booking platforms
 - AI
 - sustainable aviation fuel
- legal – examples may include:
 - health and safety legislation
 - consumer rights
 - data protection
- environmental – examples may include:
 - sustainability targets
 - carbon emissions
 - climate change impact on destinations.

Learners may explore recent legal and regulatory changes:



Range
• UK Electronic Travel Authorisation (ETA, 2026) • sustainable aviation fuel (SAF) mandates (2025) • Welsh Language (Wales) Measure 2011 • Well-being of Future Generations (Wales) Act 2015 • Environment (Wales) Act 2016 • Visitor Accommodation (Register and Levy) Etc. (Wales) Act 2025 – Visitor Levy (Tourist Tax) • Development of Tourism and Regulation of Visitor Accommodation (Wales) Act 2026 • Welsh Government tourism strategy documents, such as <i>Going Places</i> (Wales). 3.1 Economic contribution may include: • employment – examples may include: ◦ direct and indirect job creation across the sector • visitor spend – examples may include: ◦ domestic and inbound tourism expenditure • gross domestic product (GDP) contribution – examples may include: ◦ the travel and tourism industry's share of UK economic output • regional economic impact – examples may include: ◦ contribution to local and devolved economies. Where appropriate, centres may also include reference to the contribution of the travel and tourism industry to the Welsh economy – such as regional employment, visitor spend and inbound tourism to Wales – while ensuring the overall analysis remains aligned to the UK context required by the unit. Assessment requirement: Learners must cover: • each PESTLE factor and how it impacts the UK travel and tourism industry

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Range

- one significant event from each of the following periods and explain how it shaped the travel and tourism industry (note: a single event (for example, COVID-19) may only be used once across the four periods):
 - 1970–1989
 - 1990–2009
 - 2010–2019
 - 2020–present
- how the UK travel and tourism industry influences the UK economy. This must include current statistical data that is correctly sourced and referenced.

Types of evidence:

Learners may use the relevant type or types of evidence:

- timeline
- case studies
- presentation
- audio-visual evidence
- written report
- blogs
- workbooks/journals.

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.

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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 02 Customer service in travel and tourism (TTW-03-02)

Unit summary			
This unit aims to develop learners' understanding and skills of customer service provided by travel and tourism organisations as well as making recommendations for improvements. The learner will explain how organisations manage customer service and their policies and procedures. The learner will also demonstrate the delivery of customer service in travel and tourism situations.			
Assessment			
This unit is internally assessed			
Mandatory	Graded P/M/D	Level 3	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 customer service provided by travel and tourism organisations	1.1 Evaluate the customer service provided by travel and tourism organisations by considering: - the stages involved in the customer service journey methods of evaluating customer service evaluation of customer service in a chosen travel and tourism organisation - recommendations for customer service	Make reasoned conclusions about customer service based on appropriate information	Make reasoned and balanced conclusions about customer service based on the information	Make well-reasoned and balanced conclusions about customer service that inform future developments

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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:
	improvements in the chosen travel and tourism organisation			
2. Understand how travel and tourism organisations manage customer service	2.1 Explain how travel and tourism organisations manage customer service based on: • how to meet and exceed customer needs and expectations • policies and procedures in different travel and tourism organisations • the benefits of excellent customer service in travel and tourism	Make reasoned conclusions about customer service based on appropriate information	Make reasoned and balanced conclusions about customer service based on the information	Make well-reasoned and balanced conclusions about customer service that inform future developments
3. Be able to deliver customer service in travel and tourism situations	3.1 Deliver customer service in travel and tourism situations by: • demonstrating customer service skills in different travel and tourism	Show application of some specialist skills when dealing with different travel and tourism situations	Show the effective application of specialist skills when dealing with different travel and tourism situations	Show the consistent and effective application of specialist skills when dealing with different travel and tourism situations

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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:
	situations with different types of customers and their behaviours evaluating their own and their peers' performance			

Range
1.1 Stages involved in the customer service journey may include: - ease of booking or purchasing - welcome and meet and greet - first impressions and appearance - amenities - the service provided. 1.1 Methods of evaluating customer service must include: - mystery shopper exercises (primary or secondary research). 1.1 Methods of evaluating customer service may also include: - service level agreements (SLAs) - net promoter score (NPS) - customer effort score (CES) - customer satisfaction (CSAT) - customer experience (CX).



Range

Where appropriate, centres may contextualise mystery shopper activities to reflect travel and tourism organisations operating within Wales, such as visitor attractions, hospitality venues or transport providers, while maintaining a UK-wide understanding of customer service practice.

1.1 Evaluation of customer service may include:

- how the organisation performs against current industry standards
- how performance compares to customer expectations.

Assessment requirement:

Learners **must** cover:

- the stages involved in the customer service journey
- mystery shopper exercises to evaluate the customer service provided by a chosen travel and tourism organisation
- an evaluation of their findings against current industry standards
- recommendations for customer service improvements in the chosen organisation.

Types of evidence:

Learners may use the relevant type or types of evidence:

- bibliography
- flow chart
- case studies
- witness testimonies
- observation reports
- presentation
- audio-visual evidence



Range
• written report • written statements • blogs.

Range
2.1 Customer needs and expectations may include: • types of customers – examples may include: ○ business travellers ○ leisure travellers ○ groups ○ individuals ○ families with children ○ customers with special requirements ○ customers with special occasions • primary or secondary research, including learners' own experience of booking a holiday. 2.1 Policies and procedures may include: • company values, vision and mission statements • services and products offered • social media presence and customer communications. 2.1 Benefits of excellent customer service may include: • benefits to internal customers – examples may include: ○ staff satisfaction ○ team performance • benefits to external customers – examples may include: ○ positive experience



Range

- loyalty
- benefits to the organisation – examples may include:
 - reputation
 - revenue
 - repeat business.

Where relevant, centres may contextualise examples to reflect organisations operating within Wales, including how customer service approaches reflect regional visitor profiles, language considerations or local market characteristics. This may include exploration of inclusive service design that supports accessibility and positive visitor experiences across varied customer groups.

Examples within the Welsh visitor economy may include:

- Cadw sites offering bilingual guidebooks and tours
- St Fagans National Museum of History
- Techniquet (Cardiff Bay)
- Penderyn Distillery
- Zip World (North Wales)
- Aberystwyth Arts Centre or Ceredigion Museum (Mid Wales)
- Pembrokeshire Coast National Park visitor centres or St Davids (West Wales).

Assessment requirement:

Learners **must** cover:

- a definition of excellent customer service and the skills required to deal with different customer service situations and behaviours
- the benefits of excellent customer service to customers (internal and external) and to the organisation
- the different types of customers and their needs and expectations
- a comparison of a minimum of two different organisations showing how they aim to meet customer needs and expectations.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- bibliography
- case studies
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- written report
- written statements
- blogs
- workbooks/journals.

Range

3.1 Travel and tourism situations may include:

- complaints
- incidents
- accidents.

3.1 Types of customers and their behaviours may include:

- angry customers
- upset customers
- pleased customers
- older people
- younger people
- customers with special requirements
- customers with a particular need.



Scenarios set within Welsh travel and tourism contexts may include:

- interactions in bilingual environments
- situations involving domestic and international visitors to Wales.

Assessment requirement:

Learners **must**:

- take part in a minimum of two role plays or simulations in different travel and tourism situations with different types of customers and their behaviours
- complete a minimum of one written exercise – examples may include responding to a letter of complaint or a negative review
- evaluate their own and their peers' specialist customer service skills (as identified in LO2) and document their findings, based on feedback from:
 - tutors
 - peers
 - self-reflection.

Types of evidence:

Learners may use the relevant type or types of evidence:

- case studies
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- written report
- blogs
- workbooks/journals

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- recording.

Delivery and assessment guidance

2.1 Centres should select organisations that allow meaningful comparison – avoid organisations that are too similar or too different in scale or type.

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 Preparing for a career in travel and tourism (TTW-03-03)

Unit summary			
This unit aims to develop learners' understanding and skills about employment opportunities and the impact of current trends in travel and tourism. The learner will prepare for a career in travel and tourism by producing a CV or personal profile, conducting a skills audit, and completing an application document to a professional standard. The learner will also plan for and take part in an interview, evaluate their performance, and produce an action plan.			
Assessment			
This unit is internally assessed			
Mandatory	Graded P/M/D	Level 3	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 employment opportunities and trends in travel and tourism	1.1 Analyse the employment opportunities and trends in travel and tourism by considering: - employment opportunities in travel and tourism - the impact of current trends on employment opportunities in travel and tourism	Use information from a specialist source and communicate it in their own words in the form of a career guide/booklet	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of a career guide/booklet	Use information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words in the form of a career guide/booklet
2. Be able to prepare for a career in the travel and tourism industry	2.1 Demonstrate preparing for a career in the travel	Show the application of some specialist skills in completing an	Show the effective application of specialist skills in completing an	Show the consistent and effective application of specialist skills in

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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:
	and tourism industry by: • preparing a CV or personal profile • auditing their own skills, qualifications, experience, and interests to meet the requirements of: ○ applying for employment ○ higher-level studies, or ○ an apprenticeship • researching different aspects of the application process for the chosen pathway • completing typical application documentation to a professional standard	application process to a professional standard	application to a professional standard	completing an application to a professional standard
3. Be able to take part in a travel and tourism interview	3.1 Participate in a travel and tourism interview by:	Complete a series of complex tasks for a job interview for a chosen career pathway in travel	Complete a series of complex tasks, mostly accurately, for a job interview for a chosen	Complete a series of complex tasks accurately and meet all the requirements for a job

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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:
	planning for an interview for a chosen career pathway in travel and tourism participating in an interview for a chosen career pathway in travel and tourism	and tourism	career pathway in travel and tourism	interview for a chosen career pathway in travel and tourism
4. Understand own interview performance for a chosen job in travel and tourism and produce an action plan for improvement	4.1 Evaluate own interview performance for a chosen job in travel and tourism and produce an action plan for improvement by considering: - their own preparation for the interview - their own performance in the interview feedback from the interview	Draw up an action plan to improve the outcome, which has some links to the experience of the interview	Draw up an action plan to improve the outcome, which is clearly linked to the experience of the interview	Draw up a comprehensive action plan to improve the outcome, clearly linked to the experience of the interview

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Range

1.1 Employment opportunities – sectors must include:

- transport (road, rail, air and sea)
- accommodation (serviced and non-serviced)
- tour operations
- travel agents
- visitor attractions
- guiding and information services.

Employment opportunities may also include exploration of sub-sectors:

- leisure travel
- events
- aviation
- business travel
- Welsh visitor economy, while maintaining a UK-wide perspective on career pathways including:
 - roles within regional tourism bodies
 - destination management
 - organisations
 - transport providers or major visitor attractions operating in Wales
 - examples within the Welsh visitor economy may include:
 - Zip World
 - Amgueddfa Cymru – Museum Wales
 - Cadw heritage sites
 - Celtic Manor Resort
 - Bluestone National Park Resort
 - ICC Wales.



Range

These organisations offer a range of career pathways within visitor attractions, events, hospitality and destination management, including entry-level roles, apprenticeships and graduate opportunities. Centres may also refer learners to Welsh employment and skills initiatives supporting careers in the visitor economy.

1.1 Impact of current trends may include:

- the influence of PESTLE factors (as identified in Unit 01) on employment opportunities
- emerging roles or declining roles as a result of technological, environmental or economic change.

Assessment requirement:

Learners **must**:

- cover:
 - sectors of the travel and tourism industry, identifying five key job roles within each sector with reference to the categories in the range:
 - for each sector, each job role must include:
 - entry requirements
 - specialist skills
 - expected salary
 - progression opportunities
 - overview of the job role
 - the impact of current trends on employment opportunities in travel and tourism
- produce a career guide/booklet.

Types of evidence:

Learners may use the relevant type or types of evidence:

- case studies

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Range

- presentation
- audio-visual evidence
- written report
- blogs.

Range

2.1 Preparing for a career may include:

- personal development plan (PDP)
- strengths, weaknesses, opportunities and threats (SWOT) analysis
- information on why the learner would like a career in the chosen sector/industry, including pros and cons.

2.1 Skills must include:

- the learner's current:
 - skills and qualities
 - achievements
 - qualifications
 - experience
 - hobbies and interests.

2.1 Application process may include:

- assessment centres
- psychometric testing
- role play
- presentations
- interview types – examples may include:
 - competence-based
 - situation, task, action, result (STAR) approach



Range

- group interviews
- personal grooming
- language requirements
- swimming requirements (cabin crew)
- recruitment practices used by travel and tourism employers in Wales – examples may include:
 - apprenticeship pathways
 - bilingual communication requirements
 - regional employment initiatives.

Assessment requirement:

Learners **must**:

- prepare for a career in travel and tourism by auditing their own skills, qualifications, experience and interests for a chosen career pathway
- research different aspects of the application process for their chosen pathway
- complete typical application documentation to a professional standard.

Types of evidence:

Learners may use the relevant type or types of evidence:

- CV or personal profile
- covering letter
- skills audit
- portfolio
- case studies
- presentation
- audio-visual evidence
- written report



Range

- blogs.

Range

3.1 Planning for an interview may include:

- research into the organisation, the role and expectations
- preparing a list of questions and discussion points
- considering appropriate attire.

3.1 Participating in an interview may include:

- real interview with an external employer
- simulated interview
- organisations based in Wales as the focus of interview research, allowing learners to demonstrate:
 - understanding of local employer expectations
 - regional labour market conditions.

Assessment requirement:

Learners **must**:

- show evidence of research into the organisation, the role and expectations, and the planning process
- show evidence of preparation for the interview, including a list of questions and discussion points
- participate in an interview, either real or simulated:
 - where the interview is simulated, this must be supported by a detailed witness observation from the tutor, signed by both the assessor and the learner
 - where a real interview has taken place, supporting evidence from the interviewer giving details of the learner's performance must be included.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- interview plan
- witness testimonies
- observation record
- presentation
- audio-visual evidence
- written report
- other supporting evidence (where available).

Range

4.1 Own preparation may include:

- suitability for the role
- presentation and appearance
- body language
- punctuality
- information brought to the interview (for example, certificates).

4.1 Own performance may include:

- responses to questions
- questions asked
- ability to communicate and work within a team
- psychometric test performance.

4.1 Feedback must include:



Range

- feedback from peers
- feedback from tutors
- feedback from the interviewer (where available).

Assessment requirement:

Learners **must**:

- evaluate their own interview performance, considering their preparation, performance and feedback received with reference to the categories in the range
- identify improvements to be made, based on their evaluation.

Types of evidence:

Learners may use the relevant type or types of evidence:

- action plan
- witness testimonies
- observation reports
- evaluation
- presentation
- audio-visual evidence.

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

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 Travel and tourism destinations (TTW-03-04)

Unit summary			
This unit aims to develop learners' knowledge and skills about the appeal of travel and tourism destinations to different types of travellers by researching different destinations within the UK, Europe and worldwide. The learner will also produce a destination recommendation for a traveller based on their research and evaluation.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 the appeal of travel and tourism destinations to different types of travellers	1.1 Describe the appeal of travel and tourism destinations to different types of travellers based on: - the geographical locations of destinations in the UK and overseas - the appeal of travel and tourism destinations	Consistently and correctly identify locations on maps using appropriate technical knowledge. Make reasoned conclusions about the appeal of travel and tourism destinations in the UK and overseas based on appropriate information about the needs of different types of travellers	Make reasoned and balanced conclusions about the appeal of travel and tourism destinations in the UK and overseas based on the information about the needs of different types of travellers	Make well-reasoned and balanced conclusions about the appeal of travel and tourism destinations in the UK and overseas based on appropriate information about the needs of different types of travellers that inform future developments
2. Know the different destinations within the UK, Europe and worldwide	2.1 Describe different destinations within the UK, Europe and worldwide based on:	Use information from a specialist source and communicate it in their own words in the form of	Use information found in different formats, from at least two specialist sources and	Use information appropriately taken from a wide range of specialist sources in different

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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:
	destinations within the UK, Europe and worldwide different types of destination	brochures	communicate it, mostly accurately, in their own words in the form of brochures	formats and accurately communicate it in their own words in the form of brochures
3. Be able to produce a recommendation for a traveller	3.1 Produce a recommendation for a traveller by: researching and evaluating three destinations - making recommendations based on their findings	Make reasoned conclusions for a traveller recommendation based on appropriate research	Make reasoned and balanced conclusions for a traveller recommendation based on the research	Make well-reasoned and balanced conclusions for a traveller recommendation that inform future developments

Range
1.1 Appeal may include: - climate and weather - culture and heritage - activities and attractions - accessibility - cost - safety. 1.1 Different types of travellers may include:



Range

- adults
- families
- adventure travellers
- independent travellers
- retired travellers
- eco-tourists
- business travellers.

1.1 Geographical locations may include:

- countries
- capital cities
- continents
- oceans and seas
- mountain ranges.

Mapping activities may include destinations within Wales – examples may include:

- national parks
- coastal areas
- heritage sites (for example, Cadw sites)
- major cities
- cultural events (for example, the National Eisteddfod).

Assessment requirement:

Learners **must** cover:

- the geographical locations of major tourist destinations in the UK and overseas
- a minimum of five different types of travellers and their needs



Range

- conclusions about the appeal of travel and tourism destinations based on the needs of each type of traveller.

Types of evidence:

Learners may use the relevant type or types of evidence:

- maps (including printouts from the internet)
- audio-visual evidence
- written report
- blogs
- worksheets.

Range

2.1 Destinations must include:

- UK
- Europe
- worldwide.

2.1 Different types of destination may include:

- historic
- cultural
- seaside
- city
- winter sports.

Where relevant, this may include selecting a destination within Wales as the required UK example. Welsh destinations may be explored through resources – examples may include:



Range

- Visit Wales Accessible Holidays hub – inclusive and accessible experiences across Wales
- the Brilliant Basics fund – tourism infrastructure including accessible facilities.

Assessment requirement:

Learners **must**:

- cover:
 - three destinations, including a minimum of one from the UK, Europe and worldwide, with each destination covering different types. For each destination, learners must include:
 - passport/visa requirements
 - a map of the country showing the destination
 - range of facilities – examples may include:
 - accommodation
 - types of activities
 - geographical features
 - accessibility
 - transport links
 - climate
 - costs
- produce three information brochures
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- maps
- written report
- written statements

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Range

- blogs
- case studies.

Range

3.1 Traveller may include:

- adults
- families
- adventure travellers
- independent travellers
- retired travellers
- eco-tourists.

Where appropriate, centres may include Welsh destinations within the range of options considered – examples may include:

- eco-tourism
- cultural tourism
- adventure travel opportunities.

3.1 Researching may include:

- surveys
- social media
- interviews
- focus groups.

Assessment requirement:

Learners **must**:



Range

- research and evaluate three destinations that may be suitable for their chosen traveller
- make a recommendation based on their research and evaluation
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- research file
- written report
- written statements
- blogs
- presentation
- audio-visual evidence
- case studies
- outcomes from focus groups, surveys or interviews.

Delivery and assessment guidance

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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 05 UK visitor attractions (TTW-03-05)



Unit summary			
This unit aims to develop learners' understanding about man-made and natural visitor attractions and understand how visitor attractions enhance the appeal to customers. The learner will review visitor management techniques used at a visitor attraction and understand the impacts of a visitor attraction on the local community and area.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 different UK visitor attractions	1.1 Explain man-made and natural visitor attractions	Support all points with some detailed examples of attractions	Support all points with detailed examples and some appropriate comparisons between attractions	Support all points with detailed examples and appropriate comparisons between attractions
2. Understand how visitor attractions seek to enhance their appeal to customers	2.1 Explain how visitor attractions increase their appeal to a wider target market through diversification	Make reasoned conclusions based on appropriate information to show how the attractions have used diversification to enhance their appeal	Make reasoned and balanced conclusions based on the information to show how the attractions have used diversification to enhance their appeal	Make well-reasoned and balanced conclusions based on appropriate information to show how the attractions have used diversification to enhance their appeal that inform future developments
3. Understand visitor management	3.1 Explain visitor management	Describe the effectiveness of visitor management techniques	Describe the effectiveness of visitor management techniques	Describe the effectiveness of visitor management techniques

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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:
techniques at a visitor attraction	techniques used at a visitor attraction	used and link these to success, or otherwise, of the overall outcome	used and justify their use	used, justify their use and suggest improvements
4. Understand the impact of a visitor attraction on the local community and area	4.1 Explain the positive and negative impacts of a visitor attraction on the local community and area	Make reasoned conclusions based on appropriate information about the positive and negative impacts on the local community and area	Make reasoned and balanced conclusions based on the information about positive and negative impacts on the local community	Make well-reasoned and balanced conclusions based on the information that inform future visitor attraction developments

Range

1.1 Visitor attractions may include:

- man-made:
 - heritage sites
 - museums and galleries
 - theme parks and leisure attractions
 - Cadw heritage sites (Wales)
 - the National Eisteddfod (Wales)
- natural:
 - national parks
 - coastal and countryside areas
 - Snowdonia/Eryri National Park or the Pembrokeshire Coast
- other attractions contributing to the Welsh visitor economy.

Centres may also refer learners to the Welcome to Wales: Priorities for the Visitor Economy strategy, which provides useful context for understanding the role of visitor attractions within the broader Welsh tourism landscape.



Range

Assessment requirement:

Learners **must**:

- cover:
 - two man-made and two natural UK visitor attractions, this may include:
 - location and transport access
 - accessibility
 - opening times
 - products and services
 - target markets
 - features, benefits and unique selling point (USP)
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- presentation
- written report
- written statements
- workbooks/journals
- audio-visual evidence
- case studies
- web page
- blogs.

Range

2.1 Diversification may include:



Range

- regional visitor demand
- seasonality
- local market characteristics.

Assessment requirement:

Learners **must**:

- cover:
 - one man-made and one natural UK visitor attraction, discussing how each has used diversification to increase its appeal, including:
 - primary and secondary products and services
 - visitor interpretation methods
 - location and access
 - impact of diversification
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- magazine article
- review
- presentation
- written report
- audio-visual evidence
- case studies
- blogs.



Range

3.1 Visitor management techniques may include:

- visitor numbers and how they are gathered
- visitor movement within the attraction
- traffic and parking
- sustainability of the attraction
- signposting.

Assessment requirement:

Learners **must**:

- review a visitor attraction and evaluate the visitor management techniques used
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- review
- visit to the attraction
- guest speaker
- virtual tour
- observation reports
- audio-visual evidence
- written report
- case studies
- presentation
- questionnaires
- visitor maps



Range
blogs.

Range
4.1 Impacts must include: - political, economic, social, technological, legal and environmental (PESTLE) factors. Impacts within Welsh communities may include: - employment and regional development - environmental sustainability - community engagement. Welsh Government tourism strategies and policy developments may include: - the National Events Strategy for Wales - the Welcome to Wales: Priorities for the Visitor Economy - the Visitor Accommodation (Register and Levy) Etc. (Wales) Act 2025. Assessment requirement: Learners must: - cover: - the positive and negative impacts of the visitor attraction selected in LO3 on the local community and area, using the PESTLE framework - the PESTLE factors with reference to the categories in the range - produce a bibliography. Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- newspaper article
- magazine article
- community review
- observation reports
- audio-visual evidence
- written report
- blogs
- case studies
- presentation.

Delivery and assessment guidance

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Unit 06 Hospitality in travel and tourism (TTW-03-06)

Unit summary			
This unit aims to develop learners' understanding and skills about the role of the hospitality sector within travel and tourism and the products and services they provide. The learner will consider how hospitality providers meet the needs and expectations of a range of customers. The learner will also design a hospitality package.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 role of the hospitality sector within travel and tourism	1.1 Explain the role of the hospitality sector within travel and tourism by considering: - the range of hospitality providers in the travel and tourism industry - the range of hospitality packages, products and services provided by travel and tourism organisations	Use information from a specialist source and communicate it in their own words in the form of a guide	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words	Use information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words in the form of a guide

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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. Understand how hospitality providers meet the needs and expectations of customers	2.1 Evaluate how chosen hospitality providers in the travel and tourism industry meet the needs and expectations of a range of customers	Make reasoned conclusions about how chosen hospitality providers in the travel and tourism industry meet the needs and expectations of a range of customers based on appropriate information	Make reasoned and balanced conclusions about how chosen hospitality providers in the travel and tourism industry meet the needs and expectations of a range of customers based on the information	Make well-reasoned and balanced conclusions that inform future developments
3. Be able to design a hospitality package for a chosen customer	3.1 Design a hospitality package for a chosen customer by: - identifying the needs of a chosen customer - creating a hospitality package to meet the needs of the customer	Create a hospitality package based on the needs of a chosen customer	Create a hospitality package, mostly accurately, based on the needs of a chosen customer	Create a hospitality package accurately meeting all the needs of a chosen customer

Range

1.1 Hospitality providers must include:

- accommodation
- sporting venues
- restaurants
- bars
- conference facilities and venues.



Range
Where appropriate, centres may contextualise examples by selecting hospitality providers operating within Wales, enabling learners to explore accommodation, venues and facilities within the Welsh visitor economy as part of the required range, while maintaining a UK-wide understanding of the hospitality sector. 1.1 Hospitality packages, products and services may include: - wedding packages - conference packages - seasonal packages - special occasion packages. Assessment requirement: Learners must: - research a range of hospitality providers identifying the products, services and packages they provide - produce a bibliography. Types of evidence: Learners may use the relevant type or types of evidence: - guide - case studies - observation reports - audio-visual evidence - written report - blogs - presentation.



Range

2.1 Customers must include:

- leisure
- business
- individuals
- groups
- those with specific needs.

Where relevant, centres may include providers based in Wales, allowing learners to consider how regional location, seasonal demand or bilingual service provision may influence how customer needs and expectations are met. Hospitality providers in Wales may also experience fluctuations in demand linked to major cultural and national events – examples may include:

- the National Eisteddfod
- Green Man Festival
- Hay Festival
- the Royal Welsh Show.

Centres may also consider how bilingual service expectations, including the use of Welsh and English in customer communication, menus and signage, contribute to inclusive hospitality experiences within Wales.

Assessment requirement:

Learners **must**:

- evaluate how two different types of hospitality providers meet the needs and expectations of customers
- select two different types of organisations – for example, one hotel and one restaurant (two similar organisations must not be chosen).

Types of evidence:

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Range

Learners may use the relevant type or types of evidence:

- bibliography
- case studies
- presentation
- written report
- audio-visual evidence
- workbooks/journals
- observation reports
- blogs.

Range

3.1 Hospitality package may include:

- accommodation
- food and beverage
- entertainment and activities
- transport arrangements
- special services – examples may include:
 - spa treatments
 - event tickets
 - guided tours.

Where appropriate, centres may include the design of packages situated in Wales, for example drawing on local attractions, events or regional experiences, provided that the identified customer needs remain the primary focus.

Assessment requirement:

Learners **must**:



Range

- produce a customer profile for a chosen customer, including:
 - age
 - gender identity (if relevant)
 - income or socioeconomic context
 - relationship status (if relevant)
 - interests and preferences
 - purpose of the package
 - individual or group
- propose a hospitality package to meet the needs of the chosen customer, justifying how it meets those needs.

Types of evidence:

Learners may use the relevant type or types of evidence:

- bibliography
- presentation
- leaflet
- web page
- brochure
- audio-visual evidence
- written report
- written statements
- workbooks/journals
- blogs
- case studies
- research file.

Delivery and assessment guidance

2.1 Centres should ensure learners select two sufficiently different types of hospitality provider to allow meaningful comparison.

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Delivery and assessment guidance

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Unit 07 Work experience in travel and tourism (TTW-03-07)

Unit summary			
This unit aims to develop learners' understanding and skills about the structure, policies and values of a chosen travel and tourism organisation. The learner will prepare for and complete a period of work experience and record this. The learner will also review their period of work experience.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 chosen travel and tourism organisation	1.1 Describe the chosen travel and tourism organisation based on the: • structure, including staff roles and links with other organisations • policies and procedures • vision and values of the organisation • products, services and main activities of the organisation	Describe issues of current practice in relation to the chosen work experience provider	Describe issues of current practice using appropriate specialist terms in context to show an understanding of how they relate to their chosen work experience provider	Describe issues of current practice correctly, applying specialist terms in context to show an understanding of how this impacts their chosen work experience provider
2. Be able to prepare for and complete a period of work experience in	2.1 Demonstrate preparing for and complete a period of	Complete the portfolio/journal/blog and include evidence of a	No merit for this AC	No distinction for this AC

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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 chosen travel and tourism organisation	work experience in the chosen travel and tourism organisation by: • producing a plan for the period of work experience • investigating terms and conditions of work experience • work shadowing a member of staff • completing a period of work experience	minimum of 30 hours' work experience		
3. Be able to review their period of work experience	3.1 Review their period of work experience by demonstrating the: • work they have undertaken • employability skills they have used and/or developed and the benefit of work experience • relevance of the work experience for their CV/personal profile	Make reasoned conclusions based upon their work experience	Make reasoned and balanced conclusions based upon their work experience	Make well-reasoned and balanced conclusions that inform future developments



Range

1.1 Structure may include:

- sector (public, private or voluntary)
- organisational hierarchy
- decision-making processes.

1.1 Vision and values may include:

- mission statement
- organisational goals and priorities
- community or sustainability commitments.

Where appropriate, centres may contextualise the placement to organisations operating within Wales, enabling learners to explore the structure and functions of travel and tourism businesses within the Welsh visitor economy. Where relevant, this may include consideration of how policies reflect a Welsh context – examples may include:

- bilingual communication practices under the Welsh Language (Wales) Measure 2011
- sustainable development and equality principles under the Well-being of Future Generations (Wales) Act 2015.

Assessment requirement:

Learners **must**:

- cover:
 - the structure of the chosen travel and tourism organisation, including:
 - staff roles
 - decision-making processes
 - links with other organisations
 - the vision and values of the organisation
 - the products, services and main activities of the organisation



Range

- the policies and procedures of the organisation, including:
 - security
 - data protection
 - health and safety
 - customer service
 - equality and diversity
 - code of conduct
- produce a bibliography.

Where policies and procedures are not directly available, learners may address what the organisation does to meet the relevant requirements – for example, what it does to ensure minimum health and safety standards are met.

Types of evidence:

Learners may use the relevant type or types of evidence:

- journal
- blog
- worksheets
- observation reports
- presentation
- written report.

Range

2.1 Terms and conditions must include:

- contact name
- dress code
- hours and days of work
- sickness procedures.



Range
Assessment requirement: Learners must: • produce a plan for the period of work experience • investigate and document the terms and conditions of the work experience • work-shadow a minimum of one member of staff and produce a 'day in the life' account, including the skills, qualities and qualifications needed for the role and any continuing professional development (CPD) or training undertaken • complete a minimum of 30 hours of work experience, supported by a daily log or diary signed by an appropriate member of staff (continuing from 1.1). Where appropriate, centres may include placements within Welsh travel and tourism settings, such as local attractions, hospitality providers or destination organisations, provided that the minimum hour requirement and evidence criteria are fully met. Types of evidence: Learners may use the relevant type or types of evidence: • journal • portfolio • blog • observation reports • witness testimonies • audio-visual evidence • workbooks • written reports.

Range
3.1 Employability skills may include:

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Range

- punctuality
- problem-solving
- team working
- communication
- digital skills.

Assessment requirement:

Learners **must**:

- produce a review of their work experience, identifying:
 - the work they have undertaken
 - the employability skills they have used and/or developed
 - the benefit of the work experience
 - the relevance of the work experience
- produce a paragraph for their CV or personal profile summarising their work experience.

Types of evidence:

Learners may use the relevant type or types of evidence:

- journal
- blog
- CV
- personal profile
- observation reports
- written report.

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Delivery and assessment guidance

Work experience may be undertaken in a real workplace or, where this is not feasible, in a realistic work environment (RWE) that replicates authentic work settings.

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).

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Unit 08 UK tour operations (TTW-03-08)



Unit summary			
This unit aims to develop learners' understanding about the different types of operators, their functions and sales methods. The learner will also evaluate the impacts of recent external factors and events on tour operations.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 tour operations	1.1 Describe tour operations based on: - different types of tour operators - functions within tour operators sales methods used by tour operators	Use information from a specialist source and communicate it in their own words to produce a manual	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words to produce a manual	Use information appropriately taken from a wide range of specialist sources in different formats and communicate it, accurately, in their own words to produce a manual
2. Understand the impacts of recent external factors on tour operations	2.1 Evaluate the impacts of recent external factors on tour operations by considering: external factors that could impact tour operators	Make reasoned conclusions about the impacts of external factors on tour operators based on appropriate research	Make reasoned and balanced conclusions about the impacts of external factors on tour operators based on the research	Make well-reasoned and balanced conclusions about the impacts of external factors on tour operators and how they have/will impact future developments

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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:
	recent external events			

Range
1.1 Types of tour operators may include: - mass market operators - specialist operators - domestic operators - incoming operators - outgoing operators - direct sell operators - tour operators operating within Wales: - specialising in inbound tourism to Wales - regional tour provision. 1.1 Sales methods may include: - direct sales - travel agent distribution - online booking platforms - brochure distribution - call centres. Centres may also refer learners to organisations that support and represent the Welsh tourism sector – examples may include: - Visit Wales - the Wales Tourism Alliance



Range
- the Welsh Association of Visitor Attractions - Wales Official Tourist Guides Association (WOTGA) – representing qualified and accredited guides providing cultural, heritage and destination tours across Wales. Assessment requirement: Learners must cover: - different types of tour operators, including: - products and services - organisational structures - target markets - integration and partnership arrangements with other tour operators - trade and regulatory bodies – examples may include: - Civil Aviation Authority (CAA) - ABTA – The Travel Association - Air Travel Organisers' Licensing (ATOL) - International Air Transport Association (IATA) - Business Travel Association (BTA) - the functions within a typical tour operating company, including: - marketing - customer service - product development (including responsible and sustainable tourism policies) - sales and accounts - duty office - overseas arms and offices - flight planning - disaster management - social media departments - IT.



Range

Learners may also describe additional or legacy services such as travel money and currency exchange services, which may be offered by:

- high-street providers
- banks
- supermarkets
- integrated travel operators.

Types of evidence:

Learners may use the relevant type or types of evidence:

- manual
- worksheets
- presentation
- observation reports
- professional discussion
- audio-visual evidence.

Range

2.1 External factors must include:

- social and economic changes
- technology
- legislation and regulation
- natural disasters
- political instability
- international epidemic or pandemic
- vertical and horizontal integration.



Range
Assessment requirement: Learners must cover: - external factors that could impact tour operations - a minimum of two recent external events (within the last five years) that have had an impact on tour operations, drawing from different factor categories where possible. Where appropriate, centres may also include external events that have had a particular impact on tour operations serving Wales, such as changes affecting inbound tourism, transport links or regional policy developments, while ensuring coverage of the specified factor categories. Types of evidence: Learners may use the relevant type or types of evidence: - report - blog - leaflet - newspaper article - observation reports - presentation.

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.

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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 Travel agency operations (TTW-03-09)

Unit summary			
This unit aims to develop learners' understanding and skills about types of travel agents, the reasons why customers may choose them and the differences between the products and services offered by them. The learner will also understand the procedures, information sources and legislation used by travel agents. The learner will recommend travel products to customers.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 travel agents and their products and services	1.1 Describe types of travel agents and their products and services based on: - types of travel agents and the reasons why customers may choose them - the differences between the products and services offered by different travel agents	Support all points with some detailed examples	Support all points with detailed examples and some appropriate comparisons of products and services	Support all points with detailed examples and appropriate comparisons of products and services
2. Understand the procedures, information sources	2.1 Describe the procedures, information sources and legislation used	Describe current procedures, information sources and legislation in travel agency	Describe current procedures, information sources and legislation in travel agency	Describe in detail current procedures, information sources and legislation in travel agency operations,

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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:
and legislation used by travel agents	by travel agents based on: • procedures used by travel agents • sources of information and how they are used by travel agents to support customer service and sales • the impact of legislation and trade association membership on travel agents	operations	operations, using appropriate specialist language in context	correctly applying specialist language in context
3. Be able to recommend travel products to customers	3.1 Demonstrate recommending travel products to customers by: • recommending appropriate travel products to different customers • giving reasons for their recommendations	Complete itineraries following given scenarios	Complete itineraries mostly accurately following given scenarios	Complete itineraries accurately and meet all the requirements of the given scenarios



Range

1.1 Types of travel agents must include:

- multiples
- regional
- independents (including consortia membership)
- e-agents or online travel agents (OTAs)
- business
- call centre (including home workers).

Where appropriate, centres may contextualise examples by including travel agents operating within Wales, such as regional or independent agencies serving the Welsh market, while ensuring the full range of agent types is still covered.

Assessment requirement:

Learners **must** cover:

- types of travel agents, with reference to the categories in the range including:
 - examples of that agent type
 - the range of products and services provided
 - reasons why customers may choose that type of agent.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- table
- minutes of meetings
- observation reports
- presentation

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Range
• audio-visual evidence • written report • question and answer test.

Range
2.1 Procedures must include: • customer-facing procedures • back-office procedures. 2.1 Sources of information must include: • sales and promotion – examples may include: ○ customer reviews ○ holiday brochures • factual information – examples may include: ○ Foreign, Commonwealth and Development Office (FCDO) advice ○ visa and passport advice ○ World Health Organization (WHO) guidance ○ insurance information. 2.1 Legislation and trade association may include: • Package Travel and Linked Travel Arrangements Regulations 2018 • Air Travel Organisers' Licensing (ATOL) protection requirements administered by the Civil Aviation Authority (CAA) • Consumer Rights Act 2015 • UK General Data Protection Regulation (UK GDPR) (2021). 2.1 Trade association terms may include:



Range

- International Air Transport Association (IATA), ATOL, ABTA – The Travel Association, Business Travel Association (BTA).

Where relevant, this may include consideration of how travel agents operating in Wales apply UK-wide legislation within a Welsh context, for example in relation to bilingual communication practices or regional consumer considerations.

Assessment requirement:

Learners **must** cover:

- the procedures used by a chosen travel agency, including:
 - customer-facing
 - back-office procedures
- sources of information used by travel agents to support customer service and sales, including sales and promotion sources and factual information sources
- the legislation affecting travel agency operations and the impact of trade association membership on UK travel agents.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- witness testimonies
- presentation
- audio-visual evidence
- written report
- question and answer test
- interview notes.

Range

3.1 Travel products may include:



Range

- car hire
- flights
- insurance
- accommodation packages
- excursions.

Where appropriate, centres may include scenarios based on travel to or from Wales, allowing learners to recommend products that reflect regional transport links, accommodation options or visitor attractions, while ensuring all specified itinerary components are addressed.

Assessment requirement:

Learners **must**:

- produce three individual itineraries for three given customer scenarios, each including:
 - dates and length of travel
 - transport
 - accommodation
 - additional products and services
 - full costing breakdown
- provide explanations for each recommendation.

Centres must provide a range of scenarios for learners to choose from.

Types of evidence:

Learners may use the relevant type or types of evidence:

- itineraries

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Range

- worksheets
- 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 10 The UK conference and event industry (TTW-03-10)

Unit summary			
This unit aims to develop learners' understanding and skills about the UK conference and event industry. The learner will research the feasibility of events and produce a plan for an event. The learner will run the event and then evaluate the management of the event and produce an action plan for improvements.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 event industry	1.1 Describe the UK conference and event industry based on: - a range of events - local, regional and national event venues - event management organisations job roles	Describe the current factors, characteristics, job roles and range of events in the UK conference and event industry	Describe the current factors, characteristics, job roles and range of events in the UK conference and event industry, using appropriate specialist terms in context	Describe the current factors, characteristics, job roles and range of events in the UK conference and event industry, correctly applying specialist terms in context
2. Be able to plan for different events	2.1 Demonstrate planning for different events by: - producing feasibility plans for two events - producing a plan for an event	Make reasoned conclusions about the full plan based on appropriate information from the feasibility plans	No merit for this AC	No distinction for this AC

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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 manage and evaluate the event	3.1 Demonstrate managing and evaluating the event based on: • feedback from others • the event's success against the objectives • analysis of areas for improvements • own strengths and areas for improvement in event organisation	Draw up an action plan to improve future planning, which has some links to the experience of managing the event	Draw up an action plan to improve future planning, which is clearly linked to the experience of managing the event	Draw up a comprehensive action plan to improve future event planning, clearly linked to the experience of managing the event

Range
1.1 Events may include: • cultural • sports • festivals – examples may include: ○ social events ○ community gatherings • team building • fundraising • corporate hospitality • wedding fairs • meetings, incentives, conferences and exhibitions (MICE).



Range

1.1 Job roles may include:

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

Where appropriate, centres may contextualise examples to include conferences and events taking place within Wales, such as regional festivals, sporting events or MICE activity hosted in Welsh venues, while maintaining the overall UK context of the unit.

Assessment requirement:

Learners **must** cover:

- the factors relating to the UK conference and event industry, this may include:
 - trends
 - statistics and data
 - income generation
 - employment
 - visitor numbers
 - historical development
 - growth potential
- the characteristics of each type of event and the range of events available
- the key roles involved in organising an event
- an overview of event management organisations and their role within the industry.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- bibliography
- worksheets
- presentation
- audio-visual evidence
- written report
- bibliography
- question and answer test.

Range

2.1 Feasibility plans may include:

- risks – examples may include:
 - financial loss
 - sufficient resources
 - venue management
 - minimisation of potential injury
- time – examples may include:
 - sufficient time to book venue
 - inform participants
- funding – examples may include:
 - within budget
 - unexpected costs
- support – examples may include:
 - sponsorship, helpers, participants
- staffing
- venue and equipment – examples may include:
 - availability of venue
 - equipment required



Range
- environment – examples may include: - traffic - noise - refuse and waste disposal - wider environmental impact - contingency. Where relevant, this may include permissions or licensing requirements applicable within Welsh local authorities – examples may include: - Temporary Event Notices (TENs) for selling alcohol or extending event hours - road closure permissions for parades or charity runs - noise control agreements - licensing for food vendors or market traders - health and safety approval, including risk assessments. Centres may also refer learners to the National Events Strategy for Wales when exploring the wider development of the events sector in Wales. Assessment requirement: Learners must: - work in small groups to produce plans for two events and compare which would be most practical to run - present plans to the group and agree as a group which event to run - produce a full group plan for the chosen event, including: - objectives and purpose - roles and responsibilities - date and time - costs, including any fundraising activities



Range

- resources required (human, equipment, materials, IT)
- marketing and promotion activities
- layout and preparation of the venue (if appropriate)
- health and safety requirements, including risk assessments
- special requirements – examples may include:
 - mobility
 - translation or interpretation services
 - hearing loops
 - allergies
 - travel and accommodation bookings
 - religious or cultural requirements
 - security requirements
- planning timeline and milestones
- contingency plans
- evaluation strategy for the event
- record:
 - key group decisions and issues
 - own roles and responsibilities
 - own key learning points
 - the group/own decision-making process
 - own strengths and weaknesses
 - own action plan identifying future improvements (this will be reviewed as part of 3.1).

Types of evidence:

Learners may use the relevant type or types of evidence:

- feasibility plans
- event plan
- reflective diary



Range
• worksheets • minutes of meetings • witness testimonies • observation reports • presentation • audio-visual evidence • written report • question and answer test.

Range
3.1 Evaluating the event may include: • the event's success against objectives • own contribution to the event • contribution of others • recommendations for improvement. Assessment requirement: Learners must: • review and evaluate the event once concluded, using the evaluation strategy developed in LO2, including: ○ the event's success against objectives ○ own contribution ○ contribution of others ○ recommendations for improvement • produce a plan to improve the planning and implementation of future events. Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- evaluation
- action plan
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- 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.

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Unit 11 Marketing for travel and tourism (TTW-03-11)

Unit summary			
This unit aims to develop learners' understanding and skills about the influences of marketing activities and the marketing mix. The learner will undertake a market research activity and then develop a marketing campaign for a product or service by producing draft promotional material.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 marketing in the travel and tourism industry	1.1 Explain marketing in the travel and tourism industry based on: - influences of marketing - the marketing mix	Support all points with some detailed examples	Support all points with detailed examples and some appropriate comparisons	Support all points with detailed examples and appropriate comparisons
2. Be able to participate in a market research activity	2.1 Participate in a market research activity by: - exploring market research techniques - undertaking a market research activity	Make reasoned conclusions about market research based on appropriate information	Make reasoned and balanced conclusions about market research based on the information	Make well-reasoned and balanced conclusions about market research that inform future developments
3. Be able to develop a marketing campaign for a product or service	3.1 Develop a marketing campaign for a product or service by:	Produce a marketing campaign and promotional materials to meet the given brief	Produce a marketing campaign and promotional materials	Produce a marketing campaign and promotional materials accurately and meet all

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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:
	- planning a marketing campaign - producing draft promotional materials		mostly accurately to meet the given brief	the requirements of the given brief

Range

1.1 Influences of marketing must include:

- organisation's objectives – examples may include:
 - introduction of a new product or service
 - market growth targets
- customer segmentation – examples may include:
 - gender
 - socioeconomic
 - geographic
 - psychographic
- company philosophy and ethos
- consumer protection considerations
- political, economic, social, technological, legal and environmental (PESTLE) factors.

1.1 Marketing mix must include:

- price – examples may include:
 - promotional pricing
 - competitor pricing
 - odd pricing
 - seasonal pricing



Range

- place – examples may include:
 - channels of distribution
 - accessibility
- promotion – examples may include:
 - methods and materials used
- product – examples may include:
 - nature of product
 - branding
 - unique selling point (USP)
 - product lifecycle.

Where appropriate, centres may contextualise examples to include marketing activities undertaken by travel and tourism organisations operating within Wales, while ensuring comparisons remain aligned to the wider UK industry context. Examples may include:

- national destination marketing campaigns delivered by Visit Wales
- themed promotional initiatives such as the Year of Croeso campaign.

Assessment requirement:

Learners **must** cover:

- a definition of the term 'marketing'
- the influences on marketing activities with reference to the categories in the range (PESTLE factors link to the range covered in Unit 01 AC3.1)
- the marketing mix including the 4Ps, with reference to the categories in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:



Range

- worksheets
- presentation
- audio-visual evidence
- written report.

Range

2.1 Market research techniques must include:

- surveys
- customer feedback
- secondary research – examples may include:
 - competitor analysis
 - desk research such as Tripadvisor
- primary research – examples may include:
 - focus groups.

Where relevant, this may include market research focused on products or services offered within Wales, enabling learners to explore regional target markets or visitor profiles.

Assessment requirement:

Learners **must**:

- assess available market research techniques, identifying the benefits and limitations of each
- undertake a market research activity, including:
 - product or service to be researched
 - objectives
 - target group to be sampled
 - data collection (type of data, research documents, primary and secondary research)
 - analysis of data



Range

- summarised findings from analysis.

Types of evidence:

Learners may use the relevant type or types of evidence:

- market research documents
- worksheets
- data analysis
- reflective diary/journal
- presentation
- audio-visual evidence
- written report.

Range

3.1 Promotional materials may include:

- TV advert and storyboards
- posters
- leaflets
- radio script
- press release.

Where appropriate, centres may include briefs based on travel and tourism products or services in Wales, allowing learners to consider regional branding, audience segmentation or local market conditions, provided all specified campaign elements are addressed.

Assessment requirement:

Learners **must**:



Range

- develop a marketing campaign for a given brief, including:
 - objectives
 - timescale
 - target audience
 - competitor analysis
 - strengths, weaknesses, opportunities and threats (SWOT) analysis
 - budget and costs
 - communication channels
 - brand and image
 - legal factors
 - resources needed
 - marketing materials and tools
 - measures of success
 - evaluation methods
- produce draft promotional materials appropriate to the marketing campaign.

Types of evidence:

Learners may use the relevant type or types of evidence:

- promotional materials
- project file
- presentation
- worksheets
- reflective diary/journal
- audio-visual evidence
- written report.

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Delivery and assessment guidance

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Unit 12 UK passenger transport industry (TTW-03-12)

Unit summary			
This unit aims to develop learners' understanding and skills relating to the structure, range of facilities and services of the UK passenger transport industry. The learner will understand factors affecting the UK passenger transport industry as well as research travel options for complex journeys and produce itineraries.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 passenger transport industry	1.1 Describe the structure of the UK passenger transport industry based on: - overland transport, sea transport and domestic air travel - the range of facilities and services available to meet the varying needs of customers	Use information from a specialist source and communicate it in their own words in the form of a fact file	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of a fact file	Use information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words in the form of a fact file
2. Understand factors affecting the UK passenger transport industry	2.1 Explain the factors affecting the UK passenger transport industry by: identifying key changes to date in	Use information from a specialist source to produce a timeline and report about current issues and potential impacts and	Use information found in different formats from at least two specialist sources to produce a timeline and report about current issues and	Use information taken from a wide range of specialist sources to produce a timeline and report about current issues and potential



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 passenger transport industry describing current issues and their potential impacts	communicate it in their own words	potential impacts and communicate it in their own words	impacts and communicate it accurately in their own words
3. Be able to produce travel options for complex journeys	3.1 Produce travel options for complex journeys by: - researching travel options for different types of customers - producing itineraries justifying a selected itinerary	Complete itineraries for complex journeys, following a realistic customer brief	Complete itineraries mostly accurately for complex journeys, following a realistic customer brief	Complete itineraries accurately, meeting all the requirements for complex journeys, following a realistic customer brief

Range
1.1 Transport must include: - land – road and rail – examples may include: - National Rail - Transport for Wales Rail - bus and coach operators - water – maritime and inland waterways – examples may include: - Stena Line Irish Sea ferry services - Brittany Ferries - inland waterway operators - air – domestic and international services – examples may include: - Cardiff Airport



Range

- regional airports
- budget airlines.

1.1 Facilities and services may include:

- networks, routes and timetables
- passenger usage data (where available)
- advantages and disadvantages of travelling with the organisation
- customer types – examples may include:
 - older people
 - families
 - students
 - groups.

Assessment requirement:

Learners must:

- cover:
 - the relevant trade and regulatory bodies and their roles for each transport mode, with reference to the categories in the range – these must include:
 - Department for Transport (DfT)
 - Rail Delivery Group (RDG)
 - Network Rail, Office of Rail and Road (ORR)
 - Civil Aviation Authority (CAA)
 - National Air Traffic Services (NATS) Holdings
 - Passenger Shipping Association/UK Chamber of Shipping
 - Transport Focus
 - a minimum of one travel organisation for each transport mode, with reference to the categories in the range – for each organisation learners must cover:



Range

- reservation and ticketing process
- costs
- convenience (frequency, timings)
- hospitality class
- accessibility
- interrelationships with other travel organisations and/or tourism providers
- produce a fact file covering all three transport modes.

Where legislation, regulations and organisations listed are not applicable to a particular jurisdiction, substitutions may be made. Centres may include reference to transport bodies or regulatory arrangements operating within Wales alongside the required UK framework.

Types of evidence:

Learners may use the relevant type or types of evidence:

- maps
- worksheets
- presentation
- audio-visual evidence
- written report.

Range

2.1 Key changes may include:

- technology – examples may include:
 - smart motorways
 - online check-in
- changes in demand – examples may include:
 - customer lifestyles
 - income



Range
○ commuting ○ increase of car ownership • political and legal changes – examples may include: ○ taxes ○ air passenger duty (APD) ○ planning regulations ○ privatisation ○ introduction of congestion charges ○ Active Travel (Wales) Act 2013 ○ Well-being of Future Generations (Wales) Act 2015 • environmental issues – examples may include: ○ emissions ○ noise pollution ○ airport expansion ○ widening of motorways • product and service innovation – examples may include: ○ opening of the Channel Tunnel ○ introduction of budget airlines. 2.1 Current issues and potential impacts may include: • HS1 and HS2 (High Speed rail) • Taking Britain Further – Heathrow expansion • Operation Brock (formerly Operation Stack) • autonomous (driverless) cars • cycling and walking investment strategy (CWIS) • sustainable transport initiatives • Bus Services (Wales) Act 2026 – establishing an integrated bus network under the principle of one network, one timetable, one ticket • Cardiff Airport's ten-year strategy and investment package (2024 to 2025).



Range

Assessment requirement:

Learners **must**:

- identify key milestones in how the UK passenger transport industry has changed post-World War Two
- produce evidence covering current issues affecting the UK passenger transport industry and their potential impacts.

Types of evidence:

Learners may use the relevant type or types of evidence:

- timeline
- worksheets
- presentation
- audio-visual evidence
- written report
- question and answer tests.

Range

3.1 Justifying a selected itinerary may include:

- cost
- time
- availability
- facilities
- frequency
- matching to specific customer needs – examples may include:
 - elderly passengers
 - families
 - students



Range

- groups.

Centres may provide customer scenarios that require different combinations of travel modes. Scenarios may include complex journeys involving travel to, from or within Wales – examples may include:

- Belfast to Cardiff
- Holyhead to Brighton
- Swansea to Edinburgh.

Assessment requirement:

Learners **must**:

- research travel options for three different complex domestic journeys using different combinations of travel modes (overland, sea and air)
- retain original screen prints or timetables showing how the selected route and itinerary have been calculated
- justify their chosen itinerary for each journey, identifying the features and benefits.

Types of evidence:

Learners may use the relevant type or types of evidence:

- itineraries
- screen prints
- timetables
- worksheets
- presentation
- audio-visual evidence
- written report.

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Delivery and assessment guidance

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Unit 13 Resort representative roles and responsibilities (TTW-03-13)

Unit summary			
This unit aims to develop learners' understanding and skills about career opportunities for resort representatives, including the qualifications and skills needed, as well as the benefits, limitations, and the reality of working as a resort representative. The learner will also provide resort information for guests and undertake airport duties.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 career opportunities for resort representatives	1.1 Explain career opportunities for resort representatives based on: • various types of overseas resort representation • the qualifications, skills and qualities needed for a resort representative role • the benefits, limitations and reality of working as a resort representative	Make reasoned conclusions based on appropriate information	Make reasoned and balanced conclusions based on the information	Make well-reasoned and balanced conclusions that inform future career options

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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 provide resort information for guests	2.1 Provide resort information for guests by: • preparing a welcome pack for guests at a chosen resort • preparing and delivering a welcome meeting	Complete a welcome pack and presentation, following a commercial brief for the chosen resort	Complete a welcome pack and presentation mostly accurately, following a commercial brief for the chosen resort	Complete a welcome pack and presentation accurately, meeting all the requirements of a commercial brief for the chosen resort
3. Be able to undertake airport duties	3.1 Undertake airport duties by demonstrating: • representatives' duties at the airport • how to deal with issues that may arise at the airport	Show application of some specialist airport duty skills	Show the effective application of specialist airport duty skills	Show the consistent and effective application of specialist airport duty skills

Range
1.1 Resort representatives may include: • holiday/travel representative • transfer representative • campsite representative • winter sports representative • children's entertainment and activities representative • club over 50s representative • villa representative



Range

- wedding representative
- guest relations officer
- spa and wellness representative.

Where relevant, centres may include perspectives from representatives working with tour operators serving the Welsh market or supporting visitors travelling from Wales. Centres may also refer learners to visitor statistics published by Visit Wales to explore travel patterns and destination preferences relevant to customers travelling from Wales.

Assessment requirement:

Learners **must**:

- cover:
 - a comparison of differing roles of overseas resort representatives, including:
 - location
 - seasons and working patterns
 - travel
 - accommodation
 - contract types and responsibilities
 - the qualifications, skills and qualities required for a chosen type of resort representative
 - the benefits, limitations and reality of working as a resort representative
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- strengths, weaknesses, opportunities and threats (SWOT) analysis
- minutes of meetings
- interview notes



Range

- magazine article
- blogs
- presentation
- audio-visual evidence
- professional discussion
- written report.

Range

2.1 Resort information may include:

- introduction
- health and safety – examples may include:
 - sun protection
 - sea currents
 - water safety
 - alcohol
 - medical facilities
 - personal safety
- places of interest
- local resort information
- pool and water sports
- evening entertainment
- leisure and activities – examples may include:
 - beach volleyball
 - bingo
 - organised games
- excursions
- children's club
- a suitable ending.



Range

Assessment requirement:

Learners **must**:

- prepare a welcome pack for guests at a chosen resort (following a commercial brief provided by the tutor), including:
 - information about the resort
 - an excursions leaflet and booking form
 - a frequently asked questions (FAQ) leaflet
 - an invitation to the welcome meeting
 - an activity schedule for a children's club
- prepare a plan for a welcome meeting for the same resort, including:
 - location
 - timings
 - visual aids
 - preparation of room
 - documentation needed
 - types of refreshment available
 - consideration of specific guest needs
- prepare the content of the welcome meeting speech
- deliver the welcome meeting to a group.

Where relevant, centres may use resorts frequently marketed to customers in Wales, allowing learners to consider target audiences and promotional approaches relevant to the Welsh outbound market.

Types of evidence:

Learners may use the relevant type or types of evidence:

- minutes of meetings
- witness testimonies



Range
• observation reports • presentation • reflective diary/journal • audio-visual evidence • written report.

Range
3.1 Airport duties must include: • meeting and greeting customers in arrivals and departures • resolving holidaymakers' issues – examples may include: ○ lost luggage ○ illness ○ intoxicated customers • delivering an arrivals transfer speech • undertaking a coach safety check • departure transfer speech • departure manifest. Centres may consider communication needs relevant to customers from Wales, such as awareness of bilingual contexts or cultural considerations, provided that all required elements of each duty are addressed. Assessment requirement: Learners must: • demonstrate airport duties with reference to the categories in the range through role plays or simulation • evaluate their own performance in the scenarios and identify areas for further improvement.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- case study with completed documentation
- worksheets
- script
- crib notes
- witness testimonies
- observation reports
- presentation
- evaluation
- audio-visual evidence
- written report.

Delivery and assessment guidance

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Unit 14 The cruise industry (TTW-03-14)

Unit summary			
This unit aims to develop learners' understanding and skills about the cruise industry and how it has developed. The learner will look at different cruise packages, operators and their appeal to different types of customers. The learner will also recommend a cruise package for different types of customers and give reasons for their recommendations.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 the cruise industry has developed	1.1 Explain how the cruise industry has developed based on the: • development of the cruise industry • current factors affecting the cruise industry • impact of the cruise industry on the UK economy • economic, social and cultural impact of the cruise industry on destinations	Support all points about the development of the cruise industry with some detailed examples	Support all points about the development of the cruise industry with detailed examples and some appropriate comparisons	Support all points about the development of the cruise industry with detailed examples and appropriate comparisons

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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. Understand the cruise industry	2.1 Explain the cruise industry based on the: - different cruise packages that are currently available - different cruise operators - appeal of different cruise packages and destinations to different types of customers	Support all points with some detailed examples of the types of cruise companies, their destinations and the packages they offer	Support all points with some detailed examples and some appropriate comparisons between the types of cruise companies, their destinations and the packages they offer	Support all points with detailed examples and appropriate comparisons between the types of cruise companies, their destinations and the packages they offer
3. Be able to recommend a cruise package for different types of customers	3.1 Demonstrate a cruise package for different types of customers by: - recommending a cruise package for different types of customers - giving reasons for the recommendation	Show application of some specialist skills in meeting the commercial brief	Show the effective application of specialist skills in meeting the commercial brief	Show the consistent and effective application of specialist skills in meeting the commercial brief

Range

1.1 Development of the cruise industry may include:

- social and economic changes



Range

- technological advances
- changes in customer type and demand
- tour operator integration.

1.1 Current factors must include:

- health
- safety
- responsibility of crew and passengers.

1.1 Economic, social and cultural impacts may include:

- values and behaviours
- religious beliefs
- crime
- income generation and job creation.

Assessment requirement:

Learners **must** cover:

- the development of the cruise industry
- current factors affecting the cruise industry with reference to the categories in the range
- the financial contribution and sustainability of the cruise industry to the UK economy, including analysis of the multiplier effect
- a comparison of two cruise destinations (one European and one non-European), analysing the economic, social and cultural impacts of the cruise industry on each destination.

Where appropriate, centres may contextualise the analysis by including reference to the contribution of cruise activity to ports or coastal destinations within Wales, while maintaining the overall UK economic context of the unit. Centres may also refer learners to research and statistics published by Visit Wales to explore cruise tourism activity linked to Welsh ports and coastal destinations.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

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

Range

2.1 Cruise packages may include:

- standard packages
- luxury packages.

2.1 Cruise operators must include:

- typical ship layout
- products and services offered
- routes and destinations – examples may include:
 - itineraries embarking from or including ports in Wales such as Cardiff or Swansea
- target markets and customers.

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Range

Assessment requirement:

Learners **must** cover:

- a range of cruise packages currently available, including standard and luxury options
- different cruise operators with reference to the categories in the range
- a comparison of destinations that would appeal to different types of customers.

Types of evidence:

Learners may use the relevant type or types of evidence:

- travel agent guide
- worksheets
- presentation
- audio-visual evidence
- written report
- question and answer test
- maps.

Range

3.1 Types of customers may include:

- families
- couples
- solo travellers
- older passengers
- groups.

Assessment requirement:



Range

Learners **must**:

- research cruise packages for a minimum of three different customer profiles (following a commercial brief provided by the tutor)
- justify their recommendations for each customer profile.

Centres **must** provide a typical commercial brief. Where appropriate, briefs may include customers departing from Wales or seeking cruise itineraries linked to Welsh ports.

Types of evidence:

Learners may use the relevant type or types of evidence:

- proposals
- worksheets
- presentation
- audio-visual evidence
- written report.

Delivery and assessment guidance

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Delivery and assessment guidance

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Unit 15 UK heritage tourist attractions (TTW-03-15)



Unit summary			
This unit aims to develop learners' understanding of the key features of different heritage tourist attractions and research their ownership and sources of funding. The learner will understand visitor interpretation and the impacts of tourism on sustainability.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 key features of heritage tourist attractions	1.1 Explain the key features of heritage tourist attractions based on: - the key features of different heritage tourist attractions - the ownership and sources of funding for heritage tourist attractions	Use information from a specialist source and communicate it in their own words in the form of a heritage tourist attraction guide	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of a heritage tourist attraction guide	Use information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words in the form of a heritage tourist attraction guide
2. Understand visitor interpretation at heritage tourist attractions	2.1 Explain visitor interpretation at heritage tourist attractions based on: different interpretation methods	Make reasoned conclusions about visitor interpretation based on appropriate information	Make reasoned and balanced conclusions about visitor interpretation based on the information, such as assessing the pros and cons, and then deciding	Make well-reasoned and balanced conclusions about visitor interpretation based on appropriate information that inform future developments

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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, and techniques used for, visitor interpretation at heritage tourist attractions		and explaining why	
3. Understand the impact of tourism	3.1 Explain the impact of tourism based on: - the sustainability of heritage tourist attractions - the factors involved in the impacts of tourism	Make reasoned conclusions about the impact of tourism based on appropriate information	Make reasoned and balanced conclusions about the impact of tourism based on the information, such as assessing the pros and cons, and then deciding and explaining why	Make well-reasoned and balanced conclusions about the impact of tourism that inform future developments

Range
1.1 Heritage tourist attractions must include: - buildings and ruins - historic and archaeological sites - monuments - museums - Welsh examples may include: - Cadw-managed heritage sites - Amgueddfa Cymru – National Museum Wales - UNESCO World Heritage Sites in Wales. 1.1 Key features may include:



Range
• architectural or historical significance • period or era represented • cultural or community importance. 1.1 Ownership may include: • public ownership – examples may include: ◦ local authority ◦ national government • private ownership – examples may include: ◦ commercial operators ◦ private trusts • voluntary ownership – examples may include: ◦ charitable trusts ◦ community organisations. 1.1 Sources of funding may include: • grants • admission income • retail • donations • sponsorship. Where appropriate, centres may contextualise the selection by including heritage attractions located within Wales as part of the required range, enabling learners to explore regional ownership models and funding sources within the Welsh heritage sector. Assessment requirement: Learners must:



Range

- cover:
 - six heritage tourist attractions, for each of which the following must be covered:
 - key features
 - ownership
 - sources of funding
 - location and access
 - on-site products and services
 - target markets
 - accessibility
- produce a heritage tourist attraction guide
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- workbooks
- written report
- audio-visual evidence
- reflective diary.

Range

2.1 Interpretation methods must include:

- displays
- actors and costume guides
- interactive exhibits
- tours led by a guide
- self-guided tours



Range

- audio guides
- QR codes for virtual tours
- activities and events

Interpretation methods in Wales may include:

- regional culture
- language
- community heritage
- heritage attractions in Wales may include:
 - bilingual interpretation
 - visitor information in both Welsh and English.

Research may also consider how heritage attractions represent a range of historical and cultural perspectives, including the contribution of diverse communities to local and national heritage narratives.

Assessment requirement:

Learners **must**:

- research the interpretation methods, providing a short summary of each including benefits and limitations
- select one tourist attraction from each of the four categories:
 - buildings and ruins
 - historic and archaeological sites
 - monuments
 - museums
- explain:
 - the purpose of the attraction
 - the visitor interpretation methods used and why those methods are used, considering the target markets of each attraction.



Range

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

3.1 Sustainability may include:

- environmental sustainability – examples may include:
 - conservation policies
 - minimising visitor impact
 - renewable energy use
- social and cultural sustainability – examples may include:
 - community engagement
 - preserving cultural identity
 - inclusive access
- economic sustainability – examples may include:
 - income generation
 - funding diversification
 - local employment
- sustainability challenges and the impact of tourism within Wales – examples may include:



Range

- pressures on Snowdonia/Eryri National Park
- management of UNESCO World Heritage Sites
- the sustainability strategies of Cadw heritage sites.

3.1 Impacts must include:

- economic impacts – examples may include:
 - creation of jobs
 - multiplier effect
- social and cultural impacts – examples may include:
 - car parking and traffic
 - litter
 - community impact
 - local products and services
 - conflict with local population
- environmental impacts – examples may include:
 - erosion
 - conflicts between visitor use and natural environment.

Assessment requirement:

Learners **must** cover:

- the economic, social and cultural, and environmental impacts of tourism on a chosen heritage attraction
- how the organisation is minimising negative impacts and maximising positive impacts in order to remain sustainable.

Types of evidence:

Learners may use the relevant type or types of evidence:

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Range

- article
- report
- presentation
- observation reports
- workbooks
- worksheets
- interview notes.

Delivery and assessment guidance

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Unit 16 Responsible tourism (TTW-03-16)

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Unit summary			
This unit aims to develop learners' understanding about responsible tourism and the positive and negative impacts of tourism on destinations. The learner will examine strategies used to manage responsible tourism in destinations and explain how stakeholders contribute to responsible tourism.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 responsible tourism	1.1 Explain responsible tourism including: - responsible tourism, including sustainable, eco, green tourism positive and negative impacts of tourism on destinations stakeholders and their responsibilities	Support all points with some detailed examples in the form of a newspaper or magazine article	Support all points with detailed examples and some appropriate comparisons in the form of a newspaper or magazine article	Support all points with detailed examples and appropriate comparisons in the form of a newspaper or magazine article
2. Understand strategies used to manage responsible tourism in destinations	2.1 Explain strategies used to manage responsible tourism in destinations including:	Present reasoned conclusions based on the research undertaken in the form of a case study	Present reasoned and balanced conclusions based on the research undertaken in the form of a case study	Present well-reasoned and balanced conclusions that inform future developments in the form of a case study

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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:
	- long term and short-term effects responsible and irresponsible tourism practices - responsible tourism strategies			
3. Understand stakeholder contributions to responsible tourism	3.1 Explain how stakeholders contribute to responsible tourism	Use information from a specialist source and communicate it in their own words in the form of a web page or advisory leaflet	Use information found in different formats from at least two specialist sources and communicate it in their own words, mostly accurately, in the form of a web page or advisory leaflet	Use information appropriately taken from a wide range of specialist sources in different formats and communicate it, accurately, in their own words in the form of a web page or advisory leaflet

Range

1.1 Positive and negative impacts of tourism on destinations must include:

- economic
- environmental
- social
- cultural.

Impacts may also include consideration of sustainable aviation fuel (SAF) mandates (2025, UK and EU).



Range

1.1 Stakeholders must include:

- tour operators
- individuals
- indigenous population
- tourist development organisations – examples may include:
 - public, private and voluntary sector bodies
 - Cadw-managed heritage sites
 - Amgueddfa Cymru – National Museum Wales
 - community-led tourism initiatives that preserve cultural heritage and support local economic participation
- organisations promoting sustainable visitor economy development in Wales.

Assessment requirement:

Learners **must** cover:

- an explanation of responsible tourism, including
 - sustainable
 - eco and green tourism
- the positive and negative impacts of tourism on destinations with reference to the categories in the range
- the key stakeholders involved in responsible tourism and the roles they play.

Types of evidence:

Learners may use the relevant type or types of evidence:

- newspaper article
- magazine article
- worksheets
- workbooks



Range

- presentation
- audio-visual evidence
- written report.

Range

2.1 Responsible and irresponsible tourism practices may include:

- over-tourism and visitor management
- carbon footprint reduction
- community engagement
- conservation and heritage protection
- irresponsible practices – examples may include:
 - environmental damage
 - exploitation of local communities
- cultural insensitivity.

Assessment requirement:

Learners **must**:

- research three destinations:
 - one local
 - one national
 - one international
- identify, for each destination, responsible and irresponsible tourism practices currently in place and conclude what the long and short-term effects of these could be
- explain the strategies being used, or strategies they would recommend, to minimise negative impacts and maximise positive impacts
- produce a bibliography.



Range

The local destination may be within Wales, allowing learners to explore responsible tourism practices within a Welsh context.

Types of evidence:

Learners may use the relevant type or types of evidence:

- case studies
- written reports
- worksheets
- workbooks
- audio-visual evidence.

Range

3.1 Stakeholder contributions to responsible tourism may include:

- voluntary codes of practice
- government and regulatory frameworks – examples may include:
 - Well-being of Future Generations (Wales) Act 2015
 - Environment (Wales) Act 2016
- community engagement and partnerships
- sustainable destination management strategies
- cultural preservation initiatives.

Assessment requirement:

Learners **must**:

- cover:
 - for one of the destinations researched in LO2:
 - a code of practice that the destination is expected to adhere to (10 to 15 points on responsible tourism practice)



Range

- cultural practice in that destination
- key areas of tourism concern for that destination
- how stakeholders can contribute to minimising tourism concerns
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- web page
- leaflet
- worksheets
- workbooks
- audio-visual evidence
- written reports.

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 17 Specialist tourism (TTW-03-17)

Unit summary			
This unit aims to develop learners' knowledge and skills about the term 'specialist tourism' and give examples of different types. The learner will provide a marketing analysis for specialist tourism services and will select a suitable specialist tourism holiday to meet a specific customer profile.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 specialist tourism services	1.1 Describe specialist tourism services based on: - different types of specialist tourism and define the term - different types of providers of specialist tourism services	Use information from a specialist source and communicate it in their own words	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words	Use information appropriately taken from a wide range of specialist sources in different formats, and accurately communicate it in their own words
2. Be able to provide a marketing analysis for specialist tourism services	2.1 Provide a marketing analysis for specialist tourism services based on the: market factors that have led to developments in specialist tourism	Use information about the development of specialist tourism from a specialist source and communicate it in their own words in the form of a report/presentation and leaflet/brochure	Use information about the development of specialist tourism found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of a	Use information about the development of specialist tourism appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words in the form 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:
	market and customer profile for a chosen type of specialist tourism		report/presentation and leaflet/brochure	a report/presentation and leaflet/brochure
3. Be able to select suitable specialist tourism holidays to meet specific customer profiles	3.1 Select suitable specialist tourism holidays to meet specific customer profiles based on: - different customer profiles - how to meet the needs of specific customers	Make reasoned conclusions about suitable specialist tourism holidays based on appropriate information about the customer profile	Make reasoned and balanced conclusions about suitable specialist tourism holidays based on the information about the customer profile	Make well-reasoned and balanced conclusions about specialist tourism holidays that inform future selections based on the customer profile

Range
1.1 Types of specialist tourism may include: - volunteer tourism - adventure tourism - sporting tourism - dark tourism - health tourism - spiritual tourism - cultural heritage tourism – examples may include: - diaspora travel - heritage tourism - culturally significant travel



Range

- eco-tourism
- walking and cycling tourism
- food and drink tourism
- niche markets promoted through Visit Wales national campaigns – examples may include:
 - adventure
 - cultural heritage
 - walking
 - cycling
- food and drink tourism in Wales.

Assessment requirement:

Learners **must** cover:

- a definition of specialist tourism
- a description of different types of specialist tourism
- two examples of providers of specialist tourism services, including for each:
 - an overview of the activities they offer
 - where they can be undertaken
 - times of year
 - specialist equipment needed.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written report
- presentation
- brochure
- leaflet



Range
• maps • worksheets • audio-visual evidence • workbooks.

Range
2.1 Market factors may include: • socioeconomic factors • changing needs and expectations of tourists • trends – examples may include: ○ growth in outdoor activity tourism ○ cultural heritage tourism • sustainable tourism initiatives in Wales. 2.1 Developments in specialist tourism must include: • growth of special-interest tour operators • packaged to unpackaged holiday markets • access to new locations • the role of budget airlines. Assessment requirement: Learners must: • explain how specialist tourism has developed with reference to the categories in the range • produce a marketing analysis for a chosen type of specialist tourism, including: ○ who it is aimed at (customer and market profile) ○ full details of the activities involved and where it is located.

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Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- presentation
- leaflet
- brochure
- worksheets
- audio-visual evidence
- observation reports
- display.

Range

3.1 Customer profiles must include:

- age
- ability
- social/economic status
- medical
- fitness
- likes and dislikes
- dietary requirements.

Assessment requirement:

Learners **must**:

- create three customer profiles with reference to the categories in the range
- recommend a suitable specialist holiday for each customer profile, evaluating and justifying their choice
- refer to aspects of responsible tourism within their recommendations.



Range

Where appropriate, centres may include specialist tourism options located in Wales as part of the recommendations, provided that customer needs and responsible tourism considerations remain central to the selection.

Types of evidence:

Learners may use the relevant type or types of evidence:

- leaflet
- website
- newspaper article
- flyer
- handout
- written report
- presentation.

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.

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Unit 18 Business travel (TTW-03-18)

Unit summary			
This unit aims to develop learners' understanding and skills about the current business travel environment and the main requirements of business travellers. The learner will understand international business travel and business etiquette. The learner will also plan a business trip for a chosen customer profile.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 business travel environment	1.1 Explain the business travel environment by including: - current business travel environment business travel working practices - legislation, trade associations and licensing requirements - the main requirements of business travellers	Use information from a specialist source and communicate it in their own words in the form of a training guide	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of a training guide	Use information appropriately taken from a wide range of specialist sources in different formats, and accurately communicate it in their own words in the form of a training guide
2. Understand international business travel	2.1 Explain international business travel by including:	Include all points within the fact file with some detailed examples of destinations	Include all points within the fact file with detailed examples and some appropriate comparisons	Include all points within the fact file with detailed examples and appropriate comparisons

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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:
	• key areas of worldwide commercial significance • business etiquette for business travellers		of destinations	of destinations, drawing conclusions about their suitability for different business travel purposes
3. Be able to plan a business trip for a chosen customer profile	3.1 Plan a business trip for a chosen customer profile by including: • types of customer profiles • components of an itinerary • factors impacting business travel	Show application of some specialist skills in producing the itineraries when planning the business trip	Show the effective application of specialist skills in producing the itineraries when planning the business trip	Show the consistent and effective application of specialist skills in producing the itineraries when planning the business trip

Range

1.1 Business travel environment may include:

- reasons for business travel – examples may include:
 - trade fairs
 - conferences and meetings
 - incentives
 - corporate events
 - remote work hubs
- types of agents – examples may include:



Range

- travel agents
- e-agents or online travel agents (OTAs)
- implants (for example, JCB has an internal travel agency)
- travel management companies (TMCs) – specialist agencies organising and managing business travel on behalf of corporate clients, providing services – examples may include:
 - policy enforcement
 - global booking support
 - reporting and traveller tracking
- products and services – examples may include:
 - corporate credit card
 - frequent-flyer rewards
 - business club lounge
 - accommodation
 - car hire.

1.1 Business travel working practices may include:

- industry sectors requiring business travel – examples may include:
 - marine industry
 - entertainment and media
 - fashion
 - sports
- diverse professions – examples may include:
 - athletes
 - artists
 - journalists
 - humanitarian workers
 - educators
 - technical specialists
- travel policies – examples may include:



Range

- organisational rules regarding preferred suppliers
- class of travel
- expense limits
- sustainability preferences
- duty of care responsibilities.

1.1 Requirements of business travellers may include:

- services – examples may include:
 - quiet places
 - Wi-Fi
 - chargers
- flexibility
- frequency
- efficiency.

Assessment requirement:

Learners **must** cover:

- the current business travel environment, including:
 - reasons for business travel
 - types of agents
 - products and services available
 - requirements of business travellers
- working practices, legislation, trade associations and licensing requirements relevant to business travel.

Centres may refer learners to research and statistics published by Visit Wales, which provide insights into the scale and economic contribution of business tourism, conferences and events within Wales.



Range

Learners **must** produce a training guide.

Types of evidence:

Learners may use the relevant type or types of evidence:

- training guide
- workbooks
- presentation
- observation reports
- audio-visual evidence
- written report
- interview notes.

Range

2.1 Key areas of worldwide commercial significance must include:

- time zones
- towns, cities and gateways – examples may include:
 - airports
 - business districts
- main trade and economic activity.

2.1 Business etiquette may include:

- values, beliefs and religion
- dress code
- dietary requirements
- attitudes and behaviours.



Range

Assessment requirement:

Learners **must**:

- identify key commercial business destinations and explain their commercial significance, with a minimum of one destination from each continent, with reference to the categories in the range, and for each also including:
 - business and local etiquette
 - factors which might restrict business travel (for example, technological, health, visas, political, currency, time zones)
- examine two international business destinations in detail, identifying their main trade, explaining the importance of following business etiquette and describing the local etiquette for business travellers
- produce a fact file.

Where relevant, this may include reference to key commercial destinations within Wales as part of the UK context, enabling learners to consider regional centres of economic activity alongside international examples.

Types of evidence:

Learners may use the relevant type or types of evidence:

- maps
- presentation
- workbooks
- worksheets
- audio-visual evidence
- written report.

Range

3.1 Types of customer profiles may include:

- frequent business travellers



Range

- international delegates
- corporate executives
- remote workers travelling for meetings.

Assessment requirement:

Learners **must**:

- create two business traveller profiles and select two appropriate business trip destinations – one UK and one overseas
- plan a business trip for each profile, including:
 - mode of transport used
 - airport, port, rail or ferry facilities (as appropriate)
 - travel to and from the airport
 - accommodation
 - car hire
 - travel services
 - costs
 - timings
- include aspects of essential business etiquette relevant to each destination, as researched in LO2
- produce a bibliography.

Where appropriate, a destination within Wales may be used to fulfil the UK requirement, allowing learners to plan business travel itineraries that reflect regional transport links and commercial venues.

Types of evidence:

Learners may use the relevant type or types of evidence:

- itineraries
- worksheets

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Range

- workbooks
- written report
- visual evidence.

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 Storytelling for tourism (TTW-03-19)

Unit summary			
This unit aims to develop learners' understanding and skills of the importance of storytelling and the techniques used. The learner will create a story for a chosen audience, considering the needs of the audience. The learner will deliver the story to a chosen audience and review their performance.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 concept of storytelling in relation to travel and tourism	1.1 Explain the concept of storytelling in relation to travel and tourism by including: - the importance of storytelling sources of information related to travel and tourism destinations or attractions - the difference between written and oral stories storytelling techniques	Support all points with some detailed examples provided in the training guide	Support all points with detailed examples and some appropriate comparisons provided in the training guide	Support all points with detailed examples and appropriate comparisons included in the training guide
2. Be able to create a story for a chosen	2.1 Demonstrate creating a story for a chosen	Show application of some specialist	Show the effective application of specialist	Show the consistent and effective application of

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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:
audience based on a destination or attraction	audience based on a destination or attraction by: - researching source material for a travel and tourism destination or attraction - using an appropriate structure - considering the needs of the audience	storytelling skills in creating the story	storytelling skills in creating the story	specialist storytelling skills in creating the story
3. Be able to communicate a story to a chosen audience	3.1 Communicate a story to a chosen audience and review their performance	Show application of some specialist storytelling skills in communicating the story	Show effective application of specialist storytelling skills in communicating the story	Show the consistent and effective application of specialist storytelling skills in communicating the story
4. Be able to review the storytelling performance	4.1 Review their storytelling performance including: identifying strengths and weaknesses of the performance	Identify correctly the most/least important strengths or weaknesses of the performance and provide some evidence to justify the choice	Identify correctly the most/least important strengths or weaknesses of the performance and provide detailed evidence to justify the choice	Describe the relative impact of the strengths and weaknesses of the performance



Range

1.1 Sources of information may include:

- archives and libraries – examples may include:
 - heritage organisations
 - community groups within Wales
- internet
- residents and other employees
- historical societies
- tourist information centres
- the attraction itself
- community perspectives – examples may include:
 - cultural experiences
 - histories of diverse communities relevant to the destination context.

1.1 Storytelling techniques may include:

- oral storytelling
- written storytelling
- visual storytelling
- props and costumes
- special effects and lighting
- gestures
- factors to consider when storytelling may include:
 - age of audience
 - mobility
 - language
- job roles requiring storytelling skills may include:
 - tour guide
 - tour manager
 - resort representative



Range

- destination marketer
- blogger.

Assessment requirement:

Learners **must** cover:

- the importance of storytelling in enhancing the tourist experience
- valid sources of information that could be used to inform story content
- the difference between written and oral stories, including when and why each would be used
- storytelling techniques.

Learners **must** produce a training guide.

Types of evidence:

Learners may use the relevant type or types of evidence:

- bibliography
- written reports
- worksheets
- workbooks.

Range

2.1 Structure must include:

- purpose of the story
- length and delivery timing
- setting the stage
- plot, characters, conflict, suspense and drama



Range

- use of a model or actor (where appropriate)
- personal touch and audience involvement
- summary.

2.1 Needs of the audience must include:

- age of audience
- timing
- length
- use of physical gestures
- location
- props and costume
- lighting and special effects.

Assessment requirement:

Learners must:

- create a story based on a chosen brief for a destination or attraction, with reference to the categories in the range
- produce a portfolio
- produce a bibliography.

The story may be based on a destination or attraction within Wales. Centres may include narratives that reflect regional history, cultural heritage or local identity – examples may include storytelling based on locations such as Cardiff Bay (historically known as Tiger Bay), exploring docklands history and the multicultural heritage of communities including Somali, Yemeni, Irish and Caribbean populations, alongside themes of migration, music and maritime trade.

Types of evidence:

Learners may use the relevant type or types of evidence:



Range
• story • presentation • written reports • audio-visual evidence • workbooks • worksheets • portfolio.

Range
3.1 Chosen audience may include: • tutor • peer group • staff from the attraction. Assessment requirement: Learners must: • deliver the story developed in LO2 to a chosen audience • complete a self-assessment of their performance, taking into consideration any feedback received with reference to the categories in the range • produce a bibliography. Where appropriate, centres may include audiences familiar with the Welsh visitor economy, enabling learners to consider how regional context or bilingual environments may influence delivery and audience engagement. Types of evidence: Learners may use the relevant type or types of evidence:



Range

- audio-visual evidence
- presentation
- observation reports
- questionnaires
- professional discussion
- minutes of meetings
- witness testimonies.

Range

4.1 Storytelling performance may include:

- vocal delivery – examples may include:
 - tone
 - pace
 - clarity
- body language and gestures
- audience engagement and interaction
- use of props, costumes and visual aids
- structure and flow of the story
- accuracy and depth of content.

Assessment requirement:

Learners **must**:

- complete a self-assessment of their storytelling performance, taking into consideration feedback from others
- identify key strengths and weaknesses in both the development of the story and the delivery of the performance.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- review
- presentation
- observation reports
- questionnaires
- professional discussion
- witness testimonies
- peer reviews
- audio-visual evidence.

Delivery and assessment guidance

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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 20 Tour guiding (TTW-03-20)

Unit summary			
This unit aims to develop learners' understanding and skill of the role of a tour guide and their responsibilities when conducting guided tours. The learner will plan a written commentary for a guided tour and then deliver the guided tour. The learner will also evaluate their guided tour.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 tour guiding environment	1.1 Explain the tour guiding environment by including: - the role of a tour guide, including the skills and qualities needed - the importance of giving accurate and adequate information - their responsibility in remaining alert to hazards and risks - the importance of personal appearance - why rapport needs to be created	Use information from a specialist source, and communicate it in their own words in the form of an information guide/presentation	Use information in different formats from at least two specialist sources, and communicate it in their own words in the form of an information guide/presentation	Use information appropriately taken from a wide range of specialist sources, in different formats, and communicate it in their own words in the form of an information guide/presentation

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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 plan and deliver a commentary for a guided tour	2.1 Plan and deliver a commentary for a guided tour including: - researching and producing a commentary for a guided tour - delivering a commentary for a guided tour	Use information from a specialist source and communicate it in their own words in the form of research and commentary	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of research and commentary	Use information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words in the form of research and commentary
3. Understand the delivery of a guided tour	3.1 Evaluate the delivery of a guided tour by: - analysing feedback - reviewing the delivery of a guided tour	Make reasoned conclusions about the delivery of the commentary based on appropriate information from self and others	Make reasoned and balanced conclusions about the delivery of the commentary based on appropriate information from self and others	Make well-reasoned and balanced conclusions that inform future developments

Range
1.1 Where appropriate, centres may contextualise by including interviews with tour guides operating within Wales, enabling learners to explore the skills and responsibilities required in the Welsh visitor economy. Centres may also refer learners to the Wales Official Tourist Guides Association (WOTGA), which represents qualified tour guides operating across Wales and provides professional standards and training pathways. Assessment requirement:



Range

Learners **must**:

- cover:
 - the role of a tour guide, including the skills and qualities needed
 - the importance of giving accurate and adequate information
 - any constraints on information (examples may include, sensitivity and security)
 - their responsibility in remaining alert to hazards and risks
 - the difference between a fixed route commentary and an interpretative commentary
 - the importance of personal appearance
 - why rapport needs to be created
- produce a bibliography.

Types of evidence:

Learners may use the relevant type or types of evidence:

- information guide
- presentation
- written reports
- workbooks
- worksheets
- interview notes.

Range

2.1 Commentary for a guided tour must include:

- timings
- health and safety considerations
- target audience details
- contextualisation or adaptation for different customers – examples may include:



Range

- bilingual provision
- accessibility needs
- cultural sensitivity
- success indicators may include:
 - time taken
 - level of interest shown
 - tour participants' comments.

Assessment requirement:

Learners **must**:

- research and produce a commentary for a guided tour with reference to the categories in the range
- use feedback from others to amend the commentary if necessary
- identify success indicators to inform an effective review process
- deliver a guided tour at a chosen venue, ensuring they:
 - enable customers to see and hear the commentary
 - maintain customers' health, safety and security
 - present valid and accurate information
 - provide clear and accurate summaries and additional information when requested.

The guided tour may take place at a visitor attraction or may be simulated through role-play if realistic facilities are not available. Where appropriate, centres may include guided tours situated within Welsh visitor attractions or heritage sites. In Wales, tour guides may also operate within bilingual environments – awareness of the Welsh Language (Wales) Measure 2011 may inform how services are delivered to support Welsh and English language provision within visitor attractions.

Types of evidence:

Learners may use the relevant type or types of evidence:



Range

- observation reports
- witness testimonies
- audio-visual evidence
- commentary
- research notes.

Range

3.1 Evaluate the delivery of a guided tour may include:

- accuracy and validity of content
- clarity and pace of delivery
- engagement with the audience
- management of health and safety
- response to questions and requests for additional information.

Assessment requirement:

Learners **must**:

- evaluate the content and presentation of their commentary against the success indicators identified in LO2 and feedback from others
- include an analysis of the success indicators used and a self-evaluation of their own performance.

Types of evidence:

Learners may use the relevant type or types of evidence:

- presentation
- audio-visual evidence
- journals

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Range

- observation reports
- witness testimonies
- self-evaluation.

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 21 Crisis management in the travel and tourism industry (TTW-03-21)

Unit summary				
This unit aims to develop learners' understanding and skill to look at past incidents and how they were managed using an emergency plan and the help available to support travel and tourism businesses in a crisis.				
Assessment				
This unit is internally assessed				
Optional	Graded P/M/D	Level 3	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 different types of crisis events in travel and tourism both in the UK and overseas	1.1 Explain different types of crisis events in travel and tourism both in the UK and overseas, including: • case studies of crisis in the history of travel and tourism	Identify different types of crises in the UK and overseas, giving examples for each from the history of travel and tourism	Describe in detail different types of crises in the UK and overseas, giving examples for each from the history of travel and tourism	Recommend realistic improvements to how the different crises in travel and tourism were managed
2. Be able to review an emergency cycle plan in a travel and tourism incident	2.1 Review an emergency cycle plan for travel and tourism incidents based on: • anticipate and prepare • respond • recover	Describe the emergency plan cycle for a specific travel and tourism incident	Explain how individual teams respond in the emergency cycle plan, including the timelines to be followed	Evaluate the effectiveness of the emergency cycle plan, recommending realistic and achievable areas for improvement

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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 use an emergency cycle plan to respond to a crisis	3.1 Use a plan to respond to a fictitious crisis in a team activity	Create a plan and respond to a fictitious crisis in a team activity	Compare the plan and response with those from a similar real-life crisis	Evaluate the plan and suggest realistic and achievable improvements for future plans

Range
1.1 Types of crisis must include: • natural disaster, including weather events • terrorist attacks • civil unrest • health-related crises • financial and economic crises • transport issues • cyber attacks. 1.1 Case studies may include: • Eyjafjallajökull volcanic ash cloud • Monarch and Thomas Cook insolvency • global pandemic • Ukraine conflict • Tunisia beach attack • Egypt bombings of tourist areas • wildfires in Greece • National Air Traffic Services (NATS) failure 2023 • Titterton Holidays UK coach crash 2023



Range

- Costa Concordia
- crises affecting destinations or travel and tourism businesses within Wales – examples may include:
 - extreme weather events
 - transport disruption or public health incidents.

Assessment requirement:

Learners **must** cover:

- case studies of crises in the history of travel and tourism from 2000 onwards, including examples from each of the required crisis types.

Case studies **must** include both UK and overseas examples.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written report
- case study analysis
- presentation
- research notes
- annotated sources.

Range

2.1 Anticipate and prepare must include:

- proactive vs reactive approaches
- trained teams in place following bronze, silver, gold strategy for emergency planning
- desktop exercises

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Range
• Air Travel Organisers' Licensing (ATOL) protection • Air Travel Fund • company insurances • contingency plans and contingency funds • customer briefings – examples may include: ○ hotel announcements ○ social media posts. 2.1 Respond must include: • duty of care and tourist wellbeing • languages and interpreters • repatriation • sustaining business • accurate and timely information to employees, tourists and the public • communication with relevant authorities, communities and other stakeholders • managing expectations • safety guidance • alternative arrangements • media response and control • special assistance firms • collaboration across different locations • use of the Foreign, Commonwealth and Development Office (FCDO) • dealing with challenging customers • helping injured or emotionally affected customers • resourcefulness and resilience of staff. 2.1 Recover must include: • travel insurances and claims for customers



Range

- post-crisis evaluation
- lessons learnt
- adaptations and updating of plans
- possibility of re-occurrence
- share knowledge
- invite the world back
- entice travellers to return
- educate to reduce fear.

Where appropriate, learners may evaluate a previous case study to consider how an emergency plan was followed and the measures put in place.

In Wales, emergency planning and crisis response are co-ordinated through Local Resilience Forums, which bring together emergency services, local authorities and other public bodies to prepare for and respond to major incidents. Where relevant, this may include consideration of co-ordination with devolved public bodies or emergency services operating within Wales alongside national agencies.

Assessment requirement:

Learners **must**:

- review an emergency cycle plan for a specific travel and tourism incident, covering all three phases:
 - anticipate and prepare
 - respond
 - recover.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written review or analysis document

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Range

- presentation
- annotated emergency cycle plan.

Range

3.1

Assessment requirement:

Learners **must**:

- work as a team to create a plan and respond to a fictitious crisis
- use government recommendations to inform their response, including the Civil Contingencies Act 2004 and its associated guidance.

Where appropriate, centres may also include reference to relevant guidance or emergency planning arrangements applicable within Wales, including the Wales Resilience Framework 2025.

Types of evidence:

Learners may use the relevant type or types of evidence:

- team activity observation record
- crisis response plan document
- written evaluation
- reflective account
- assessor record.

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

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 22 UK airports (TTW-03-22)

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Unit summary			
This unit aims to develop learners' understanding about UK airports and their income generation opportunities. The learner will also explain the roles of UK airport-related regulatory bodies, health and safety, risk management and security hazards. The learner will also evaluate landside and airside career opportunities within UK airports.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 airports	1.1 Explain UK airports including: income generation opportunities	Support all points with some detailed examples in the form of a fact file	Support all points with some detailed examples and some appropriate comparisons in the form of a fact file	Support all points with detailed examples and appropriate comparisons in the form of a fact file
2. Understand airport regulation and current issues	2.1 Explain UK airport regulation and current issues based on: - the roles of UK airport-related regulatory bodies - UK airport health and safety, risk management and security hazards	Describe issues of current practice in UK airports	Describe issues of current practice in UK airports, using appropriate specialist language in context	Describe issues of current practice in UK airports, correctly applying specialist language in context

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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. Understand landside and airside career opportunities within UK airports	3.1 Evaluate airside and landside career opportunities within UK airports by considering: • roles and responsibilities • benefits • disadvantages • skills and qualities required to work in this area • qualifications necessary for the job role	Make reasoned conclusions about career opportunities based on appropriate information	Make reasoned and balanced conclusions about career opportunities based on the information	Make well-reasoned and balanced conclusions that inform future decisions about career opportunities

Range
1.1 Income generation opportunities may include: • retail and commercial concessions • car parking • airline landing fees and charges • advertising • hotel and hospitality services • business lounges. Assessment requirement:



Range

Learners **must**:

- compare two UK airports that vary in size, including for each:
 - location and access
 - size and scale
 - airlines and routes
 - ownership
 - facilities – both airside and landside
 - air traffic control (ATC) operations
- explain how airports maximise income generation opportunities
- produce a fact file
- produce a bibliography.

Where appropriate, centres may include airports serving Wales as part of the required UK range – examples may include Cardiff Airport, which operates under Welsh Government ownership and support, illustrating how devolved government involvement can influence the development and strategic direction of a regional airport within the wider UK aviation sector.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- presentation
- audio-visual evidence
- written report.

Range

2.1 Health and safety, risk management and security hazards may include:

- health – examples may include:



Range

- import and export of foodstuffs
- biosecurity controls
- safety – examples may include:
 - personal protective equipment (PPE)
 - baggage handling
- security – examples may include:
 - body and baggage scanners
 - QR codes
 - advances in screening technology.

Assessment requirement:

Learners **must**:

- explain the roles of the following regulatory bodies, giving examples of how they relate to UK airports:
 - European Union Aviation Safety Agency (EASA)
 - International Civil Aviation Organization (ICAO)
 - International Air Transport Association (IATA)
 - Civil Aviation Authority (CAA)
 - Health and Safety Executive (HSE)
 - Air Accidents Investigation Branch (AAIB)
 - Department for Transport (DfT)
- explain how one of the airports chosen in LO1 manages risk, including health, safety and security hazards
- support all points with an explanation of current issues within airport regulation.

Where legislation, regulations and organisations listed are not applicable to a particular jurisdiction, substitutions may be made. Where appropriate, centres may include reference to how UK aviation regulations operate within Wales, including any devolved policy considerations relevant to airport development or transport strategy.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- fact file
- worksheets
- presentation
- audio-visual evidence
- written report
- question and answer test.

Range

3.1 Airside and landside career opportunities may include:

- airside roles – examples may include:
 - baggage handler, aircraft cleaner, air traffic controller, security officer, aircraft engineer
- landside roles – examples may include:
 - check-in agent
 - retail assistant
 - customer service representative
 - passport control officer
 - car park attendant.

Assessment requirement:

Learners **must**:

- cover:
 - an evaluation of career opportunities in two job roles (one airside and one landside), including for each:
 - roles and responsibilities
 - benefits and disadvantages of working in that sector



Range

- skills and qualities needed
- qualifications necessary
- produce two job fact files (one airside and one landside).

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- presentation
- audio-visual evidence
- written report.

Delivery and assessment guidance

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Unit 23 Investigating airline cabin crew (TTW-03-23)

Unit summary			
This unit aims to develop learners' understanding and skill about the roles and responsibilities of airline cabin crew and how they manage safety and security risks. The learner will investigate the recruitment methods, selection processes and employment packages offered by various airlines. The learner will also perform airline cabin crew duties and reflect upon their performance.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 role of airline cabin crew	1.1 Explain the role of airline cabin crew including: - the roles and responsibilities of airline cabin crew how airline cabin crew manage safety and security risks	Use information from a specialist source and communicate it in their own words in the form of a training manual	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of a training manual	Use information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicate it in their own words in the form of a training manual
2. Understand airline cabin crew recruitment processes	2.1 Explain airline cabin crew recruitment processes based on: the recruitment methods for cabin crew for scheduled, chartered and low-cost airlines	Use information from a specialist source and communicate it in their own words in the form of an information guide	Use information found in different formats from at least two specialist sources and communicate it, mostly accurately, in their own words in the form of an information guide	Use information appropriately taken from a wide range of specialist sources, in different formats, and communicate it accurately in their own words in the form of an information guide

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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 selection processes and criteria for scheduled, chartered and low-cost airlines - the employment packages offered by scheduled, chartered and low-cost airlines			
3. Be able to perform airline cabin crew duties	3.1 Demonstrate airline cabin crew duties by: - performing typical airline cabin crew duties - reflecting how they performed during cabin crew duties	Show application of some specialist airline cabin crew skills in completing commercial scenarios	Show the effective application of specialist airline cabin crew skills in completing commercial scenarios	Show the consistent and effective application of specialist airline cabin crew skills in completing commercial scenarios

Range
1.1 How airline cabin crew manage must include: - passenger safety and security – examples may include: - pre-flight briefing - on-board safety demonstration - security checks - passenger comfort – examples may include: - hydration - welfare of passengers



Range

- providing information – examples may include:
 - services available on board
 - arrival advice
- dealing with complaints and issues – examples may include:
 - food quality
 - food allergies
 - passenger conflict
- duty-free sales – examples may include:
 - foreign exchange
 - stock
 - magazine awareness
- working on board as part of a team – examples may include:
 - allocation of stations such as galley
- complying with airline and airport regulation and procedures – examples may include:
 - safety and emergency procedures (SEP).

Where appropriate, centres may contextualise examples to include airlines operating routes to and from airports serving Wales (for example, Cardiff Airport), illustrating how cabin crew responsibilities are applied within different operational contexts, while maintaining a UK-wide understanding of airline cabin crew roles.

Assessment requirement:

Learners **must**:

- cover how cabin crew manage, with reference to the categories in the range
- produce a training manual.

Current industry examples may include reference to airline safety announcements, health and safety policies, news events/stories. Where relevant, this may include reference to UK aviation safety communications or regulatory updates that affect flights operating within Wales, provided these are used illustratively.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- bibliography
- worksheets
- presentation
- audio-visual evidence
- case studies
- written report
- question and answer test.

Range

2.1 Employment packages may include:

- benefits
- salary
- location
- uniform
- promotion opportunities
- contracts.

Assessment requirement:

Learners **must**:

- cover, for each of the three airline types (scheduled, chartered and low-cost):
 - how airlines recruit cabin crew
 - the recruitment processes and selection criteria



Range

- one named company example per airline type, including their employment package covering:
 - benefits
 - salary
 - location
 - uniform
 - promotion
 - contracts
- produce an information guide.

Where appropriate, centres may include consideration of employment opportunities linked to airlines operating from airports serving Wales – examples may include airlines operating from Cardiff Airport such as TUI, which provide opportunities for cabin crew recruitment and training linked to regional UK departure airports.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- presentation
- audio-visual evidence
- written report.

Range

3.1 Typical airline cabin crew duties may include:

- safety demonstration
- duty-free service
- drinks and food service
- dealing with an irate customer
- dealing with an unwell customer



Range

- providing first aid.

Assessment requirement:

Learners **must**:

- complete three commercial scenarios demonstrating typical airline cabin crew duties
- evaluate the strengths and weaknesses of their performance in dealing with the scenarios.

Types of evidence:

Learners may use the relevant type or types of evidence:

- worksheets
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- professional discussion
- written report
- review of performance
- certificates
- photographs.

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.

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Unit 24 Leadership and human resources (TTW-03-24)

Unit summary			
This unit aims to develop learners' understanding and skill about leadership and human resources including leadership styles and the roles and responsibilities of human resources. The learner will apply this knowledge and lead a recruitment interview, reviewing their own leadership skills.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 3	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 different styles of leadership	1.1 Explain different leadership styles including: identifying their own style of leadership	Support all points with some detailed examples	Support all points with detailed examples and some appropriate comparisons	Support all points with detailed examples and appropriate comparisons
2. Understand the role and responsibilities of human resources	2.1 Explain the role and responsibilities of human resources including: - recruitment processes employment policies and legislation	Support all points with some detailed examples	Support all points with detailed examples and some appropriate comparisons	Support all points with detailed examples and appropriate comparisons
3. Be able to demonstrate leadership in the recruitment process	3.1 Demonstrate leadership in the recruitment process by:	Show application of some specialist skills in completing a complex brief	Show the effective application of specialist skills in meeting a complex brief	Show the consistent and effective application of specialist skills in meeting a complex brief

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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:
	- preparing and planning a recruitment session for a selected role - briefing the recruitment team - leading an interview - responding to and delivering constructive feedback			
4. Be able to review their leadership in the recruitment process	4.1 Review their leadership in the recruitment process by: - evaluating their leadership skills in the recruitment process - suggesting improvements to the recruitment process	Draw up a personal development plan to improve or extend the outcome, which has some links to the experience of the task/performance	Draw up a personal development plan to improve or extend the outcome, which is clearly linked to the experience of the task/performance	Draw up a comprehensive personal development plan to improve or extend the outcome, clearly linked to the experience of the task/performance

Range
1.1 Leadership styles may include: - transformational - transactional - situational



Range

- methods for identifying own leadership style may include:
 - strengths, weaknesses, opportunities and threats (SWOT) analysis
 - leadership style questionnaires
 - psychometric tools
 - personality tests – examples may include:
 - Insights
 - Myers-Briggs.

Where appropriate, centres may contextualise workplace situations to reflect organisational contexts within Wales, including public, private or third-sector organisations operating in the travel and tourism sector, while maintaining a UK-wide understanding of leadership practice.

Assessment requirement:

Learners **must**:

- explain the difference between leadership and management
- outline and compare various styles of leadership and when they can be used in the work setting
- describe the skills and qualities associated with each leadership style
- explain how different leadership styles can be effective or ineffective in different circumstances
- identify and analyse three different workplace situations and explain which leadership style or behaviours would be appropriate
- identify their own style of leadership and analyse their leadership skills, making suggestions on how they can improve their leadership and communication for future development.

Types of evidence:

Learners may use the relevant type or types of evidence:

- fact file
- observation reports

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Range
• audio-visual evidence • written report • written statements • workbooks.

Range
2.1 Human resources must include: • recruitment, retention and talent acquisition • managing employment contracts • ensuring compliance with employment legislation • employer-employee relations – examples may include: ○ developing colleague initiatives ○ disciplinaries ○ sickness leave (for example, maternity, sabbatical) ○ termination, grievances. 2.1 Employment policies and legislation may include: • UK General Data Protection Regulation (UK GDPR) (2021) • Health and Safety at Work etc Act 1974 • Equality Act 2010 • Civil Aviation Working Time Regulations (CAWTR) (2004) • National Minimum Wage Act 1998 and National Living Wage • social media policies • disciplinary policies • whistleblowing • Welsh Language (Wales) Measure 2011 – supports bilingual workplace practices • Well-being of Future Generations (Wales) Act 2015 – promotes sustainable and socially responsible organisational practices within Welsh workplaces.



Range

Where legislation, regulations and organisations listed are not applicable to a particular jurisdiction, substitutions may be made. Centres may also include reference to Welsh Government guidance or workforce initiatives that support recruitment, skills development or fair employment practices – examples may include Welsh apprenticeship and skills development frameworks supporting workforce training and career progression within the travel and tourism sector in Wales.

Assessment requirement:

Learners **must**:

- explain the functions and responsibilities of human resources with reference to the categories in the range
- explain all stages of the recruitment process, including:
 - writing a job description
 - advertising a vacancy
 - analysing applications for shortlisting
 - designing the interview (questions, activities and format)
 - conducting the interview
 - completing background checks on candidates
 - making an offer of employment to successful candidates
 - informing unsuccessful candidates
 - pre-employment administration (payroll, contracting, inductions)
- select and explain five policies and legislation relevant to human resources operations and explain the importance of complying with them
- explain the role of the Civil Aviation Authority (CAA) and Department for Transport (DfT).

Types of evidence:

Learners may use the relevant type or types of evidence:

- case studies



Range
• timeline • infographic • presentation • audio-visual evidence • written report • research or fact file.

Range
3.1 Recruitment process must include: • interview vacancies – examples may include: ○ passenger service agent ○ dispatch agent ○ airside ramp agent ○ operational supervisor ○ captain ○ cabin crew ○ security officer ○ operations manager • interview skills and qualities – examples may include: ○ question preparation ○ setting expectations of how the interview will run ○ active listening skills ○ demonstrating emotional intelligence and empathy (for example, putting the candidate at ease) ○ avoiding confirmation bias ○ confirming next steps with the candidate • constructive feedback techniques – examples may include: ○ balancing positive and negative feedback ○ giving non-personal feedback ○ delivering feedback respectfully



Range

- giving specific examples of observation
- giving digestible feedback – examples may include:
 - one point at a time
- team briefing – a structured briefing strategy may include:
 - S – situation
 - M – mission
 - E – execution
 - A – ask questions
 - C – confirm understanding.

Assessment requirement:

Learners **must**:

- produce a detailed plan for the recruitment session, including:
 - team aims and objectives
 - job description for the vacancy
 - interview format (for example, group or panel)
 - resources
 - time frames
 - role delegation (minimum group size of three)
 - contingencies
- brief the recruitment team on the interview plan
- delegate to team members to achieve successful completion of the task
- lead an interview for a chosen vacancy through role-play
- debrief their team after the recruitment exercise, ascertaining the success of the candidate
- deliver constructive feedback to the candidate.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- timeline
- presentation
- audio-visual evidence
- written report
- observation report
- witness testimonies
- peer reviews
- workbooks/journals.

Range

4.1 Leadership in the recruitment process must include:

- effectiveness of planning and preparation
- quality of the brief and debrief
- interview management and candidate experience
- demonstration of leadership skills and qualities
- delivery and impact of constructive feedback.

Assessment requirement:

Learners **must**:

- review their performance in the recruitment process, using feedback from others where available, covering the list in the range
- produce a personal development plan based on their evaluation of the recruitment activity, including reflection on their leadership style and suggestions for further improvement.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- timeline
- personal development plan
- 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).



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 3** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing or applying knowledge in a practical context.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.



Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.



Test	Complete a series of checks utilising a set procedure.
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Grading qualifiers

The following term is used in the grading descriptors across these qualifications to indicate the standard of evidence expected. It is distinct from the command verbs above, which describe the action a learner must perform.

Detailed	Evidence that is thorough and specific, going beyond a surface-level response to demonstrate depth of knowledge and understanding. Where a grading descriptor requires detailed examples, learners should provide specific, well-developed examples rather than a simple list.
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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](#)
- [Wales Resilience Framework 2025](#)
- [Wales Resilience Framework 2025 Delivery Plan](#)
- [Local Resilience Forums](#)

Welsh Legislation

- [Welsh Language \(Wales\) Measure 2011](#)
- [Active Travel \(Wales\) Act 2013](#)
- [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](#)
- [Civil Contingencies Act 2004](#)
- [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](#)

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- [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](#)
- [ReAct Plus – Working Wales](#)

Welsh Industry and Visitor Economy

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

Welsh Events

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

Emergency preparation, response and recovery

- [Civil Contingencies Act 2004](#)
- [Emergency response and recovery – Guidance](#)

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-03-01	The UK travel and tourism industry	3	60	
Unit 02	TTW-03-02	Customer service in travel and tourism	3	60	
Unit 03	TTW-03-03	Preparing for a career in travel and tourism	3	60	

Optional units



Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 04	TTW-03-04	Travel and tourism destinations	3	60	
Unit 05	TTW-03-05	UK visitor attractions	3	60	

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Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 06	TTW-03-06	Hospitality in travel and tourism	3	60	
Unit 07	TTW-03-07	Work experience in travel and tourism	3	60	
Unit 08	TTW-03-08	UK tour operations	3	60	
Unit 09	TTW-03-09	Travel agency operations	3	60	
Unit 10	TTW-03-10	The UK conference and event industry	3	60	
Unit 11	TTW-03-11	Marketing for travel and tourism	3	60	
Unit 12	TTW-03-12	UK passenger transport industry	3	60	
Unit 13	TTW-03-13	Resort representative roles and responsibilities	3	60	
Unit 14	TTW-03-14	The cruise industry	3	60	
Unit 15	TTW-03-15	UK heritage tourist attractions	3	60	
Unit 16	TTW-03-16	Responsible tourism	3	60	
Unit 17	TTW-03-17	Specialist tourism	3	60	

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Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 18	TTW-03-18	Business travel	3	60	
Unit 19	TTW-03-19	Storytelling for tourism	3	60	
Unit 20	TTW-03-20	Tour guiding	3	60	
Unit 21	TTW-03-21	Crisis management in the travel and tourism industry	3	60	
Unit 22	TTW-03-22	UK airports	3	60	
Unit 23	TTW-03-23	Investigating airline cabin crew	3	60	
Unit 24	TTW-03-24	Leadership and human resources	3	60	

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

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Change history record

Version	Publication date	Description of change
v1.0		First publication