

Qualification Specification

**NCFE Level 3 Introductory Certificate in Travel
and Tourism**
QN: 603/4140/3

NCFE Level 3 Certificate in Travel and Tourism
QN: 603/4141/5

**NCFE Level 3 Introductory Diploma in Travel and
Tourism**
QN: 601/7934/X

NCFE Level 3 Diploma in Travel and Tourism
QN: 601/7935/1

**NCFE Level 3 Extended Diploma in Travel and
Tourism**
QN: 601/7936/3

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Summary of changes

This section summaries the changes to this Qualification Specification since the last version.

Version	Publication Date	Summary of amendments
V6.1	October 2019	Additional guidance has been added to Section 4 regarding achieving a distinction* grade overall: 'Learners need to achieve a distinction for each unit in order to achieve an overall grade of distinction*'.
V6.2	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1. Information regarding the aggregation methods and grade thresholds added to Section 4. Further information regarding achievement of a grade at unit level added to Section 4.
V6.3	November 2020	Information regarding UCAS points for the Level 3 Introductory Certificate and Level 3 Certificate updated.
V6.4	August 2021	<u>Information</u> regarding references to the regulation of transport added.
V6.5	October 2021	Bulleted list updated in the <u>Delivery and Assessment</u> section of Unit 18 – learning outcome 2.
V6.6	January 2022	Regulatory bodies updated. <u>Band descriptions</u> updated in the Assessment and Quality Assurance section.
V6.7	February 2022	Paragraph added regarding <u>external quality assurance for graded qualifications</u> .
V6.8	June 2022	The following statements have been added: Unless stated otherwise in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
V7.0	October 2022	Seven new aviation-focused units (units 24-30) have been added to this suite to enable learners to take the following new pathways: • NCFE Level 3 Certificate in Travel and Tourism: Aviation (603/4141/5/AVI) • NCFE Level 3 Introductory Diploma in Travel and Tourism: Aviation (601/7934/X/AVI) • NCFE Level 3 Diploma in Travel and Tourism: Aviation (601/7935/1/AVI)

Version	Publication Date	Summary of amendments
		NCFE Level 3 Extended Diploma in Travel and Tourism: Aviation (601/7936/3/AVI)
V7.1	November 2022	Further clarification has been added to the <u>Achieving these qualifications</u> section to highlight that Aviation units 24 to 30 cannot be taken as part of the original travel and tourism qualifications.
V7.2	June 2023	Information regarding UCAS added to About this qualification, Qualification Summary.
V7.3	August 2023	The rules of combination (RoC) have been amended for these qualifications to include a maximum amount of aviation units allowed for the travel and tourism qualifications and a minimum amount of aviation units for the aviation qualifications. This is to ensure that centres who wish to deliver some aviation units within the travel and tourism qualifications, or centres that wish to take a higher number of aviation units within the aviation qualifications, are not disadvantaged. Due to this change, direct claim status (DCS) has been removed from these qualifications to protect the integrity of the qualifications and to ensure the appropriate rules of combination have been followed and signed off by the centres' external quality assurer (EQA). The NCFE Level 3 Introductory Certificate in Travel and Tourism (603/4140/3) remains eligible for DCS as this is not affected by the amended RoC. Learners wishing to have 'aviation' on their certificate must be registered on the relevant aviation pathway on the NCFE Portal.
v7.4	March 2024	Amendment to wording from 'Versions' to issues in: Unit 7 LO1 grading descriptors, Unit 10 LO2 guidance, Unit 12 LO2 AC2, Unit 12 LO2 grading descriptors, Unit 12 LO2 guidance, Unit 13 LO3 AC2, Unit 13 LO3 guidance, Unit 14 LO1 guidance, Unit 15 LO2, Unit 15 LO2 grading descriptors, Unit 15 LO2 guidance, Unit 16 summary and Unit 16 LO3 AC1.
v7.5	April 2025	Section referencing Qualification Support Packs (QSPs) has been removed as these are no longer available. Unit 01 The UK travel and tourism industry (H/507/8483) – in the delivery and assessment guidance for LO1, the Association of British Travel Agents (ABTA) has been updated from to 'ABTA – The Travel Association'.

Version	Publication Date	Summary of amendments
		Unit 09 Travel agency operations (F/507/8491) – in the delivery and assessment guidance for LO2, The Foreign and Commonwealth Office (FCO) has been replaced by the ‘Foreign, Commonwealth and Development Office (FCDO)’. Unit 27 Commercial operations of airports and airlines (K/650/2649) – in the delivery and assessment guidance for LO3, some guidance has been removed as it was repeated guidance from LO2 and does not apply to LO3.
v7.6	October 2025	Unit 01 UK Travel and Tourism Industry (H/507/8483) In the delivery and assessment guidance for LO1: - Added Business Travel Association (BTA) to reflect current industry bodies relevant to business travel In the delivery and assessment guidance for LO3: - Added electronic travel authorisation (ETA) sustainable aviation and tourist tax to include relevant legal, economic and regulatory changes - Updated timeline task to include the 2010s decade and 2020 – present. Ensures full chronological coverage and clarity - Added inbound tourism to highlight the economic impact of international visitors. Unit 02 Customer Service in travel and tourism (K/507/8484) In the delivery and assessment guidance for LO1: - Added customer service metrics to reflect current industry methods of measuring customer service In the delivery and assessment guidance for LO3: - Updated terminology ‘old’ and ‘young’ to ‘older persons’ and ‘younger persons’ Unit 03 Preparing for a career in travel and tourism (M/507/8485) In the delivery and assessment guidance for LO1: - Added business travel as a sub-sector to reflect diverse employment opportunities Unit 04 Travel and tourism destinations (T/507/8486) In the delivery and assessment guidance for LO1: - Added 'business travellers' under traveller types to broaden understanding of different traveller profiles Unit 06 Hospitality in travel and tourism (F/507/8488) In the delivery and assessment guidance for LO3: - Suggested wording update to improve inclusivity and clarity when describing customer profiles Unit 08 UK tour operations (A/507/8490) In the delivery and assessment guidance for LO1:

Version	Publication Date	Summary of amendments
		Clarified inclusion of foreign exchange bureaux to acknowledge legacy services offered by tour operators
		Unit 09 Travel agency operations (F/507/8491) In the delivery and assessment guidance for LO1: Added online travel agents (OTAs) to reflect modern travel distribution platforms
		Unit 10 The UK conference and event industry (J/507/8492) In the delivery and assessment guidance for LO1 and LO2: - Added Meetings, Incentives, Conferences, and Exhibitions (MICE) definition to align terminology with sector usage - Updated example from 'festivals' to 'social (festivals, parties or community gatherings)' In the delivery and assessment guidance for LO2: - Added environmental considerations: refuse/waste disposal alongside existing examples like traffic and noise - Added bullet point on regulatory, policy and legal considerations in event planning (e.g. council permissions, licenses, insurance, compliance with relevant policies)
		Unit 11 Marketing for travel and tourism (L/507/8493) In the delivery and assessment guidance for LO2: Added "secondary research" into the list, updating the existing bullet to: 'secondary research (for example, competitor analysis, desk research such as Tripadvisor)'
		Unit 12 UK passenger transport industry (R/507/8494) In the delivery and assessment guidance for LO1: - Added Office of Rail and Road (ORR) – independent regulator for rail safety and economic performance, also oversees the strategic road network - Added Transport Focus (passenger watchdog) - Added UK Chamber of Shipping In the delivery and assessment guidance for LO2: - Added the acronym APD for air passenger duty to ensure relevancy and it is widely used in both industry and consumer-facing contexts
		Unit 13 Resort representative roles and responsibilities (T/507/8505) In the delivery and assessment guidance for LO1: - Added potential job roles: - holiday/travel representative - guest relations officer - spa and wellness roles

Version	Publication Date	Summary of amendments
		In the delivery and assessment guidance for LO2: Expanded 'entertainment' to 'entertainment/activities' to include sport and leisure (for example beach volleyball, bingo)
		Unit 16 Worldwide passenger airlines (H/507/8497) In the delivery and assessment guidance for LO1: Added optional inclusion of international carriers (for example, Emirates, Qatar Airways) to demonstrate global hub-and-spoke network examples
		Unit 21 Business travel (H/507/8502) In the delivery and assessment guidance for LO1: - Replaced 'trade missions' with remote work hubs to modernise terminology and reflect remote work trends - Added Travel Management Companies (TMCs) and sector examples to reflect organisational travel management and sector diversity - Added travel policy components and modern job roles to improve understanding of policy and job diversity in business travel
		Unit 25 Airport terminal operations (F/650/2646) In the delivery and assessment guidance for LO1: - Replaced reference to 'CODECO' with more accurate phrasing: 'Departure Control System (DCS) fallback or a manual passenger manifest' In the delivery and assessment guidance for LO2: - Added examples of ancillary items: - baggage wrapping - pop-up kiosks - VIP baggage porters - health and wellbeing vending - smoking shelters
		Unit 30 Health, safety and security in aviation (D/650/2654) In the delivery and assessment guidance for LO1: - Updated legal reference to correctly cite: 'Regulation (EC) No 300/2008' - Removed outdated reference to Regulation 2320/2002 as it is no longer in force

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Travel and Tourism qualifications.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification, please check the version date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise these qualifications using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification titles of:

NCFE Level 3 Introductory Certificate in Travel and Tourism (603/4140/3)

NCFE Level 3 Certificate in Travel and Tourism (603/4141/5)

NCFE Level 3 Introductory Diploma in Travel and Tourism (601/7934/X)

NCFE Level 3 Diploma in Travel and Tourism (601/7935/1)

NCFE Level 3 Extended Diploma in Travel and Tourism (601/7936/3)

NCFE Level 3 Certificate in Travel and Tourism: Aviation (603/4141/5/AVI)

NCFE Level 3 Introductory Diploma in Travel and Tourism: Aviation (601/7934/X/AVI)

NCFE Level 3 Diploma in Travel and Tourism: Aviation (601/7935/1/AVI)

NCFE Level 3 Extended Diploma in Travel and Tourism: Aviation (601/7936/3/AVI)

Things you need to know

Level 3 Introductory Certificate in Travel and Tourism

Qualification number (QN)	603/4140/3
Aim reference	60341403
Total qualification time (TQT)*:	240
Guided learning hours (GLH):	180
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units

Level 3 Certificate in Travel and Tourism

Qualification number (QN)	603/4141/5
Aim reference	60341415
Total qualification time (TQT)*:	480
Guided learning hours (GLH):	360
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 3 optional units consisting of a maximum of 2 aviation units

Level 3 Introductory Diploma in Travel and Tourism

Qualification number (QN)	601/7934/X
Aim reference	6017934X
Total qualification time (TQT)*:	720
Guided learning hours (GLH):	540

Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 6 optional units consisting of a maximum of 4 aviation units

Level 3 Diploma in Travel and Tourism

Qualification number (QN)	601/7935/1
Aim reference	60179351
Total qualification time (TQT)*:	960
Guided learning hours (GLH):	720
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 9 optional units consisting of a maximum of 6 aviation units

Level 3 Extended Diploma in Travel and Tourism

Qualification number (QN)	601/7936/3
Aim reference	60179363
Total qualification time (TQT)*:	1440
Guided learning hours (GLH):	1080
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 15 optional units consisting of a maximum of 8 aviation units

Level 3 Certificate in Travel and Tourism: Aviation Pathway

Qualification number (QN)	603/4141/5/AVI
Aim reference	60341415
Total qualification time (TQT)*:	480
Guided learning hours (GLH):	360
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 3 optional units consisting of a minimum of 3 aviation units

Level 3 Introductory Diploma in Travel and Tourism: Aviation Pathway

Qualification number (QN)	601/7934/X/AVI
Aim reference	6017934X
Total qualification time (TQT)*:	720
Guided learning hours (GLH):	540
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 6 optional units consisting of a minimum of 5 aviation units

Level 3 Diploma in Travel and Tourism: Aviation Pathway

Qualification number (QN)	601/7935/1/AVI
Aim reference	60179351
Total qualification time (TQT)*:	960
Guided learning hours (GLH):	720
Level	3

Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 9 optional units consisting of a minimum of 7 aviation units

Level 3 Extended Diploma in Travel and Tourism: Aviation Pathway

Qualification number (QN)	601/7936/3/AVI
Aim reference	60179363
Total qualification time (TQT)*:	1440
Guided learning hours (GLH):	1080
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence
Rule of combination (RoC)	3 mandatory units, 15 optional units consisting of a minimum of 9 aviation units

Total Qualification Time (TQT)

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

TQT comprises:

- the guided learning hours (GLH) for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 603/4140/3, 603/4141/5, 601/7934/X, 601/7935/1 and 601/7936/3.

Centres can register learners on the travel and tourism qualifications using the regulated numbers above, or on one of the Aviation pathways using the following qualification numbers:

- Certificate Aviation pathway - 603/4141/5/AVI
- Introductory Diploma Aviation pathway - 601/7934/X/AVI
- Diploma Aviation pathway - 601/7935/1/AVI
- Extended Diploma Aviation pathway - 601/7936/3/AVI

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

These qualifications are suitable for use within a Study Programme.

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

UCAS points

This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

Qualification purpose

These qualifications are designed to give learners the skills to work in the travel and tourism sector. Learners will gain those skills by successfully completing the units required. These qualifications will also enable progression to further studies.

These qualifications will:

- focus on the study of the travel and tourism sectors in a number of occupational areas
- offer breadth and depth of study, incorporating a key core of knowledge, skills and understanding
- provide opportunities to acquire a number of practical and work-related skills

Qualification objectives

The objectives of these qualifications are to:

- 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
- allow learners to gain transferable skills that can be applied to the workplace or further study

Achieving these qualifications

To be awarded these qualifications, learners are required to successfully complete the following rules of combination:

Qualification	Rule of combination
Level 3 Introductory Certificate in Travel and Tourism (603/4140/3)	3 mandatory units
Level 3 Certificate in Travel and Tourism (603/4141/5)	3 mandatory units, 3 optional units consisting of a maximum of 2 aviation units
Level 3 Introductory Diploma in Travel and Tourism (601/7934/X)	3 mandatory units, 6 optional units consisting of a maximum of 4 aviation units
Level 3 Diploma in Travel and Tourism (601/7935/1)	3 mandatory units, 9 optional units consisting of a maximum of 6 aviation units
Level 3 Extended Diploma in Travel and Tourism (601/7936/3)	3 mandatory units, 15 optional units consisting of a maximum of 8 aviation units

Aviation pathways:

Qualification	Rule of combination
Level 3 Certificate in Travel and Tourism: Aviation pathway (603/4141/5/AVI)	3 mandatory units, 3 optional units consisting of a minimum of 3 aviation units
Level 3 Introductory Diploma in Travel and Tourism: Aviation pathway (601/7934/X/AVI)	3 mandatory units, 6 optional units consisting of a minimum of 5 aviation units
Level 3 Diploma in Travel and Tourism: Aviation pathway (601/7935/1/AVI)	3 mandatory units, 9 optional units consisting of a minimum of 7 aviation units
Level 3 Extended Diploma in Travel and Tourism: Aviation pathway (601/7936/3/AVI)	3 mandatory units, 15 optional units consisting of a minimum of 9 aviation units

Please note: to be awarded the aviation pathways of the Certificate, Introductory Diploma, Diploma and Extended Diploma, learners are required to successfully complete the 3 mandatory units and the stipulated minimum number of aviation-related units laid out in the rules of combination information above.

The aviation-related units are as follows:

- Unit 14 Investigating airline cabin crew
- Unit 15 UK airports
- Unit 16 Worldwide passenger airlines
- Unit 24 Flight operations
- Unit 25 Airport terminal operations
- Unit 26 Airport ground operations
- Unit 27 Commercial operations of airports and airlines
- Unit 28 Aviation communications

- Unit 29 Leadership and human resources
- Unit 30 Health, safety and security in aviation

In order to be awarded an Aviation pathway qualification, learners must be registered onto the Aviation pathway.

Units

These qualifications consist of 3 graded mandatory units:

Unit number	Unit code	Unit title	Graded
Unit 01	H/507/8483	The UK travel and tourism industry	Yes
Unit 02	K/507/8484	Customer service in travel and tourism	Yes
Unit 03	M/507/8485	Preparing for a career in travel and tourism	Yes

and 27 **graded** optional units:

Unit number	Unit code	Unit title	Graded	Aviation unit
Unit 04	T/507/8486	Travel and tourism destinations	Yes	
Unit 05	A/507/8487	UK visitor attractions	Yes	
Unit 06	F/507/8488	Hospitality in travel and tourism	Yes	
Unit 07	J/507/8489	Work experience in travel and tourism	Yes	
Unit 08	A/507/8490	UK tour operations	Yes	
Unit 09	F/507/8491	Travel agency operations	Yes	
Unit 10	J/507/8492	The UK conference and event industry	Yes	
Unit 11	L/507/8493	Marketing for travel and tourism	Yes	
Unit 12	R/507/8494	UK passenger transport industry	Yes	
Unit 13	T/507/8505	Resort representative roles and responsibilities	Yes	
Unit 14	Y/507/8495	Investigating airline cabin crew	Yes	Yes
Unit 15	D/507/8496	UK airports	Yes	Yes
Unit 16	H/507/8497	Worldwide passenger airlines	Yes	Yes
Unit 17	K/507/8498	The cruise industry	Yes	
Unit 18	M/507/8499	UK heritage tourist attractions	Yes	
Unit 19	Y/507/8500	Responsible tourism	Yes	
Unit 20	D/507/8501	Specialist tourism	Yes	
Unit 21	H/507/8502	Business travel	Yes	
Unit 22	K/507/8503	Storytelling for tourism	Yes	
Unit 23	M/507/8504	Tour guiding	Yes	
Unit 24	D/650/2645	Flight operations	Yes	Yes
Unit 25	F/650/2646	Airport terminal operations	Yes	Yes
Unit 26	J/650/2648	Airport ground operations	Yes	Yes
Unit 27	K/650/2649	Commercial operations of airports and airlines	Yes	Yes
Unit 28	R/650/2650	Aviation communications	Yes	Yes
Unit 29	Y/650/2652	Leadership and human resources	Yes	Yes
Unit 30	D/650/2654	Health, safety and security in aviation	Yes	Yes

The learning outcomes for each unit are provided in Section 2.

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

To achieve the Level 3 Travel and Tourism qualifications, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

Essential skills

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem-solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Direct Claim Status

Direct Claim Status (DCS) will not be transferred for these qualifications as they have been developed using a new grading model.

DCS is not permitted for these qualifications due to the rules of combination (RoC), with the exception of the NCFE Level 3 Introductory Certificate in Travel and Tourism (603/4140/3) which remains eligible for DCS as this is not affected by the amended RoC.

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000, or speak to your external quality assurer (EQA).

Qualifications and awards with assessment in a Realistic Work Environment (RWE)

Where the assessment requirements for a unit/qualification allow, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

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

These qualifications are designed for learners who want to go on to higher level studies or into a relevant travel and tourism role. Learners should have already achieved a Level 2 Travel and Tourism qualification, or equivalent, or have some experience/understanding of the subject area.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

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

Progression opportunities

Learners who achieve these qualifications could progress to:

- degree in Travel and Tourism
- degree in Air Transport and Operations
- degree in Tour Management
- degree in International Tourist Management
- degree in Hospitality Management
- Postgraduate Certificate in Education (PGCE)

They may also be useful to learners studying qualifications in the following sectors/areas:

- travel and tourism
- aviation
- leisure
- hospitality
- catering
- management

Learners can be topped up to a qualification that is the same level and subject within the Award, Certificate and Diploma structure (qualification nests are indicated throughout the document). In this case, a conversion fee will apply:

- if the new qualification is more expensive than the original, the difference in price will be charged, plus a top up fee
- if the new qualification is the same price or lower than the original qualification, the only additional cost is the top up fee

Progression to Higher Level Studies

These qualifications aim to provide learners with a number of progression options, including higher level studies at university or FE college. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem-solving
- working collaboratively
- reflecting upon learning and identifying improvements

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers (IQAs) to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development

- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

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

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing customersupport@ncfe.org.uk.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Access Arrangements and Reasonable Adjustments Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for access arrangements and reasonable adjustments. The policy can be found on the NCFE website.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for assessors and Internal Quality Assurers (IQAs). Bespoke subject-specific training is also available. For further information, please refer to the NCFE website.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification pages on the NCFE website for more information and to see what is available for these qualifications.

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 institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- whether a unit is graded or not
- whether a unit is mandatory or optional

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- grading descriptors
- delivery and assessment (types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please refer to the NCFE website.

For further information or guidance about these qualifications, please contact the customer service team on 0191 239 8000.

Unit 01 The UK travel and tourism industry (H/507/8483)

Unit summary	In this unit learners will explain 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.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes

Learning outcome 1

The learner will:

Explain the range of travel and tourism organisations in the UK

The learner must know about:

- 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

Grading descriptors:
Pass: Uses information about the range of UK travel and tourism organisations from <u>a</u> specialist source and communicates it in own words.
Merit: Uses information about the range of UK travel and tourism organisations found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words.
Distinction: Uses information about the range of UK travel and tourism organisations, <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates it in own words.

Unit 01 The UK travel and tourism industry (H/507/8483) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

Learners will research the different sectors of the UK travel and tourism industry. The learner must produce a report, fact file or presentation covering at least two examples for each sector.

The following sectors must be addressed:

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

Learners must identify the main products and services offered within the UK travel and tourism industry and use the correct terminology. These might include guiding and information services, or ancillary services and extras, such as insurance, car hire, airport parking and so on.

They should identify trade associations, such as ABTA – The Travel Association (formerly The Association of British Travel Agents), the Association of Independent Tour Operators (AITO) and the BTA (Business Travel Association). Learners should describe their purpose and services.

Learners can work in a group, though each learner must be able to demonstrate their individual activity (for example, conduct research) and present as a group then produce a summary of their individual contribution.

Learner must produce a bibliography for any work produced.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 01 The UK travel and tourism industry (H/507/8483) (cont'd)**Learning outcome 2**

The learner will:

Explain UK travel and tourism organisations, their ownership and interrelationships

The learner must know about:

- public, private and voluntary agencies in the UK travel and tourism industry
- how these organisations work together

Grading descriptors:
Pass: Uses information from <u>a specialist source</u> and communicates it in own words.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates in in own words.
Delivery and assessment:
Learners will produce a summary report and supporting research files, including a bibliography, on one organisation of each, from a public, private and voluntary agency, including: • ownership • aims and objectives • sources of revenue • interrelationships with other organisations The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• case studies • observation reports • presentation • audio-visual evidence • written report • bibliography • research or fact file

Unit 01 The UK travel and tourism industry (H/507/8483) (cont'd)

Learning outcome 3

The learner will:

Analyse impacts of recent developments on the UK travel and tourism industry

The learner must consider:

- PESTLE – political, economic, social, technological, legal, environmental
- the recent and historical developments that have shaped the travel and tourism industry
- the current contribution of the UK travel and tourism industry to the UK economy

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about the impact of recent developments based on appropriate information.
Merit: Makes reasoned and <u>some balanced conclusions</u> about the impact of recent developments based on the information.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about the impact of recent developments, <u>which could inform future developments</u> in the UK travel and tourism industry.
Delivery and assessment:
The learner will explain the PESTLE factors and how they impact on tourism. Learners could also consider recent legal and regulatory changes, such as the UK electronic travel authorisation (ETA), sustainable aviation fuel (SAF) mandates, or local tourist taxes when analysing the legal impacts on the UK travel and tourism industry. Learners should produce a timeline highlighting one major event from each of the following time periods and explain how each has shaped the travel and tourism industry: • 1970 – 1989 • 1990 – 2009 • 2010 – 2019 • 2020 – present Note: a single event (for example, COVID-19) may only be used once. The learner must produce a report on how the UK travel and tourism industry has an effect on the UK economy. This must include current statistical data which is correctly sourced and referenced. Learners could also consider the economic value of inbound tourism, which relates to international visitors travelling to the UK and their impact on sectors such as accommodation, attractions, and transport. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• timeline • case studies • presentation

- audio-visual evidence
- written report
- blogs
- workbooks/journals

Unit 02 Customer service in travel and tourism (K/507/8484)

Unit summary	In this unit learners will evaluate 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.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes

Learning outcome 1

The learner will:

Evaluate the customer service provided by travel and tourism organisations

The learner must consider:

- 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 improvements in the chosen travel and tourism organisation

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about customer service based on appropriate information.
Merit: Makes reasoned and <u>balanced conclusions</u> about customer service <u>based on the information</u> .
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about customer service, <u>which inform</u> future developments.

Unit 02 Customer service in travel and tourism (K/507/8484) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

The learner must produce a flow chart or report of the stages involved in the customer service journey and suggest ways of evaluating customer service.

Learners must be set a task to conduct different mystery shopper exercises (this could be primary or secondary research). Examples could include:

- travel agents
- restaurants
- attractions
- museums
- galleries

When preparing for and conducting different mystery shopper exercises, learners could consider:

- ease of booking or purchasing
- welcome
- meet and greet
- the appearance
- first impressions
- amenities
- the service provided

Learners could also consider how organisations use recognised customer service metrics to evaluate performance, this could include:

- service level agreements (SLAs)
- net promoter score (NPS)
- customer effort score (CES)
- customer satisfaction (CSAT)
- customer experience (CX)

The learner should produce a report summarising their experience and comparing it to current industry standards.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- flow chart
- case studies
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- written report
- written statements
- blogs

Unit 02 Customer service in travel and tourism (K/507/8484) (cont'd)**Learning outcome 2**

The learner will:

Explain how travel and tourism organisations manage customer service

The learner must know about:

- 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

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about customer service based on appropriate information.
Merit: Makes <u>reasoned and balanced</u> conclusions about customer service based on the information.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about customer service, <u>which inform future developments</u> .
Delivery and assessment:
Learners must define excellent customer service and describe the skills required to deal with different customer service situations and behaviours. The benefits this gives to customers, both internal and external, and the organisation should also be described. The learner must research and present information on the different types of customers and their needs and expectations. These could include: • business travellers • leisure travellers • groups • individuals • families with children • special requirements • special occasions

Unit 02 Customer service in travel and tourism (K/507/8484) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners must make comparisons of a minimum of two different organisations showing how they aim to meet customer needs and expectations. Learners may offer suggested recommendations where appropriate.

The learner could research:

- company values
- visions and values
- videos on websites
- mission statements
- services and products
- social media

Learners can reflect on their own experiences of booking a holiday or use primary or secondary research.

Learners should be offered guidance to choose organisations that will allow them to make appropriate comparisons (for example, organisations that are not too similar or very different).

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 02 Customer service in travel and tourism (K/507/8484) (cont'd)**Learning outcome 3**

The learner will:

Deliver customer service in travel and tourism situations

The learner must:

- demonstrate customer service skills in different travel and tourism situations with different types of customers and their behaviours
- evaluate their own and their peers' performance

Grading descriptors:
Pass: The demonstration of customer service skills will show application of <u>some specialist</u> skills when dealing with different travel and tourism situations.
Merit: The demonstration of customer service skills shows the <u>effective</u> application of <u>specialist skills</u> when dealing with different travel and tourism situations.
Distinction: The demonstration of customer service skills will show the <u>consistent and effective</u> application of <u>specialist</u> skills when dealing with different travel and tourism situations.
Delivery and assessment:
Learners must take part in at least two role-plays or simulations and one written exercise for different travel and tourism situations. Examples might include responding to a letter of complaint or a negative review.
Travel and tourism situations could include complaints, incidents or accidents. Different types of customer and their behaviours could include angry, upset, pleased, older persons, younger persons, special requirements, customers with a particular need.
Learners must evaluate their own and their peers' performance and document their findings. A recording may be used for this purpose.
The learner will evaluate the specialist customer service skills (as identified in learning outcome 2) based on feedback from the tutor, peers and self-reflection.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 02 Customer service in travel and tourism (K/507/8484) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• case studies • witness testimonies • observation reports • presentation • audio-visual evidence • written report • blogs • workbooks/journals • recording

Unit 03 Preparing for a career in travel and tourism (M/507/8485)

Unit summary	In this unit the learner will analyse 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.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes

Learning outcome 1:

The learner will:

Analyse the employment opportunities and trends in travel and tourism

The learner must consider:

- employment opportunities in travel and tourism
- the impact of current trends on employment opportunities in travel and tourism

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of a careers guide/booklet.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words in the form of a careers guide/booklet.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates it in own words in the form of a careers guide/booklet.

Unit 03 Preparing for a career in travel and tourism (M/507/8485) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

Learners must produce a careers guide/booklet, covering the sectors below and identifying five key job roles within each. Sectors include:

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

The guide/booklet must include:

- entry requirements
- specialist skills
- expected salary
- progression opportunities
- overview of the job role

The guide or booklet should also include an identification of the impact of current trends (as identified in Unit 01) on employment opportunities in travel and tourism.

Learners could explore a range of sub-sectors when analysing employment opportunities, including those in leisure travel, events, aviation, and business travel.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- careers guide/booklet
- case studies
- presentation
- audio-visual evidence
- written report
- blogs

Unit 03 Preparing for a career in travel and tourism (M/507/8485) (cont'd)**Learning outcome 2**

The learner will:

Prepare for a career in the travel and tourism industry

The learner must:

- prepare their CV or personal profile
- audit their own skills, qualifications, experience and interests to meet the requirements of one of the following options: applying for employment, higher level studies, apprenticeship, etc
- research different aspects of the application process of the chosen pathway
- complete typical application documentation to a professional standard

Grading descriptors:

Pass: The CV/personal profile and supporting documentation will show the application of some specialist skills in completing an application process to a professional standard.

Merit: The CV/personal profile and supporting documentation will show the effective application of specialist skills in completing an application to a professional standard.

Distinction: The CV/personal profile and supporting documentation will show the consistent effective application of specialist skills in completing an application to a professional standard

Delivery and assessment:

Learners could create a portfolio of evidence, including:

- Personal Development Plan (PDP)
- SWOT (strengths, weaknesses, opportunities and threats) analysis
- skills audit
- information on why they would like a career in the chosen sector/industry, including pros and cons

A skills audit should be produced for a chosen career option in travel and tourism and should include current:

- skills and qualities
- achievements
- qualifications
- experience
- hobbies/interests

Unit 03 Preparing for a career in travel and tourism (M/507/8485) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners should produce a CV or personal profile and covering letter for an identified job. Proofreading should be carried out to ensure that these are produced to a professional standard (for example, spelling, grammar, format, presentation, not written in text speak).

Research into different aspects of the recruitment process could include:

- assessment centres
- psychometric testing
- role-play
- presentations
- interview types – competence based, STAR (situation, task, action, result) approach
- group interviews
- language
- personal grooming
- swimming (cabin crew)

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- case studies
- CV
- covering letter
- portfolio
- skills audit
- presentation
- audio-visual evidence
- written report
- blogs

Unit 03 Preparing for a career in travel and tourism (M/507/8485) (cont'd)**Learning outcome 3**

The learner will:

Take part in a travel and tourism interview

The learner must:

- plan for an interview for a chosen career pathway in travel and tourism
- participate in an interview for a chosen career pathway in travel and tourism

Grading descriptors:
Pass: Completes a series of complex tasks for a job interview for a chosen career pathway in travel and tourism.
Merit: Completes a series of complex tasks <u>mostly accurately</u> for a job interview for a chosen career pathway in travel and tourism.
Distinction: Completes a series of complex tasks <u>accurately and meets all of the requirements</u> for a job interview for a chosen career pathway in travel and tourism.
Delivery and assessment:
The interview can be real or simulated but evidence must be shown of research that has been carried out into the organisation, the role and expectations, and the planning process. Where simulation has been used, an observation record should be included that verifies the performance and is signed by both the assessor and the learner. If a real interview has taken place, there should be a letter or other supporting evidence from the interviewer which gives details of the learner's performance during the interview. A list of questions and discussion points should be available to show how the learner has prepared for the interview. The learner should attend the interview (or simulation) in appropriate attire. If simulated, this must be supported by a detailed witness observation from the tutor. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 03 Preparing for a career in travel and tourism (M/507/8485) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• witness testimonies • interview plan • observation record • presentation • audio-visual evidence • written report • other supporting evidence (where available)

Unit 03 Preparing for a career in travel and tourism (M/507/8485) (cont'd)

Learning outcome 4

The learner will:

Evaluate own interview performance for a chosen job in travel and tourism and produce an action plan for improvement

The learner must consider:

- their preparation for the interview
- their own performance in the interview
- feedback from the interview

Grading descriptors:
Pass: Draws up an action plan to improve the outcome, which has <u>some</u> links to the experience of the interview.
Merit: Draws up an action plan to improve the outcome, which is <u>clearly</u> linked to the experience of the interview.
Distinction: Draws up a <u>comprehensive</u> action plan to improve the outcome, <u>clearly</u> linked to the experience of the interview.
Delivery and assessment:
Preparation for the interview could include: • suitability for the role • presentation • performance • body language • responding to questions • asking questions • punctuality • did they bring the correct information with them (for example, certificates)? • ability to communicate and work within a team • psychometric test – how well they thought they did Evidence should include feedback from peers, tutors and interviewer. Learner should produce an action plan based on the factors above, identifying the improvements to be made. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 03 Preparing for a career in travel and tourism (M/507/8485) (cont'd)**Learning outcome 4 (cont'd)**

Types of evidence:
• witness testimonies • observation reports • evaluation • presentation • audio-visual • action plan

Unit 04 Travel and tourism destinations (T/507/8486)

Unit summary	In this unit the learner will describe 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1:

The learner will:

Describe the appeal of travel and tourism destinations to different types of travellers

The learner must know about:

- the geographical locations of destinations in the UK and overseas
- the appeal of travel and tourism destinations

Grading descriptors:
Pass: Consistently and correctly identifies correct locations on maps using appropriate <u>technical</u> knowledge. Makes 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 traveller.
Merit: Makes reasoned <u>and balanced</u> 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 traveller.
Distinction: Makes <u>well-reasoned</u> 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 traveller, <u>which inform future developments</u> .

Unit 04 Travel and tourism destinations (T/507/8486) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

The learner should identify UK, Europe and worldwide locations and destinations, using a series of maps to locate major tourist destinations in the UK and overseas, including:

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

Learners must produce a report on at least five different types of traveller and their needs. Examples could include:

- adults
- families
- adventure travellers
- independent travellers
- retired
- eco-tourist
- business travellers

Learners should draw conclusions about the appeal of different travel and tourism destinations based on the needs of each type of traveller described.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- maps, including print outs from the Internet
- audio-visual evidence
- written report
- blogs
- worksheets

Unit 04 Travel and tourism destinations (T/507/8486) (cont'd)**Learning outcome 2**

The learner will:

Describe different destinations within the UK, Europe and worldwide

The learner must know about:

- destinations within the UK, Europe and worldwide
- different types of destination

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of brochures.
Merit: Uses information found in <u>different formats</u> , from <u>at least two</u> specialist sources and communicates this, <u>mostly accurately</u> , in own words in the form of brochures.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources in <u>different formats</u> and <u>accurately</u> communicates it in own words in the form of brochures.
Delivery and assessment:
Learners must produce three information brochures, choosing at least one different UK, Europe and worldwide destination. The brochure must include: • passport/visa requirements for the country of destination • map of country showing destination • range of facilities including accommodation, types of activities, geographical features and accessibility • transport links • climate • costs When choosing the destinations, learners must include different types (for example, historic, cultural, seaside, city or winter sports) Learners must include a bibliography. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 04 Travel and tourism destinations (T/507/8486) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• information brochures • maps • written report • written statements • blogs • bibliography • case studies

Unit 04 Travel and tourism destinations (T/507/8486) (cont'd)**Learning outcome 3**

The learner will:

Produce a recommendation for a traveller

The learner must:

- research and evaluate 3 destinations
- make recommendations based on their findings

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> for a traveller recommendation based on appropriate research.
Merit: Makes reasoned and <u>balanced conclusions</u> for a traveller recommendation <u>based on the research</u> .
Distinction: Makes <u>well-reasoned</u> and balanced conclusions for a traveller recommendation, <u>which</u> inform future developments.
Delivery and assessment:
Learners must recommend a destination for their chosen traveller. Examples could include: • adults • families • adventure travellers • independent travellers • retired • eco-tourists The learner must research and produce a research file for three destinations that may be suitable for their chosen traveller and make recommendations based on their findings. Learners must reference and use a bibliography. Research could include surveys, social media, interviews, focus groups, as part of the learner's evidence. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 04 Travel and tourism destinations (T/507/8486) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• research file • written report • written statements • blogs • bibliography • presentation • audio-visual evidence • case studies • outcomes from focus groups • surveys • interviews

Unit 05 UK visitor attractions (A/507/8487)

Unit summary	In this unit learners will describe 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand different UK visitor attractions

The learner must know about:

- man-made and natural visitor attractions

Grading descriptors:
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples of attractions.
Merit: Supports <u>all</u> points with sophisticated examples and <u>some</u> appropriate comparisons between attractions.
Distinction: Supports <u>all</u> points with some sophisticated examples <u>and</u> appropriate comparisons between attractions.
Delivery and assessment:
The learner must describe two man-made and two natural UK visitor attractions, including points such as: • location and transport access • accessibility • opening times • products and services • target markets • features, benefits and unique selling point (USP) of each attraction

Unit 05 UK visitor attractions (A/507/8487) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd):
The learner should produce a report, web page, blog, to present their findings. Learners must reference and use a bibliography. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• presentation • written report • written statements • workbooks/journals • audio-visual evidence • case studies • web page • blog(s)

Unit 05 UK visitor attractions (A/507/8487) (cont'd)**Learning outcome 2**

The learner will:

Understand how visitor attractions seek to enhance their appeal to customers

The learner must know about:

- how visitor attractions increase their appeal to a wider target market through diversification

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> based on appropriate information to show how the attractions have used diversification to enhance their appeal.
Merit: Makes reasoned and <u>balanced conclusions</u> based on the information to show how the attractions have used diversification to enhance their appeal.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions based on appropriate information to show how the attractions have used diversification to enhance their appeal, <u>which could inform future developments</u> .
Delivery and assessment:
Learners must choose one man-made and one natural attraction in the UK and discuss how they have used diversification to become more popular, taking into account: • primary and secondary products and services • visitor interpretation methods • location and access • impact of diversification The learner could produce a magazine article, a review, report or presentation. Learners must reference and use a bibliography. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 05 UK visitor attractions (A/507/8487) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• magazine article • review • presentation • written report • audio-visual evidence • case studies • blogs

Unit 05 UK visitor attractions (A/507/8487) (cont'd)**Learning outcome 3**

The learner will:

Review visitor management techniques at a visitor attraction

The learner must consider:

- visitor management techniques used at a visitor attraction

Grading descriptors:
Pass: Describes the effectiveness of visitor management techniques used and <u>links these to success or otherwise of the overall outcome</u> .
Merit: Describes the effectiveness of visitor management techniques used and <u>justifies their use</u> .
Distinction: Describes the effectiveness of visitor management techniques used, <u>justifies their use and suggests improvements</u> .
Delivery and assessment:
Learners must review an attraction and evaluate the visitor management techniques used. Management techniques could include: • visitor numbers and how they are gathered • visitor movement within the attraction • traffic and parking • sustainability of the attraction • signposting The review could be informed by a visit to the attraction, guest speaker, virtual tour, questionnaires or a visitor map. Learners must reference and use a bibliography. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 05 UK visitor attractions (A/507/8487) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• review • observation reports • audio-visual evidence • written report • case studies • presentation • questionnaires • interviews • blog(s) • maps • bibliography

Unit 05 UK visitor attractions (A/507/8487) (cont'd)**Learning outcome 4**

The learner will:

Understand the impact of a visitor attraction on the local community and area

The learner must know about:

- positive and negative impacts of a visitor attraction on the local community and area

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> based on appropriate information about the positive and negative impacts on the local community and area.
Merit: Makes reasoned and <u>balanced conclusions</u> based on the information about positive and negative impacts on the local community.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions based on the information, <u>which could</u> inform future visitor attraction developments.
Delivery and assessment:
Using the visitor attraction from learning outcome 3, learners should consider the positive and negative impacts of the visitor attraction on the local community and area, including: • political • economic • social • technological • legal • environment Learners could create a newspaper or magazine article, community review, blog, to illustrate the impacts to an audience. Learners must reference and use a bibliography. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 05 UK visitor attractions (A/507/8487) (cont'd)**Learning outcome 4 (cont'd)**

Types of evidence:
• newspaper article • magazine article • observation reports • audio-visual evidence • written report • blog • case studies • presentation • bibliography

Unit 06 Hospitality in travel and tourism (F/507/8488)

Unit summary	In this unit the learner will explore 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the role of the hospitality sector within travel and tourism

The learner must know about:

- 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

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of a guide.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range of</u> specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates it in own words in the form of a guide.

Unit 06 Hospitality in travel and tourism (F/507/8488) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

Learners should produce a guide to the hospitality sector where they will research a range of different providers of hospitality, identifying the products, services and packages they provide.

Hospitality providers must include:

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

Packages could include:

- wedding
- conference
- seasonal
- special occasions

Learners should include all references in a bibliography.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- guide
- case studies
- observation reports
- bibliography
- audio-visual evidence
- written report
- blogs
- presentation

Unit 06 Hospitality in travel and tourism (F/507/8488) (cont'd)**Learning outcome 2**

The learner will:

Evaluate how hospitality providers meet the needs and expectations of customers

The learner must consider:

- how chosen hospitality providers in the travel and tourism industry meet the needs and expectations of a range of customers

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> 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.
Merit: Makes reasoned and <u>balanced conclusions</u> about how chosen hospitality providers in the travel and tourism industry meet the needs and expectations of a range of customers <u>based on the</u> information.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions, <u>which inform future developments</u> .
Delivery and assessment:
Learners should produce an evaluation to compare how two different types of providers meet the needs and expectations of a range of customers. The range of customers must include: • leisure • business • individuals • groups • those with specific needs Note: learners cannot evaluate two similar organisations (for example, learners will need to evaluate one hotel and one restaurant). The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 06 Hospitality in travel and tourism (F/507/8488) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• case studies • presentation/written report • audio-visual evidence • workbooks/journals • observation reports • blogs

Unit 06 Hospitality in travel and tourism (F/507/8488) (cont'd)**Learning outcome 3**

The learner will:

Design a hospitality package for a chosen customer

The learner must:

- identify the needs of a chosen customer
- create a hospitality package to meet the needs of the customer

Grading descriptors:
Pass: Creates a hospitality package based on the needs of a chosen customer.
Merit: Creates a hospitality package <u>mostly accurately</u> based on the needs of a chosen customer.
Distinction: Creates a hospitality package <u>accurately meeting all of the needs</u> of a chosen customer.
Delivery and assessment:
Based upon a customer profile, the learner will propose a hospitality package, justifying how it meets the customer's needs.
The learner will produce a description of the chosen customer, including:
• age • gender identity (if relevant) • income or socioeconomic context • relationship status (if relevant to the package) (for example, marital status) • interests and preferences • purpose of the package • individual or group (for example, whether the customer is travelling alone or with others)
The proposal could take the form of a presentation, leaflet, web page or brochure, and learners should submit a research file showing their sources.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 06 Hospitality in travel and tourism (F/507/8488) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• hospitality package presentation • leaflet • web page • brochure • audio-visual evidence • written report • written statements • workbooks/journals • blogs • case studies • research files

Unit 07 Work experience in travel and tourism (J/507/8489)

Unit summary	In this unit learners will understand 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the chosen travel and tourism organisation

The learner must know about:

- the structure, including staff roles and links with other organisations
- the policies and procedures
- the vision and values of the organisation
- products, services and main activities of the organisation

Grading descriptors:
Pass: Describes issues of current practice in relation to the chosen work experience provider.
Merit: Describes issues of current practice <u>using appropriate specialist terms</u> in context to show an understanding of how it relates to their chosen work experience provider.
Distinction: Describes issues of current practice <u>correctly, applying specialist terms</u> in context to show an understanding of how this impacts on their chosen work experience provider.
Delivery and assessment:
During the work experience, the learner will produce evidence, providing a business overview of the chosen travel and tourism organisation, the sector in which it operates (such as public, private or voluntary sector) and its visions and values.
The learner will explain the structure of the travel and tourism organisation, including staff roles, decision-making processes and links with other organisations. The products, services and main activities should also be described in detail.

Unit 07 Work experience in travel and tourism (J/507/8489) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

The learner will explain the policies and procedures of the chosen travel and tourism organisation, including:

- security
- data protection
- health and safety
- customer service
- equality and diversity
- code of conduct

If policies and procedures aren't available, the learner can discuss independently around the points above. For example, if there is no health and safety policy, the learner should discuss what the business does to ensure it is meeting the minimum health and safety standards.

Sources of information used should be referenced.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 07 Work experience in travel and tourism (J/507/8489) (cont'd)**Learning outcome 2**

The learner will:

Prepare for and complete a period of work experience in the chosen travel and tourism organisation

The learner must:

- produce a plan for the period of work experience
- investigate terms and conditions of work experience
- work shadow a member of staff
- complete a period of work experience

Grading descriptors:
Pass: Completes the portfolio/journal/blog and includes evidence of a minimum of 30 hours' work experience.
Merit: No Merit.
Distinction: No Distinction.
Delivery and assessment:
Learners will continue the portfolio/journal/blog started in learning outcome 1 and now include the plan as well as a diary or log of the daily work undertaken, signed by an appropriate member of staff. The terms and conditions of work experience should include contact name, dress code, hours and days of work, sickness procedures. The learner will work shadow at least one member of staff and produce a 'day in the life' account of their activities. This should also include skills, qualities and qualifications needed for their job and any continuing professional development (CPD) or training undertaken within their role. The work experience must be a minimum of 30 hours and, where possible, supported by a witness testimony or multiple witness testimonies from the work experience provider. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 07 Work experience in travel and tourism (J/507/8489) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• journal • portfolio • blog • observation reports • witness testimonies • audio-visual evidence • workbooks • written reports

Unit 07 Work experience in travel and tourism (J/507/8489) (cont'd)**Learning outcome 3**

The learner will:

Review their period of work experience

The learner must know about:

- the work they have undertaken
- the employability skills they have used and/or developed and the benefit of the work experience
- the relevance of the work experience for their CV/personal profile

Grading descriptors:
Pass: Makes reasoned conclusions based upon their work experience.
Merit: Makes <u>reasoned and balanced</u> conclusions based upon their work experience.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions, <u>which inform future developments</u> .
Delivery and assessment:
Learners must produce a review of the work experience, highlighting key aspects. It should also identify the employability skills they have used and/or developed and how the period of work experience has been of benefit to the learner. Employability skills could include punctuality, problem-solving, team working, communication, ICT. The learner should produce a paragraph for their CV/personal profile about their work experience. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• journal • blog • CV • personal profile • observation reports • written report

Unit 08 UK tour operations (A/507/8490)

Unit summary	In this unit learners will research different types of operators, their functions and sales methods. The learners will also evaluate the impacts of recent external factors and events on tour operations.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand tour operations

The learner must know about:

- different types of tour operators
- functions within tour operators
- sales methods used by tour operators

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words to produce a manual.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words to produce a manual.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources in <u>different formats</u> and communicates it, <u>accurately</u> , in own words to produce a manual.
Delivery and assessment:
Learners will research and describe different types of tour operators and include: • products and services • organisational structures • target markets • integration/partnership arrangement with other tour operators • trade and regulatory bodies – Civil Aviation Authority (CAA), ABTA – The Travel Association (formerly The Association of British Travel Agents), Air Travel Organiser's Licence (ATOL), International Air Transport Association (IATA), and the Business Travel Association (BTA)

Unit 08 UK tour operations (A/507/8490) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners will research and produce a manual to describe the functions within a typical tour operating company:

- marketing
- customer service
- product development – responsible/sustainable tourism policies
- sales and accounts
- duty office
- overseas arms/offices
- flight planning
- disaster management
- social media departments
- IT

Learners could also describe additional or legacy services like foreign exchange bureaux, which may exist in large integrated operators or retail-based models.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 08 UK tour operations (A/507/8490) (cont'd)**Learning outcome 2**

The learner will:

Evaluate impacts of recent external factors on tour operations

The learner must consider:

- external factors which could impact tour operators
- recent external events

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about the impacts of external factors on tour operators based on appropriate research.
Merit: Makes reasoned and <u>balanced conclusions</u> about the impacts of external factors on tour operators <u>based on the research</u> .
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about the impacts of external factors on tour operators and how they <u>have/will impact future developments</u> .
Delivery and assessment:
The learner must describe the external factors that could impact on tour operations. Factors must include: • social and economic changes • technology • legislation and regulation • natural disasters • political instability • vertical and horizontal integration Learners must research at least two recent (within the last five years) external events that have had an impact on tour operations. Where possible, learners should choose two different examples from the list above. Learners should produce a report, blog, leaflet or a newspaper article. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 08 UK tour operations (A/507/8490) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• report • blog • leaflet • newspaper article • observation reports • presentation

Unit 09 Travel agency operations (F/507/8491)

Unit summary	In this unit the learner will describe 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand types of travel agents and their products and services

The learner must know about:

- types of travel agents and the reasons why customers may choose them
- the differences between the products and services offered by different travel agents

Grading descriptors:
Pass: Supports <u>all</u> points with some sophisticated examples.
Merit: Supports <u>all</u> points with sophisticated examples <u>and some</u> appropriate comparisons of products and services.
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons of products and services.
Delivery and assessment:
The learner must describe each type of travel agent, with examples, and compare the range of products and services provided, including: • multiples • regional • independents (including consortia membership) • e-agents or online travel agents (OTAs) • business • call centre (including home workers)

Unit 09 Travel agency operations (F/507/8491) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd):
Learners must give an explanation of why customers may choose each of the different types of travel agents. This can be done in the form of a report/table/presentation. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• worksheets • table • minutes of meetings • observation reports • presentation • audio-visual evidence • written report • question and answer test

Unit 09 Travel agency operations (F/507/8491) (cont'd)**Learning outcome 2**

The learner will:

Understand the procedures, information sources and legislation used by travel agents

The learner must know about:

- 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

Grading descriptors:
Pass: Describes current procedures, information sources and legislation in travel agency operations.
Merit: Describes current procedures, information sources and legislation in travel agency operations, <u>using appropriate specialist language</u> in context.
Distinction: Describes <u>in detail</u> current procedures, information sources and legislation in travel agency operations, <u>correctly applying specialist language</u> in context.
Delivery and assessment:
Learners should produce a report or presentation to describe the procedures in a chosen travel agency, including: • customer-facing procedures • back-office procedures The learner should explain what sources of information are available to travel agents to support customer service and sales, including: • sales and promotion (for example, customer reviews and holiday brochures) • factual information (for example, through Foreign, Commonwealth and Development Office (FCDO), visa and passport advice, WHO (World Health Organisation), insurance). The learner should describe the legislation affecting travel agency operations and the impact of trade association membership on UK travel agents.

Unit 09 Travel agency operations (F/507/8491) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

The report or presentation should include an explanation of terms used in travel agencies (for example, IATA, ATOL, ABTA - The Travel Association (formerly the Association of British Travel Agents), and the Business Travel Association (BTA) etc to show that they understand the relevance of these bodies).

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 09 Travel agency operations (F/507/8491) (cont'd)**Learning outcome 3**

The learner will:

Recommend travel products to customers

The learner must:

- recommend appropriate travel products to different customers
- give reasons for their recommendations

Grading descriptors:
Pass: Completes itineraries following given scenarios.
Merit: Completes itineraries <u>mostly accurately</u> following given scenarios.
Distinction: Completes itineraries <u>accurately and meets all of the requirements</u> of the given scenarios.
Delivery and assessment:
The learner will produce three individual itineraries based upon three given customer types and recommend appropriate travel products, including: • dates and length of travel • transport • accommodation • additional products and services • full costing breakdown The learner will give explanations for each of their recommendations. Holiday products can include car hire, flights, insurance. The tutor must provide a range of scenarios for the learner to choose from. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 09 Travel agency operations (F/507/8491) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• itineraries • worksheets • presentation • audio-visual evidence • written report

Unit 10 The UK conference and event industry (J/507/8492)

Unit summary	In this unit learners will describe 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the UK conference and event industry

The learner must know about:

- a range of events
- local, regional and national event venues
- event management organisations
- job roles

Grading descriptors:
Pass: Describes the current factors, characteristics, job roles and range of events in the UK conference and event industry.
Merit: Describes the current factors, characteristics, job roles and range of events in the UK conference and event industry, <u>using appropriate specialist terms</u> in context.
Distinction: Describes the current factors, characteristics, job roles and range of events in the UK conference and event industry, <u>correctly applying specialist terms</u> in context.

Unit 10 The UK conference and event industry (J/507/8492) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

Learners should produce a description of the factors relating to the UK conference and event industry, the characteristics of each type of event, the range of events available and the key roles involved in organising an event.

Factors:

- trends
- statistics and data
- income generation
- employment
- visitor numbers
- historical development
- growth potential

Range of events:

- cultural
- sports
- festivals (for example, social events, such as parties or community gatherings)
- team building
- fundraising
- corporate hospitality
- wedding fairs
- conferences and exhibitions (commonly referred to in the sector using the acronym MICE – Meetings, Incentives, Conferences, and Exhibitions)

Key roles:

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

It should also include an overview of event management organisations and their role within the industry.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 10 The UK conference and event industry (J/507/8492) (cont'd)**Learning outcome 1 (cont'd)**

Types of evidence:
• worksheets • presentation • audio-visual evidence • written report • bibliography • question and answer test

Unit 10 The UK conference and event industry (J/507/8492) (cont'd)**Learning outcome 2**

The learner will:

Plan for different events

The learner must:

- produce feasibility plans for two events
- produce a plan for an event

Grading descriptors:

Pass: Makes reasoned conclusions about the full plan based on appropriate information from the feasibility plans.

Merit: No Merit.

Distinction: No Distinction.

Delivery and assessment:

The learners, working in small groups, should produce feasibility plans for two events and compare which would be most practical to run. Types of events could include:

- cultural
- sports
- fundraising
- festivals (for example, social events, such as parties or community gatherings)
- team building
- corporate hospitality
- wedding fairs
- conferences and exhibitions (commonly referred to in the sector using the acronym MICE – Meetings, Incentives, Conferences, and Exhibitions)
- other

Unit 10 The UK conference and event industry (J/507/8492) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

The feasibility plans should consider the following:

- risks (for example, financial loss, sufficient resources, venue management, minimisation of potential injury, etc)
- time (for example, sufficient time to book venue and inform participants)
- funding (for example, within budget, unexpected costs)
- support (for example, sponsorship, helpers, participants)
- staffing
- venue and equipment (for example, is a venue available and what equipment may be required)
- environment (for example, traffic, noise, refuse/waste disposal, or wider environmental impact)
- contingency

Learners should present their feasibility plans to the rest of the group and agree as a group which event to run. Learners should then work as a group to produce a full plan for their chosen event. The group plan will include:

- objectives and purpose
- roles and responsibilities
- date and time
- costs, including fundraising activities to cover this
- 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 (these might include mobility, translation or interpretation services, hearing loops, allergies, travel and accommodation bookings, religious or cultural requirements, security requirements)
- planning timeline/milestones
- contingency plans
- evaluation strategy for the event
- regulatory, policy and legal considerations could include council permissions, licences, insurance, or compliance with relevant policies where applicable

A reflective diary or journal should be kept by each learner to record all key decisions and issues, their roles and responsibilities and key learning points from the experience. It should also record how the decision about which event to run was reached from the perspective of the learner, including their role in the decision-making process and their strengths and weaknesses. An action plan identifying future improvements should be included. Tutor observation records may be used to support this. This will be reviewed as part of learning outcome 4.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 10 The UK conference and event industry (J/507/8492) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• feasibility plans • worksheets • event plan • action plan • reflective diary • minutes of meetings • witness testimonies • observation reports • presentation • audio-visual evidence • written report • question and answer test

Unit 10 The UK conference and event industry (J/507/8492) (cont'd)**Learning outcome 3**

The learner will:

Manage and evaluate the event

The learner must consider:

- feedback from others
- the event's success against the objectives
- analysis of areas for improvements
- own strengths and areas for improvement in event organisation

Grading descriptors:
Pass: Draws up an action plan to improve future planning, which has <u>some</u> links to the experience of managing the event.
Merit: Draws up an action plan to improve the future planning, which is <u>clearly</u> linked to the experience of managing the event.
Distinction: Draws up a <u>comprehensive</u> action plan to improve future event planning, <u>clearly</u> linked to the experiences of managing the event.
Delivery and assessment:
After the event has been run, the learner will review the event, including: • the event's success against objectives • own contribution • contribution of others • recommendations for improvement The learner will evaluate the success of an event, using the event management evaluation strategy developed in learning outcome (LO) 2. The learner will produce an action plan which will improve planning and implementation of future events. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 10 The UK conference and event industry (J/507/8492) (cont'd)**Learning outcome 3 (cont'd)****Types of evidence:**

- action plan
- evaluation
- worksheets
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- audio-visual evidence
- written report

Unit 11 Marketing for travel and tourism (L/507/8493)

Unit summary	In this unit learners will understand 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand marketing in the travel and tourism industry

The learner must know about:

- influences of marketing
- the marketing mix

Grading descriptors:
Pass: The report or presentation supports <u>all</u> points with <u>some</u> sophisticated examples.
Merit: The report or presentation supports <u>all</u> points with sophisticated examples and <u>some</u> appropriate comparisons.
Distinction: The report or presentation supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons.
Delivery and assessment:
Learners should provide a report or presentation which must include a definition of the term 'marketing'. This should expand to explain the factors which could influence the marketing activities in an organisation.
Influences to include:
• an organisation's objectives such as introduction of new product/service • customer segmentation (gender, socioeconomic, geographic, psychographic) • company philosophy/ethos • consumer protection • political, economic, social and technological factors (PEST)

Unit 11 Marketing for travel and tourism (L/507/8493) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd):
Learners should add to their report/presentation with an explanation of the marketing mix. Marketing mix: • price – promotional pricing, competitor pricing, odd pricing, seasonal pricing • place – channels of distribution, accessibility • promotion – methods, materials • product – nature of product, branding, unique selling point (USP), product lifecycle Where appropriate, learners should include relevant examples taken from the travel and tourism industry and compare them against each other. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• worksheets • presentation • audio-visual evidence • written report

Unit 11 Marketing for travel and tourism (L/507/8493) (cont'd)**Learning outcome 2**

The learner will:

Participate in a market research activity

The learner must:

- explore market research techniques
- undertake a market research activity

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about market research based on appropriate information.
Merit: Makes <u>reasoned and balanced conclusions</u> about market research based on the information.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about market research, <u>which inform</u> future developments.
Delivery and assessment:
Learners should assess available market research techniques and identify the benefits and limitations of each: • surveys • customer feedback • secondary research (for example, competitor analysis, desk research such as Tripadvisor) • primary research such as focus groups Within the selected market research activity, learners should include: • 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 • summarised findings from analysis Learners should produce the necessary documents to facilitate data collection. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 11 Marketing for travel and tourism (L/507/8493) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• market research documents • worksheets • data analysis • reflective diary/journal • presentation • audio-visual evidence • written report

Unit 11 Marketing for travel and tourism (L/507/8493) (cont'd)**Learning outcome 3:**

The learner will:

Develop a marketing campaign for a product or service

The learner must:

- plan a marketing campaign
- produce draft promotional material(s)

Grading descriptors:
Pass: Produces a marketing campaign and promotional materials to meet the given brief.
Merit: Produces a marketing campaign and promotional materials <u>mostly accurately</u> to meet the given brief.
Distinction: Produces a marketing campaign and promotional materials <u>accurately and meets all the requirements</u> of the given brief.
Delivery and assessment:
Learners should produce a marketing campaign for a given brief, to include: • 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 The marketing campaign could be presented in the form of a project file, presentation, reports, etc.

Unit 11 Marketing for travel and tourism (L/507/8493) (cont'd)**Learning outcome 3 (cont'd)****Delivery and assessment (cont'd):**

Learners should develop promotional material(s) appropriate to their marketing campaign. This could be one complex idea (for example, TV advert and storyboards) or a series of simpler items (for example, posters, leaflets, radio script, press release).

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- marketing campaign
- promotional materials
- presentation
- worksheets
- reflective diary/journal
- presentation
- audio-visual evidence
- written report

Unit 12 UK passenger transport industry (R/507/8494)

Unit summary	In this unit learners will understand 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 researching travel options for complex journeys and producing itineraries.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the structure of the UK passenger transport industry

The learner must know about:

- the structure of the UK passenger transport industry, including overland transport, sea transport and domestic air travel
- the range of facilities and services available to meet the varying needs of customers

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of a fact file.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words in the form of a fact file.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates in own words in the form of a fact file.
Delivery and assessment:
Learners must produce a fact file to explain the structures and networks associated with each mode of transport: • land – road and rail • water – maritime and in-land waterways • air – domestic and international services The fact files may include information relating to networks, main organisations and details of passenger usage (where available). Learners could support their explanations with network maps and appropriate images.

Unit 12 UK passenger transport industry (R/507/8494) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

The fact file must include relevant trade and regulatory bodies and a brief overview of their role:

- Department for Transport (DfT)
- Rail Delivery Group (RDG) (formerly Association of Train Operating Companies (ATOC))
- Network Rail
- Office of Rail and Road (ORR) independent regulator for rail safety and economic performance, also oversees the strategic road network
- Civil Aviation Authority (CAA)
- NATS Holdings (formerly National Air Traffic Services)
- Passenger Shipping Association/UK Chamber of Shipping
- Transport Focus (passenger watchdog)
- passenger groups

Where legislation, regulations and organisations listed in the specification are not applicable to the jurisdiction, substitutions may be allowed.

The fact file must include investigations of at least one travel organisation for each transport mode. The investigations should describe the facilities and services offered and include:

- reservation and ticketing process
- costs
- convenience (frequency, timings, etc)
- hospitality
- class
- accessibility
- interrelationships (links with other travel organisations and/or tourism providers)

Advantages and disadvantages of travelling with the organisation could be included within the report, which could also reflect considerations of various customer types (elderly, families, students, groups).

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- maps
- fact file
- worksheets
- presentation
- audio-visual evidence
- written report

Unit 12 UK passenger transport industry (R/507/8494) (cont'd)**Learning outcome 2**

The learner will:

Understand factors affecting the UK passenger transport industry

The learner must:

- identify key changes to date in the passenger transport industry
- describe current issues and their potential impacts

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source to produce a timeline and report about current issues and potential impacts and communicates it in own words.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources to produce a timeline and report about current issues and potential impacts and communicates it in own words.
Distinction: Uses information taken from a <u>wide range</u> of specialist sources to produce a timeline and report about current issues and potential impacts and communicates it <u>accurately</u> in own words.
Delivery and assessment:
The learner should create a timeline to visually depict milestones on how the passenger transport industry has changed post-World War two. The timeline could include a short description of the milestones. The timeline of events could include: • technology – smart motorways, online check-in • changes in demand – customer lifestyles, income, commuting, increase of car ownership • political and legal changes – taxes, air passenger duty (APD), planning regulations, privatisation, introduction of congestion charges • environmental issues – protest camps, emissions, noise pollution, airport expansion, widening of motorways • product/service innovation – opening of the Channel Tunnel, introduction of budget airlines

Unit 12 UK passenger transport industry (R/507/8494) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners should provide a report or presentation including current issues and their potential impact on the UK passenger transport industry. This could include:

- HS1/HS2
- 'Taking Britain Further' – Heathrow expansion
- Operation Brock (formerly Operation Stack)
- autonomous (driverless) cars
- cycling and walking investment strategy (CWIS)
- sustainable transport

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 12 UK passenger transport industry (R/507/8494) (cont'd)**Learning outcome 3**

The learner will:

Produce travel options for complex journeys

The learner must:

- research travel options for different types of customers
- produce itineraries
- justify a selected itinerary

Grading descriptors:

Pass: Completes itineraries for complex journeys, following a realistic customer brief.

Merit: Completes itineraries mostly accurately for complex journeys, following a realistic customer brief.

Distinction: Completes itineraries accurately, meeting all of the requirements for complex journeys, following a realistic customer brief.

Delivery and assessment:

Learners must research travel options for three different complex domestic journeys. Their decision on the most appropriate method(s) to suit a given customer brief must be demonstrated from retaining original screen prints/timetables, highlighting how the selected route/itinerary has been calculated.

Complex customer scenarios should allow learners to research different combinations of travel modes (overland, sea and air), for example, Belfast to Brighton.

Learners should explain their choices by identifying the features and benefits of the itinerary. This could include:

- cost
- time
- availability
- facilities
- frequency
- matching to specific customer needs

Unit 12 UK passenger transport industry (R/507/8494) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• itineraries • screen prints • timetables • worksheets • presentation • audio-visual evidence • written report

Unit 13 Resort representative roles and responsibilities (T/507/8505)

Unit summary	In this unit learners will investigate 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. Learners will also provide resort information for guests and undertake airport duties.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand career opportunities for resort representatives

The learner must know about:

- 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

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> based on appropriate information.
Merit: Makes <u>reasoned and balanced</u> conclusions based on the information.
Distinction: Makes <u>well-reasoned and balanced</u> conclusions, which inform future career options.
Delivery and assessment:
Learners should compare differing roles of overseas resort representatives, reflecting upon: • location • seasons/working patterns • travel • accommodation • contract types • responsibilities A comparison matrix could be produced to present their findings.

Unit 13 Resort representative roles and responsibilities (T/507/8505) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Types of resort representative to be investigated could include:

- holiday/travel representative
- transfer
- campsite
- winter sports
- children's
- entertainment/activities
- club
- over 50s
- villa representative
- wedding
- guest relations officer
- spa and wellness representative

The learner should research the qualifications, skills and qualities required for a chosen type of representative and produce a SWOT analysis.

The learner should study the benefits, limitations and reality of working as a resort representative. This may be accomplished by interviewing current or past resort representatives and identifying their experiences, or by searching relevant blogs, forums.

The learner must include a bibliography.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- SWOT analysis
- minutes of meetings
- interview notes
- magazine article
- blogs
- presentation
- audio-visual evidence
- professional discussion
- written report
- bibliography

Unit 13 Resort representative roles and responsibilities (T/507/8505) (cont'd)**Learning outcome 2**

The learner will:

Provide resort information for guests

The learner must:

- prepare a welcome pack for guests at a chosen resort
- prepare and deliver a welcome meeting

Grading descriptors:
Pass: Completes a welcome pack and presentation, following a commercial brief for the chosen resort.
Merit: Completes a welcome pack and presentation <u>mostly accurately</u> , following a commercial brief for the chosen resort.
Distinction: Completes a welcome pack and presentation <u>accurately, meeting all the requirements of</u> a commercial brief for the chosen resort.
Delivery and assessment:
The learner will choose a resort, following a commercial brief provided by the tutor. They will produce a welcome pack for guests which is to include: • information about the resort • an excursions leaflet and booking form • an FAQ leaflet (frequently asked questions) • an invitation to the welcome meeting • an activity schedule for a children's club The learner should produce a plan for a welcome meeting; the welcome meeting will follow on from the same resort selected for the welcome pack activity. The plan should include: • location • timings • visual aids • preparation of room • documentation needed • types of refreshment • consideration of specific guest needs

Unit 13 Resort representative roles and responsibilities (T/507/8505) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

The learner will prepare the content of the welcome meeting speech which should include (as appropriate):

- introduction
- health and safety – 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 (for example, beach volleyball, bingo, or other organised games)
- excursions
- children's club
- a suitable ending

The learner will deliver the welcome meeting to a group, for example, peers or other invited attendees.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- welcome pack
- welcome meeting plan
- minutes of meetings
- witness testimonies
- observation reports
- presentation
- reflective diary/journal
- audio-visual evidence
- written report

Unit 13 Resort representative roles and responsibilities (T/507/8505) (cont'd)**Learning outcome 3**

The learner will:

Undertake airport duties

The learner must demonstrate:

- representatives' duties at the airport
- how to deal with issues that may arise at the airport

Grading descriptors:
Pass: Process and outcome will show application of <u>some</u> specialist airport duty skills.
Merit: Process and outcome will show the <u>effective</u> application of specialist airport duty skills.
Distinction: Process and outcome will show the <u>consistent effective</u> application of specialist airport duty skills.
Delivery and assessment:
Learners should identify the duties at the airport and these should be demonstrated through role-plays/simulation, including: • meeting and greeting customers, both in arrivals and departures • resolving holiday makers' issues • delivering an arrivals transfer speech • undertaking a coach safety check • departure transfer speech • departure manifest Meeting and greeting customers – learners will be expected to use a passenger list to direct customers to the appropriate coach. During this exercise, learners must deal with relevant passenger issues such as lost luggage, illness and intoxicated customers.

Unit 13 Resort representative roles and responsibilities (T/507/8505) (cont'd)**Learning outcome 3 (cont'd)****Delivery and assessment (cont'd):**

Delivering an arrivals transfer speech – learners will be expected to prepare a script or use crib notes. The speech should include:

- welcome and ice breaker
- transfer time
- route and hotel drop-offs
- introduction to the country/region/resort
- welcome meetings
- local customs
- a suitable ending

Coach safety check should be carried out using simulation or role-play. A case study scenario could be provided and appropriate paperwork completed. Learners should evaluate their performance in the scenarios and identify areas for further improvement.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 14 Investigating airline cabin crew (Y/507/8495)

Unit summary	In this unit learners will understand 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.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the role of airline cabin crew

The learner must know about:

- the roles and responsibilities of airline cabin crew
- how airline cabin crew manage safety and security risks

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of a training manual.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words in the form of a training manual.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates it in own words in the form of a training manual.

Unit 14 Investigating airline cabin crew (Y/507/8495) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

The learner will produce a training manual that explains how cabin crew manage:

- passenger safety and security – pre-flight briefing, on-board safety demonstration and security checks
- passenger comfort – hydration, welfare of passengers
- providing information – services available on-board, arrival advice
- dealing with complaints and issues – food quality, food allergies, passenger conflict
- duty-free sales – foreign exchange, stock, magazine awareness
- working on-board as part of a team – allocation of stations (for example, galley)
- complying with airline and airport regulation and procedures – safety and emergency procedures (SEP)

The training manual can be digital and/or paper-based.

Current industry examples could include reference to airline safety announcements, health and safety policies, news events/stories.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- training manual
- worksheets
- presentation
- audio-visual evidence
- case studies
- written report
- question and answer test

Unit 14 Investigating airline cabin crew (Y/507/8495) (cont'd)**Learning outcome 2**

The learner will:

Understand airline cabin crew recruitment processes

The learner must know about:

- the recruitment methods for cabin crew for scheduled, chartered and low-cost airlines
- the selection processes and criteria for scheduled, chartered and low-cost airlines
- the employment packages offered by scheduled, chartered and low-cost airlines

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of an information guide.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words in the form of an information guide.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , and communicates it <u>accurately</u> in own words in the form of an information guide.
Delivery and assessment:
The learner will produce an information guide for prospective entrants for cabin crew, to include: • how airlines recruit cabin crew for scheduled, chartered and low-cost airlines • the recruitment processes and criteria for a cabin crew role for scheduled, chartered and low-cost airlines • one company from each type of airline – scheduled, chartered and low cost – making reference to the employment packages offered such as benefits, salary, location, uniform, promotion, contracts The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• information guide • worksheets • presentation • audio-visual evidence • written report.

Unit 14 Investigating airline cabin crew (Y/507/8495) (cont'd)**Learning outcome 3**

The learner will:

Be able to perform airline cabin crew duties

The learner must:

- perform typical airline cabin crew duties
- reflect how they performed during cabin crew duties

Grading descriptors:
Pass: Process and outcome will show application of <u>some specialist</u> airline cabin crew skills in completing commercial scenarios.
Merit: Process and outcome will show the <u>effective</u> application of specialist airline cabin crew skills in completing commercial scenarios.
Distinction: Process and outcome will show the <u>consistent effective</u> application of specialist airline cabin crew skills in completing commercial scenarios.
Delivery and assessment:
Learners will complete three given commercial scenarios. These could include: • a safety demonstration • duty-free service • drinks/food service • dealing with an irate customer • dealing with an unwell customer • providing first aid Evidence generated could be certificates, videos, annotated photographs or witness testimonies by peers, tutor or others. Learners should write a report to clearly evaluate the strengths and weaknesses of their performance in dealing with the scenarios. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 14 Investigating airline cabin crew (Y/507/8495) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• worksheets • witness testimonies • observation reports • presentation • audio-visual evidence • professional discussion • written report • review of performance • certificate • photographs

Unit 15 UK airports (D/507/8496)

Unit summary	In this unit learners will research 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.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand UK airports

The learner must know about:

- UK airports
- income generation opportunities

Grading descriptors:
Pass: Fact file supports <u>all</u> points with some sophisticated examples.
Merit: Fact file supports <u>all</u> points with some sophisticated examples <u>and some</u> appropriate comparisons.
Distinction: Fact file supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons.

Unit 15 UK airports (D/507/8496) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

Learners should create a fact file comparing two airports that vary in size (for example, Newcastle and Heathrow, or Manchester and Gatwick).

The learner must include:

- location and access
- size and scale
- airlines and routes
- ownership
- facilities, both airside and landside
- air traffic control (ATC) operations

The fact file must also include an explanation of how the airports maximise income generation opportunities.

Learner should record all reference sources used.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- fact file
- worksheets
- presentation
- audio-visual evidence
- written report

Unit 15 UK airports (D/507/8496) (cont'd)**Learning outcome 2**

The learner will:

Explain UK airport regulation and current issues

The learner must know about:

- the roles of UK airport-related regulatory bodies
- UK airport health and safety, risk management and security hazards

Grading descriptors:
Pass: Describe issues of current practice in UK airports.
Merit: Describes issues of current practice in UK airports, <u>using appropriate specialist language</u> in context.
Distinction: Describes issues of current practice in UK airports, <u>correctly applying specialist language</u> in context.
Delivery and assessment:
Learners will explain the roles of the following regulatory bodies, giving examples of how they relate to UK airports: • EASA – European Union Aviation Safety Agency • ICAO – International Civil Aviation Organisation • IATA – International Air Transport Association • CAA – Civil Aviation Authority • HSE – Health and Safety Executive • AAIB – Air Accidents Investigation Branch • Department for Transport (DfT) Where legislation, regulations and organisations listed in the specification are not applicable to the jurisdiction, substitutions may be allowed.

Unit 15 UK airports (D/507/8496) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Using one of the airports chosen in learning outcome 1, learners should explain how they manage risk, including health, safety and security hazards.

These could include:

- health – import and export of food stuffs
- safety – personal protective equipment (PPE), baggage handling
- security – body and baggage scanners, advances in technology at airports, such as QR codes

All points should be supported by an explanation of current issues within airport regulation.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 15 UK airports (D/507/8496) (cont'd)**Learning outcome 3**

The learner will:

Evaluate landside and airside career opportunities within UK airports

The learner must consider:

- roles and responsibilities
- benefits
- disadvantages
- skills and qualities required to work in this area
- qualifications necessary for the job role

Grading descriptors:
Pass: Makes reasoned conclusions about career opportunities based on appropriate information.
Merit: Makes reasoned <u>and balanced</u> conclusions about career opportunities based on the information.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions, <u>which inform future decisions about career opportunities</u> .
Delivery and assessment:
Learner should create two job fact files: one for airside and one for landside. Each should contain information about: • roles and responsibilities • benefits and disadvantages of working in this sector • skills and qualities needed for the role • qualifications necessary for the role The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• fact files • worksheets • presentation • audio-visual evidence • written report

Unit 16 Worldwide passenger airlines (H/507/8497)

Unit summary	In this unit learners will describe the historical factors in the development of the airline industry and its current structure. The learner will understand airline communications and terminology and use these to calculate flight times across time zones. The learner will also look at the impact of external issues on the worldwide airline industry.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Describe the historical factors in the development of the airline industry and its current structure

The learner must know about:

- key historic factors that have shaped the airline industry
- the current structure of the airline industry
- the roles of aviation regulatory bodies

Grading descriptors:
Pass: Uses information about the development of the airline industry from <u>a specialist source</u> and communicates it in own words in the form of a timeline and fact sheets.
Merit: Uses information about the development of the airline industry found in <u>different sources</u> from <u>at least two specialist sources</u> and communicates it, <u>mostly accurately</u> , in own words.
Distinction: Uses information about the development of the airline industry <u>appropriately taken</u> from a <u>wide range of specialist sources in different formats</u> , and <u>accurately</u> communicates it in own words.
Delivery and assessment:
Learners should create a historical timeline showing developments in passenger airlines after the Second World War (for example, British Overseas Airways Corporation (BOAC), Concorde, DC-10, 747, A380, B787, de-regulation of the airlines).
Current structure – learners should explain who the major airlines are and their routes and hubs (for example, Stansted houses easyJet, Jet2, and Ryanair. Learners may wish to support this with a map showing routes and hubs).
Learners may also include international carriers such as Emirates or Qatar Airways, which operate global hub-and-spoke networks.

Unit 16 Worldwide passenger airlines (H/507/8497) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd):
Learners should produce fact sheets explaining the role of specific aviation regulatory bodies (for example, the International Air Transport Association (IATA), Civil Aviation Authority (CAA), Air Accidents Investigation Branch (AAIB)). The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• worksheets • timeline • fact sheets • presentation • audio-visual evidence • written report • maps

Unit 16 Worldwide passenger airlines (H/507/8497) (cont'd)**Learning outcome 2**

The learner will:

Understand airline communications and terminology

The learner must:

- use correct airline terminology
- calculate flight times across time zones

Grading descriptors:

Pass: Investigates complex technical problems, trying out several possible solutions.

Merit: Some complex technical problems are resolved.

Distinction: Complex technical problems are effectively resolved.

Delivery and assessment:

The learner will describe the importance of airline terminology, to include:

- phonetic alphabet
- 24-hour clock
- airline and airport codes
- customer codes

Learners should calculate the elapsed flying times of four specific long-haul routes to give the result of the arrival times.

Learners should use and plot routes on maps, highlighting the equator, date line and hemispheres.

Learner should produce a bibliography for any work.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 16 Worldwide passenger airlines (H/507/8497) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• worksheets • maps • calculations • presentation • audio-visual evidence • written report • question and answer test • bibliography

Unit 16 Worldwide passenger airlines (H/507/8497) (cont'd)**Learning outcome 3**

The learner will:

Understand the effects of external influences on the worldwide airline industry

The learner must know about:

- the effects of external issues on the worldwide airline industry

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about the effects of external influences on the worldwide airline industry based on appropriate information.
Merit: Makes reasoned and <u>balanced conclusions</u> about the effects of external influences on the worldwide airline industry based on the information.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions, <u>which inform future developments</u> .
Delivery and assessment:
Learners should describe the impacts of each of the points below on the worldwide airline industry: • terrorism – Operation Overt, 9/11, Lockerbie • environmental concern – noise, emissions • global economic change – tension, fluctuating exchange rates, fuel prices Learners should give examples of what airlines are doing to reduce the effects of identified impacts. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• worksheets • presentation • audio-visual evidence • written report

Unit 17 The cruise industry (K/507/8498)

Unit summary	In this unit learners will understand 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand how the cruise industry has developed

The learner must know about:

- development of the cruise industry
- current factors affecting the cruise industry
- the impact of the cruise industry on the UK economy
- economic, social and cultural impact of the cruise industry on destinations

Grading descriptors:
Pass: Supports <u>all</u> points about the development of the cruise industry with some sophisticated examples.
Merit: Supports <u>all</u> points about the development of the cruise industry with sophisticated examples <u>and some</u> appropriate comparisons.
Distinction: Supports <u>all</u> points about the development of the cruise industry with sophisticated examples <u>and</u> appropriate comparisons.
Delivery and assessment:
Learners could produce a timeline of the history of the cruise industry.
Consideration should be given to:
• social and economic changes • technological advances • changes in customer type and demand • tour operator integration

Unit 17 The cruise industry (K/507/8498) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners should produce a report or fact sheet explaining the current factors affecting the cruise industry, to include:

- health
- safety
- responsibility of crew and passengers

Learners should produce an analysis of the financial contribution and sustainability of the cruise industry to the UK economy (for example, multiplier effect).

Learners should provide a comparison of two cruise destinations (one European and one non-European) and analyse the economic, social and cultural impacts of the cruise industry on those destinations. Economic, social and cultural impacts could include values, behaviours, religious beliefs, crime, income generation, job creation.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- worksheets
- timeline
- analysis
- comparison
- presentation
- audio-visual evidence
- written report
- question and answer test

Unit 17 The cruise industry (K/507/8498) (cont'd)**Learning outcome 2**

The learner will:

Understand the cruise industry

The learner must know about:

- different cruise packages that are currently available
- different cruise operators
- the appeal of different cruise packages and destinations to different types of customer

Grading descriptors:
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples of the types of cruise companies, their destinations and the packages they offer.
Merit: Supports <u>all</u> points with some sophisticated examples <u>and some</u> appropriate comparisons between the types of cruise companies, their destinations and the packages they offer.
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons between the types of cruise companies, their destinations and the packages they offer.
Delivery and assessment:
Learners should produce a guide for travel agents to compare the range of packages, including standard and luxury options offered within the cruise industry. This should include different cruise operators, a typical layout of one of their ships, the products and services they offer, maps of their routes and the markets and customers at which they are aimed.
The guide should also include a comparison of destinations that would appeal to different types of customer.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• worksheets • travel agent guide • presentation • audio-visual evidence • written report • question and answer test • maps

Unit 17 The cruise industry (K/507/8498) (cont'd)**Learning outcome 3**

The learner will:

Be able to recommend a cruise package for different types of customers

The learner must:

- recommend a cruise package for different types of customers
- give reasons for the recommendation

Grading descriptors:
Pass: The research process and proposal will show application of <u>some specialist</u> skills in meeting the commercial brief.
Merit: The research process and proposal will show the <u>effective</u> application of <u>specialist</u> skills in meeting the commercial brief.
Distinction: The research process and proposal will show the <u>consistent effective</u> application of <u>specialist</u> skills in meeting the commercial brief.
Delivery and assessment:
Learners will research different cruises for a minimum of three different types of customer profiles. They should consider different packages and produce a proposal for each one and justify their recommendations.
A typical commercial brief should be provided by the tutor.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• worksheets • proposals • presentation • audio-visual evidence • written report

Unit 18 UK heritage tourist attractions (M/507/8499)

Unit summary	In this unit learners will summarise 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the key features of heritage tourist attractions

The learner must know about:

- the key features of different heritage tourist attractions
- the ownership and sources of funding for heritage tourist attractions

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of a heritage tourist attraction guide.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words in the form of a heritage tourist attraction guide.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates it in own words in the form of a heritage tourist attraction guide.
Delivery and assessment:
Learners will complete a heritage tourist attraction guide for six attractions, for each of which the factors below should be summarised: • key features • ownership • sources of funding • location and access • on-site products and services • target markets • accessibility

Unit 18 UK heritage tourist attractions (M/507/8499) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Categories:

- buildings and ruins
- historic and archaeological sites
- monuments
- museums

Learners should produce a bibliography for any work.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- guide
- worksheets
- workbooks
- written reports
- audio-visual evidence
- reflective journal/diary
- bibliography

Unit 18 UK heritage tourist attractions (M/507/8499) (cont'd)**Learning outcome 2**

The learner will:

Understand visitor interpretation at heritage tourist attractions

The learner must know about:

- different interpretation methods
- the purpose of, and techniques used for, visitor interpretation at heritage tourist attractions

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about visitor interpretation based on appropriate information.
Merit: Makes reasoned and <u>balanced conclusions</u> about visitor interpretation <u>based on the information</u> such as weighs up pros and cons and then makes a decision and explains why.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about visitor interpretation based on appropriate information <u>that will inform future developments</u> .
Delivery and assessment:
Learners will research different interpretation methods available to tourist attractions and provide a short summary of each, including the benefits and limitations of each method. These should include: • displays • actors and costume guides • interactive exhibits • tours led by a guide • self-guided tours • audio guides • QR codes for virtual tours • activities and events Learners should select one attraction from each of the four categories listed in learning outcome 1 and explain the purpose of the attraction, and what visitor interpretation methods are used and why (considering the target markets). This may be done in the form of a presentation or a written report. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 18 UK heritage tourist attractions (M/507/8499) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• presentation • summaries • written report • workbooks • worksheets • audio-visual evidence • observation reports

Unit 18 UK heritage tourist attractions (M/507/8499) (cont'd)**Learning outcome 3**

The learner will:

Understand the impact of tourism

The learner must know about:

- the sustainability of heritage tourist attractions
- the factors involved in the impact of tourism

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about the impact of tourism based on appropriate information.
Merit: Makes reasoned and <u>balanced conclusions</u> about the impact of tourism <u>based on the information</u> such as weighs up the pros and cons and then makes a decision and explains why.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about the impact of tourism <u>that will</u> inform future developments.
Delivery and assessment:
Learners should research and produce an article about the impact of tourism on a chosen heritage attraction. Learners should produce a report on a chosen heritage attraction and analyse the impacts of tourism, including: • economic – creating of jobs, multiplier effect • social and cultural – car parking, litter, community impact, products, conflict with local population • environmental – erosion, conflicts of man vs nature Learners should identify how the organisation is minimising negative aspects and maximising positive aspects of the attraction in order to remain sustainable. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 18 UK heritage tourist attractions (M/507/8499) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• article • report • presentation • observation reports • workbooks • worksheets • interview notes

Unit 19 Responsible tourism (Y/507/8500)

Unit summary	In this unit learners will research 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand responsible tourism

The learner must know about:

- responsible tourism, including sustainable, eco, green tourism
- positive and negative impacts of tourism on destinations
- stakeholders and their responsibilities

Grading descriptors:
Pass: The newspaper or magazine article will support <u>all</u> points with some sophisticated examples.
Merit: The newspaper or magazine article will support <u>all</u> points with sophisticated examples <u>and</u> <u>some</u> appropriate comparisons.
Distinction: The newspaper or magazine article will support <u>all</u> points with sophisticated examples <u>and</u> <u>appropriate</u> comparisons.
Delivery and assessment:
Learners should produce a newspaper or magazine article which explains what is meant by responsible tourism and describes the impacts that tourism can have on a destination, both positive and negative.
Learners will also need to identify who the key stakeholders are (tour operators, individuals, indigenous population, tourist development organisations, etc, including public, private and voluntary sectors) and explain the roles that these stakeholders play in responsible tourism.

Unit 19 Responsible tourism (Y/507/8500) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

When considering the impacts on a destination, the learners should include:

- economic
- environmental
- social
- cultural

Learners could also consider the impacts on a destination from the sustainable aviation fuel (SAF) mandates (UK and EU).

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- newspaper
- magazine article
- worksheets
- workbooks
- presentation
- audio-visual evidence
- written reports

Unit 19 Responsible tourism (Y/507/8500) (cont'd)**Learning outcome 2**

The learner will:

Examine strategies used to manage responsible tourism in destinations

The learner must know about:

- long term and short-term effects
- responsible and irresponsible tourism practices
- responsible tourism strategies

Grading descriptors:
Pass: The case studies present <u>reasoned conclusions</u> based on the research undertaken.
Merit: The case studies present reasoned <u>and balanced</u> conclusions based on the research undertaken.
Distinction: The case studies present <u>well-reasoned</u> and balanced conclusions, <u>which inform future developments</u> .
Delivery and assessment:
Learners will research three destinations (one local, one national and one international) and produce a case study for each.
In each destination, the case study should identify responsible and irresponsible tourism practices currently in place at the destination and conclude what the long and short-term effects of these could be.
The learner must also explain and identify the strategies being used, or strategies they would recommend they use, to minimise the negative impacts and maximise the positive impacts.
Learners must include a bibliography.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 19 Responsible tourism (Y/507/8500) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• case studies • bibliography • written reports • worksheets • workbooks • audio-visual evidence

Unit 19 Responsible tourism (Y/507/8500) (cont'd)**Learning outcome 3**

The learner will:

Explain how stakeholders contribute to responsible tourism

The learner must:

- understand stakeholder contributions to responsible tourism

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of a web page or advisory leaflet.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it in own words, <u>mostly accurately</u> , in the form of a web page or advisory leaflet.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources in <u>different formats</u> and communicates it, <u>accurately</u> , in own words in the form of a web page or advisory leaflet.
Delivery and assessment:
Learners should produce a web page or advisory leaflet for stakeholders of one of the destinations they researched for learning outcome (LO) 2. The web page or advisory leaflet will include: • code of practice that the destination is expected to adhere to (10/15 points on responsible tourism practice) • cultural practice in that particular destination • key areas of tourism concern for that destination • how stakeholders can contribute to minimising the tourism concerns This must include a bibliography. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 19 Responsible tourism (Y/507/8500) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• web page • leaflet • bibliography • worksheets • workbooks • audio-visual evidence • written reports

Unit 20 Specialist tourism (D/507/8501)

Unit summary	In this unit learners will define 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Describe specialist tourism services

The learner must know about:

- different types of specialist tourism and define the term
- different types of providers of specialist tourism services

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources in <u>different formats</u> , and <u>accurately</u> communicates it in own words.
Delivery and assessment:
The learner should produce a definition of specialist tourism together with a description of different types of specialist tourism, which may include volunteer, adventure, sporting, dark, health, spiritual.
Pick two examples of providers of specialist tourism services and provide an overview of their products and services, which should include an overview of the activities they offer and where they can be done (around the world). The learners should include a map of locations, times of year, specialist equipment needed.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 20 Specialist tourism (D/507/8501) (cont'd)**Learning outcome 1 (cont'd)**

Types of evidence:
• written report • presentation • brochure • leaflet • maps • worksheets • audio-visual evidence • workbooks

Unit 20 Specialist tourism (D/507/8501) (cont'd)**Learning outcome 2**

The learner will:

Provide a marketing analysis for specialist tourism services

The learner must consider:

- the market factors that have led to developments in specialist tourism
- the market and customer profile for a chosen type of specialist tourism

Grading descriptors:
Pass: Uses information about the development of specialist tourism from <u>a</u> specialist source and communicates it in own words in the form of a report/presentation and leaflet/brochure.
Merit: Uses information about the development of specialist tourism found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words in the form of a report/presentation and leaflet/brochure.
Distinction: Uses information about the development of specialist tourism <u>appropriately taken</u> from <u>a wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicates it in own words in the form of a report/presentation and leaflet/brochure.
Delivery and assessment:
Learners should explain how specialist tourism has developed (for example, what are the changing market factors, socioeconomic factors, needs and expectations of tourists, trends?).
Learners should include developments from mass tourism to specialist tourism, including:
• growth of special-interest tour operators • packaged to unpackaged holiday markets • access to new locations • the role of budget airlines
Learners should produce a leaflet or brochure for a specific type of specialist tourism, and include who it is aimed at (customer/market), full details of the activities involved and where it is located.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 20 Specialist tourism (D/507/8501) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• presentation • leaflet • brochure • worksheets • audio-visual evidence • observation reports • display

Unit 20 Specialist tourism (D/507/8501) (cont'd)**Learning outcome 3**

The learner will:

Select suitable specialist tourism holidays to meet specific customer profiles

The learner must know about:

- different customer profiles
- how to meet the needs of specific customers

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about suitable specialist tourism holidays based on appropriate information about the customer profile.
Merit: Makes reasoned and <u>balanced conclusions</u> about suitable specialist tourism holidays <u>based on the information</u> about the customer profile.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions about specialist tourism holidays, <u>which inform future selections</u> based on the customer profile.
Delivery and assessment:
Learners should create three customer profiles and recommend a suitable specialist holiday for each, evaluating and justifying their choice in each case. Profiles of specific customers should include: • age • ability • social/economic status • medical • fitness • likes/dislikes • dietary requirements Learners should produce a holiday leaflet or website suitable for the customer profile. Aspects of responsible tourism should be referred to. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 20 Specialist tourism (D/507/8501) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• leaflet • website • newspaper article • flyer • handout • written report • presentation

Unit 21 Business travel (H/507/8502)

Unit summary	In this unit learners will research 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the business travel environment

The learner must know about:

- current business travel environment
- business travel working practices
- legislation, trade associations and licensing requirements
- the main requirements of business travellers

Grading descriptors:
Pass: Uses information from <u>a</u> specialist source and communicates it in own words in the form of a training guide.
Merit: Uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and communicates it, <u>mostly accurately</u> , in own words in the form of a training guide.
Distinction: Uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources in <u>different formats</u> , and <u>accurately</u> communicates it in own words in the form of a training guide.
Delivery and assessment:
Based on research, the learner will produce a business travel training guide, which should include reasons for business travel, types of agent, products and services, and the requirements of the traveller.
Examples of reasons for business travel:
• trade fairs • conferences and meetings • incentives • corporate events • other relevant business travel purposes (for example, remote work hubs)

Unit 21 Business travel (H/507/8502) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Examples of agents:

- travel agents
- e-agents or online travel agents (OTAs)
- implants (for example, JCB has an internal travel agency)

Examples of products and services:

- corporate credit card
- frequent-flyer rewards
- business club lounge
- accommodation
- car hire

Examples of traveller requirements:

- services such as quiet places, Wi-Fi, chargers
- flexibility
- frequency
- efficiency

Learners could explore the role of travel management companies (TMCs), which are specialist agencies that organise and manage business travel on behalf of corporate clients. TMCs provide services such as policy enforcement, global booking support, reporting, and traveller tracking.

It would be advantageous if learners had access to a practitioner in this field such as a guest speaker, independent researcher.

Learners could explore the range of industry sectors that often require business travel. This could include:

- marine industry
- entertainment and media
- fashion
- sports

Learners could also explore a wide array of professions beyond traditional corporate roles, including athletes, artists, journalists, humanitarian workers, educators, and technical specialists who travel globally for work

Learners could explore how travel policies influence business travel planning and compliance. These could include:

- organisational rules regarding preferred suppliers
- class of travel

- expense limits
- sustainability preferences
- duty of care responsibilities

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 21 Business travel (H/507/8502) (cont'd)**Learning outcome 2**

The learner will:

Understand international business travel

The learner must know about:

- key areas of worldwide commercial significance
- business etiquette for business travellers

Grading descriptors:
Pass: The fact file will include <u>all</u> points with <u>some</u> sophisticated examples of destinations.
Merit: The fact file will include <u>all</u> points with sophisticated examples <u>and some</u> appropriate comparisons of destinations.
Distinction: The fact file will include <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons of destinations.
Delivery and assessment:
Learners must identify key commercial business destinations (minimum of one destination from each continent) and explain their commercial significance in a fact file. This must include: • a map showing time zones • towns, cities and gateways (airports, etc) • business and local etiquette (values, beliefs, religion, dress code, dietary requirements, attitudes and behaviours) • factors which might restrict business travel (technological, health, visas, political, currency, time zones) Learners should then examine two international business destinations, identify their main trade, explain the importance of following business etiquette, and describe the local etiquette for business travellers. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 21 Business travel (H/507/8502) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• maps • presentation • workbooks • worksheets • audio-visual evidence • written report • fact file

Unit 21 Business travel (H/507/8502) (cont'd)**Learning outcome 3**

The learner will:

Plan a business trip for a chosen customer profile

The learner must know about:

- types of customer profiles
- components of an itinerary
- factors impacting business travel

Grading descriptors:

Pass: The process and outcome of planning the business trip will show application of some specialist skills in producing the itineraries.

Merit: The process and outcome of planning the business trip will show the effective application of specialist skills in producing the itineraries.

Distinction: The process and outcome of planning the business trip will show the consistent effective application of specialist skills in producing the itineraries.

Delivery and Assessment:

Learners must choose two destinations (one UK and one overseas) based on two business traveller profiles they have created. Learners will produce an itinerary for that trip and include aspects of essential business etiquette that the traveller will need (as researched in learning outcome (LO2).

The itinerary must be clear and accurate and also include details of:

- mode of transport used
- airport/port/rail/ferry facilities (as appropriate)
- travel to and from the airport
- accommodation
- car hire
- travel services
- costs
- timings

Learners should produce a bibliography for any work.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 21 Business travel (H/507/8502) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• itineraries • worksheets • workbooks • written report • visual evidence • bibliography

Unit 22 Storytelling for tourism (K/507/8503)

Unit summary	In this unit learners will understand 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the concept of storytelling in relation to travel and tourism

The learner must know about:

- the importance of storytelling
- sources of information related to travel and tourism destinations or attractions
- the difference between written and oral stories
- storytelling techniques

Grading descriptors:
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples provided in the training guide.
Merit: Supports <u>all</u> points with sophisticated examples <u>and some</u> appropriate comparisons provided in the training guide.
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons included in the training guide.
Delivery and assessment:
The learner must produce a training guide for new storytellers explaining how this can enhance the tourist experience. The key sections of the training guide could be: • what storytelling is • importance of storytelling • different ways of storytelling (sources such as props, costumes, special effects, lighting, gestures) • factors to take into consideration when storytelling (age of audience, mobility, language, etc) • examples and comparisons of when you would use different ways of storytelling (techniques could include oral, written, visual)

Unit 22 Storytelling for tourism (K/507/8503) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners should describe valid sources of information which could be used to inform story content (for example, archives, libraries, internet, residents, other employees, historical societies, tourist information centres, the attraction itself).

The learner should include the types of job roles which might require storytelling skills: tour guide, tour manager, resort representative, destination marketer, blogger.

An explanation of when and why written stories or oral stories would be used should be provided.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- training guide
- bibliography
- written reports
- worksheets
- workbooks

Unit 22 Storytelling for tourism (K/507/8503) (cont'd)**Learning outcome 2**

The learner will:

Create a story for a chosen audience based on a destination or attraction

The learner must:

- research source material for a travel and tourism destination or attraction
- use an appropriate structure
- consider the needs of the audience

Grading descriptors:

Pass: The process and outcome will show application of some specialist storytelling skills in creating the story.

Merit: The process and outcome will show the effective application of specialist storytelling skills in creating the story.

Distinction: The process and outcome will show the consistent effective application of specialist storytelling skills in creating the story.

Delivery and assessment:

The learner must create an oral/digital story or presentation based on a chosen brief on a destination or attraction. The story must take into account the following factors:

- the purpose of the story
- length of the story/delivery timing
- needs of the audience
- setting the stage
- plot/characters/creating conflict/suspense/drama
- use of a model/actor
- personal touch/audience involvement
- summary

When describing the needs of the audience, learners should include age of audience, timing, length, use of physical gestures, location, props and costume, lighting and special effects.

Unit 22 Storytelling for tourism (K/507/8503) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners should produce a portfolio showing their research, drafts, evidence of planning and the final version of the story.

A bibliography is essential.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- presentation
- written reports
- bibliography
- audio-visual evidence
- workbooks
- worksheets
- story

Unit 22 Storytelling for tourism (K/507/8503) (cont'd)**Learning outcome 3**

The learner will:

Communicate a story to a chosen audience

The learner must:

- communicate a story to a chosen audience
- review their performance

Grading descriptors:
Pass: The performance will show application of <u>some specialist</u> storytelling skills in communicating the story.
Merit: The performance will show <u>effective</u> application of <u>specialist</u> storytelling skills in communicating the story.
Distinction: The performance will show the <u>consistent effective</u> application of <u>specialist</u> storytelling skills in communicating the story.
Delivery and assessment:
Learners will use the research and story they have produced for LO2 to bring their storytelling to life. Learners must communicate their story to a chosen audience and complete a self-assessment of their performance, taking into consideration any feedback (for example, peer reviews, tutor feedback).
The chosen audience could be a tutor, a peer group or staff from the attraction. Learners may want to differentiate the assessment methods used depending on the audience chosen.
A video recording or similar may be used to record the performance in order to enable a more detailed review process.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 22 Storytelling for tourism (K/507/8503) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• audio-visual evidence • presentation • observation reports • questionnaires • professional discussion • minutes of meetings • witness testimonies

Unit 22 Storytelling for tourism (K/507/8503) (cont'd)**Learning outcome 4**

The learner will:

Review the storytelling performance

The learner must:

- review their performance
- identify strengths and weaknesses of the performance

Grading descriptors:
Pass: The review identifies correctly the most/least important strengths or weaknesses of the performance and provides <u>some</u> evidence to justify the choice.
Merit: The review identifies correctly the most/least important strengths or weaknesses of the performance and provides <u>detailed</u> evidence to justify the choice.
Distinction: <u>The review describes the relative impact of the strengths and weaknesses of the performance.</u>
Delivery and assessment:
Learners must complete a self-assessment of their performance, taking into consideration any feedback from others (for example, peer reviews, tutor feedback, video recording). They should identify key strengths and weaknesses in the development of the story and the performance.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• review • presentation • observation reports • questionnaires • professional discussion • witness testimonies

Unit 23 Tour guiding (M/507/8504)

Unit summary	In this unit learners will understand 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.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the tour guiding environment

The learner must know about:

- 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

Grading descriptors:
Pass: The information guide/presentation uses information from <u>a</u> specialist source, which learners have communicated in their own words.
Merit: The information guide/presentation uses information in <u>different formats</u> from <u>at least two</u> specialist sources, which learners have communicated, <u>mostly accurately</u> , in their own words.
Distinction: The information guide/presentation uses information <u>appropriately taken</u> from a <u>wide range</u> of specialist sources, in <u>different formats</u> , which learners have communicated <u>accurately</u> in their own words.

Unit 23 Tour guiding (M/507/8504) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

Learners will produce an information guide/presentation describing the tour guiding environment to include:

- the role of a tour guide, including the skills and qualities needed
- the importance of giving accurate and adequate information
- an explanation of any constraints (for example, sensitivity or security) on information
- 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

An interview with a tour guide may be considered.

A bibliography must be included.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 23 Tour guiding (M/507/8504) (cont'd)**Learning outcome 2**

The learner will:

Plan and deliver a commentary for a guided tour

The learner must:

- research and produce a commentary for a guided tour
- deliver a commentary for a guided tour

Grading descriptors:
Pass: The research and commentary uses information from <u>a</u> specialist source and is communicated in own words.
Merit: The research and commentary uses information found in <u>different formats</u> from <u>at least two</u> specialist sources and is communicated, <u>mostly accurately</u> , in own words.
Distinction: The research and commentary uses information <u>appropriately taken</u> from <u>a wide range</u> of specialist sources, in <u>different formats</u> , and <u>accurately</u> communicated in own words.
Delivery and assessment:
Learners will research and produce a commentary for a guided tour of their choice to include: • timings • health and safety considerations • target audience details • how the commentary might be contextualised or adapted for different customers Learners will use feedback from others to amend commentary if necessary. They will identify success indicators to inform an effective review process. Indicators could include time taken, level of interest shown, tour participants' comments. Learners will use the research they have completed to conduct a guided tour at their chosen venue. Learners must: • ensure that customers can 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

Unit 23 Tour guiding (M/507/8483) (cont'd)**Learning outcome 2 (cont'd)**

Delivery and assessment (cont'd):
The guided tour can take place at a visitor attraction or can be simulated using role-play if realistic facilities are not available. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• observation reports • witness testimonies • audio-visual evidence • commentary • research notes

Unit 23 Tour guiding (M/507/8504) (cont'd)**Learning outcome 3**

The learner will:

Evaluate the delivery of a guided tour

The learner must:

- analyse feedback
- review the delivery of a guided tour

Grading descriptors:
Pass: Makes <u>reasoned conclusions</u> about the delivery of the commentary based on appropriate information from self and others.
Merit: Makes <u>reasoned and balanced</u> conclusions about the delivery of the commentary based on appropriate information from self and others.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions, <u>which inform future developments</u> .
Delivery and assessment:
Learners must produce an evaluation of the content and presentation of commentary against relevant success indicators and feedback from others. They should include an analysis of the success indicators used, together with a self-evaluation of their own performance.
The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• presentation • audio-visual evidence • journals • observation reports • witness testimonies • self-evaluation

Unit 24 Flight operations (D/650/2645)

Unit summary	In this unit learners will gain an understanding of flight operations, including decisions and planning procedures and the requirements for flight operations. Learners will apply this knowledge to create a contingency plan for a flight. This unit is appropriate for learners who want to pursue the piloting route in further education. This unit can be taken as part of an aviation pathway.
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand flight operation decisions and planning procedures

The learner must know about:

- the factors involved in airline flight operations decisions
- the factors influencing piloting decisions when planning specific flights

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, <u>using appropriate specialist language</u> in context.
Distinction: Describes issues of current practice, <u>correctly applying specialist language</u> in context.
Delivery and assessment:
Learners will explain the factors involved in influencing flight operations decisions. This must include: • type of aircraft to suit the route and airport: – capacity (A380 sustainability and environmental impact) – cargo usage (for example, selling cargo space) • which routes to use: – how far the aircraft can travel without refueling, airline strategic decisions (for example, some airlines only taking European routes) – political factors – airline route ownership (for example, airlines giving up routes due to reduction in fleet) • which airports to use: – landing facilities – landing scheduling (are there time slots available to land?)

Unit 24 Flight operations (D/650/2645) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

- runway capacity (for example, some airports can only cater to smaller aircraft, or aircraft may have to remove fuel before they can safely land on a smaller runway due to the weight)
- passenger demand/seasonality (for example, airlines flying to different destinations in different seasons, such as skiing destinations in winter)
- pricing (for example, different airports charging different amounts, such as Barcelona airports)

Learners will explain the factors influencing piloting decisions when planning specific flights.

- planning routes:
 - navigation (for example, airways, airspace)
 - weather charts
 - flight permissions
 - extended-range twin-engine operational performance standards (ETOPS) requirements
 - documentation required for the route:
 - flight plans
 - loading instruction reports (LIR)
 - notice to airmen (NOTAM)
 - notification to captain (NOTOC) (for example, for dangerous goods, baggage)

Learners could take part in a role-play of a crew briefing meeting as pilot and co-pilot to demonstrate their understanding.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 24 Flight operations (D/650/2645) (cont'd)**Learning outcome 2**

The learner will:

Know the requirements for flight routings

The learner must know about:

- the principles of flight
- identify instruments on a navigation panel and explain their uses
- weight and balance and how they affect take-off and landing performance
- how to respond to instructions on take-off, in-flight and on landing

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, <u>using appropriate specialist language</u> in context.
Distinction: Describes issues of current practice, <u>correctly applying specialist language</u> in context.
Delivery and assessment:
Learners will explain the principles of flight: • the four forces of flight: – lift – drag – force – weight • how an aircraft stays airborne using the four forces, incorporating: – stability – control of the wings • lift generation: – ground speed – air speed Learners can create a poster to explain how an aircraft stays airborne. Centres that have access to flight simulation gaming can incorporate this. Learners will use photographs or illustrations of aircraft navigation panels and identify the following instruments and explain their uses: • airspeed • artificial horizon • altimeter • tachometer • directional gyro

Unit 24 Flight operations (D/650/2645) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

- vertical speed indicator (VSI)
- audio panel/intercom
- GPS
- Nav/Comms
- transponder
- visual flight rules (VFR) vs instrument flight rules (IFR)
- fuel load

Learners should understand that different aircraft display navigation instruments differently (for example, newer commercial aircraft may display all instruments together in the glass cockpit).

Centres that have access to flight simulator games can use this as a learning tool for this assessment criteria. Evidence could be screenshots, a recorded session, or a tutor observation.

Centres could also visit a simulation centre to embed understanding.

Learners will explain weight and balance and how these affect take-off and landing performance, including:

- mass limitations (for example, passengers, cargo)
- load restraint methods (for example, securing the cargo load to prevent from moving in-flight)
- drop line index
- nose/tail heavy (for example, how this can lead to tail strikes)
- weather related (for example, direction of cross winds)

Learners can be given scenarios and be asked to explain how the factors involved would affect take-off and landing performance. Scenarios should incorporate pictures of the hold of an aircraft and should include the following factors:

- weather charts
- passenger numbers (including hand luggage)
- checked in luggage
- amount of cargo

Learners could then plot a drop line index and complete a load instruction report to demonstrate their understanding.

Unit 24 Flight operations (D/650/2645) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd)**

Learners will explain how to respond to instructions on take-off, in-flight and on landing. Learners could work in pairs or with tutors and could be given instructions from the air traffic control (ATC) tower and explain how the pilot would respond. Instructions should include:

- references to exits and entrances to runways
- holding patterns (on the ground or in the air)
- take-off approach (landing)
- divert
- emergency procedures

Tutors could use the CAP 413 Radiotelephony Manual (chapter 6) when delivering this as VFR and IFR arrivals and departures examples are in this manual, available here: www.caa.co.uk.

If centres have access to flight simulation games then this could be incorporated in order for learners to demonstrate their understanding of these instructions.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- academic poster
- photographs
- illustrations
- screenshots
- recording of flight simulator session
- observation reports
- drop line index
- load instruction report
- presentation
- audio-visual evidence
- written report
- research or fact file

Unit 24 Flight operations (D/650/2645) (cont'd)**Learning outcome 3**

The learner will:

Create a contingency plan for flight operations

The learner must:

- understand the factors that contribute to contingency planning in-flight
- understand the responsibilities of the pilot in contingency planning
- create a contingency plan

Grading descriptors:
Pass: Process and outcome will show application of <u>some specialist</u> skills in completing a complex brief.
Merit: Process and outcome will show the effective application of specialist skills in meeting a complex brief.
Distinction: Process and outcome will show the <u>consistent effective</u> application of <u>specialist</u> skills in meeting a complex brief.
Delivery and assessment:
Learners will explain factors that could contribute to the contingency planning in-flight. This must include: • weather • industrial action • diversion • hijack • medical emergency • airport closures • political climate • in-air technical difficulties • passenger conflict (for example, causing emergency landing, diversion, landing fees) Learners will explain the responsibilities of the pilot in terms of contingency planning. This must include: • correct response to emergency phraseology from ATC (for example, fuel shortage, emergency descent) • programming of transponder (for example, squawk codes such as 7500 for hijacking) • quick decision-making in the interest of passenger safety (for example, the Hudson River landing) Learners could research the Radiotelephony Manual (chapter 8) on emergency phraseology to embed understanding, available here: www.caa.co.uk.

Unit 24 Flight operations (D/650/2645) (cont'd)**Learning outcome 3 (cont'd)****Delivery and assessment (cont'd):**

Learners could then review contingency plans from existing examples and discuss how they would respond to embed understanding.

Learners should be given different scenarios and create a contingency plan in order to demonstrate their understanding. An example of a scenario could be:

- a flight in Barcelona upon which there is a medical emergency that requires immediate emergency landing
- a route that requires the learner to incorporate a diversion due to passengers, weather
- an aircraft encountering an emergency situation and needing to respond in line with a certain airport's protocol, for example diverting to London Stanstead airport due to their good response to hijacking

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- contingency plan documentation
- case studies
- presentation
- audio-visual evidence
- written report
- workbooks/journals

Unit 25 Airport terminal operations (F/650/2646)

Unit summary	In this unit learners will gain an understanding of airport terminal operations, including the passenger journey and how airports maximise the passenger flow. Learners will apply this knowledge to create a terminal development plan.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand the passenger journey

The learner must:

- explain the different stages of the passenger journey
- explain how to check-in passengers
- describe levels of service inside the terminal

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, <u>using appropriate specialist language</u> in context.
Distinction: Describes issues of current practice, <u>correctly applying specialist language</u> in context.
Delivery and assessment:
Learners will explain the different stages of the passenger journey. Learners could complete a flow chart and plot the stages of the passenger journey, which must include: • car park operations • check-in, including online, manual and self-service kiosk • bag drop • VIP passenger journey, for example VIP lounge or VIP terminal • security checks • boarding, including passengers with reduced mobility (PRMs) • special service requests (SSRs) • transit/transfers • arrival services, for example baggage reclaim, property irregularity report (PIR)/lost/damaged/pilfered • border force

Unit 25 Airport terminal operations (F/650/2646) (cont'd)**Learning outcomes 1 (cont'd)****Delivery and assessment (cont'd):**

Learners should take part in a check-in scenario to demonstrate their understanding of the passenger journey. Example scenarios could include:

- checking in a passenger with an SSR (for example special dietary requirements)
- checking in a passenger with a PRM (for example passengers using a wheelchair)
- manual check-in during technical issues (for example using a Departure Control System (DCS) fallback process or a manual passenger manifest).

Learners should understand International Air Transport Association (IATA) levels of service (LoS) available here: www.iata.org, which must include:

- waiting times
- square metres per passenger in the check-in queue
- minimum seating at the gates

Learners should also understand that the IATA standards cannot always be met. They should consider seasonality for example smaller airports abroad only opening during summer or winter months – because of these factors, these airports cannot meet the levels of service as sometimes it is not financially viable for airports to spend money in order to meet these standards.

Tutors could give examples of airports not meeting the IATA LoS to embed understanding (for example, news reports of overcrowded airports).

Learners could take part in mystery shopper role play in which they must assess an airport against the IATA LoS to demonstrate their understanding. Learners should then suggest improvements to the terminal (for example, looking at stages of development for a new or improved terminal).

This could be in a real airport as part of a landside or airside visit, or this can be a simulation using virtual reality (VR) headsets if these are available to the centre. If learners have recent experience of trips they could use this to discuss the relevant airport's adherence to the IATA LoS to show their understanding.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- flow chart
- observation reports
- case studies
- presentation
- audio-visual evidence
- written report
- written statements
- workbooks/journals

Unit 25 Airport terminal operations (F/650/2646) (cont'd)**Learning outcome 2**

The learner will:

Understand how airports maximise passenger flow

The learner must know about:

- sources of passenger revenue
- how airports are designed to influence passenger flow

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.
Delivery and assessment:
Learners will explain different sources of passenger revenue, which must include: • car parks • retail • catering • taxis • fast track • trolleys • lounges • excess baggage charges • ancillary items (for example, baggage wrapping, pop up kiosks, VIP baggage porters, health and wellbeing vending, smoking shelters) • duty-free • foreign exchange • transport links Learners could also research and explain additional and new sources of passenger revenue.

Unit 25 Airport terminal operations (F/650/2646) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners will explain the ways in which airports are designed to influence passenger flow:

- to reduce passenger stress:
 - winding queues to make passengers move more quickly
 - music
 - wayfinding (for example, airport staff, signage, floor colouring (such as dark grey flooring that have a calming influence), lighting (such as pointing in a certain direction), windows (such as to flood an area with natural light for a calming influence)
 - artwork (such as images or statues which can have a calming effect and can also be used as easily-identifiable meeting points to reduce stress)
- to maximise terminal income:
 - golden hour – first hour of the passenger being in the departure lounge is when a passenger will spend the most money so some airports may place the more expensive shops first
 - product placement in shops – some airports may display more expensive products on the right-hand side due to most passengers pulling luggage with their right hand
 - flooring – such as dark grey tiles with silver flecks or carpeting to influence passengers to spend more time in a certain area
 - departure board – some airports may display the departure gate closer to departure time to influence passengers to spend more time in the departure lounge

Learners could be given example airports and then make suggestions on how to make improvements in order to display their understanding.

Learners could take part in a landside or airside visit to an airport to embed understanding for these assessment criteria. Alternatively, they could hear from a terminal duty manager (TDM) guest speaker.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 25 Airport terminal operations (F/650/2646) (cont'd)**Learning outcome 3**

The learner will:

Prepare a plan for a future terminal development

The learner must:

- create a plan for a future terminal in an airport

Grading descriptors:
Pass: Completes a series of complex tasks following a complex brief.
Merit: Completes a series of complex tasks <u>mostly accurately</u> following a complex brief.
Distinction: Completes a series of complex tasks <u>accurately and meets all of the requirements</u> of a complex brief.
Delivery and assessment:
Prior to creating their terminal development plan, learners could research the best worldwide airports to understand the factors that make them successful. Learners could borrow these factors and build on them for their plan. This exercise could also be carried out using VR if this is accessible. Tutors can provide learners with a brief including which worldwide airport their new terminal will be for, or learners can decide this on their own. The terminal development plan must take into account: • airport location • the passenger journey • health, safety and security of passengers and airport staff (to include recent or upcoming requirements) • accessibility • sustainability • maximising terminal income • improved passenger confidence Learners could create a business case document to present their plan, which could include: • designs with annotations (signage) • costs • projected revenues • potential risks • marketing plans The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 25 Airport terminal operations (F/650/2646) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• terminal development plan • business case document • annotated workbook • written report • case studies • presentation • audio-visual evidence

Unit 25 Airport terminal operations (F/650/2646) (cont'd)**Learning outcome 4**

The learner will:

Review a terminal development plan

The learner must:

- review a terminal development plan
- suggest improvements to the plan

Grading descriptors:
Pass: Identifies correctly the most/least important strength or weakness and provides <u>some</u> evidence to justify the choice.
Merit: Identifies correctly the most/least important strength and weakness and provides <u>detailed</u> evidence to justify the choice.
Distinction: Describes the relative impact of the strengths and weaknesses.
Delivery and assessment:
Learners could work in groups or pairs to complete peer reviews of each other's terminal development plans. Their review must consider the following: • how the terminal influences passenger flow (including how it reduces passenger stress) • how the terminal maximises income • the terminal's appropriateness for the airport location • to what extent the terminal meets health, safety and security requirements • how accessible is the terminal? • how sustainable is the terminal? Learners could present their terminal development plans to each other using a panel-based presentation format. It would also benefit learners for centres to invite someone from a terminal operations background to sit on the panel and offer feedback if centres are able to facilitate this. Learners will also make suggestions for how their peer's terminal development plan can be improved. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• annotated terminal development plan • annotated business case document • presentation • audio-visual evidence • written report • workbooks/journals

Unit 26 Airport ground operations (J/650/2648)

Unit summary	In this unit learners will gain an understanding of ground operations, including health and safety and ramp operations. Learners will apply this knowledge by creating and reviewing a plan for loading and unloading an aircraft.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand health and safety in ground operations

The learner must be able to:

- describe specific aviation risks and hazards
- explain why safe working practices are in place
- explain procedures and compliance to health and safety when working on the ramp

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, <u>using appropriate specialist language</u> in context.
Distinction: Describes issues of current practice, <u>correctly applying specialist language</u> in context.
Delivery and assessment:
Learners will describe the following specific aviation risks and hazards: • foreign object debris (FOD) • bird strike • blast • propellers • ingestion • moving vehicles • aircraft damage • equipment damage • fuel spillages • adverse weather conditions – hot, cold, wet (outdoor operations) • straying passengers

Unit 26 Airport ground operations (J/650/2648) (cont'd)**Learning outcome 1 (cont'd)****Assessment and delivery (cont'd):**

Learners should select a minimum of five of the above hazards and risks and describe a minimum of five incidents or accidents which have been caused by them. Learners could use a relevant historical incident to support their point, for example:

- to provide an account of FOD, learners could research the Concorde crash

Learners will research to find examples of why Health and Safety Executive (HSE) safe working practices are in place, using real-life examples in their research. Learners must research a minimum of four of the HSE safe working practices listed below:

- fire safety
- fire evacuation
- personal protective equipment (PPE)
- Control of Substances Hazardous to Health (COSHH)
- working at heights
- manual handling including lifting
- noise
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- working time directive
- FOD procedures (for example, FOD plods, FOD bins)

Where legislation, regulations and organisations listed in the specification are not applicable to the jurisdiction, substitutions may be allowed.

Learners will explain procedures and compliance to health and safety when working on the ramp. This must include as a minimum:

- joint aviation requirements for operation of commercial air transport (JAROPS)
- inspections, including defects, breakdowns
- reporting incidents
- sourcing parts (engineering)
- Boeing maintenance error decision aid (MEDA)
- human factors (for example, dirty dozen)

Tutors can assess these assessment criteria by asking learners to produce a training card and a multiple-choice quiz, which could be used in the training of airport staff. Learners could also produce 'reminder' posters for airport staff.

Tutors could also assess these assessment criteria by asking learners to simulate the delivery of a 'toolbox talk' to airport colleagues to remind them of the points covered in this learning outcome.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 26 Airport ground operations (J/650/2648) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

- case studies
- observation reports
- presentation
- audio-visual evidence
- written report
- written statements
- workbooks/journals
- airport staff training card
- copy of multiple-choice quiz

Unit 26 Airport ground operations J/650/2648 (cont'd)**Learning outcome 2**

The learner will:

Understand ramp operations

The learner must:

- explain facilities provided while on the ground
- describe dispatcher duties on an aircraft turnaround
- identify and explain ramp and road markings
- explain the different baggage types and how to segregate them

Grading descriptors:
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples.
Merit: Supports <u>all</u> points with sophisticated examples <u>and</u> some appropriate comparisons.
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons.
Delivery and assessment:
Learners will explain the facilities provided while on the ground. This must include: • stand allocation • marshalling - hand signals and use of a visual guidance docking system (VGDS) • chocks • airbridge/steps/buses • pushback • refuelling • catering • cleaning • vacuum truck • ground power unit (GPU) on stand Learners will describe dispatcher duties on an aircraft turnaround. This must include: • interface and management of boarding teams • interface with engineering • providing on-time departure Learners can produce an academic poster to cover this assessment criteria, incorporating diagrams/infographics and text.

Unit 26 Airport ground operations J/650/2648 (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners will identify ramp and road markings and explain their meaning. This must include the following markings:

- ramp markings:
 - live areas
 - hatched area
 - interstand clearway
 - uncontrolled crossing
 - walkways
 - wing chains
- road markings:
 - give way
 - speed
 - pedestrian crossings

Learners could use photographs or diagrams to plot the ramp and road markings and explain their meanings to display their understanding.

Learners will explain the different baggage types and how to segregate them. This must include:

- labels (heavy/fragile)
- online
- interline
- point-to-point
- standby
- short connection bags (SHOCON)
- delivery at aircraft (DAA)
- special loads:
 - cargo
 - dangerous goods
 - perishable goods
 - live animals
 - human remains

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification

Unit 26 Airport ground operations J/650/2648 (cont'd)**Learning outcome 2 (cont'd)****Types of evidence:**

- case studies
- observation reports
- presentation
- audio-visual evidence
- written report
- research or fact file
- academic poster
- diagrams/infographics

Unit 26 Airport ground operations (J/650/2648) (cont'd)**Learning outcome 3**

The learner will:

Create a plan for the turnaround of an aircraft

The learner must:

- create a critical time path for an aircraft turnaround
- discuss improvements in ramp operations

Grading descriptors:
Pass: Completes a series of complex tasks following a complex brief.
Merit: Completes a series of complex tasks mostly accurately following a complex brief.
Distinction: Completes a series of complex tasks accurately and meets all of the requirements of a complex brief.
Delivery and assessment:
In order to create their critical time paths, learners could be given a scenario, for example: • a dispatcher turning around an aircraft and everything that needs to be considered for an on-time departure Learners should create critical time paths for both of the following types of airline: • low-cost airline (for example, Ryanair – 25 minutes) • schedule/charter airline (for example, British Airways – 60 minutes) Learners could consider the following factors when creating their critical time path: • aircraft (determining weight) • hold (space) • cargo • flight times • passenger numbers • airline regulations • airport-specific rules (determining the method of loading and unloading) • fuel • the potential for a last-minute change (LMC) • management of perishables, live animals or human remains in the event of a disruption

Unit 26 Airport ground operations (J/650/2648) (cont'd)**Learning outcome 3 (cont'd)****Delivery and assessment (cont'd):**

Learners should consider the differences between low-cost and schedule/charter airlines when considering these factors (for example, limited cleaning of the cabin for low-cost airline).

Learners will also know the different ways to load and unload an aircraft. This must include:

- belts
- dollies
- unit load devices (ULDs)
- hold baggage reconciliation
- positioning of equipment
- driving, including airside vehicle permits (AVP)/airside driving permits (ADP)

Learners could present their plan as a written document, in the form of a discussion or role-play, or in form of a presentation.

Documents that learners can use to create and present their plan and show their achievement of the assessment criteria include:

- graphs of critical time paths
- load instruction report (LIR)
- aircraft hold blueprints/diagrams
- load sheets
- balance charts
- fuel sheets
- gate manifests for passenger numbers

Learners will discuss possible improvements in ramp operations, which could include:

- safer practices
- more efficient practices
- inclusion of technology (for example, the invention of the Aviramp, ergonomic baggage lifting system)

Learners could also make suggestions on how to improve ramp operations using their own ideas.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 26 Airport ground operations (J/650/2648) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• critical time path graph • load instruction report • case studies • presentation • audio-visual evidence • written report • workbooks/journals

Unit 27 Commercial operations of airports and airlines (K/650/2649)

Unit summary	In this unit learners will gain an understanding of the development of commercial operations of airports and airlines, which includes income streams for airports, ways of saving money and their mutual relationships with other businesses. Learners will apply this knowledge in a research project based on a specific airport that will deepen their skills in research and analysis.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Explain how airports make money

The learner must know about:

- aeronautical and non-aeronautical revenue streams
- ways of saving money
- mutual relationships

Grading descriptors:
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples.
Merit: Supports <u>all</u> points with sophisticated examples and <u>some</u> appropriate comparisons between airports.
Distinction: Supports <u>all</u> points with sophisticated examples and appropriate comparisons between airports.

Unit 27 Commercial operations of airports and airlines (K/650/2649) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment:**

Learners will explain the two streams of revenue for airports, which must include:

- aeronautical income:
 - airline costs (for example, security, baggage, passenger handline)
 - landing fees
 - gate allocations (for example, airlines paying for closer gates, gates with airbridges or gates with lounges)
 - ramp handling
- non-aeronautical income:
 - advertising:
 - hoardings
 - posters
 - ads
 - billboards
 - sponsorship:
 - trolley sponsorship
 - lounges
 - land rent:
 - hotels
 - taxi companies
 - car hire companies
 - airport business park (depots, warehouses)
 - additional income depending on land ownership
 - rental space:
 - shops and franchises
 - airport lounges – airline-specific lounges
 - utilities (for example, water, energy, bin collections)
 - car parking (for example, on- and off-airport parking, meet and greet parking)

Learners must understand how airports can make savings and be able to understand the main ways of saving money, which should include:

- outsourcing:
 - staff
 - equipment
- streamlining through technology:
 - self check-in and bag drop
 - advances in security screening
 - passenger flow tracking
 - self-board gates

Unit 27 Commercial operations of airports and airlines (K/650/2649) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners should consider the pros and cons of these ways of saving money, for example:

- outsourcing staff may save money but may weaken the service

Learners will explain mutual relationships and how airports work with other companies. This should include:

- integrations (for example, airport groups like Manchester Airports Group (MAG))
- interrelationships (for example, services like retail, transport and catering)

Learners could be asked to use at least two airports as case studies and consider their organisations and contracts, covering aspects of interrelations such as contract types. Learners could also incorporate environmental concerns such as air quality and local residents' wellbeing. Learners could be asked to use their knowledge to undertake a research project that deals with a selection of the ideas covered in this learning outcome.

Types of evidence:

- case studies
- research project documentation
- observation reports
- presentation
- audio-visual evidence
- written report
- written statements
- workbooks/journals

Unit 27 Commercial operations of airports and airlines (K/650/2649) (cont'd)**Learning outcome 2**

The learner will:

Explain how airlines make money

The learner must know about:

- pricing structure for tickets
- structures and benefits of alliances
- yield management and break-even concerns
- hedging
- aircraft
- flight add-ons
- ancillary revenue

Grading descriptors:

Pass: Supports all points with some sophisticated examples.

Merit: Supports all points with sophisticated examples and some appropriate airline comparisons.

Distinction: Supports all points with sophisticated examples and appropriate airline comparisons, suggesting how airlines could increase revenue.

Delivery and assessment:

The learner must know how airlines set price structures for tickets. This must include:

- price structuring
- price setting
- charging

Learners should be able to discuss the basic running costs of an airline which are included in the ticket price, such as:

- aircraft
- staff
- fuel
- landing fees
- taxes (including airport duty tax)

Learners can choose two airlines for a case study (such as low-cost airline and a scheduled airline – flag carrier or similar) and compare and contrast their pricing structure, routes and on-board service to embed understanding of the different experiences that passengers can typically expect on a low-cost airline as opposed to a flag carrier.

Unit 27 Commercial operations of airports and airlines (K/650/2649) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd)**

The learner must know how alliances are structured and what benefits they present for airlines. This must include:

- seamless service

Learners could be asked to choose an alliance (such as One World, Star Alliance, Sky Team) and examine their shared resource (such as lounge access, baggage handling). Learners could analyse how the resource achieves benefits and efficiencies such as:

- wider geographical coverage for their airlines and partners
- luggage checking in to the final destination despite a number of flight changes
- reduction in the number of flight changes needed for a passenger who flies with an alliance rather than booking each leg of the journey separately

The learner must explain what yield management is and the main break-even concerns or priorities for an airline. This should include:

- load factors (for example, how many passengers are needed on an aircraft to generate income and how tickets should be priced)
- carriage of cargo (for example, what cargo the aircraft can carry depending on its type, flight path and income interests)
- risks (for example, prioritising generating profit over providing a service)

The learner must explain hedging. This should include:

- fuel (including the cost of fuel in different countries and exchange rates determining airlines' refuelling opportunities)

The learner must know about airlines and aircraft. This should include:

- risks and benefits of leasing/renting
- risks and benefits of outright ownership

Learners must explain how flight add-ons are a vital part of the revenue of airlines, particularly low-cost carriers. This should include:

- seat upgrades
- specified seats
- boarding first and avoiding queues
- luggage
- food and drink
- in-flight sales

Unit 27 Commercial operations of airports and airlines (K/650/2649) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd)**

Learners could be asked to choose one or more airlines and give examples of flight costings with add-ons included to show the ratio between ticket cost and additional costs. Learners could also make suggestions on how the airlines could attract more passengers with changes to fare structure (for example, additional services or reduction in ticket fare).

The learner must explain additional income for airlines through ancillary revenue. Learners should incorporate examples from airline websites of the ancillary products available, how this adds to the overall package offered by airlines and how this benefits the airline. This could include:

- car hire
- insurance
- transfers
- hotels

Types of evidence:

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

Unit 27 Commercial operations of airports and airlines (K/650/2649) (cont'd)

Learning outcome 3

The learner will:

Review the revenue of an airport or airline and create a forecast plan for commercial development

The learner must:

- review the income and expenditure of a chosen airport or airline over the past 5 years
- explain the main factors of profit or loss
- create a forecast plan for the airport or airline to increase commercial income

Grading descriptors:

Pass: Process and outcome will show application of some specialist skills in completing a commercial brief.

Merit: Process and outcome will show the effective application of specialist skills in meeting a commercial brief.

Distinction: Process and outcome will show the consistent effective application of specialist skills in meeting a commercial brief.

Delivery and assessment:

Learners will choose one airport or airline and review its revenue over the last 5 years. Learners must consider:

- the income of the airport/airline over the last 5 years
- the expenditure of the airport/airline over the last 5 years

Learners will summarise each year and explain the main aspects of profit of loss (for example, external factors that have impacted overall revenue).

Income and expenditure statements and data of airports or airlines can be created by the tutor in the form of a financial report.

Learners will then create a forecast plan for the airport or airline that identifies ways in which they can increase their commercial income in the next 3 years. Learners must consider how achievable the actions are based on the areas of loss or low revenue identified in the financial report.

To embed understanding, learners could benefit from hearing about the importance of commercial development from airport staff during a visit to a local airport, or from a guest speaker with relevant experience.

Unit 27 Commercial operations of airports and airlines (K/650/2649) (cont'd)**Learning outcome 3 (cont'd)****Types of evidence:**

- timeline
- graphs
- case studies
- written forecast plan
- presentation
- audio-visual evidence
- written report
- workbooks/journals

Unit 28 Aviation communications (R/650/2650)

Unit summary	In this unit learners will gain an understanding of aviation communications, including communication methods and specific aviation terminology. Learners will apply this knowledge and demonstrate aviation communication skills.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand a range of communication methods in aviation

The learner must:

- compare communication regulatory organisations
- discuss a range of communication methods
- consider the effects of technology on communication in aviation

Grading descriptors:
Pass: Makes <u>reasoned</u> conclusions based on appropriate information.
Merit: Makes <u>reasoned and balanced</u> conclusions based on the information such as weighs up pros and cons and then makes a decision and explains why.
Distinction: Makes <u>well-reasoned and balanced</u> conclusions <u>that inform future developments</u> .
Delivery and assessment:
Learners will compare the following regulatory bodies/companies and their involvement in aviation communication: • International Air Transport Association (IATA) • Société Internationale de Télécommunications Aéronautiques (SITA) • International Civil Aviation Organisation (ICAO). Learners will give a minimum of two examples of how the above organisations support and develop communications within aviation. Learners will research the range of different ways in which airports communicate with staff, passengers and with other areas of the airport. This must include examples from the main methods of communication: • verbal (for example, PA systems, help/information desks, customer service from staff) • written (for example, posters, information boards, signage/symbols)

Unit 28 Aviation communications (R/650/2650) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

- technology, including visual technology such as digital signage, airport apps

Learners could discuss methods in groups and choose a minimum of two examples from each of the groups above (verbal, written, technology).

Learners will also discuss additional methods of communication used within an airport and explain their purpose, for example:

- advanced surface movement guidance and control system (A-SMGCS) - guides aircraft through fog using lights
- windsock
- colour coding of airport (for example, Heathrow's use of purple for transit passengers)

Learners will discuss how technology has contributed to the advancement of aviation communication, for example:

- manual marshalling and marshalling lights systems:
 - azimuth guidance for nose in stand (AGNIS)
 - visual docking guidance system (VDGS)
- security staff and body scanners in the security area
- digital boarding cards (for example, QR codes)
- silent airports (for example, Bristol Airport)
- remote work (for example, London City Airport air traffic control (ATC) based off-site)

Learners will discuss the benefits and limitations of technological advancements. Learners will also make suggestions about how technology could further improve existing communication methods in aviation.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 28 Aviation communications (R/650/2650) (cont'd)**Learning outcome 2**

The learner will:

Understand specific aviation terminology

The learner must know about:

- airport, airline, aircraft, A4A-IATA Reservations Interline Message Procedures (AIRIMP) codes
- radiotelephony codes

Grading descriptors:

Pass: Describes issues of current practice.

Merit: Describes issues of current practice, using appropriate specialist language in context.

Distinction: Describes issues of current practice, correctly applying specialist language in context.

Delivery and assessment:

Learners should be taught the minimum amount of codes as stated below.

IATA three letter airport codes:

- UK – minimum of 10
- Europe – minimum of 10
- worldwide – minimum of 20
- airline (for example, British Airways (BA) – minimum of 10)
- aircraft (for example, Boeing Airbus – minimum of five aircraft manufacturers)
- airline industry reservations interline message procedures (AIRIMP) codes for special service requests (SSR):
 - disability – minimum of five
 - hidden disability – minimum of five
 - dietary requirements – minimum of five
 - other (for example, infants, prisoners – minimum of five)
- other AIRIMP codes, the following as a minimum:
 - STA
 - ETA
 - ATA
 - STD
 - ETD
 - ATD
 - MCT
 - TOD
 - VIP
 - CIP
 - PAX
 - A/C
 - PNL

Unit 28 Aviation communications (R/650/2650) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners could take part in a question and answer activity in which they are given a code and are required to identify what the code means. Learners could also be given a situation and be required to match the situation to the code.

Tutors could assess this by written exam and a pass rate can be established by the centre. A minimum of 50% pass rate is suggested.

Learners will be taught the codes below from the radiotelephony manual as a minimum:

- phonetics (all)
- numbers (all)
- radio phraseology - minimum of 10 from the following list:
 - acknowledge
 - confirm
 - cancel
 - unable
 - wilco
 - say again
 - roger
 - out
 - over
 - negative
 - affirm
 - disregard

Learners can discuss why radiotelephony codes are used, incorporating historical incidents of miscommunication. This could include discussions around the following:

- air to ground communication
- the differences between ICAO and IATA codes

Tutors should use the CAP 413 Radiotelephony Manual (chapter 2) in the delivery of this section, available here: [Civil Aviation Authority](#) (CAA).

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 28 Aviation communications (R/650/2650) (cont'd)**Learning outcome 2 (cont'd)****Types of evidence:**

- question and answer papers
- multiple-choice papers
- electronic online quiz
- observation reports
- presentation
- audio-visual evidence
- written report
- research or fact file

Unit 28 Aviation communications (R/650/2650) (cont'd)**Learning outcome 3**

The learner will:

Communicate in aviation situations using correct aviation terminology

The learner must:

- demonstrate aviation communication

Grading descriptors:
Pass: The demonstration of aviation communication shows application of <u>some specialist</u> skills in completing a brief.
Merit: The demonstration of aviation communication shows the <u>effective</u> application of <u>some specialist</u> skills in completing a brief.
Distinction: The demonstration of aviation communication shows the <u>consistent and effective</u> application of <u>some specialist</u> skills in completing a brief.
Delivery and assessment:
Learners should take part in a role-play to display their understanding of aviation communication. The following aviation communication skills should be incorporated: • conversation with customer – including use of natural voice • delivering message on two-way radio – including correct codes and phraseology • boarding/delay/in-flight announcements – including use of amplified voice • marshalling signals Learners must display a minimum of two of these skills of aviation communication in the assessment. Learners can be provided with a scenario for their role-play, for example: • customer with an SSR • marshalling an aircraft to stand • announcing a delayed flight at the gate • making a landing announcement on the aircraft The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• tutor or peer observation • journal • presentation • audio-visual evidence

Unit 29 Leadership and human resources (Y/650/2652)

Unit summary	In this unit learners will gain an understanding of leadership and human resources including leadership styles and the roles and responsibilities of human resources. Learners will apply this knowledge and lead a recruitment interview, reviewing their own leadership skills.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand different styles of leadership

The learner must:

- explain different leadership styles
- identify their own style of leadership

Grading descriptors:
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples.
Merit: Supports <u>all</u> points with sophisticated examples <u>and</u> some appropriate comparisons.
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons.
Delivery and assessment:
The learner 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 Leaderships styles could include: • transformational • transactional • situational

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

The learner must identify and analyse three different workplace situations that could occur and explain which style of leadership or behaviours would be appropriate.

The learner must identify their own style of leadership, using, for example:

- strengths, weaknesses, opportunities, threats (SWOT) analysis
- leadership style questionnaires
- psychometric tools

Learners should use this information to analyse their own leadership styles and make suggestions on how they can improve both their leadership and communication for their future development. In addition, learners could use personality tests to help them reflect upon different methods of character analysis, such as Insights or Myers-Briggs.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- fact file
- observation reports
- audio-visual evidence
- written report
- written statements
- workbooks

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 2**

The learner will:

Understand the role and responsibilities of human resources

The learner must know about:

- the role and responsibilities of human resources
- recruitment processes
- employment policies and legislation

Grading descriptors:

Pass: Supports all points with some sophisticated examples.

Merit: Supports all points with sophisticated examples and some appropriate comparisons.

Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Delivery and assessment:

The learner will explain the functions and responsibilities of human resources including:

- recruitment, retention and talent acquisition
- managing employment contracts
- ensuring compliance with employment legislation
- employer-employee relations:
 - developing colleague initiatives
 - disciplinaries
 - sickness
 - leave (for example, maternity, sabbatical)
 - termination
 - grievances

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd)**

The learner will explain the stages of the recruitment process, which must include:

- writing a job description
- advertising a vacancy
- analysing candidate applications for shortlisting
- designing interview:
 - questions
 - activities
 - format (for example, group interview, interview panel)
- conducting interview
- completing background checks on candidates (for example, qualifications, licences, references, and medicals if required for the role)
- making an offer of employment to successful candidates
- informing unsuccessful candidates
- pre-employment administration:
 - payroll
 - contracting
 - inductions

Learners can create an infographic to show their understanding of human resource functions within a selected organisation.

The learner should select five policies and legislation relevant to human resources operations. Policies and legislation could include:

- General Data Protection Regulations (GDPR)
- Health and Safety at Work etc Act 1974
- Equality Act 2010
- Civil Aviation Working Time Regulations (CAWTR)
- contracting
- National Minimum Wage Act 1998 and National Living Wages
- social media policies
- disciplinary policies
- whistleblowing

The learner will explain the importance of complying with these employment policies and legislation. Learners could look at how these types of policies are built into company procedures so that companies can minimise the consequences of non-compliance. Learners could give examples of the consequences of non-compliance, to show their understanding.

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):**

Learners will also explain the role of regulatory bodies relevant to the travel and tourism and aviation industry, including:

- Civil Aviation Authority (CAA)
- Department for Transport (DfT)

Where legislation, regulations and organisations listed in the specification are not applicable to the jurisdiction, substitutions may be allowed.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- case studies
- timeline
- infographic
- presentation
- audio-visual evidence
- written report
- research or fact file

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 3**

The learner will:

Demonstrate leadership in the recruitment process

The learner must:

- prepare and plan a recruitment session for a selected role
- brief the recruitment team
- lead an interview
- respond to and deliver constructive feedback

Grading descriptors:
Pass: Process and outcome will show application of <u>some specialist</u> skills in completing a complex brief.
Merit: Process and outcome will show the <u>effective</u> application of <u>specialist</u> skills in meeting a complex brief.
Distinction: Process and outcome will show the <u>consistent effective</u> application of <u>specialist</u> skills in meeting a complex brief.
Delivery and assessment:
When preparing for the interview the learner must produce a detailed plan, which includes the following: • team aims and objectives • job description for the vacancy (this can be taken from an organisation and a short introduction to the organisation can be prepared for context) • interview format (for example, group, panel) • resources • time frames • role delegation (suggested minimum group size of three) • contingencies Learners could produce a presentation or audio/visual to effectively brief the team on the interview plan. The brief could be designed using a team briefing strategy such as SMEAC: • S – situation • M – mission • E – execution • A – ask questions • C – confirm understanding

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 3 (cont'd)****Delivery and assessment (cont'd):**

The learner must delegate to team members to achieve successful completion of the task.

The learner must take part in a role play in which they lead an interview for a vacancy. Example vacancies for interviews could include:

- passenger service agent
- dispatch agent
- airside ramp agent
- operational supervisor
- captain
- cabin crew
- security officer
- operation manager

The learner must display effective leadership skills when conducting the interview. This should also include demonstrating a good standard of interview skills and qualities that can support the interview process, such as:

- 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

After the recruitment exercise the learner must debrief their team. During the debrief, learners must ascertain the success of the candidate and prepare to feedback to the candidate.

While feeding back to the candidate the learner should display techniques for delivering constructive feedback in order to achieve the assessment criteria. These could include:

- balancing positive and negative feedback
- giving non-personal feedback
- delivering feedback respectfully
- giving specific examples of observation
- giving digestible feedback (for example, one point at a time)

Witness testimonies by tutor, with peer reviews, can be used to measure effectiveness of plan and briefing.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 3 (cont'd)**

Types of evidence:
• timeline • presentation • audio-visual evidence • written report • observation report • witness testimonies • peer reviews • workbooks/journals

Unit 29 Leadership and human resources (Y/650/2652) (cont'd)**Learning outcome 4**

The learner will:

Review their leadership in the recruitment process

The learner must:

- evaluate their leadership skills in the recruitment process
- suggest improvements to the recruitment process

Grading descriptors:
Pass: Draws up a personal development plan to improve or extend the outcome, which has <u>some</u> links to the experience of the task/performance.
Merit: Draws up a personal development plan to improve or extend the outcome, which is <u>clearly</u> linked to the experience of the task/performance.
Distinction: Draws up a <u>comprehensive</u> personal development plan to improve or extend the outcome, <u>clearly</u> linked to the experiences of the task/performance.
Delivery and assessment:
Learners must review the following, using feedback from others where available: • the planning process • the brief and debrief • completion of the interview • their leadership skills and qualities • their constructive feedback skills The learner must use a personal development plan to demonstrate their own leadership skills based on their evaluation of the recruitment activity. This should include a reflection upon their leadership style and how this hindered or improved their management of the recruitment process. The learner should also include suggestions on how they can further improve their leadership skills. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• timeline • personal development plan • presentation • audio-visual evidence • written report

Unit 30 Health, safety and security in aviation (D/650/2654)

Unit summary	In this unit learners will gain an understanding of the development of health, safety and security in aviation. This includes legislation, regulations and prevention methods and Home Office processes. Learners will apply this knowledge in creating and reviewing an emergency plan.
This unit can be taken as part of an aviation pathway.	
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	Yes

Learning outcome 1

The learner will:

Understand health, safety and security legislation, regulations and prevention methods

The learner must know about:

- health, safety and security legislation and regulations
- health, safety and security prevention methods
- the importance of compliance with health, safety and security procedures

Grading descriptors:
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples.
Merit: Supports <u>all</u> points with sophisticated examples <u>and some</u> appropriate comparisons.
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons.
Delivery and assessment:
Learners will explain the purpose of health safety and security legislation and regulations in aviation. This must include: • Civil Aviation Authority (CAA) – Airside Safety Management CAP 642 available here: www.caa.co.uk/our-work/publications/publications/ • Airports Act 1986 • The Air Navigation Order 2016 – Article 241 (drones) available here: www.caa.co.uk/our-work/publications/publications/ • mandatory training (for example, general security awareness training (GSAT)) • Air Accidents Investigation Branch (AAIB) • general legislation that changed the industry, for example: – Regulation (EC) No 300/2008 on common rules in the field of civil aviation security – Counter Terrorism and Security Act 2015 – Civil Aviation Act 2012 – Policing and Crime Act 2009

Unit 30 Health, safety and security in aviation (D/650/2654) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners will explain health and safety issues that can occur within aviation and outline the security procedures and prevention methods that are currently in place. This should include a minimum of five of the following:

- health and safety:
 - foreign object debris (FOD)
 - communication procedures (for example, between cabin and cockpit)
 - fire preventions and airside fire services
 - control and reduction procedure for environmental impacts:
 - noise
 - air
 - surface water (de-ice, run-offs)
 - human factors:
 - fatigue
 - circadian dysrhythmia
 - human errors
 - mental health issues
 - Class 1 and Class 2 medical certificates
 - basic theories of accident causation:
 - James T. Reason's Swiss cheese model
 - Henry Heinrich's domino theory of accident causation
 - ICAO SHELL model
- security:
 - perimeter fencing and bollards
 - CCTV
 - car park monitoring (for example, automatic number plate recognition)
 - liquid and electronics restrictions
 - archway metal detectors/handheld metal detectors
 - body scanning
 - body search
 - explosives detection (white swab)
 - x-ray of hand luggage
 - security procedures for hold luggage including authorisation and accountability (AAA)
 - police:
 - plain clothes
 - uniformed
 - detection dogs
 - checking documentation (for example, passports, boarding cards)

Unit 30 Health, safety and security in aviation (D/650/2654) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners can create a timeline, researching real-life incidents/case studies in aviation to show why certain prevention methods were created to show their understanding. Examples could include:

- Glasgow bombing
- Manchester airport incident – British Airtours Flight 28M
- Kegworth air disaster
- Tenerife air disaster
- liquid bomb plot
- German Wings pilot incident
- Boeing 787 Dreamliner manufacturing issues
- Lockerbie air disaster

Learners will discuss incidents of non-compliance with health, safety and security procedures. Learners must consider the repercussions of non-compliance, for example:

- crew exceeding their flying hours
- baggage being incorrectly loaded
- covering fire sprinklers

Learners can use case studies to show their understanding (for example, manslaughter charges for the Concorde crash).

Where legislation, regulations and organisations listed in the specification are not applicable to the jurisdiction, substitutions may be allowed.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

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

Unit 30 Health, safety and security in aviation (D/650/2654) (cont'd)**Learning outcome 2**

The learner will:

Understand Home Office processes

The learner must:

- explain the areas of Home Office and what they are responsible for
- explain Home Office processes when dealing with a range of passengers

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.
Delivery and assessment:
Learners will explain the areas of Home Office and what they are responsible for: • Border Force (immigration and border customs security) • Special Branch/Counter Terrorism Unit (CTU) Learners will explain the Home Office processes when dealing with a range of different types of passengers, for example: • passengers who are refused entry and subject to removal • terrorists or suspected terrorists • passengers who are being trafficked • detainees • passengers with symptoms of a communicable disease • passengers suspected of importing illegal goods (for example, drugs, offensive weapons, excised goods) • importation of firearms • asylum seekers This could be delivered as a role-play to embed knowledge. Learners could be given a type of passenger from the list above and be asked to provide the Home Office process that would be used to deal with this passenger, to show their understanding. Learners can research Home Office processes and use real-life case studies to provide evidence. Where legislation, regulations and organisations listed in the specification are not applicable to the jurisdiction, substitutions may be allowed. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 30 Health, safety and security in aviation (D/650/2654) (cont'd)**Learning outcome 2 (cont'd)**

Types of evidence:
• case studies • presentation • observation reports • audio-visual evidence • written report • workbooks/journals

Unit 30 Health, safety and security in aviation (D/650/2654) (cont'd)**Learning outcome 3**

The learner will:

Create an airport emergency plan

The learner must:

- explain how airports test emergency orders
- understand the command structure (gold, silver, bronze)
- create an airport emergency plan and test its validity

Grading descriptors:

Pass: Process and outcome will show application of some specialist skills in completing a complex brief.

Merit: Process and outcome will show the effective application of specialist skills in meeting a complex brief.

Distinction: Process and outcome will show the consistent effective application of specialist skills in meeting a complex brief.

Delivery and assessment:

Learners will explain the different ways airports can test the emergency orders under Civil Aviation Authority (CAA) regulations. This must include:

- team training
- desktop exercise
- full scale emergency

In order to embed understanding of airport emergency orders, learners should research the Civil Contingencies Act 2004. This should include:

- what would be classed as an emergency
- what would be a cabinet office briefing rooms (COBR) incident
- what would be a local incident

Learners will then explain the roles of the different airport critical incident teams:

- gold commands
- silver commands
- bronze commands

Unit 30 Health, safety and security in aviation (D/650/2654) (cont'd)**Learning outcome 3 (cont'd)****Delivery and assessment (cont'd):**

Learners will work in small groups to create an airport emergency plan/emergency response plan for a health and safety and security incident. Examples of incidents could include:

- plane crash
- bomb threat (in terminal or on aircraft)
- suspected hijack

Learners must sort themselves into either the bronze, silver or gold commands and there should be at least two members on each team. Tutors should give information about the incident gradually, to include:

- initial information at time of incident
- start a critical incident decision log
- updates as the incident unfolds
- long term strategies
- debrief

Learners should include at least three media updates in their emergency plan. Learners should incorporate the CAA requirements of the CAP 168: Licensing of Aerodromes in the creation of their emergency plan, available here: www.caa.co.uk/our-work/publications/publications/.

Learners could take part in a tabletop exercise (role-play) in order to test the validity of their emergency plan. This could also be assessed as a written exercise.

The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

- airport emergency plan
- emergency response checklist
- presentation
- observation report
- audio-visual evidence
- written report
- workbooks/journals
- decision log

Unit 30 Health, safety and security in aviation (D/650/2654) (cont'd)**Learning outcome 4**

The learner will:

Evaluate their emergency plan

The learner must:

- review their plan

Grading descriptors:
Pass: Correctly identifies the most/least important strength or weakness and provides <u>some</u> evidence to justify the choice.
Merit: Correctly identifies the most/least important strength and weakness and provides <u>detailed</u> evidence to justify the choice.
Distinction: Describes the relative impact of the strengths and weaknesses.
Delivery and assessment:
Learners should evaluate their emergency plan, taking into consideration: • their performance within their emergency order team • their peer's performance within their team • the other commands performance (bronze, silver or gold) • the effectiveness of their plan/checklist. Learners should also make suggestions for how to improve their plan, incorporating anything they missed in their plan and what they would do differently next time as part of their review. The Explanation of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
Types of evidence:
• timeline • presentation • audio-visual evidence • observation report • written report • workbooks/journals

Section 3

Assessment and quality assurance

Assessment and quality assurance

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 Level 3 Travel and Tourism qualifications are internally assessed and externally quality assured.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own. The assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the timetable of the course and should be supervised and assessed by the tutor. Assessment activities can be integrated with the teaching of the unit.

Work to be completed outside of the classroom may be set where applicable, such as where learners are required to research a topic. Any work submitted for assessment must be authenticated and attributable to the learner. The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that the majority of the portfolio should be completed in normal class time.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

There is compensation within the internally assessed units as the grading descriptors are now based on learning outcomes rather than specific assessment criteria. This allows for increased professional judgement on the part of the assessor in terms of the learners' overall level of performance against the learning outcomes.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website

Supervision of learners

Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Assessors should supervise the work carried out by learners to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment

Supporting learners

Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

Feedback to learners

NCFE qualifications have been designed to enable learners to demonstrate their knowledge, understanding and skills. It is expected that their level of performance will improve over the course and tutor feedback is an essential part of the process.

Feedback should focus on helping learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

Tutors should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'You know the key features of making an evaluation. Check whether these are included in your own work'
- reference learning points (for example, 'Your answer might be better if you included strategies we discussed earlier')
- limit your comments to one or two key areas
- always record feedback given to individual learners

Tutors must not:

- provide templates or model answers
- give feedback on specific elements of tasks (unless required by the learning outcome)
- give specific feedback on how to achieve a higher grade
- list negative points for correction

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

The assessment activities should be comparable (for example, between tutors in different classes, or from one week to the next within a class).

Tutors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

Tutors must encourage independent working and development of responsibility, including providing scope for achieving merit and distinction grades.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer (QA).

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the QA will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our QAs to identify clearly when a particular learner is participating, we'd recommend including the following information:

- the exact start and finish times so that the QA can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable)

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the QA to hear both the learner(s) and the assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row third from left)

Leonard Kalymniou (brown hair, back row fifth from left)

Luke Falconer (blonde hair, front row third from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Late submissions

Tutors and assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer (QA) to ensure consistency with national standards. Visit the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, 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. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your EQA, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer (EQA)?

This would occur if the EQA did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers (IQAs) to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. IQAs are also responsible for supporting assessors by offering advice and guidance.

The IQA will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The IQA provides the vital link between the assessors and the External Quality Assurer (EQA) and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by EQAs who are appointed, trained and monitored by NCFE. EQAs are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their EQAs contact details on registration of learners with NCFE.

External quality assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your EQA or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, re-grade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of not yet achieved, pass, merit and distinction.

Grading internally assessed units

The grading descriptors for each unit have been included in this Qualification Specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes 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. We've provided a grading criteria explanation of terms to help you to make this judgement – see Section 5.

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 a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the overall unit. Learners are only required to meet the merit/distinction descriptors where they are specified in the Qualification Specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall grade. If a learning outcome/assessment criteria is only achievable at a merit level, then this grading criteria can be discounted when calculating the overall unit grade. If a learning outcome/assessment criteria is only achievable at a distinction level, then this grading criteria can be discounted when calculating the overall unit grade.

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 to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which 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 GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to a UMS score. The UMS score for each unit is then combined and converted into an overall qualification grade.

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:

UMS	Max	P	M	D	D*
Introductory Certificate 603/4140/3	300	135	165	195	Learners need to achieve a distinction for each unit in order to achieve an overall grade of distinction*
Certificate 603/4141/5	600	270	330	390	
Introductory Diploma 601/7934/X	900	405	495	585	
Diploma 601/7935/1	1200	540	660	780	
Extended Diploma 601/7936/3	1800	810	990	1170	

*The information in the above table regarding the certificate, introductory diploma, diploma and extended diploma should also be applied to the Aviation pathways.

The final grade for the qualification is based on a structure of not yet achieved, pass, merit, distinction and distinction*.

The final grade will be issued to the centre by NCFE and will be awarded as not yet achieved, pass, merit, distinction or distinction*.

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, 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.

Using UMS to determine the overall grade of a qualification with 100% internal assessment

Each unit of the qualification is allocated a UMS value. This value is based on the Guided Learning Hours (GLH) of the unit, the total GLH of the qualification and the total UMS value of the qualification.

To calculate the UMS value of the unit, we use this equation:

$$(\text{Unit GLH} / \text{Qualification GLH}) \times \text{Total Qualification UMS} = \text{Unit UMS}$$

For example:

A qualification has 360 GLH and a total UMS value of 600. This qualification has six equally-sized units of 60 GLH each.

Using the above equation, each unit will have a value of 100 UMS ($60/360 = 0.167 \times 600 = 100$).

In order to determine the final grade of the qualification, the grade achieved for each unit is converted to a UMS points score. The value of the grade for each unit is based on the figures below:

Grade	% of Unit UMS
Pass	50%
Merit	60%
Distinction	72.5%

For example, a grade of merit for a unit worth 100 UMS is worth 60 UMS points ($100 \times 60\% = 60$).

The UMS points for each unit are then combined and used to determine an overall qualification grade. These are based on the total UMS thresholds, as detailed in the Qualification Specification. As an example:

Max	P	M	D	D*
600	270	330	390	480

Based on the table above, if the combined total UMS points that a learner has achieved equals 350, they will be awarded an overall grade of merit.

Although it is not possible to achieve a point score at or above the distinction* threshold, if a grade of distinction is achieved for all units, a grade of distinction* will be awarded.

The following information can be found in the Qualification Specification:

- The GLH of the qualification
- The GLH of each unit
- The total UMS value of the qualification
- The total UMS points thresholds required to achieve each overall grade

Section 5

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down 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 sequence 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.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	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 (which...)	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 which 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.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equality, Diversity and Inclusion Policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used, and our assessment procedures are fully inclusive.

Learners who require access arrangements and reasonable adjustments should discuss their requirements with their tutor, who should refer to the Access Arrangements and Reasonable Adjustments policy available on the NCFE website.

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