

Qualification specification

NCFE Level 3 Award in Business Travel
QN: 603/5136/6

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.2 June 2022).

| Version | Publication Date | Summary of amendments |
|---------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| v1.0 | October 2019 | First publication |
| v1.1 | March 2020 | p.5, information regarding the wellbeing and safeguarding of learning added to Section 1 |
| v1.2 | June 2022 | <p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> |
| v1.3 | November 2022 | Travilearn endorsement information updated |

Section 1

About this qualification

About this qualification

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
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- the resources and materials used in the delivery of this qualification 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.

The Level 3 Award in Business Travel is endorsed by the following organisations:

- Clarity Travel Management. Clarity is an independent travel management company that provides global travel management solutions and services. With global reach, Clarity offers vast amount of knowledge and local expertise on an International platform
- British Travel Association is the sector body for business travel. It works collaboratively across the industry and with government to promote the integral role of business travel and event to the wider economy. Originally founded in 1967, the BTA has a diverse membership of industry partners. Its Travel Management Company membership accounts for over 90% of managed travel, delivering value for money and great service to business travellers in the private, public and not-for-profit sectors.



Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

| Qualification summary | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualification title | NCFE Level 3 Award in Business Travel |
| Qualification number (QN) | 603/5136/6 |
| Aim reference | 60351366 |
| Total Qualification Time (TQT) | 80 |
| Guided Learning Hours (GLH) | 62 |
| Minimum age | 16 |
| Qualification purpose | This qualification is designed to give learners the knowledge and understanding to work in the business travel industry. Learners will gain the necessary skills by successfully completing the units required. |
| Aims and objectives | <p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of the knowledge and understanding required to enter/progress in the business travel industry • offer breadth and depth of study, incorporating a key core of knowledge. <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • gain an understanding of the business travel industry particularly: <ul style="list-style-type: none"> ○ the structure of the business travel sector and how it's evolving ○ the role and benefits of using a travel management company (TMC) • develop an understanding of the demands of the 21st Century traveller and to deliver a personalised trip • demonstrate knowledge of the business travel sector including market dynamics, the global economy and business management and leadership. |
| Rules of combination | Learners must complete mandatory units 01, 02 and 03. |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence. |
| Progression | <p>Learners who achieve this qualification could progress to the following qualifications:</p> <ul style="list-style-type: none"> • Level 3 Introductory Certificate in Travel and Tourism • Level 3 Certificate in Travel and Tourism • Level 3 Extended Diploma in Travel and Tourism • Level 3 Introductory Diploma in Travel and Tourism • Level 3 Diploma in Travel and Tourism. |

| | |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Learners who achieve this qualification could progress to the following careers in business travel:</p> <ul style="list-style-type: none">• Travel Consultant• Sales Manager• Marketing role• Account Manager. |
| Regulation information | <p>This is a regulated qualification. The regulated number for this qualification is 603/5136/6.</p> |
| Funding | <p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p> |

Entry guidance

This qualification is designed for learners who wish to work in the business travel industry.

It may also be useful to learners studying other qualifications in the travel and tourism sector.

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

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills a learner must have for this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all 3 units.

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


Please refer to the list of units on the following page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.



Units

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

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.

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

Mandatory units

| | Unit number | Regulated unit number | Unit title | Level | GLH | Notes |
|-----------------------------------------------------------------------------------|-------------|-----------------------|-------------------------------------------|-------|-----|-------|
|  | Unit 01 | T/617/8162 | Introduction to business travel | 3 | 7 | |
|  | Unit 02 | A/617/8163 | 21st Century travel management | 3 | 37 | |
| | Unit 03 | F/617/8164 | Evolution of the business travel industry | 3 | 18 | |

Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or an 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 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.

If you need any further information, please refer to the NCFE website.

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Internal assessment

We have created some sample tasks for the 3 internally assessed units. You can deliver them as they are or you can contextualise the tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover knowledge learning outcomes for all 3 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

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. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

A centre may choose to create their own internal assessment tasks, they should:

- 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 Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

eLearning Platform

An eLearning platform is available for full delivery and assessment of this qualification. It has been developed by Travilearn. It's an easy to use eLearning platform, created by experienced travel industry experts and provides access to comprehensive, but fun content, including Videos, Presentations, Quizzes and Gamification. It provides increased flexibility for centres, it's available 24/7 and it can be accessed via desktop and mobile devices.

Centres wanting to use the platform are encouraged to contact Travilearn directly for fees and access information via karen@travilearn.com or 07739 908491.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

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 contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.



Unit 01 Introduction to business travel (T/617/8162)

| | |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit summary | In this unit learners will understand how the travel industry has developed. They'll be able to explain the structure of the business travel sector and the role of its key suppliers. Learners will identify the role of a TMC in providing business travel services, be able to explain the benefits of a managed travel programme and understand the value proposition of travel management companies and how they differentiate themselves from their competitors. |
| Guided learning hours | 7 |
| Level | 3 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 Understand why we need business travel

The learner can:

- 1.1 Describe the importance of business travel to businesses
- 1.2 Explain the return on investment gained from business travel

Assessment guidance

| Delivery and assessment |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1 Learners must explain how business travel has evolved through the 20th Century to the present day. They will understand the purpose and value of business travel and apply this knowledge in their day-to-day role.</p> <p>1.2 Learners must define what Return on Investment (ROI) means to corporate clients as it relates to business travel and understand the importance of the TMC role in supporting clients to measure the ROI of business travel.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |

Learning outcome 2

The learner will:

- 2 Understand the structure of the business travel industry

The learner can:

- 2.1 Describe what drives demand in the business travel industry
 2.2 Explain the key suppliers in the business travel industry
 2.3 Explain the role of intermediaries in the business travel industry

Assessment guidance

| Delivery and assessment |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learners must explain the structure of the business travel sector and identify the key players involved.</p> <p>2.1 Learners must understand what drives the demand for business travel and how it is influenced by industry, regions and economies.</p> <p>2.2 Learners must identify the supply chain, the markets in which they operate and the key trends affecting each supply sector.</p> <p>2.3 Learners must articulate what a business travel intermediary is and the critical role it plays in the travel eco-system.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |

Learning outcome 3**The learner will:**

- 3** Understand the role of the travel management company

The learner can:

- 3.1** Explain how a travel management company operates
3.2 Identify the role of travel management company partners
3.3 Describe the range of activities offered by a travel management company

Assessment guidance

| Delivery and assessment |
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| <p>3.1 Learners must understand the critical role a TMC plays in supporting client travel programmes and identify how a TMC business model underpins their unique value proposition.</p> <p>3.2 Learners must explore a TMC's key partnerships and how they are fundamental to successfully delivering value to their clients.</p> <p>3.3 Learners must identify a TMC's key activities and their role in day-to-day operations and service delivery. They must understand how TMCs tailor the choice of service delivery options to meet the demands of each client and the importance of continual investment and development of a TMC's biggest asset; people.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |

Learning outcome 4**The learner will:**

- 4** Understand the client corporate travel programme

The learner can:

- 4.1** Explain the key components of a travel programme
4.2 Identify the key stakeholders of the travel programme
4.3 Describe a range of different travel programme models

Assessment guidance

| Delivery and assessment |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 Learners must understand the key components of client corporate travel programmes and the impact they have on efficiency and costs.</p> <p>4.2 Learners must analyse and explain the importance of stakeholder engagement and how it contributes to the success of a travel programme.</p> <p>4.3 Learners must be able to recognise different types of travel programme models and how they vary depending on a client's company culture. They must understand how a well-structured travel programme allows clients to control their travel costs, as well as improve safety and security. Learners must also be able to empathise with clients' corporate cultures and policies and appreciate that they influence their behaviour and motivation in their choices of travel and how they run their programme.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |

Learning outcome 5**The learner will:**

- 5** Understand the travel management company value proposition

The learner can:

- 5.1** Provide examples of how travel management companies can differentiate themselves from their competitors
- 5.2** Explain the main financial models of travel management companies

Assessment guidance

| Delivery and assessment |
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| <p>5.1 The learner must understand how a TMC differentiates themselves from their competition through their own unique value proposition and explore the key components of a value proposition in detail and identify the areas where a TMC brings value to their client and their travel programmes.</p> <p>5.2 The learner must understand the various TMC commercial models and the benefits of each one. They must study the structure of financial models and understand TMC overheads and cost of service delivery to the client.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |



Unit 02 21st Century travel management (A/617/8163)

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| Unit summary | In this unit learners will explore and understand the principles of competitive travel management, how travel management companies increase their productivity and how they deliver world-class customer service. They will also learn how technology is being utilised to meet client demand. This unit will also focus on how travel management is evolving as the industry moves away from corporate-centric to traveller-centric travel programmes. |
| Guided learning hours | 37 |
| Level | 3 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 Understand the strategic value of a travel management company

The learner can:

- 1.1 Explain the travel management company business model
- 1.2 Explain the role of operations in a travel management company
- 1.3 Explain the role of strategic services in a travel management company
- 1.4 Identify the benefits of technology in a travel management company

Assessment guidance

| Delivery and assessment |
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| <p>1.1 Learners must understand the TMC business model and their business proposition and how this is articulated to clients so that negotiations are based on value, not price. They must also explore the 3 key elements of the TMC business proposition and how these generate TMC revenues and contribute to their profitability.</p> <p>1.2 Learners must be able to identify the functions within the 3 key elements, starting with the role that operations play. Delving deeper into the functions within operations, including: people, service configurations, resources, and technology, and how these differentiate from one TMC to another.</p> <p>1.3 Learners must evaluate the various functions involved in a TMC's strategic services, primarily business development. They must also understand how they work seamlessly together to create long-term value for their clients, partners and industry relationships.</p> <p>1.4 Learners must understand the importance of technology, not only to clients, but also to the future success of the TMC. They must explore how technology touches nearly every process in the front, mid and back office and how its adoption increases efficiency and productivity.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |

Types of evidence

Evidence could include:

- multiple choice test
- report
- assignment.

Learning outcome 2

The learner will:

- 2 Understand the travel management companies commercial proposition

The learner can:

- 2.1 Describe the travel management processes
- 2.2 Explain how automation and technology improves productivity
- 2.3 Discuss the benefits of business intelligence to a travel management company
- 2.4 Evaluate the different financial models used by travel management companies

Assessment guidance

| Delivery and assessment |
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| <p>2.1 Learners must explore the complexity of travel processes and workflows from the point of sale, through to the mid and back office and learn how technology ultimately improves efficiency and cost in these areas.</p> <p>2.2 Learners must identify the range of digital technologies that enable TMCs to compete with disruptors in the marketplace as well as boost productivity and increase revenue streams.</p> <p>2.3 Learners must understand the huge role that data and business intelligence play in the business travel industry. They will learn how TMCs and suppliers use business intelligence to predict client demand, create future strategy and commercial models, as well as help clients control their travel budgets and expenses.</p> <p>2.4 Learners must know how the TMC evolved from an agent for the airlines into the client's travel management consultancy, after evolving their financial models from commission-based income to client management and transaction fees.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |

Learning outcome 3

The learner will:

- 3 Understand the importance of the client

The learner can:

- 3.1 Describe the organisational structure of a travel management company
- 3.2 Explain the importance of creating personalised experiences
- 3.3 Identify a range of needs of the traveller
- 3.4 Explain the importance of the role of an account manager in the relationship with the client
- 3.5 Summarise the value of customer experience management

Assessment guidance

| Delivery and assessment |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1 Learners must identify the key principles upon which the TMC's core foundation is built - strong leadership and management, efficient systems and processes, innovation and technology and, adoption of industry best practices.</p> <p>3.2 Learners must explore the legacy distribution systems and how these are evolving to meet the changing needs of the business traveller. Understand how the New Distribution Capability (NDC) facilitates personalisation of the business trip and how it is modernising airline distribution.</p> <p>3.3 Learners must understand why TMCs need to balance the needs of the client organisation and the business traveller and how corporate cultures influence their travel programmes. They must also learn how TMCs investment in technology and innovation is also an important factor.</p> <p>3.4 Learners must explain how the account manager maintains the TMC's existing relationships with a key client or group of clients. They must also explore their role in creating long term relationships through stakeholder engagement and management.</p> <p>3.5 Learners must understand the difference between customer service and customer experience and how designing and tailoring experiences sets a TMC apart from its competitors.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |

Learning outcome 4

The learner will:

- 4 Understand the future of business travel

The learner can:

- 4.1 Describe the challenges and opportunities facing the industry
 4.2 Identify a range of innovations that personalise the traveller experience
 4.3 Explain the importance of digital transformation for a travel management company

Assessment guidance

| Delivery and assessment |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 Learners must understand how a TMC responds, adapts and grows in spite of all the digital disruption in the marketplace now, and over the next decade. They must also explore the opportunities (as well as the challenges) of disruptive technology and how it enhances the services and value provided by the TMCs who embrace it.</p> <p>4.2 Learners must describe the difference between a customer-centric and traveller-centric programme and how travel programmes are evolving to meet the demands of the modern business traveller.</p> <p>4.3 Learners must understand how digital transformation is affecting every business sector. They must understand the disruptive forces, particularly affecting business travel organisations and how they are responding to the changes by removing outdated practices and legacy technologies.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • multiple choice test • report • assignment. |

Unit 03 Evolution of the business travel industry (F/617/8164)

| | |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit summary | In this unit learners are introduced to business practices and business models that operate within the travel management industry. It will cover basic business management principles and how to work effectively in management teams to achieve the organisation's business goals, mission and objectives. Learners will be asked to identify and recognise the importance of the service sector in the global economy and how the sector has had to evolve alongside and embrace emerging technologies. The unit also explores change management through the principles of John Kotter's 8 Step Process and takes a look at the future of the travel management industry. |
| Guided learning hours | 18 |
| Level | 3 |
| Mandatory/optional | Mandatory |

Learning outcome 1**The learner will:**

- 1 Understand the value of evaluating the market

The learner can:

- 1.1 Explain the key drivers affecting the business travel industry
- 1.2 Describe the business ecosystem of the business travel industry
- 1.3 Compare the two main types of business travel: 'managed' and 'unmanaged'
- 1.4 Discuss a range of factors that affect the changing needs in the business travel industry

Assessment guidance

| Delivery and assessment |
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| <p>1.1 Learners must understand the key drivers affecting business travel including globalisation, investment in global infrastructure, increase in small and medium sized enterprises and, indirect effects of travel & tourism. Understanding the dynamics and impact of each driver and continuously monitoring them will improve learners' knowledge and awareness and improve overall business acumen.</p> <p>1.2 Learners must understand that the technology sector has been at the forefront of business ecosystems, in recent decades, working in a community that creates connections, collaboration and interdependence. Ecosystems in business create new opportunities to partner with cross-industry players that work together to define, build and execute high value customer solutions. Learners must comprehend how these business practices and models will improve their commercial awareness.</p> <p>1.3 Learners must know that all industry sectors are affected by client spending, so it is important they understand the trends that influence them. Spending patterns and growth are constantly changing and evolving and keeping up with these trends is critical for business travel suppliers and travel management companies. Management teams must stay ahead of the game in order to meet their business goals and objectives.</p> |

1.4 Learners must understand the changing needs of the client, the travel manager and the travellers themselves. Products and services must evolve to meet the needs of traveller-centric programmes, with increasing focus on traveller work/life balance. Learners must understand the importance of keeping up to date through existing client relationships and industry research. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- report
- assignment.

Learning outcome 2

The learner will:

- 2 Understand the key to successful management

The learner can:

- 2.1 Describe the behaviours of successful management teams
 2.2 Analyse the different plans required to achieve organisational goals
 2.3 Discuss the basic managerial roles of a business manager

Assessment guidance

| Delivery and assessment |
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| <p>2.1 Learners must understand the management structure behind successful organisations and how different roles fit within that structure. They will learn that successful management teams share a clear vision, goal and objective and work to their individual strengths, but with a common direction.</p> <p>Teaching needs to cover that successful businesses are run by a strong and focused leadership with a good rapport and teamwork amongst the management, who each work to their own individual strengths.</p> <p>2.2 Learners must understand that there are 3 types of plans that management use to achieve the organisation's mission and goals. Each plan is intrinsically linked: Strategic, Tactical, and Operational plans are what drive businesses forward. These are created and delivered by the Executive Team, Middle Managers and Frontline Managers.</p> <p>2.3 Learners should be introduced to the research of Henry Mintzberg when learning about management roles including his classification of 10 specific managerial roles:</p> <ul style="list-style-type: none"> • Interpersonal roles: figurehead, leader and liaison. • Informational roles: the monitor, disseminator and spokesperson. • Decisional roles: the entrepreneur, disturbance-handler, resource-allocator and negotiator. <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • assignment. |

Learning outcome 3

The learner will:

- 3 Understand the role of Service 4.0 in the business travel industry

The learner can:

- 3.1 Describe the service sector
- 3.2 Summarise the evolution of customer service
- 3.3 Demonstrate the benefits of Service 4.0 to the business travel industry
- 3.4 Consider the role of humans in an automated business travel industry

Assessment guidance

| Delivery and assessment |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1 Learners must be able to recognise the important role the service sector plays in the global economy and develop their knowledge and understanding of how the sector's performance affects growth, jobs and prosperity in each country or region. Staying up to date with developments in the business travel sector and service sector as a whole is essential to personal development and career prospects.</p> <p>3.2 Learners must understand that as technology has evolved so has customer service and this is clear when you look back in time, from the invention of the telephone to the launch of the world wide web. Learners must know that technology also creates challenges in the service sector as it often disrupts the status quo. Applying this to the business travel sector it should be demonstrated to learners that competition has become fierce since the arrival of the Internet. Learning to be aware, remain up to date and embracing change will support learners to respond to the challenges when working in the business travel industry.</p> <p>3.3 Learners must understand the enormous potential of Service 4.0 for the future of service companies and how they will be able to offer proactive and truly personalised services, delivering them through multiple channels and shared, open infrastructures. They also need to understand the relevance and application of Service 4.0 to the business travel sector.</p> <p>3.4 Learners must know that robots' usefulness is to replace monotonous, repetitive tasks and the value or necessity of human contact with a business traveller will ensure that robots will never completely replace humans. As human intelligence increases our boredom threshold decreases. Humans are instead exploring, creating, innovating and programming robots and machines to do the tasks that affect their productivity and job satisfaction.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • assignment. |

Learning outcome 4

The learner will:

- 4 Understand the need for change in the business travel industry

The learner can:

- 4.1 Identify the need for organisations to change
 4.2 Describe Kotter's 8 Step Change Model
 4.3 Discuss a range of potential future changes to the travel management company business model

Assessment guidance

| Delivery and assessment |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 Learners must understand that industry is transforming thanks to digital disruption and businesses need to transform with it or be left behind. Applying the key principles of change management are essential to ensure the future success of the business and the engagement of the people within it.</p> <p>4.2 Learners must be introduced to the principles of Kotter's 8 Step Change Model. It emphasises the importance of building and planning solid foundations to improve the chances of implementing and embedding change in the culture of an organisation.</p> <p>4.3 Learners must understand that the ability to harness digital technology to automate the basic tasks in the travel management industry means travel employees can focus on delivering improved client experiences and creating an experiential and personalised travel trip for the traveller.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • report • assignment. |

Section 3

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 4

Additional information

Additional information

Resource requirements

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

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL 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 LETL – you can devise your own evidence-tracking document instead.

Support for centres

In the know

- This document outlines the key information of this qualification for the centre, learner and employer.

Sample internal assessment tasks

- NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge.

Subject maps

- Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Learning resources

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

Third-party products

Travilearn

Travilearn is an easy-to-use eLearning platform for business travel. It was created by experienced travel industry experts and provides access to comprehensive, but fun content, including Videos, Presentations, Quizzes and Gamification. It provides increased flexibility for centres, it's available 24/7 and it can be accessed via desktop and mobile devices.

Centres wanting to use the platform are encouraged to contact Travilearn directly for fees and access information via karen@travilearn.com or 07739 908491.

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