



Qualification Specification



Qualification summary

Qualification title	NCFE Level 1 Certificate in Travel and Tourism (Wales)
Qualification number	C00/5382/4
Guided learning hours (GLH)	118
Total qualification time (TQT)	180
Minimum age	16
Qualification purpose	This qualification is designed to develop learners' knowledge, understanding and practical skills relevant to the travel and tourism sector in Wales. It provides a core introduction to the principles, roles and activities within the industry, supporting learners in building confidence and sector awareness. It is designed for those seeking an introductory programme that supports progression into level 2 travel and tourism qualifications or into entry-level employment within the Welsh visitor economy.
Grading	Not yet achieved/pass/merit/distinction/distinction*
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is C00/5382/4.
Funding	This qualification is eligible for public funding in Wales. Centres should check funding eligibility with Qualifications Wales.



Contents

Qualification summary	2
Section 1: introduction	5
Aims and objectives	5
Guidance for entry and registration	5
Achieving this qualification	5
Progression including job roles	6
Resource requirements	6
Realistic work environment (RWE) requirement	6
How the qualification is assessed	7
Internal assessment	7
Assessment parameters	8
Plagiarism and use of artificial intelligence (AI)	9
External quality assurance	10
Enquiries about results	10
Resubmission requirements	10
Not yet achieved grade	11
Grading information	11
Grading internally assessed units	11
Awarding the final grade	11
Section 2: unit content and assessment guidance	14
Unit 01 Customer service in travel and tourism (TTW-01-01)	16
Unit 02 Communication skills in travel and tourism (TTW-01-02)	22
Unit 03 Travel and tourism facilities in the UK (TTW-01-03)	28
Unit 04 Hospitality in travel and tourism (TTW-01-04)	34
Unit 05 UK visitor attractions (TTW-01-05)	42
Unit 06 Transport for UK tourism (TTW-01-06)	47
Unit 07 UK visitor destinations (TTW-01-07)	52
Unit 08 Promotional material for travel and tourism (TTW-01-08)	56
Unit 09 Travel or holiday sales (TTW-01-09)	61
Unit 10 Working in travel and tourism (TTW-01-10)	66
Unit 11 Problem solving in travel and tourism (TTW-01-11)	73
Unit 12 Working as a team in travel and tourism (TTW-01-12)	77
Unit 13 Careers in travel and tourism (TTW-01-13)	82
Unit 14 Digital technology in travel and tourism (TTW-01-14)	86
NCFE assessment strategy	91
Section 3: explanation of terms	92
Section 4: support	93
Support materials	93
Useful websites	93
Other support materials	94
Reproduction of this document	94
Contact us	95
Appendix A: units	96
Mandatory units	96
Optional units	96



Change history record

4

98

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Section 1: introduction

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

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

Aims and objectives

This qualification aims to:

- focus on the study of the travel and tourism industry
- offer breadth and depth of study through a core introduction to the principles, roles and activities within travel and tourism
- provide opportunities for learners to develop practical and transferable skills relevant to further study and the workplace.

The objectives of this qualification are to:

- develop learners' understanding of the travel and tourism industry and its key areas of work
- support learners to develop skills and knowledge that prepares them for progression to further learning or entry-level roles within the travel and tourism sector.

Guidance for entry and registration

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

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

There are no specific prior skills or knowledge requirements for this qualification. However, learners may find it helpful if they have previously achieved a level 1 or entry-level qualification or have an interest in the travel and tourism sector.

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

Learners registered on this qualification should not undertake another qualification at the same level, or 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 2 units from the graded mandatory units and 4 units from the graded optional units.

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



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

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment (may support progression to introductory or trainee roles within the travel and tourism sector):
 - customer service assistant
 - tourism assistant
 - visitor services assistant
 - hospitality assistant
 - travel agency assistant
- further education (level 2 qualifications in travel and tourism) including:
 - NCFE Level 2 Certificate in Travel and Tourism (Wales) (C00/5463/0)
 - NCFE Level 2 Extended Certificate in Travel and Tourism (Wales) (C00/5463/1)
 - NCFE Level 2 Diploma in Travel and Tourism (Wales) (C00/5382/5).

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 LOs.

Realistic work environment (RWE) requirement

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

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

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

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

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

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale



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

How the 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 one component:

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

Learners must be successful in this component to gain the NCFE Level 1 Certificate in Travel and Tourism (Wales) (C00/5382/4).

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

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

Internal assessment

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

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

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

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



Assessment parameters

Assessment duration

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

Supervision

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

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

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

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

Permitted resources

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

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

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

Feedback to learners

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



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

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

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

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

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

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

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

Plagiarism and use of artificial intelligence (AI)

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

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

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

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

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

- use of collaborative tasks where peers can confirm the work is the learner's own
- creation of tasks including critical analysis or reflection on personal experiences which cannot be generated well by AI
- asking learners to submit draft materials or provide updates at various points prior to submission



- include written tasks with follow up professional discussions (where appropriate) to ensure they can demonstrate understanding of topics verbally as well as in written form.

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

External quality assurance

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

Enquiries about results

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

Resubmission requirements

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

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

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

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

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

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



Not yet achieved grade

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

Grading information

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

Grading internally assessed units

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

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

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

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

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

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

Awarding the final grade

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

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

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



Certificate

For the NCFE Level 1 Certificate in Travel and Tourism (Wales) (C00/5382/4), learners are required to successfully achieve 2 graded mandatory units and 4 graded optional units. This equates to six grades being aggregated to determine the overall qualification grade.

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

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



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

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



Section 2: unit content and assessment guidance

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

How the unit tables work

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

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

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

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

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

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

Grading and assessment requirements

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

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

Types of evidence

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

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

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



Welsh-medium delivery

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

Stretch and challenge

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

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



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

Unit summary				
This unit aims to develop learners' knowledge and skills in customer service in travel and tourism. Learners will be provided with the opportunity to review customer service provision in travel and tourism. The unit gives learners the opportunity to demonstrate basic customer service skills in different travel and tourism situations.				
Assessment				
This unit is internally assessed				
Mandatory	Graded P/M/D	Level 1	18 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand customer service in travel and tourism	1.1 Describe expected standards of customer service in travel and tourism organisations	Describe expected customer service standards in travel and tourism organisations	Give a clear description of expected customer service standards in travel and tourism organisations	Give a detailed description of expected customer service standards in travel and tourism organisations
	1.2 Describe how travel and tourism organisations get feedback from their customers about the standard of service provided	Describe how travel and tourism organisations get feedback from their customers about the standard of service provided	Give a clear description of how travel and tourism organisations get feedback from their customers about the standard of service provided	Give a detailed description of how travel and tourism organisations get feedback from their customers about the standard of service provided
2. Know about the benefits of providing consistent standards of customer service	2.1 Review benefits of providing consistent standards of customer service to: - customers - travel and tourism organisations	Review benefits of providing consistent standards of customer service to: - customers - travel and tourism organisations	Provide a clear review of a range of benefits for providing consistent standards of customer service to: - customers - travel and tourism organisations	Provide a detailed review of a range of benefits for providing consistent standards of customer service to: - customers - travel and tourism organisations



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Be able to provide customer service in different travel and tourism situations	3.1 Use customer service skills in different travel and tourism situations	Use customer service skills in different travel and tourism situations	Confidently use a range of customer service skills in different travel and tourism situations	Effectively use a wide range of customer service skills in different travel and tourism situations

Range

1.1 Standards must include:

- range of products and services offered to meet the needs of different types of customers
- service level standards, policies and procedures
- accessibility and communication with customers
- professional standards, including uniform and staff training
- meeting health and safety requirements.

Examples may include:

- websites
- call centres
- opening times
- transport services supporting tourism – examples may include:
 - services operated by Transport for Wales
- use and visibility of the Welsh language in customer communication – examples may include:
 - Welsh-speaking staff, bilingual signage, promotional materials produced in Welsh.

Where appropriate, learners may use a Welsh-based travel and tourism organisation – examples include:

- local small- and medium-sized enterprise (SME) tourism businesses
- visitor attractions
- heritage organisations operating in Wales.

1.2 Feedback may include:



Range

- customer surveys and questionnaires
- comment cards
- online reviews and social media
- mystery shopper
- direct verbal feedback to staff
- complaints procedures.

Assessment requirement:

Learners **must** cover:

- expected customer service standards in a minimum of two travel and tourism organisations, with reference to the categories in the range for 1.1
- how travel and tourism organisations gather feedback from customers about the standard of service provided, with reference to a minimum of two methods from the range for 1.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- pair or small team research
- short written report
- presentation
- worksheet or research notes.

Range

2.1 Benefits must include:

- benefits to customers – examples may include:
 - value for money
 - repeat business
 - confidence and trust in the organisation
- benefits to travel and tourism organisations – examples may include:
 - reputation
 - increased sales and profit

**Range**

- market share
- low staff turnover
- highly trained staff.

Delivery may be contextualised using examples from the Welsh travel and tourism sector – examples may include:

- organisations operating in rural, coastal or heritage settings
- adventure tourism
- major sporting event locations in Wales.

Internal customers may also be considered – examples may include:

- benefits of effective staff recruitment
- training
- motivation
- team spirit
- recognition
- rewards.

Assessment requirement:

Learners **must** cover:

- the benefits of providing consistent standards of customer service to customers and travel and tourism organisations with reference to the categories in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- flow chart
- poster
- presentation.

**Range**

3.1 Customer service skills must include:

- professional standards of personal presentation
- verbal and non-verbal communication skills
- product knowledge
- appropriate interpersonal skills.

Scenarios may include:

- selling a product
- dealing with a complaint
- offering advice and guidance
- meeting and greeting passengers or visitors.

Where appropriate, role-play scenarios may be set in Welsh travel and tourism environments – examples may include:

- Welsh transport hubs
- local cafés
- restaurants or visitor attractions
- providing customer advice to visitors.

Assessment requirement:

Learners **must**:

- complete a minimum of two role plays – one face-to-face and one over the telephone
- demonstrate customer service skills in each scenario, with reference to the categories in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- witness statement
- photographs
- audio and video recording



Range

- peer and self-review.

Delivery and assessment guidance

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

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

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

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



Unit 02 Communication skills in travel and tourism (TTW-01-02)

Unit summary				
This unit aims to develop learners' knowledge and skills in communicating effectively with others in travel and tourism organisations. They will be able to use written, verbal and non-verbal skills appropriately. Learners will demonstrate the ability to communicate appropriately, and to review their own communication skills.				
Assessment				
This unit is internally assessed				
Mandatory	Graded P/M/D	Level 1	20 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about methods of communication in travel and tourism organisations	1.1 Describe methods of communication that are used in travel and tourism organisations	Describe methods of communication that are used in travel and tourism organisations	Give a clear description of methods of communication that are used in travel and tourism organisations	Give a detailed description of methods of communication that are used in travel and tourism organisations
2. Be able to communicate in different ways in travel and tourism situations	2.1 Use communication skills in travel and tourism situations , including: - face-to-face - telephone - written	Use communication skills in travel and tourism situations, including: - face-to-face - telephone - written	Confidently use communication skills in travel and tourism situations, including: - face-to-face - telephone - written	Effectively use communication skills in travel and tourism situations, including: - face-to-face - telephone - written
3. Be able to review own communication skills	3.1 Review own communication skills	Review own communication skills	Clearly review a range of own communication skills	Effectively review a wide range of own communication skills
	3.2 Identify areas for improvement	Identify areas for improvement	Clearly identify a range of areas for improvement	Effectively identify a wide range of areas for improvement



Range

1.1 Methods of communication must include:

- written promotional material – examples may include:
 - brochures
 - leaflets
- written communication – examples may include:
 - letters
 - emails
 - itineraries
 - terms and conditions
- electronic communication – examples may include:
 - websites
 - social media
 - passenger information boards
 - signage
- telephone and text
- phonetic alphabet and industry codes and terminology
- reservations systems – examples may include:
 - in-house and worldwide systems.

Where appropriate, delivery may be contextualised using examples from the Welsh travel and tourism sector – examples may include: bilingual communication in written, verbal and digital formats. Examples may include:

- customer enquiries at visitor information centres where information is provided in both English and Welsh
- bilingual signage or announcements at Welsh visitor attractions
- bilingual responses to customer enquiries via email or social media.

Assessment requirement:

Learners **must** cover:

- a range of verbal and non-verbal communication methods used in travel and tourism organisations, with reference to the categories in the range
- the importance of effective communication and the impact of errors or ineffective communication.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- research notes or learner evidence records
- one-to-one or small group discussion supported by witness statement.

Range

2.1 Situations must include:

- face-to-face – examples may include:
 - meeting and greeting
 - giving directions
 - dealing with unhappy customers
 - selling
- telephone – examples may include:
 - sales enquiry
 - advice and guidance
- written – examples may include:
 - email with travel information
 - welcome to resort leaflet
 - letter
 - promotional leaflet
 - welcome meeting invitation.

Where appropriate, role-play scenarios may be set within Welsh travel and tourism environments – examples may include:

- visitor attractions
- transport hubs
- cultural events
- accommodation providers operating in Wales.

Assessment requirement:

Learners **must**:



Range

- complete a minimum of three role plays – one face-to-face, one telephone, one written
- demonstrate communication skills in each scenario, covering each situation type with reference to the categories in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- witness statement
- photographs
- audio and video recording
- written documents.

Range

3.1 Communication skills must include:

- personal presentation
- verbal communication skills
- non-verbal communication
- written communication, including spelling, grammar and professional image.

Where communication activities take place in Welsh customer-facing environments – examples may include:

- work placement
- volunteering
- live events.

Learners may draw on these to inform their review.

Where appropriate, learners may demonstrate awareness of the use of the Welsh language in customer communication – examples may include:

- bilingual greetings
- signage or written communication used within the Welsh travel and tourism sector.



Range

3.2 Areas for improvement may include:

- verbal communication – examples may include:
 - tone
 - clarity
 - pace
- non-verbal communication – examples may include:
 - body language
 - eye contact
- written communication – examples may include:
 - grammar
 - spelling
 - professional image
- personal presentation.

Assessment requirement:

Learners **must** cover:

- a review of their own communication skills, with reference to the categories in the range for 3.1
- identification of areas for improvement
- an action plan outlining how they will improve their communication skills in future customer-facing situations.

Types of evidence:

Learners may use the relevant type or types of evidence:

- witness statement
- photographs
- audio and video recording
- peer and self-review
- one-to-one discussion
- written documents.

Delivery and assessment guidance

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

**Delivery and assessment guidance**

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

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

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



Unit 03 Travel and tourism facilities in the UK (TTW-01-03)

28



Unit summary			
This unit aims to develop learners' knowledge and understanding of the appeal of the UK to both domestic and inbound tourists and the different products and services available to meet their differing needs. Learners will describe and be able to locate travel and tourism facilities in one popular destination.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 1	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand what attracts tourists to destinations in the UK	1.1 Identify reasons why tourists are attracted to destinations in the UK , including: - domestic tourists - inbound tourists	Identify reasons why tourists are attracted to destinations in the UK, giving examples, to include: - domestic tourists - inbound tourists	Identify a range of reasons why tourists are attracted to destinations in the UK, giving examples, to include: - domestic tourists - inbound tourists	No distinction for this AC
	1.2 Identify types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including: - transport facilities - visitor attractions (built and natural) - tourist information/services - accommodation options	Identify types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including: - transport facilities - visitor attractions (built and natural) - tourist information/services - accommodation options	Identify a range of types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including: - transport facilities - visitor attractions (built and natural) - tourist information/services - accommodation options	Identify a wide range of types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including: - transport facilities - visitor attractions (built and natural) - tourist information/services - accommodation options



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Know about travel and tourism facilities in a chosen UK destination	2.1 Describe travel and tourism facilities in a chosen UK destination, including: • products and services offered • types of people who use the facilities • reasons why people use the facilities	Describe travel and tourism facilities in a chosen UK destination, including: • products and services offered • types of people who use the facilities • reasons why people use the facilities	Give a clear description of travel and tourism facilities in a chosen UK destination, including: • products and services offered • types of people who use the facilities • reasons why people use the facilities	Give a detailed description of travel and tourism facilities in a chosen UK destination, including: • products and services offered • types of people who use the facilities • reasons why people use the facilities
	2.2 Locate different types of travel and tourism facilities in a chosen UK destination	Locate different types of travel and tourism facilities in a chosen UK destination	Locate a range of different types of travel and tourism facilities in a chosen UK destination	Locate a wide range of different types of travel and tourism facilities in a chosen UK destination

Range
1.1 Destinations in the UK must include: • historic and cultural towns and cities • seaside resorts • areas of natural beauty • mountain and adventure destinations – examples may include: ○ Snowdonia National Park ○ Brecon Beacons National Park. Where appropriate, learners may include destinations located in Wales to explore how Welsh destinations contribute to the overall UK visitor economy. Examples of appeal may include: • history and culture • relaxation



Range

- adventure and outdoor activities
- built visitor attractions – examples may include:
 - theme parks
 - funfairs
 - museums
 - castles
- natural attractions – examples may include:
 - lakes
 - waterfalls
 - beaches
- location and transport links – examples may include:
 - airports
 - rail
 - sea
 - road
- accommodation range – examples may include:
 - hotels
 - hostels
 - campsites
- tourist services – examples may include:
 - guided tours
 - tourist information centres
 - visitor centres
- special events – examples may include:
 - carnivals
 - parades.

1.2 Travel and tourism facilities must include:

- transport facilities
- visitor attractions – built and natural
- tourist information and services
- accommodation options.

Assessment requirement:



Range

Learners **must** cover:

- reasons why tourists are attracted to destinations in the UK, with reference to the categories in the range for 1.1, including reasons relevant to both domestic and inbound tourists
- types of travel and tourism facilities provided for visitors in destinations, with reference to the categories in the range for 1.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- group research
- presentation
- individual question and answer task.

Range

2.1 Travel and tourism facilities must include:

- products and services offered
- types of people who use the facilities
- reasons why people use the facilities.

Facility types may include:

- transport links – examples may include:
 - airports
 - seaports
 - rail
 - road
 - bus
 - tourist transport
 - park and ride
- major built visitor attractions
- major natural attractions
- tourist services and information



Range

- supporting visitor facilities – examples may include:
 - medical services
 - banks
 - currency exchange
 - souvenir shops
 - toilet facilities
- accommodation
- special events.

Where appropriate, learners may select a destination located in Wales to support their research. Maps and digital resources relating to Welsh destinations may be used to support accurate identification and location of facilities.

Customer scenarios may include:

- family with young or older children
- inbound group of students
- retired couple.

2.2

Where appropriate, maps and digital resources relating to Welsh destinations may be used where a learner has selected a destination in Wales.

Assessment requirement:

Learners **must** cover:

- a description of travel and tourism facilities in one chosen UK destination, with reference to the categories in the range for 2.1
- the location of different types of travel and tourism facilities in the chosen destination, identified on a map or digital resource

Types of evidence:

Learners may use the relevant type or types of evidence:

- photographic slideshow



Range

- annotated map of UK destinations
- presentation
- display
- witness statement.

Delivery and assessment guidance

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

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

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

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



Unit 04 Hospitality in travel and tourism (TTW-01-04)

34



Unit summary

This unit aims to develop learners' knowledge and understanding of hospitality providers within travel and tourism. Learners will explore hospitality provision within a chosen locational area and the products and services available, as well as explain the importance of customer service to hospitality providers. Learners will investigate job opportunities and gain an introduction to relevant health and safety issues.

Assessment

This unit is internally assessed

Optional	Graded P/M/D	Level 1	22 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about hospitality providers	1.1 Identify hospitality providers in a chosen locational area, including providers of: • accommodation • food and drink	Identify hospitality providers in a chosen locational area, including providers of: • accommodation • food and drink	Identify a range of hospitality providers in a chosen area, including providers of: • accommodation • food and drink	No distinction for this AC
	1.2 Describe products and services offered by a chosen accommodation provider, including: • room types • tariffs • facilities offered • additional products and services	Describe products and services offered by a chosen accommodation provider, including: • room types • tariffs • facilities offered • additional products and services	Give a clear description of products and services offered by a chosen accommodation provider, including: • room types • tariffs • facilities offered • additional products and services	Give a detailed description of products and services offered by a chosen accommodation provider, including: • room types • tariffs • facilities offered • additional products and services
	1.3 Describe products and services offered by a chosen food and drink	Describe products and services offered by a chosen food and drink	Give a clear description of products and services offered by a	Give a detailed description of products and services offered by



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	hospitality provider, including: - opening times - food and drink options - additional products and services	hospitality provider, including: - opening times - food and drink options - additional products and services	chosen food and drink hospitality provider, including: - opening times - food and drink options - additional products and services	a chosen food and drink hospitality provider, including: - opening times - food and drink options - additional products and services
	1.4 Explain why customer service is important to hospitality providers	Learners will explain why customer service is important to hospitality providers	No merit for this AC	No distinction for this AC
2. Know about hospitality job opportunities	2.1 Identify a range of hospitality job roles 2.2 Describe characteristics of a chosen job in hospitality, including: - conditions of employment - job role and responsibilities - skills, qualifications and personal qualities needed	Identify a range of hospitality job roles Describe characteristics of a chosen job in hospitality, including: - conditions of employment - job role and responsibilities - skills, qualifications and personal qualities needed	No merit for this AC Give a clear description of characteristics of chosen job in hospitality, including: - conditions of employment - job role and responsibilities - skills, qualifications and personal qualities needed	No distinction for this AC Give a detailed description of characteristics of chosen job in hospitality, including: - conditions of employment - job role and responsibilities - skills, qualifications and personal qualities needed
3. Understand health and safety practices in providing hospitality	3.1 Describe how hospitality providers and their employees are responsible for health and safety , including: staff training	Describe how hospitality providers and their employees are responsible for health and safety, including: - staff training - food safety	Give a clear description of how hospitality providers and their employees are responsible for health and safety, including: staff training	Give a detailed description of how hospitality providers and their employees are responsible for health and safety, including: staff training



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	• food safety		• food safety	• food safety

Range

1.1 Providers must include:

- accommodation providers – examples may include:
 - holiday villages
 - self-catering accommodation
 - hostels
 - campsites
 - budget hotels
 - five-star hotels
- food and drink providers – examples may include:
 - fast food outlets
 - international cuisine
 - traditional pub food
 - diners
 - coffee shops.

Where appropriate, learners may focus on hospitality providers operating within Wales – examples may include:

- Bluestone National Park Resort
- local and independent accommodation
- food and drink providers in Welsh destinations.

1.2 Products and services must include:

- room types and/or property types available
- tariffs
- facilities offered – examples may include:
 - bars
 - restaurants
 - pools



Range

- fitness centres
- business centres
- additional products and services – examples may include:
 - Wi-Fi
 - room service
 - tourist bookings
 - laundry.

Where appropriate, examples may include accommodation providers operating in Welsh destinations, reflecting the range of customers served in urban, rural or coastal areas of Wales.

1.3 Products and services must include:

- opening times
- food and drink options – examples may include:
 - daily specials
 - children's menus
 - à la carte options
- additional products and services – examples may include:
 - Wi-Fi
 - special diet menus
 - music.

Promotional offers may also be considered – examples may include:

- seasonal discounts
- loyalty schemes
- meal deal combinations.

Provider types may include:

- tea rooms
- cafés
- fast food outlets
- restaurants



Range

- bars – including national chains, local or independent providers.

1.4 Important to hospitality providers may include:

- value for money
- delivering consistent service
- company reputation
- repeat business
- competitive marketplace.

Assessment requirement:

Learners **must** cover:

- identification of hospitality providers in a chosen locational area, with reference to the categories in the range for 1.1, including a minimum of one accommodation provider and a minimum of one food and drink provider
- products and services offered by one chosen accommodation provider, with reference to the categories in the range for 1.2
- products and services offered by one chosen food and drink hospitality provider, with reference to the categories in the range for 1.3
- an explanation of why customer service is important to hospitality providers, with reference to a minimum of two considerations from the range for 1.4.

Types of evidence:

Learners may use the relevant type or types of evidence:

- picture board, display or poster
- staff training fact sheet
- short written report
- promotional material
- presentation
- short written response
- poster or infographic.

**Range****2.1 Job roles** must include:

- accommodation job roles – examples may include:
 - receptionist
 - housekeeper
 - manager
 - food and beverage assistant
- food and drink job roles – examples may include:
 - chef
 - waiting staff
 - bar staff
 - supervisor.

Roles may progress from junior staff to management.

2.2 Characteristics must include:

- conditions of employment – examples may include:
 - contract type
 - potential earnings
 - hours of work
 - uniform
 - holiday
 - perks
- job role and responsibilities
- skills, qualifications and personal qualities needed.

Assessment requirement:

Learners **must** cover:

- identification of a range of hospitality job roles across accommodation and food and drink providers, with reference to the categories in the range for 2.1
- characteristics of one chosen hospitality job role, with reference to the categories in the range for 2.2.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- thought shower or mind map
- annotated research of job specifications
- one-to-one or small group discussion
- witness statement.

Range

3.1 Health and safety must include:

- staff training – examples may include:
 - induction
 - ongoing health and safety training
- food safety – examples may include:
 - food hygiene responsibilities of management and employees.

Where appropriate, delivery may be contextualised using examples from hospitality providers operating in Wales.

Assessment requirement:

Learners **must** cover:

- how hospitality providers and their employees are responsible for health and safety, with reference to the categories in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- staff induction training document.

Delivery and assessment guidance

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

**Delivery and assessment guidance**

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

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



Unit 05 UK visitor attractions (TTW-01-05)

42



Unit summary

This unit aims to develop learners' knowledge and understanding of the different types of UK visitor attractions. Learners will identify those UK visitor attractions which are most popular with British and overseas visitors. They will be encouraged to investigate local areas to find out the attractions which exist. Within the national context, learners will investigate the reasons for the popularity of UK visitor attractions and the facilities they offer.

Assessment

This unit is internally assessed

Optional	Graded P/M/D	Level 1	22 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about UK visitor attractions	1.1 Identify different types of UK visitor attractions that are popular with domestic and inbound visitors, including: • built attractions • natural attractions	Identify different types of UK visitor attractions that are popular with domestic and inbound visitors, including: • built attractions • natural attractions	Identify a range of different types of UK visitor attractions that are popular with domestic and inbound visitors, including: • built attractions • natural attractions	No distinction for this AC
	1.2 Locate major UK visitor attractions on a map	Locate major UK visitor attractions on a map	No merit for this AC	No distinction for this AC
	1.3 Describe popular visitor attractions in a chosen locational area of the UK, including: • one built attraction • one natural attraction	Describe popular visitor attractions in a chosen locational area of the UK, including: • one built attraction • one natural attraction	Give a clear description of popular visitor attractions in a chosen locational area of the UK, including: • one built attraction • one natural attraction	Give a detailed description of popular visitor attractions in a chosen locational area of the UK, including: • one built attraction • one natural attraction
2. Understand what makes UK visitor attractions popular	2.1 Describe what facilities are offered at a chosen UK visitor attraction	Describe what facilities are offered at a chosen UK visitor attraction	Give a clear description of what facilities are	Give a detailed description of what facilities are offered at a



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
			offered at a chosen UK visitor attraction	chosen UK visitor attraction
	2.2 Give reasons why a chosen UK visitor attraction is popular with different types of visitors	Give reasons why a chosen UK visitor attraction is popular with different types of visitors	Give clear reasons why a chosen UK visitor attraction is popular with different types of visitors	Give detailed reasons why a chosen UK visitor attraction is popular with different types of visitors

Range

1.1 Types of UK visitor attractions must include:

- built attractions – examples may include:
 - theme parks
 - historic sites
 - waxworks
 - museums
- natural attractions – examples may include:
 - national parks
 - mountains
 - lakes
 - beaches
 - walking routes
 - cycling routes.

Where appropriate, learners may include major visitor attractions located in Wales when selecting and plotting UK built and natural attractions.

1.2

Where appropriate, learners may include attractions located in Wales.

1.3



Range

Where appropriate, learners may select a locational area within Wales to support realistic access and local investigation.

Assessment requirement:

Learners **must** cover:

- identification of different types of UK visitor attractions popular with domestic and inbound visitors, with reference to the categories in the range for 1.1, including a minimum of six built and six natural attractions
- the location of major UK visitor attractions plotted on a map
- a description of one built and one natural visitor attraction in a chosen locational area of the UK, including:
 - why people go there
 - location and access
 - opening times and seasons
 - costs
 - products and services offered.

Types of evidence:

Learners may use the relevant type or types of evidence:

- display poster
- presentation
- written material
- visitor brochure.

Range

2.1 Facilities must include:

- pricing, discounts, group prices, family tickets
- tourist guides and information services
- accessibility for all
- catering options
- education services.

Where appropriate, examples may include facilities offered at Welsh visitor attractions – examples may include:



Range

- heritage sites
- national parks
- coastal attractions.

2.2 Types of visitors may include:

- families
- groups
- older visitors
- visitors with additional needs
- domestic visitors
- inbound visitors.

Assessment requirement:

Learners **must** cover:

- a description of the facilities offered at one chosen UK visitor attraction, with reference to the categories in the range for 2.1
- reasons why the chosen attraction is popular, with reference to a minimum of two different types of visitors from the range in 2.2 and how the attraction meets their needs.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written material
- presentation
- visitor brochure.

Delivery and assessment guidance

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

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

**Delivery and assessment guidance**

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

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

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



Unit 06 Transport for UK tourism (TTW-01-06)

Unit summary

This unit aims to develop learners' knowledge and skills of the main UK transport systems that are used by UK and overseas visitors. Learners will identify major UK airports, ferry ports and rail and road routes. By planning an itinerary for a visitor from overseas, learners will be encouraged to use maps and timetables and to explore the various methods of transport available.

Assessment

This unit is internally assessed

Optional	Graded P/M/D	Level 1	22 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about UK transport systems	1.1 Identify major gateways that inbound visitors use to enter the UK, including: - airports - ferry ports - points of entry for Channel Tunnel users	Identify major gateways that inbound visitors use to enter the UK, including: - airports - ferry ports - points of entry for Channel Tunnel users	Identify a range of major gateways that inbound visitors use to enter the UK, including: - airports - ferry ports - points of entry for Channel Tunnel users	No distinction for this AC
	1.2 Identify important rail, road, ferry and air routes within the UK	Identify important rail, road, ferry and air routes within the UK	Identify a range of important rail, road, ferry and air routes within the UK	No distinction for this AC
2. Be able to plan a tourist travel itinerary	2.1 Identify travel options to chosen UK tourist destinations, including: - routes - methods of transport - duration of journey	Identify travel options to chosen UK tourist destinations, including: - routes - methods of transport - duration of journey	Identify a range of travel options to chosen UK tourist destinations, including: - routes - methods of transport - duration of journey	Identify a wide range of travel options to chosen UK tourist destinations, including: - routes - methods of transport - duration of journey



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	2.2 Produce a UK travel itinerary for an inbound tourist, including: - popular UK destinations - route and methods of transport	Produce a UK travel itinerary for an inbound tourist, including: - popular UK destinations - route and methods of transport	Produce a clear UK travel itinerary for an inbound tourist, including: - popular UK destinations - route and methods of transport	Produce a detailed UK travel itinerary for an inbound visitor, including: - popular UK destinations - route and methods of transport

Range
1.1 Gateways may include: - gateways relevant to Wales – examples may include: - Cardiff Airport - Holyhead Port. Where appropriate, learners may include major transport gateways located in Wales when identifying UK air and sea entry points, to support understanding of Wales' role within the UK transport network for tourism. 1.2 Routes may include: - transport routes relevant to Welsh destinations – examples may include: - M4 motorway - A55 North Wales Expressway - rail services operated by Transport for Wales - ferry services from Holyhead linking Wales to Ireland. Assessment requirement: Learners must cover:



Range

- identification of major gateways which inbound visitors use to enter the UK, including a minimum of five airports and a minimum of five sea ports annotated to show the type of visitor that might use them
- identification of important rail, road, ferry and air routes within the UK.

Types of evidence:

Learners may use the relevant type or types of evidence:

- maps
- website screenshots annotated to show type of visitor
- presentation.

Range

2.1 Travel options must include:

- routes
- methods of transport
- duration of journey.

Research sources may include:

- National Rail and rail operators' own websites
- National Express
- ferry company websites
- airport websites
- route maps
- timetables.

Where appropriate, learners based in Wales may research travel options originating from a Welsh location, using Welsh transport routes and providers.

2.2 Itinerary must include:

- popular UK destinations
- route and methods of transport



Range

- UK gateway
- dates and times
- names of transport providers.

Where relevant, learners may include one or more tourist destinations located in Wales within the itinerary, where appropriate to the inbound visitor scenario.

Assessment requirement:

Learners **must**:

- research a minimum of two UK tourist destinations, identifying a minimum of two travel options using different forms of transport from their local area, with reference to the categories in the range for 2.1
- produce an individual UK travel itinerary for an inbound tourist covering a minimum of three different UK tourist destinations, with reference to the categories in the range for 2.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- printed research
- comparison table
- itinerary
- research material.

Delivery and assessment guidance

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

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

**Delivery and assessment guidance**

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

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

DRAFT



Unit 07 UK visitor destinations (TTW-01-07)

52



Unit summary

This unit aims to develop learners' knowledge and understanding of popular UK visitor destinations. Learners will gain knowledge of the different types of visitor destination in the UK and what makes them popular. They will understand how climate affects destination popularity and be able to use charts and graphs to display climate information.

Assessment

This unit is internally assessed

Optional	Graded P/M/D	Level 1	22 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about popular UK visitor destinations	1.1 Identify different types of popular UK visitor destinations	Identify different types of popular UK visitor destinations	No merit for this AC	No distinction for this AC
2. Understand what affects the popularity of UK visitor destinations	2.1 Identify natural and man-made features that make a chosen UK visitor destination popular	Identify natural and man-made features that make a chosen UK visitor destination popular	No merit for this AC	No distinction for this AC
	2.2 Describe the weather and climate of chosen UK visitor destinations	Describe the weather and climate of chosen UK visitor destinations	Give a clear description of the weather and climate of chosen UK visitor destinations	Give a detailed description of the weather and climate of chosen UK visitor destinations
	2.3 Explain how weather and climate affect tourism at chosen UK visitor destinations	Explain how weather and climate affect tourism at chosen UK visitor destinations	Give a clear explanation of how weather and climate affect tourism at chosen UK visitor destinations	Give a detailed explanation of how weather and climate affect tourism at chosen UK visitor destinations



Range

1.1 Types of popular UK visitor destinations may include:

- coastal and seaside resorts
- historic towns and cities
- rural and countryside destinations – examples may include:
 - national parks
 - areas of natural beauty
- adventure destinations
- cultural and heritage destinations.

Where appropriate, examples may include popular visitor destinations located in Wales – examples may include:

- coastal destinations such as Llandudno or Tenby
- historic towns and cities that promote cultural heritage
- rural or countryside destinations such as national parks or areas of natural beauty.

Assessment requirement:

Learners **must** cover:

- identification of different types of popular UK visitor destinations, with reference to the categories in the range, covering destinations that appeal to visitors with differing needs.

Types of evidence:

Learners may use the relevant type or types of evidence:

- publicity poster with images.

Range

2.1 Features may include:

- natural features – examples may include:
 - beaches



Range

- mountains
- lakes
- areas of natural beauty
- national parks
- man-made features – examples may include:
 - historic buildings
 - theme parks
 - museums
 - cultural landmarks
 - castles.

Where appropriate, learners may select a destination located in Wales for their case study or visit.

2.2 Weather and climate may include:

- temperatures and humidity levels
- daylight hours, including the impact of daylight-saving time
- typical wind conditions
- levels of rainfall
- extreme weather risks
- seasonal variation patterns.

Where relevant, destinations located in Wales may be used to explore how weather and climate influence tourism, particularly in coastal and rural areas where seasonal patterns can affect visitor numbers and activities.

2.3 Weather and climate affect tourism may include:

- impact on visitor numbers across seasons
- influence on types of activities available
- effect on accommodation demand
- environmental considerations – examples may include:
 - impact of high visitor numbers on footpaths
 - natural landscapes
 - local infrastructure.



Range

Assessment requirement:

Learners **must** cover:

- identification of natural and man-made features that make a chosen UK visitor destination popular
- a description of the weather and climate of a minimum of two chosen UK visitor destinations, with reference to the categories in the range for 2.2
- an explanation of how weather and climate affect tourism at the chosen destinations, with reference to the categories in the range for 2.3.

Types of evidence:

Learners may use the relevant type or types of evidence:

- annotated case study with short set questions
- presentation
- short written report
- charts or graphs to display climate information.

Delivery and assessment guidance

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

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

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

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



Unit 08 Promotional material for travel and tourism (TTW-01-08)

Unit summary				
This unit aims to develop learners' knowledge and skills of promotion for travel and tourism and the methods and materials used. Learners will gain an understanding of why travel and tourism organisations promote their products and services and how they do this. Learners will produce and review promotional material for travel and tourism.				
Assessment				
This unit is internally assessed				
Optional	Graded P/M/D	Level 1	22 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand how travel and tourism products and services are promoted	1.1 Identify design features of chosen travel and tourism promotional materials	Identify design features of chosen travel and tourism promotional materials	Identify a range of design features of chosen travel and tourism promotional materials	No distinction for this AC
	1.2 Describe promotional methods and materials used by travel and tourism organisations	Describe promotional methods and materials used by travel and tourism organisations	Give a clear description of a range of promotional methods and materials used by travel and tourism organisations	Give a detailed description of a wide range of promotional methods and materials used by travel and tourism organisations
	1.3 Give reasons for promotional methods and materials used by a chosen travel and tourism organisation	Give reasons for promotional methods and materials used by a chosen travel and tourism organisation	Give clear reasons for promotional methods and materials used by a chosen travel and tourism organisation	Give detailed reasons for promotional methods and materials used by a chosen travel and tourism organisation
2. Be able to produce promotional material for travel and tourism	2.1 Produce promotional material for a travel and tourism product/service	Produce promotional material for a travel and tourism product/service	Produce suitable promotional material for a travel and tourism product/service	Produce effective and well-structured promotional material for a travel and tourism product/service



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Know how to present promotional material for travel and tourism	3.1 Present promotional material produced for a travel and tourism product/service and obtain feedback	Present promotional material produced for a travel and tourism product/service and obtain feedback	Give a clear presentation of promotional material produced for a travel and tourism product/service and obtain feedback	Give a detailed presentation of a piece of promotional material produced for a travel and tourism product/service and obtain feedback

Range

1.1 Design features may include:

- use of images and logos
- layout and colour
- target market considerations
- the four Ps – product, promotion, price and place.

1.2 Promotional methods and materials may include:

- leaflets and brochures
- posters
- radio advertisements
- TV advertisements
- social media
- websites
- exhibitions.

Where appropriate, learners may select a travel and tourism organisation operating in Wales to explore how promotional methods are used to target domestic and inbound visitors – examples may include:

- national tourism campaigns by Visit Wales
- materials created by local destination management organisations
- regional tourism partnerships
- digital marketing campaigns



Range

- social media content used by Welsh visitor attractions.

1.3 Reasons may include:

- target market
- cost – examples may include:
 - production costs
 - delivery
- potential coverage – examples may include:
 - local markets
 - national markets
 - international markets
- promotional offers – examples may include:
 - seasonal deals
 - early booking
 - kids go free
- raising awareness of products and services
- raising company profile and image.

Where appropriate, learners may conduct a basic comparison of how Wales is promoted to inbound tourists compared with one example from outside Wales, to support broader understanding of tourism promotion.

Assessment requirement:

Learners **must** cover:

- identification of design features of a minimum of two examples of promotional materials used by different types of travel and tourism organisations, with reference to the categories in the range for 1.1
- a description of promotional methods and materials used by travel and tourism organisations, with reference to the categories in the range for 1.2
- reasons for the promotional methods and materials used by one chosen travel and tourism organisation, with reference to the categories in the range for 1.3.

Types of evidence:



Range

Learners may use the relevant type or types of evidence:

- picture board with written or verbal descriptions
- short written report
- presentation.

Range

2.1 Promotional material must include:

- the four Ps of marketing – product, promotion, price and place
- target market
- overall aim
- cost
- potential coverage.

Where appropriate, scenarios may be contextualised using Welsh destinations or travel and tourism organisations, allowing learners to design promotional material that reflects the character and appeal of tourism in Wales.

Assessment requirement:

Learners **must**:

- produce promotional material for a travel and tourism product or service, with reference to the categories in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- printed or recorded promotional material.

Range

3.1 Feedback may include:

- target market
- overall aim



Range

- cost
- potential coverage
- how the material met customer needs
- what went well and not so well
- areas for improvement.

Assessment requirement:

Learners **must**:

- present their promotional material verbally to the assessor and peers
- obtain and record feedback
- complete a self-assessment identifying areas for improvement, with reference to the categories in the range.

Types of evidence:

Learners may use the relevant type or types of evidence:

- witness statement
- peer and self-review.

Delivery and assessment guidance

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

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

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

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Unit 09 Travel or holiday sales (TTW-01-09)

Unit summary			
This unit aims to develop learners' knowledge and skills of sources of travel information and develop skills in finding appropriate travel information for customers. Learners will use a selection of readily available sources. They will be encouraged to establish customer needs/wants and practice sales skills. Learners will make travel or holiday arrangements for a selection of customers.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 1	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand customers' needs and wants before planning travel or holiday arrangements	1.1 Identify customers' needs and wants for holiday or travel before planning arrangements	Identify customers' needs and wants before planning arrangements	Identify a range of customers' needs and wants before planning arrangements	Identify a wide range of customers' needs and wants before planning arrangements
	1.2 Explain why customers have different holiday or travel requirements	Explain why customers have different holiday or travel requirements	Give a clear explanation of why customers have different holiday or travel requirements	Give a detailed explanation of why customers have different holiday or travel requirements
2. Be able to sell travel or holiday services to different customers	2.1 Identify holiday or travel services to meet the needs of customers, using a range of sources of information including: • travel • destination • accommodation • costing	Identify holiday or travel services to meet the needs of customers, using a range of sources of information including: • travel • destination • accommodation • costing	Identify a range of holiday or travel services to meet the needs of customers, using a range of sources of information including: • travel • destination • accommodation • costing	Identify a wide range of holiday or travel services to meet the needs of customers, using a range of sources of information including: • travel • destination • accommodation • costing
	2.2 Sell holiday or travel services to different customers using:	Sell holiday or travel services to different customers using:	Confidently sell holiday or travel services to	Effectively sell holiday or travel services to a wide



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	- customer service skills - sales techniques - product knowledge	- customer service skills - sales techniques - product knowledge	different customers using: - customer service skills - sales techniques - product knowledge	range of different customers using: - customer service skills - sales techniques - product knowledge

Range

1.1 Customers' needs and wants may include:

- date range and duration
- transport requirements
- accommodation requirements
- budget
- group size and composition
- additional extras – examples may include:
 - accessibility requirements
 - dietary preferences
 - language needs.

Where appropriate, customer scenarios may be contextualised using visitors travelling within or to Wales, reflecting the range of needs and expectations of domestic and inbound tourists to Welsh destinations.

1.2 Requirements may include:

- age and life stage
- budget and affordability
- mobility and accessibility needs
- group composition
- personal preferences and interests
- previous travel experience.



Range

Assessment requirement:

Learners **must** cover:

- identification of customers' needs and wants for a minimum of four different customer scenarios, with reference to the categories in the range for 1.1
- an explanation of why customers have different holiday or travel requirements, with reference to the categories in the range for 1.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- written text
- presentation
- report
- poster.

Range

2.1 Range of sources must include:

- travel
- destination
- accommodation
- costing.

Research may also include:

- dates, times – check-in, arrival, departure
- routes, arrival, departure, transport provider name
- accommodation name, location, room type, board basis, rating
- transfers and additional extras.

Where relevant, research materials may include information relating to Welsh destinations, accommodation and transport providers, to support realistic customer enquiries and travel planning.



Range

2.2 Services

- customer service skills – examples may include:
 - personal presentation
 - effective interpersonal skills
- sales techniques – examples may include:
 - use of brochures and website images
 - features and benefits
 - creating desire
 - closing the sale
- product knowledge – examples may include:
 - key information
 - ability to answer basic questions.

Where appropriate, role-play scenarios may be set using Welsh travel or holiday products and services, allowing learners to practise sales techniques in realistic Welsh tourism contexts.

Assessment requirement:

Learners **must**:

- select a minimum of two customer scenarios and identify suitable holiday or travel services to meet their needs, with reference to the categories in the range for 2.1
- complete a minimum of two role plays demonstrating sales skills, with reference to the categories in the range for 2.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- customer enquiry form
- research evidence
- written customer quotations
- observation record or assessor record
- audio and video recording



Range

- peer and self-review record
- learner notes or reflective account.

Delivery and assessment guidance

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

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

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



Unit 10 Working in travel and tourism (TTW-01-10)

Unit summary			
This unit aims to develop learners' knowledge and skills of working in travel and tourism. Learners will develop skills required to work in travel and tourism by carrying out reception duties and making travel and tourism bookings or sales.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 1	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about working in travel and tourism	1.1 Describe different types of travel and tourism jobs	Describe different types of travel and tourism jobs	Give a clear description of a range of different types of travel and tourism jobs	Give a detailed description of a wide range of different types of travel and tourism jobs
	1.2 Describe how staff help ensure health and safety in the workplace, including: • appropriate clothing • equipment use • working environment	Describe how staff help ensure health and safety in the workplace, including: • appropriate clothing • equipment use • working environment	Give a clear description of how staff help ensure health and safety in the workplace, including: • appropriate clothing • equipment use • working environment	Give a detailed description of how staff help ensure health and safety in the workplace, including: • appropriate clothing • equipment use • working environment
2. Know about travel and tourism workplace environments	2.1 Describe different travel and tourism workplace environments	Describe different travel and tourism workplace environments	Give a clear description of a range of different travel and tourism workplace environments	Give a detailed description of a wide range of different travel and tourism workplace environments
	2.2 Identify ways in which staff work together to contribute to the	Identify ways in which staff work together to contribute to the	Identify a range of ways in which staff work together to contribute to	No distinction for this AC



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	effective running of the workplace	effective running of the workplace	the effective running of the workplace	
	2.3 Identify company policies and procedures	Identify company policies and procedures	Identify a range of company policies and procedures	No distinction for this AC
3. Be able to review skills for working in travel and tourism	3.1 Review own skills for working in travel and tourism	Review own skills for working in travel and tourism	Provide a clear review of own skills for working in travel and tourism	Provide a detailed and realistic review of own skills for working in travel and tourism
	3.2 Identify areas for development	Identify areas for development	No merit for this AC	No distinction for this AC

Range

1.1 Types of travel and tourism jobs may include:

- airports – examples may include:
 - ground handling
 - check-in
 - retail
 - security
 - cabin crew
- retail travel – examples may include:
 - sales consultants
 - managers
 - administrators
- tourism – examples may include:
 - education departments
 - reception staff
 - retail
 - marketing
 - events
- tour operations – examples may include:
 - admin



Range

- sales staff
- resort reps
- overseas management
- hospitality – examples may include:
 - hotel reception
 - front of house
 - back of house
 - housekeeping
- tourist attractions – examples may include:
 - visitor services
 - ticketing
 - tour guides
 - retail
 - events.

Where appropriate, learners may research travel and tourism employers operating in Wales to explore job roles and career pathways within the Welsh travel and tourism sector. Learners may also refer to careers information sources such as the Careers Wales website.

1.2 Health and safety must include:

- appropriate clothing – examples may include:
 - protective clothing
 - footwear
 - jewellery
 - hair covering
- equipment use – examples may include:
 - using equipment and machinery that staff are trained and authorised to use
- working environment – examples may include:
 - fire
 - smoke and spillages
 - appropriate lighting
 - heating and access.

Additional examples may include food and beverage preparation and service, and passenger safety.



Range

Where appropriate, examples may be drawn from travel and tourism workplaces operating in Wales to illustrate how health and safety responsibilities are applied in Welsh working environments.

Assessment requirement:

Learners **must** cover:

- a description of different types of travel and tourism jobs, with reference to the categories in the range for 1.1
- a description of how staff help ensure health and safety in the workplace, with reference to the categories in the range for 1.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- career research table or presentation
- training health and safety poster.

Range

2.1 Workplace environments may include:

- airports
- retail travel agencies
- tourism organisations – examples may include:
 - visitor information centres
 - destination management organisations
- tour operators
- hospitality venues – examples may include:
 - hotels
 - restaurants
- tourist attractions.

Where appropriate, learners may research workplace environments based in Wales to explore job roles and working practices within the Welsh travel and tourism sector.

2.2 Ways in which staff work together may include:



Range

- communication between departments
- teamwork and co-operation
- supporting colleagues
- following shared procedures and policies.

2.3 Company policies and procedures may include:

- staff code of conduct
- sickness and holiday policies
- health and safety policy
- incident and accident procedures
- customer service policy
- complaints policy.

Assessment requirement:

Learners **must** cover:

- a description of a minimum of three different travel and tourism workplace environments, with reference to the categories in the range for 2.1
- identification of ways in which staff work together to contribute to the effective running of the workplace, with reference to the categories in the range for 2.2
- identification of company policies and procedures, with reference to the categories in the range for 2.3.

Types of evidence:

Learners may use the relevant type or types of evidence:

- career research table
- presentation
- work placement notebook
- annotated screenshots
- documents
- paper policies and procedures.



Range

3.1 Review own skills may include:

- personal presentation
- timekeeping
- interpersonal skills with staff and customers
- confidence and motivation
- IT, maths and English – written and spoken.

Where appropriate, job roles selected for review may be based within the Welsh travel and tourism sector. Learners may demonstrate communication skills using either English or Welsh where appropriate, reflecting the use of both languages within the Welsh travel and tourism sector.

3.2 Areas for development may include:

- communication skills
- professional presentation
- technical or vocational skills
- personal effectiveness.

Assessment requirement:

Learners **must** cover:

- a review of own skills for working in travel and tourism against a chosen job role, with reference to the categories in the range for 3.1
- identification of areas for development and an action plan giving direction for improvement.

Types of evidence:

Learners may use the relevant type or types of evidence:

- witness statement
- self-review
- action plan.



Delivery and assessment guidance

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

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Unit 11 Problem solving in travel and tourism (TTW-01-11)

Unit summary				
This unit aims to develop learners' knowledge and skills by undertaking a problem-solving activity in a travel and tourism setting. Learners will plan and demonstrate solutions to travel and tourism problems. Learners will be able to self-review a travel and tourism problem-solving activity.				
Assessment				
This unit is internally assessed				
Optional	Graded P/M/D	Level 1	20 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the importance of solving problems in travel and tourism	1.1 Describe common problems that can occur in travel and tourism situations	Describe common problems that can occur in travel and tourism situations	Give a clear description of common problems that can occur in travel and tourism situations	Give a detailed description of common problems that can occur in travel and tourism situations
	1.2 Explain the importance of finding solutions to problems that occur in travel and tourism situations	Explain the importance of finding solutions to problems that occur in travel and tourism situations	Give a clear explanation of the importance of finding solutions to problems that occur in travel and tourism situations	Give an effective explanation of the importance of finding solutions to problems that occur in travel and tourism situations
2. Be able to solve problems in travel and tourism situations	2.1 Suggest solutions to common problems in travel and tourism situations	Suggest solutions to common problems in travel and tourism situations	Suggest clear solutions to common problems in travel and tourism situations	Suggest detailed solutions to common problems in travel and tourism situations
	2.2 Demonstrate how to solve common problems in travel and tourism situations	Demonstrate how to solve common problems in travel and tourism situations	Confidently demonstrate how to solve common problems in travel and tourism situations	Effectively demonstrate how to solve common problems in travel and tourism situations
	2.3 Review own performance in resolving problems in	Review own performance in resolving problems in	No merit for this AC	No distinction for this AC



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	travel and tourism situations	travel and tourism situations		

Range

1.1 Common problems may include:

- delayed or cancelled transport
- lost or damaged luggage
- overbooking of accommodation or flights
- customer complaints about service or facilities
- communication difficulties with customers
- health and safety incidents.

Where appropriate, learners may select job roles within travel and tourism organisations operating in Wales to explore common problems and appropriate solutions in a Welsh context.

1.2 Importance of finding solutions may include:

- maintaining customer satisfaction and trust
- protecting the reputation of the organisation
- meeting legal and duty of care obligations
- supporting colleagues and team effectiveness
- minimising disruption to the customer experience.

Assessment requirement:

Learners **must** cover:

- a description of common problems that can occur in travel and tourism situations, covering a minimum of three problems for each of one travel sector role and one tourism sector role, with reference to the categories in the range for 1.1
- an explanation of the importance of finding solutions to problems in travel and tourism situations, with reference to the categories in the range for 1.2.



Range

Types of evidence:

Learners may use the relevant type or types of evidence:

- staff training guide.

Range

2.1 Solutions may include:

- showing empathy
- active listening skills
- appropriate verbal and non-verbal skills
- keeping customers informed
- working within own limitations
- working in a team.

2.2 Common problems may include:

- baggage reclaim issues at an airport
- customer complaint at a visitor attraction
- overbooking situation at accommodation
- transport delay at a transport hub.

Where appropriate, scenarios may be set within travel and tourism environments located in Wales – examples may include:

- transport hubs
- visitor attractions
- accommodation providers.

Assessment requirement:

Learners **must**:

- suggest solutions to a minimum of three common problems for each of one travel sector role and one tourism sector role, with reference to the categories in the range for 2.1



Range

- demonstrate how to solve a minimum of two problems in travel and tourism situations through role play, with reference to the categories in the range for 2.2
- review their own performance in resolving problems, identifying what went well and areas for improvement.

Types of evidence:

Learners may use the relevant type or types of evidence:

- scenario
- witness statement
- photographs
- audio and video recording
- peer and self-review.

Delivery and assessment guidance

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

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Unit 12 Working as a team in travel and tourism (TTW-01-12)

Unit summary			
This unit aims to develop learners' knowledge and skills to help them work as part of a team in travel and tourism settings. They will understand how teams are made up in travel and tourism workplaces and the benefits and limitations of working in teams. Learners will demonstrate that they can contribute to and review team activities.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 1	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about teamwork in travel and tourism	1.1 Describe the structure of different organisations in the travel and tourism industry including: - roles and responsibilities of teams and team members - inter-relationships between teams and team members	Describe the structure of different organisations in the travel and tourism industry including: - roles and responsibilities of teams and team members - inter-relationships between teams and team members	Give a clear description of the structure of different organisations in the travel and tourism industry, including: - roles and responsibilities of teams and team members - inter-relationships between teams and team members	Give a detailed description of the structure of different organisations in the travel and tourism industry, including: - roles and responsibilities of teams and team members - inter-relationships between teams and team members
	1.2 Review the benefits and limitations of working in teams within travel or tourism settings	Review the benefits and limitations of working in teams within travel or tourism settings	Give a clear review of the benefits and limitations of working in teams within travel or tourism settings	Give a detailed review of the benefits and limitations of working in teams within travel or tourism settings
2. Be able to work in travel and tourism teams	2.1 Contribute to a team activity in a travel and tourism context including:	Contribute to a team activity in a travel and tourism context including:	Actively contribute to a team activity in a travel and tourism context including:	Effectively contribute to a team activity in a travel and tourism context including:



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	- the allocation of roles - effective communication - working towards agreed aims - overcoming any problems	- the allocation of roles - effective communication - working towards agreed aims - overcoming any problems	- the allocation of roles - effective communication - working towards agreed aims - overcoming any problems	- the allocation of roles - effective communication - working towards agreed aims - overcoming any problems
	2.2 Review the travel and tourism team-working activity	Review the travel and tourism team-working activity	Provide a clear review of the travel and tourism team-working activity	Provide a detailed review of the travel and tourism team-working activity
	2.3 Identify improvements to travel and tourism team-working activities	Identify improvements to travel and tourism team-working activities	No merit for this AC	No distinction for this AC

Range

1.1 Structure of different organisations must include:

- roles and responsibilities of teams and team members
- inter-relationships between teams and team members.

Organisation types may include:

- tour operators – examples may include:
 - UK head office functions (such as sales, admin, customer service, product development, marketing, and overseas)
 - resort staff (such as transfer reps, holiday reps, children's reps, resort managers)
- retail travel agencies
- visitor attractions
- hospitality venues.

Where appropriate, learners may select travel and tourism organisations operating in Wales to explore how team structures and inter-relationships support service delivery within the Welsh travel and tourism sector.



Range

1.2 Benefits and limitations must include:

- benefits of working in a team – examples may include:
 - shared workload
 - support from colleagues
 - wider range of skills
 - motivation
- limitations of working in a team – examples may include:
 - conflict between team members
 - unequal contribution
 - communication difficulties
 - dependency on others.

Assessment requirement:

Learners **must** cover:

- a description of the structure of a minimum of two different travel and tourism organisations, with reference to the categories in the range for 1.1
- a review of the benefits and limitations of working in teams within travel and tourism settings, including a minimum of four examples of each, with reference to the categories in the range for 1.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- flow chart
- written text.

Range

2.1 Team activity must include:

- allocation of roles
- effective communication



Range

- working towards agreed aims
- overcoming any problems.

Team activity contexts may include:

- resort reps at welcome meetings
- retail travel agents planning and holding a special sales event
- tourism organisations holding an open day or fundraising event
- staff recruitment day activities.

Where appropriate, team activities may be contextualised within Welsh travel and tourism settings – examples may include:

- local visitor attractions
- hospitality venues
- tourism events.

2.2 Review may include:

- what went well during the team activity
- what could have been done differently
- how effectively roles were allocated and carried out
- how well the team communicated.

Where relevant, reviews may relate to team activities undertaken within Welsh travel and tourism contexts, to support meaningful reflection.

Assessment requirement:

Learners **must**:

- contribute to a team activity in a travel and tourism context, with reference to the categories in the range for 2.1
- review the team-working activity, identifying what went well and areas for improvement, with reference to the categories in the range for 2.2
- identify improvements and suggest how these could be achieved in future team activities.



Range

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

Types of evidence:

Learners may use the relevant type or types of evidence:

- photographs
- video footage
- assessor witness statement
- short written report.

Delivery and assessment guidance

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

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

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

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



Unit 13 Careers in travel and tourism (TTW-01-13)

Unit summary			
This unit aims to develop learners' knowledge and skills of different job roles within the travel and tourism industries. They will use a variety of sources of information to find out about jobs. Learners will review their personal qualities, skills, achievements and experience to produce a CV and a career plan.			
Assessment			
This unit is internally assessed			
Optional	Graded P/M/D	Level 1	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about job roles in travel and tourism	1.1 Identify different job roles in travel and tourism	Identify different job roles in travel and tourism	Identify a range of different job roles in travel and tourism	No distinction for this AC
	1.2 Describe chosen job roles in travel and tourism	Describe chosen job roles in travel and tourism	Give a clear description of chosen job roles in travel and tourism	Give a detailed description of chosen job roles in travel and tourism
2. Be able to plan for a future career in travel and tourism	2.1 Describe own personal qualities, skills and achievements	Describe own personal qualities, skills and achievements	Give a clear description of own personal qualities, skills and achievements	Give a detailed description of own personal qualities, skills and achievements
	2.2 Produce a personal career plan , including: - job preferences - qualification/training needs - how to gain useful experience - timescales	Produce a personal career plan, including: - job preferences - qualification/training needs - how to gain useful experience - timescales	Produce a suitable personal career plan, including: - job preferences - qualification/training needs - how to gain useful experience - timescales	Produce a well-structured personal career plan, including: - job preferences - qualification/training needs - how to gain useful experience - timescales
	2.3 Produce a CV tailored to a travel and tourism job role	Produce a CV tailored to a travel and tourism job role	Produce a suitable CV tailored to a travel and tourism job role	Produce a well-structured CV, tailored to a travel and tourism job role



Range

1.1 Job roles (sectors) may include:

- airports and airlines
- tour operators
- hospitality
- retail travel
- tourism services
- visitor attractions.

Where appropriate, learners may include job roles within travel and tourism organisations operating in Wales to explore career opportunities within the Welsh travel and tourism sector.

1.2 Job roles (characteristics) must include:

- main roles and responsibilities
- contract type and working hours
- possible locations
- staff benefits and progression opportunities
- minimum age, qualifications and skills required
- personal qualities and attributes.

Where appropriate, job roles selected may be based within the Welsh travel and tourism sector, to support realistic location and progression planning.

Assessment requirement:

Learners **must** cover:

- identification of different job roles in travel and tourism across the sectors in the range for 1.1
- a description of a minimum of two chosen job roles (that apply to the learner), with reference to the categories in the range for 1.2.

Types of evidence:

Learners may use the relevant type or types of evidence:



Range

- group research posters
- presentation to peers evidenced by photographs
- discussion and review notes
- recruitment advert for company websites or social media pages.

Range

2.2 Career plan must include:

- job preferences
- qualification and training needs
- how to gain useful experience
- timescales.

Where appropriate, career plans may reflect progression routes and employment opportunities within the Welsh travel and tourism sector.

Assessment requirement:

Learners **must**:

- describe their own personal qualities, skills and achievements
- produce a personal career plan, with reference to the categories in the range for 2.2
- produce a CV tailored to a chosen travel and tourism job role.

Types of evidence:

Learners may use the relevant type or types of evidence:

- personal skills audit
- personal career plan
- professionally presented CV.

Delivery and assessment guidance

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

**Delivery and assessment guidance**

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

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

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



Unit 14 Digital technology in travel and tourism (TTW-01-14)

Unit summary				
This unit aims to develop learners' knowledge and skills using digital technology in travel and tourism. Learners will identify the main digital technology systems available to travel and tourism organisations and describe their benefits. Learners will demonstrate the ability to use digital technology applications in travel and tourism situations.				
Assessment				
This unit is internally assessed				
Optional	Graded P/M/D	Level 1	22 GLH	
Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about digital technology use in travel and tourism	1.1 Identify digital technology systems used in travel and tourism organisations	Identify digital technology systems used in travel and tourism organisations	Identify a range of different digital technology systems used in travel and tourism organisations	No distinction for this AC
	1.2 Describe the benefits of digital technology systems to a travel and tourism organisation	Describe the benefits of digital technology systems to a travel and tourism organisation	Give a clear description of the benefits of digital technology systems to a travel and tourism organisation	Give a detailed description of the benefits of digital technology systems to a travel and tourism organisation
2. Be able to use digital technology in travel and tourism situations	2.1 Use digital technology applications to collect information on travel and tourism facilities in a chosen area	Use digital technology applications to collect information on travel and tourism facilities in a chosen area	Use digital technology applications confidently to collect suitable information on travel and tourism facilities in a chosen area	Use digital technology applications effectively to collect detailed information on travel and tourism facilities in a chosen area
	2.2 Use digital technology applications to communicate travel and tourism information	Use digital technology applications to communicate travel and tourism information	Use digital technology applications confidently to communicate suitable travel and tourism information	Use digital technology applications effectively to communicate detailed travel and tourism information



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	2.3 Use digital technology applications to produce display material for use in a travel and tourism situation	Use digital technology applications to produce display material for use in a travel and tourism situation	Use digital technology applications confidently to produce suitable display material for use in a travel and tourism situation	Use digital technology applications effectively to produce detailed display material for use in a travel and tourism situation

Range
1.1 Digital technology systems may include: - major reservation systems - view data systems - in-house administration systems - company websites and intranets - online booking platforms - social media platforms used to promote products, services and destinations - digital content creation tools – examples may include: - tools to create short video content - digital displays - marketing assets - Microsoft Office systems or similar. Where appropriate, examples may include digital technology systems used by travel and tourism organisations operating in Wales, to illustrate how digital systems support service delivery within the Welsh travel and tourism sector. 1.2 Benefits of digital technology systems may include: - speed and efficiency of transactions - wider reach to customers - improved customer experience - cost savings - access to real-time information - enhanced promotional capability.



Range

Assessment requirement:

Learners **must** cover:

- identification of digital technology systems used in travel and tourism organisations, with reference to the categories in the range for 1.1
- a description of the benefits of digital technology systems to a travel and tourism organisation, with reference to the categories in the range for 1.2.

Types of evidence:

Learners may use the relevant type or types of evidence:

- information table.

Range

2.1 Information may include:

- search engines and destination websites
- mapping and navigation tools
- tourism information websites
- digital referencing tools – examples may include:
 - hyperlinks
 - saved favourites.

Where appropriate, the scenario may be contextualised as a tourist information service operating in Wales, supporting realistic research into Welsh travel and tourism facilities.

2.2 Communicate may include:

- email with attachments
- presentation software
- social media platforms
- digital displays.



Range

2.3 Display material may include:

- digital poster or leaflet
- basic webpage design
- promotional display for a travel and tourism event or service.

Where appropriate, display materials may be designed for Welsh travel and tourism contexts – examples may include:

- visitor attractions
- accommodation providers
- local tourism events.

Assessment requirement:

Learners **must**:

- use digital technology to collect information on travel and tourism facilities in a chosen area and present findings in an appropriate format, with reference to the categories in the range for 2.1
- use digital technology to communicate travel and tourism information, including a suitably worded email with the research document attached, with reference to the categories in the range for 2.2
- use digital technology to produce display material for a travel and tourism situation, with reference to the categories in the range for 2.3.

Types of evidence:

Learners may use the relevant type or types of evidence:

- record of internet research sites
- research presentation
- digital poster or leaflet
- webpage design or screenshot evidence
- assessor observation record
- learner notes or reflective account.

**Delivery and assessment guidance**

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

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

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

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NCFE assessment strategy

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

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

Knowledge LOs

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

Competence/skills LOs

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

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



Section 3: explanation of terms

This table explains how the terms used at **level 1** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Set out the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.



Section 4: support

Support materials

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

- Qualification Factsheet.

Useful websites

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

Welsh Government – Policy and Strategy

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

UK Legislation

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

Visit Wales

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

Welsh Heritage, Culture and Research

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

Welsh Career and Workforce

- [Career Review – Working Wales](#)

Welsh Industry and Visitor Economy

- [Cardiff Airport](#)
- [Techniquet](#)



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

Other support materials

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

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

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Appendix A: units

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



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

Mandatory units

Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 01	TTW-01-01	Customer service in travel and tourism	1	18	
Unit 02	TTW-01-02	Communication skills in travel and tourism	1	20	

Optional units



Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 03	TTW-01-03	Travel and tourism facilities in the UK	1	22	
Unit 04	TTW-01-04	Hospitality in travel and tourism	1	22	
Unit 05	TTW-01-05	UK visitor attractions	1	22	
Unit 06	TTW-01-06	Transport for UK tourism	1	22	
Unit 07	TTW-01-07	UK visitor destinations	1	22	



Unit number	Unit code	Unit title	Level	GLH	Notes
Unit 08	TTW-01-08	Promotional material for travel and tourism	1	22	
Unit 09	TTW-01-09	Travel or holiday sales	1	20	
Unit 10	TTW-01-10	Working in travel and tourism	1	22	
Unit 11	TTW-01-11	Problem solving in travel and tourism	1	20	
Unit 12	TTW-01-12	Working as a team in travel and tourism	1	20	
Unit 13	TTW-01-13	Careers in travel and tourism	1	20	
Unit 14	TTW-01-14	Digital technology in travel and tourism	1	22	

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



Change history record

Version	Publication date	Description of change
v1.0		First publication