Edexcel BTEC Levels 4 and 5 Higher Nationals specification in Travel and Tourism Management

Contents

Unit 1:   The Travel and Tourism Sector

Unit code: A/601/1740

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the travel and tourism sector, the influence of government, the effects of supply and demand, and the impacts of tourism.

- **Unit abstract**

This unit will provide learners with an understanding of the global environment within which the travel and tourism sector operates. The unit examines the historical evolution of tourism, the current structure of the tourism sector, the external influences on tourism and the impact tourism has on host communities and the environment.

Learners will also undertake an investigation of international and national policies and assess their influence on the tourism sector. The effects of political change on the sector's operation will also be examined.

- **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the history and structure of the travel and tourism sector

2   Understand the influence of local and national governments and international agencies on the travel and tourism sector

3   Understand the effects of supply and demand on the travel and tourism sector

4   Understand the impacts of tourism.

Unit content

1 **Understand the history and structure of the travel and tourism sector**

History: pilgrimages, the grand tours, post-industrial revolution, post war, current; factors facilitating growth eg technology, time, money, freedom of movement, infrastructure, social conditions; possible future developments eg sustainability

Travel and tourism sector: travel services; tourism services; conferences and events; visitor attractions; accommodation services; passenger transport; relationships and links, levels of integration; Liepers tourist system, chain of distribution; private, public and voluntary sectors

2 **Understand the influence of local and national governments and international agencies on the travel and tourism sector**

Influence: direct, indirect; economic policy, political change, planning to minimise negative effects of tourism

Government: levels eg local, regional, national, European Union; Government sponsored bodies, regional tourist boards; functions, interrelationships

International agencies: agencies eg United Nations, World Tourism Organisation, World Travel and Tourism Council, International Civil Aviation Organisation, International Air Transport Association; functions, interrelationships with governments

3 **Understand the effects of supply and demand on the travel and tourism sector**

Demand: demographics; technological; emerging economies; political stability; changing work patterns and workforce; environmentalism; globalisation; macro-economics eg influence of currency exchange rates, interest rates, inflation, level of disposable income

Supply: provision eg accommodation, tour operators, quality, service, types of products, seasonality, technology intermediaries, sustainability

4 **Understand the impacts of tourism**

Positive: economic eg direct and indirect income, direct and indirect employment, multiplier effects, contribution to gross national product, influence on the growth of other sectors within the economy, generation of foreign exchange and government revenues; environmental eg conservation and enhancement of natural areas, historic and cultural sites, infrastructure improvement, increasing environmental awareness by tourists and host communities; social eg conservation/preservation of cultural heritage, cross cultural exchange and education

Negative: economic eg leakage, inflation, seasonality, overdependence; environmental eg pollution, damage to natural and built environment, wildlife, water overuse, waste disposal; social eg loss of amenity to host community, overcrowding, commercialisation of culture, reinforcement of stereotypes, loss of authenticity, rise in crime

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the history and structure of the travel and tourism sector	1.1 explain key historical developments in the travel and tourism sector 1.2 explain the structure of the travel and tourism sector
LO2 Understand the influence of local and national governments and international agencies on the travel and tourism sector	2.1 analyse the function of government, Government-sponsored bodies and international agencies in travel and tourism 2.2 explain how local and national economic policy influences the success of the travel and tourism sector 2.3 discuss the implications of political change on the travel and tourism sector in different countries
LO3 Understand the effects of supply and demand on the travel and tourism sector	3.1 explain factors affecting tourism demand 3.2 explain how supply has changed to meet the effects of demand
LO4 Understand the impacts of tourism	4.1 evaluate the main positive and negative economic, environmental and social impacts of tourism 4.2 explain strategies that can be used to minimise the negative impacts while maximising the positive impacts

Guidance

Links

This unit introduces learners to the travel and tourism sector and therefore links with all other units in this qualification.

This unit maps to the following Management NVQ unit:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements.

Essential requirements

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how the specific criteria have been met.

The assessment strategy must be designed to suit the needs of the individual learners and the local work environment of the country in which they are studying.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about the supply and demand of the travel and tourism sector. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of the role of government and the negative and positive effects of tourism in their area.

Learners would benefit from visiting travel and tourism businesses. A range of guest speakers would also be beneficial. Learners must also be encouraged to become student members of professional organisations.

Unit 2: Finance and Funding in the Travel and Tourism Sector

Unit code: J/601/1742

QCF level: 5

Credit value: 15

- ### Aim

This unit enables learners to gain understanding of costs, volume, profit, management accounting information, and sources and distribution of funding in travel and tourism, and gain skills to interpret financial accounts.

- ### Unit abstract

The aim of this unit is to help learners acquire knowledge, skills and techniques that will assist with management decision-making processes. The unit looks at the importance of costs, volume and profit for management decision making in travel and tourism and the process and analytical skills needed to understand financial information. Thus the majority of this unit considers financial practices at the micro level, ie within a travel and tourism business. However, it also considers issues at the macro level, ie funding arrangements for tourism project development.

The unit is designed for learners working towards a career at the supervisory/management level in the travel and tourism sector. As a result of studying this unit they will gain a basic understanding of financial systems and practices. This unit is not intended to be an in-depth accountancy unit and should be delivered with this in mind.

- ### Learning outcomes

On successful completion of this unit a learner will:

1   Understand the importance of costs, volume and profit for management decision making in travel and tourism

2   Understand the use of management accounting information as a decision-making tool in travel and tourism businesses

3   Be able to interpret financial accounts to assist decision making in travel and tourism businesses

4   Understand sources and distribution of funding for public and non-public tourism development.

Unit content

1 **Understand the importance of costs, volume and profit for management decision-making in travel and tourism**

   Costs: direct costs, indirect costs, fixed costs, variable costs, allocation and apportionment

   Volume: break-even analysis, economies of scale, diseconomies of scale

   Profit: pricing methods to achieve a profit eg cost-led, market-led, cost-plus pricing, contribution, absorption, marginal costing, top down, return on investment; reasons for making a profit, definition of profit, type of business; factors influencing profit eg seasonal variations, political environment, economic environment, social environment, current trends, bad debts, planning, staff

2 **Understand the use of management accounting information as a decision-making tool in travel and tourism businesses**

   Management accounting information: financial statements, budgets, variance analysis, forecasts, MIS

   Decision-making tool: comparison with trends, forecasting, investment, raising capital, new products and services, current issues, against set criteria eg profitability, solvency, meeting budgets, meeting objectives

3 **Be able to interpret financial accounts to assist decision-making in travel and tourism businesses**

   Financial accounts: methods used to interpret financial accounts eg cash flow statement, trading account, profit and loss account, balance sheet of a typical travel and tourism related business

   Measure financial performance: measure eg current ratio, acid test ratio, return on capital employed, capital gearing, return on net assets, debtors' collection period, creditors' payment period, ratio of administration costs to sales, net profit per cent, gross profit per cent, stock turnover ratio as practised by businesses in the travel and tourism sector

4 **Understand sources and distribution of funding for public and non-public tourism development**

   Sources: role of Department of Culture, Media and Sport eg National Lottery Commission; Office of Deputy Prime Minister eg European Social Fund, Regional Development Fund; sources and disbursement of funding through the Non-Governmental Public Bodies (NGPB)

   Capital projects: projects eg Tourism Information Points, Interpretation Boards, small scale tourism/environmental improvement with associated interpretation, development of small-scale heritage sites with interpretation and information, integrated footpath development and improvement, integrated bridleways development and improvement, cycle route development and improvement, provision of secure cycle storage, Pedestrian Fingerposts

   Non-public funding: funding eg debt funding, equity funding and government funding

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the importance of costs, volume and profit for management decision-making in travel and tourism	1.1 explain the importance of costs and volume in financial management of travel and tourism businesses 1.2 analyse pricing methods used in the travel and tourism sector 1.3 analyse factors influencing profit for travel and tourism businesses
LO2 Understand the use of management accounting information as a decision-making tool in travel and tourism businesses	2.1 explain different types of management accounting information that could be used in travel and tourism businesses 2.2 assess the use of management accounting information as a decision-making tool
LO3 Be able to interpret financial accounts to assist decision-making in travel and tourism businesses	3.1 interpret travel and tourism financial accounts
LO4 Understand sources and distribution of funding for public and non-public tourism development	4.1 analyse sources and distribution of funding for the development of capital projects associated with tourism

Guidance

Links

This unit particularly links with:

- *Unit 3: The Developing Manager*
- *Unit 10: Business Health Check.*

This unit maps to the following Management NVQ units:

- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E3: Obtain additional finance for the organisation.

Essential requirements

Examples of financial documentation given to learners must always be in the context of the travel and tourism sector. Examples must be of different types of businesses to demonstrate to learners the importance of standard formats across all businesses.

Learners must interpret financial accounts for at least one travel and tourism business.

Learners must be encouraged to read the financial sections of newspapers and undertake regular research into the performance of businesses within the sector. They must examine trade magazines for articles on the financial performance of businesses within the travel and tourism sector.

Employer engagement and vocational contexts

External speakers could contribute to discussions on the importance of financial information in the decision-making process of businesses within the travel and tourism sector. However, centres should recognise that businesses may not wish to disclose sensitive financial information and therefore learners may have difficulty in obtaining accurate figures. To overcome this potential problem, case studies should be used to help learners follow the financial progress of a business, possibly over a number of years.

Unit 3:   The Developing Manager

Unit code: **L/601/1743**

QCF level: **5**

Credit value: **15**

● **Aim**

This unit enables learners to gain understanding of behaviour management principles and gain skills to review their managerial potential, show managerial roles and responsibilities and create a career development plan.

● **Unit abstract**

This unit focuses on learners' personal development and their career in management. It explores a range of management behaviour principles and practices. Learners can then apply this knowledge to self-appraisal, examining their potential as a prospective manager.

Using the knowledge developed throughout this qualification, learners will have the opportunity to actively demonstrate the roles and responsibilities of a manager in an appropriate context. This may be through part-time work, a work placement or simulation. This experience will enable them to consider how the unit and the programme can contribute to their career development.

Learners must ensure that their evidence relates to the travel and tourism sector.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand principles and practices of management behaviour

2   Be able to review own potential as a prospective manager

3   Be able to show managerial skills within a business and services context

4   Be able to create a career development plan for employment within a business and services context.

Unit content

1 **Understand principles and practices of management behaviour**

Management theory and styles: assumptions and drawbacks, classical theories, main contributors, the influence of informal groups, hierarchy of needs, systems approach to management, contingency approach, leading authorities

Leadership characteristics: styles eg autocratic, democratic, *laissez-faire*, action-orientated; motivation theories, factors affecting motivation and performance, motivation techniques, effectiveness; conflict resolution; the role of partnerships and stakeholders in the business

Communication: communications processes, verbal, written, non-verbal; lines of communication, linear, lateral, formal/informal; barriers to effective communication

Organisational culture and change: types of organisational structure and culture; factors influencing changes in culture; types of change eg demographic, economic, legislative; planned change theory; managing and measuring the effectiveness of change; sources and types of power; change drivers

2 **Be able to review own potential as a prospective manager**

Self-knowledge and appraisal: skills audit eg management skills, leadership skills, practical/technical skills, personal skills (eg interpersonal/motivational/communication skills), organising and planning skills, cognitive and creative skills; qualifications (current/planned), strengths and weaknesses analysis; personal learning logs; personal development plans

Own potential: aims, objectives, targets, learning programme/activities, action plan, time management, work scheduling, Specific, Measurable, Achievable, Realistic, Time-bound (SMART) objectives, action planning, delegation, decision making, problem solving, management/leadership styles, value awareness, conflict management, giving and receiving feedback, influencing skills, self-confidence, positive thinking, communication, presentation, team building and membership, mentoring, counselling, coaching, facilitation, learning cycle, learning styles, action learning sets, management learning contracts, learning log, review dates, achievement dates

3 **Be able to show managerial skills within a business and services context**

Roles: leading and motivating staff, communicating, team building, processes and stages in team development, group dynamics, effective/ineffective teams, goals/objectives

Responsibilities: customer service, product and service knowledge and development; decision making eg strategic, planning; managerial/operational control, problem solving; authority, delegation and empowerment; effective working relationships with subordinates, peers, managers and other stakeholders

Context: eg hospitality, travel, tourism, sports, leisure, recreational industries

4   **Be able to create a career development plan for employment within a business and services context**

Career: relevant managerial skills eg communication, thinking, learning; personal skills eg attitude, behaviour, responsibility, adaptability; aspirations, openings/opportunities

Development plan: career development, personal development, current performance, future needs

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria for pass
On successful completion of this unit a learner will:	The learner can:
LO1 Understand principles and practices of management behaviour	1.1 compare different management styles 1.2 discuss leadership characteristics 1.3 evaluate communication processes in selected businesses 1.4 analyse organisational culture and change in selected businesses
LO2 Be able to review own potential as a prospective manager	2.1 assess own management skills performance 2.2 analyse personal strengths, weaknesses, opportunities and threats 2.3 set and prioritise objectives and targets to develop own potential
LO3 Be able to show managerial skills within a business and services context	3.1 lead and motivate a team to achieve an agreed goal or objective 3.2 justify managerial decisions made to support achievement of agreed goal or objective and recommendations for improvements
LO4 Be able to create a career development plan for employment within a business and services context	4.1 explain how own managerial and personal skills will support career development 4.2 review career and personal development needs, current performance and future needs to produce development plan

Guidance

Links

This unit addresses a wide range of issues relating to management and it can be linked with all the other units in the qualification. Tutors should seek to integrate this unit with others to underpin the relevance of the issues being studied.

This unit links with the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- B5: Provide leadership for your team
- B6: Provide leadership in your area of responsibility.

Essential requirements

A number of case studies and interviews (either written or audio-visual) must be used, particularly when looking at learning outcomes 1 and 2. There must be an emphasis on success, failure and risk so that learners can appreciate that this is intrinsic to many entrepreneurial people and enterprises.

It is important for learners to relate theory to observable practice in an appropriate business and services context. Learners must be encouraged to 'adopt' an appropriate business and use it as a context within which to assess current practice, apply theory and observe in a reflective way. These individual experiences can then be fed back in group-learning contexts.

Learners must be given a variety of simulations where business propositions/solutions should be tackled in class discussions, debates and workshops.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, with for example, the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board, and a resort rep/resort manager to include the role of the manager overseas.

Sustained links with travel agencies may support further units, as well as work placement opportunities.

Unit 4: Research Project

Unit code: K/601/0941

QCF level: 5

Credit value: 20

- **Aim**

To develop learners' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their higher education programme and professional development.

- **Unit abstract**

This unit is designed for learners to become confident in the use of research techniques and methods. It addresses the elements that make up formal research, including the proposal, a variety of methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must also understand the theory that underpins formal research.

The research itself is dependent on the learner, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas of content within the programme of study to form a holistic piece of work that makes a positive contribution to the learner's area of interest. Learners should seek approval from their tutors before starting the study.

- **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand how to formulate a research specification

2   Be able to implement the research project within agreed procedures and to specification

3   Be able to evaluate the research outcomes

4   Be able to present the research outcomes.

Unit content

1 Understand how to formulate a research specification

Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references from primary sources eg questionnaires, interviews; secondary sources, eg books, journals, internet; scope and limitations; implications eg resources

Hypothesis: definition; suitability; skills and knowledge to be gained; aims and objectives; terms of reference; duration; ethical issues

Action plan: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy

Research design: type of research eg qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables

2 Be able to implement the research project within agreed procedures and to specification

Implement: according to research design and method; test research hypotheses; considering test validity; reliability

Data collection: selection of appropriate tools for data collection; types eg qualitative, quantitative; systematic recording; methodological problems eg bias, variables and control of variables, validity and reliability

Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variable; trends; forecasting

3 Be able to evaluate the research outcomes

Evaluation of outcomes: overview of the success or failure of the research project (planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s))

Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research

4 Be able to present the research outcomes

Format: professional delivery format appropriate to the audience; appropriate media

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how to formulate a research specification	1.1 formulate and record possible research project outline specifications 1.2 identify the factors that contribute to the process of research project selection 1.3 undertake a critical review of key references 1.4 produce a research project specification 1.5 provide an appropriate plan and procedures for the agreed research specification
LO2 Be able to implement the research project within agreed procedures and to specification	2.1 match resources efficiently to the research question or hypothesis 2.2 undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 record and collate relevant data where appropriate
LO3 Be able to evaluate the research outcomes	3.1 use appropriate research evaluation techniques 3.2 interpret and analyse the results in terms of the original research specification 3.3 make recommendations and justify areas for further consideration
LO4 Be able to present the research outcomes	4.1 use an agreed format and appropriate media to present the outcomes of the research to an audience

Guidance

Links

This unit may be linked to single or several units in the programme, depending on the research topic and the context of the learner's area of learning. It can be linked to *Unit 17: Work-based Experience* and gives learners the opportunity to undertake research in the same organisation in which they undertook their placement.

Essential requirements

Tutors will need to establish the availability of resources to support the independent study before allowing the learner to proceed with the proposal.

Employer engagement and vocational contexts

Centres should try to establish relationships with appropriate organisations in order to bring realism and relevance to the research project.

Unit 5: Marketing in Travel and Tourism

Unit code: R/601/1744

QCF level: 4

Credit value: 15

● Aim

This unit enables learners to understand the concepts, principles and role of marketing and the marketing mix, and gain skills to use the promotional mix in travel and tourism.

● Unit abstract

The aim of this unit is to develop learners' understanding of the key concepts and principles of marketing as they apply to the travel and tourism sector. The unit aims to equip learners with the knowledge and understanding of the key factors affecting marketing environments and the role of marketing in different industries within the travel and tourism sector.

The focus of this unit is initially on marketing at a strategic level before moving on to the functional and operational aspects of marketing as the unit progresses. Learners will investigate the implications for marketing in today's competitive and service-based sector and will have the opportunity to develop practical skills of marketing.

● Learning outcomes

On successful completion of this unit a learner will:

1   Understand the concepts and principles of marketing in the travel and tourism sector

2   Understand the role of marketing as a management tool in travel and tourism

3   Understand the role of the marketing mix in the travel and tourism sector

4   Be able to use the promotional mix in travel and tourism.

Unit content

1 **Understand the concepts and principles of marketing in the travel and tourism sector**

Core concepts: concepts eg marketing concept and orientation, customer needs, wants and demands, products (and services) and markets, value, customer satisfaction and the exchange process, changing emphasis of travel and tourism marketing

Marketing environment: micro environment eg the tourism organisation, suppliers, intermediaries, customers, competitors; macro environment eg demography, economy, society, technology, politics, culture, tourism systems and destinations

Consumer markets: factors eg tourist motivations and determinants, models of consumer behaviour, consumer decision process, types of buyer behaviour, value-chain, customer value and satisfaction

Market segmentation: principles eg segmentation, targeting and positioning, segmentation bases, geographic, psychographic, demographic, behavioural, life-cycle stage, income, gender, geo-demographic, integrated methods, simple multivariate, advance multivariate, multistage, tourist typologies

2 **Understand the role of marketing as a management tool in travel and tourism**

Strategic planning: role eg strategic plans, Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, the concept of the product life cycle (PLC)/tourist area life cycle (TALC), Boston Matrix, strategic and tactical objectives, Ansoff's matrix, competitive advantage

Marketing research and market information: importance for eg travel and tourism managers, market information systems, defining the market, measuring current demand and tourism trends, the marketing research process, forecasting and demand measurement

Marketing and society: influence on eg society, social responsibility and ethics, regulations and public policy, the impact of marketing on society, consumerism, environmentalism, legal considerations, sustainability

3 **Understand the role of the marketing mix in the travel and tourism sector**

Role: key issues; importance of service sector

Marketing mix: product; price; place

Product: elements eg product features, advantages and benefits, tangible, intangible and service elements, product classification, product mix and portfolio analysis, product life cycle, product development and formulation, individual tourism business product, total tourism product (TTP), product differentiation and branding

Pricing: elements eg role of price in the marketing mix, price setting considerations, cost classification, factors affecting pricing decisions, approaches to pricing, cost-plus pricing, break-even pricing, value-based pricing, pricing strategies

Place: elements eg distribution channels, location and access, principals and intermediaries, channel behaviour and the organisation, vertical marketing, channel objectives and strategy, physical distribution and logistics

Service sector mix elements: elements eg the nature and characteristics of services, internal marketing, interactive marketing, service quality, people, partnerships, programming, packaging

4 **Be able to use the promotional mix in travel and tourism**

Promotional mix: nature and role eg public relations, selling, advertising and sales promotion, direct marketing, internet and online promotion, integrated communications, communication channels, promotional mix decisions, budgetary considerations, monitoring and evaluating promotions

Advertising and public relations: principles eg objectives, methods, reach, frequency, impact, creating copy, costs and budgeting, media planning, public relations activities and tools, limitations, evaluation, role of agencies

Sales promotion and personal selling: skills eg aims and objectives, reasons for growth of sales promotion and merchandising, points of sale, methods of sales promotion used in travel and tourism, importance of travel and tourism brochures, personal selling functions

Learning outcomes and assessment criteria

Learning outcomes **On successful completion of this unit a learner will:**	Assessment criteria for pass **The learner can:**
LO1 Understand the concepts and principles of marketing in the travel and tourism sector	1.1 discuss the core concepts of marketing for the travel and tourism sector 1.2 assess the impact of the marketing environment on individual travel and tourism businesses and tourist destinations 1.3 discuss the factors affecting consumer motivation and demand in the travel and tourism sector 1.4 analyse the principles of market segmentation and its uses in marketing planning
LO2 Understand the role of marketing as a management tool in travel and tourism	2.1 analyse the importance of strategic marketing planning for a selected travel and tourism business or tourist destination 2.2 discuss the relevance of marketing research and market information to managers in the travel and tourism sector 2.3 assess the influence of marketing on society
LO3 Understand the role of the marketing mix in the travel and tourism sector	3.1 discuss issues in the product, price and place elements of the marketing mix 3.2 assess the importance of service sector mix elements to the travel and tourism sector 3.3 apply the concept of the total tourism product to an individual tourism business or tourist destination
LO4 Be able to use the promotional mix in travel and tourism	4.1 assess the integrated nature and role of the promotional mix 4.2 plan and justify an integrated promotional campaign for a travel and tourism business or destination

Guidance

Links

This unit can be linked successfully with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 7: Sustainable Tourism Development*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 11: Travel and Tourism Entrepreneurs*
- *Unit 17: Work-based Experience*
- *Unit 22: Public Relations and Promotions in Travel and Tourism.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- F4: Develop and review a framework for marketing
- F9: Build your organisation's understanding of its market and customers.

Essential requirements

For many learners this unit will provide their first contact with the main aspects of marketing theory applied to the travel and tourism sector. As such the unit may be delivered as a stand-alone package, but the recommendation is that centres attempt to integrate this unit into the programme as a whole. As marketing underpins business operations, this should be achievable without difficulty. Current trends, issues and innovations must be used to identify the application of marketing principles and techniques.

Tutors must take a practical, sector-related approach to the delivery of this unit. This may be achieved by a combination of visiting speakers, visits to businesses, residential visits and international exchanges.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board, and a resort rep/resort manager.

Sustained links with travel agencies may support further units as well as work placement opportunities.

Unit 6:   Contemporary Issues in Travel and Tourism

Unit code: Y/601/1745

QCF level: 4

Credit value: 15

● Aim

The aim of this unit is to enable learners to gain understanding of current issues and trends, and the impacts of and responses to change in travel and tourism.

● Unit abstract

This unit allows learners to develop research skills within the context of a travel and tourism topic of personal interest which may not be covered elsewhere on the qualification programme.

The unit introduces learners to current issues and trends in the travel and tourism sector. Throughout the research and investigation of current issues and trends in the travel and tourism sector learners will develop understanding of how the sector responds to change and the impacts of change on the travel and tourism sector.

The unit has a practical focus that enables learners to develop the skills required before undertaking small-scale projects. Learners should be able to justify their choice of issue prior to exploring the issue in some depth. Throughout the research and investigation learners will develop knowledge and understanding of particular key issues within the sector.

● Learning outcomes

On successful completion of this unit a learner will:

1   Understand current issues in the travel and tourism sector

2   Understand current trends in the travel and tourism sector

3   Understand how the travel and tourism sector responds to change

4   Understand the impacts of change on the travel and tourism sector.

Unit content

1 **Understand current issues in the travel and tourism sector**

Issues currently driving change: issues/factors as current at time of delivery; need for increased security; advancements in technology (security and anti-terrorism measures); state of the economy; rise and fall of inflation; emergence of new markets; impact of the Eurozone; low cost cruise/airlines; increased environmental awareness; responsible tourism; health issues; appropriate research methods; current national and international legislation

2 **Understand current trends in the travel and tourism sector**

Key trends: in domestic and inbound tourism; in UK outbound tourism; causes; specialist/niche markets eg adventure tourism, extreme/sports tourism, rural/agro tourism, gastro tourism, dark tourism, medical tourism, green tourism, grey tourism, faith tourism; growth industries; reasons for growth; types of tourism that are increasing in popularity; reasons for increase in popularity

Techniques for analysing trends: analysing and evaluating data (quantitative, qualitative, primary and secondary); drawing conclusions; potential impacts of trends; trend data sources

3 **Understand how the travel and tourism sector responds to change**

Response preparation: current situation; past examples; internal and external business environments; PEST/SWOT; macro and micro environments; argument based on use of data interpretation and analysis; potential ways forward; improvements

Response to change: adapting and creating new products and services; marketing plan (short or long term, mission statement, aims and objectives); marketing strategy; marketing mix (product, price, promotion, place); product life cycle; brand development; changes to business practices

4 **Understand the impacts of change on the travel and tourism sector**

Impacts of change: on sector structure (mergers, acquisitions, liquidations, formation of consortia); on businesses; on products and services; on employment levels

Consequences of failing to respond to change: reduced sales and profitability; profit margins; change in attitudes (customers, suppliers, competitors); negative impact on image of product/service and/or business

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand current issues in the travel and tourism sector	1.1 analyse issues currently driving change in the travel and tourism sector 1.2 analyse different current issues using appropriate methods and resources
LO2 Understand current trends in the travel and tourism sector	2.1 evaluate current trends influencing change in the travel and tourism sector 2.2 analyse a current trend using appropriate techniques and resources
LO3 Understand how the travel and tourism sector responds to change	3.1 analyse how travel and tourism businesses could respond to change 3.2 develop strategies on how selected travel and tourism businesses could respond to change 3.3 justify strategies for how selected travel and tourism businesses could respond to change
LO4 Understand the impacts of change on the travel and tourism sector	4.1 analyse the impacts of issues and trends that drive change in the travel and tourism sector 4.2 discuss the likely consequences of businesses failing to respond to market changes

Guidance

Links

This unit provides an opportunity for learners to explore any travel and tourism issue that attracts their attention. Therefore, it links with all units.

This unit maps to the following Management NVQ unit:

- A2: Manage your own resources and professional development.

Essential requirements

Learners must keep up to date with current issues that may influence the travel and tourism sector. They must be encouraged to engage in regular research through a variety of sources, eg reading quality newspapers and trade journals, watching news and current affairs programmes on the television etc.

Sufficient time must be built into the teaching schedule to allow learners to undertake the necessary research into at least two current issues.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about current issues and trends in the travel and tourism sector. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of how the travel and tourism sector responds to change and the impacts of change on the sector.

Unit 7:   Sustainable Tourism Development

Unit code: D/601/1746

QCF level: 5

Credit value: 15

● **Aim**

The aim of this unit is for learners to gain understanding of the rationale and different approaches to tourism planning and development, sustainable tourism, current issues and impacts of tourism.

● **Unit abstract**

This unit aims to increase learners' awareness of the need to plan and manage tourism at all levels within an international, national, regional and local framework. Emphasis is placed on current trends in planning for tourism development in a range of destinations. The stages in the planning process are identified and learners will be encouraged to apply theoretical models to practical case studies and site visits.

The principles and philosophy of sustainable development are introduced in this unit and learners will be required to show an in-depth understanding of issues such as carrying capacities, environmental impact and the guest-host relationships as they relate to current tourism initiatives, eg access, conservation, enclave tourism.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the rationale for planning in the travel and tourism industry

2   Understand different approaches to tourism planning and development

3   Understand the need for planning for sustainable tourism

4   Understand current issues related to tourism development planning

5   Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations.

Unit content

1 **Understand the rationale for planning in the travel and tourism industry**

Rationale: to achieve the determined objectives eg improved employment opportunities, protection and conservation of wildlife, landscape, co-ordination between public/private partners, to maximise benefits, provide infrastructure, co-ordinate development, consumer protection; involvement of stakeholders eg developers, tourism industry, tourists and host community; public/private partnerships and advantages/disadvantages of; effective use of resources eg infrastructure; natural, cultural, heritage, human resources

2 **Understand different approaches to tourism planning and development**

Planning: environmental; economic; social; international; national; regional; local; strategic; short term; qualitative; quantitative; methods of measuring tourism impact eg Cambridge Economic Impact Model (STEAM), Environmental Impact Studies, Pro Poor Tourism; Responsible Tourism, interactive planning systems and processes

Development: preservation, conservation, new build

3 **Understand the need for planning for sustainable tourism**

Sustainable tourism: definitions eg Brundtland Report (1987), Triple Bottom Line, World Travel and Tourism Council (WTTC) Principles for Sustainable Development (1995)

Principles: planning considerations, benefits to the environment, the host community, the tourism industry, the visitor; factors of supply of facilities and resource weighed against demand; proposed developments eg infrastructure required; interdependence eg of society, economy and the natural environment; citizenship eg rights and responsibilities, participation and cooperation; future generations; sustainable change eg development

4 **Understand current issues related to tourism development planning**

Current issues: conflict eg tension between the planner, tour operator, tourist, government, developer, local community, guest-host relationship; impacts eg economic, social, environmental; access eg balance of supply and demand, imposition of limits, pressure on finite resources; enclave tourism eg advantages and disadvantages to the local community, moral and ethical issues of enclave tourism

5 **Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations**

Socio-cultural: social change, changing values, crime and gambling, moral behaviour, change in family structure and roles, tourist/host/relationships, provision of social services, commercialisation of culture and art, revitalisation of customs and art forms, destruction and preservation of heritage

Environmental: types of conservation and pollution eg air, visual, noise etc, land use, ecological disruption, pressures on infrastructure and finite resources, erosion, preservation of environment eg national parks, drainage, irrigation

Economic: generation of employment, provision of foreign exchange, multiplier effect of tourism as contribution to the balance of payments, economic leakage, development of the private sector, foreign ownership and management

Developing countries: countries eg India, Thailand, Jordan

Emerging destinations: destinations for medical tourism eg India, Thailand, Hungary; other destinations eg Bulgaria, Qatar, Shanghai

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the rationale for planning in the travel and tourism industry	1.1 discuss how stakeholders can benefit from planning of tourism developments with reference to a current case study 1.2 discuss the advantages and disadvantages of public/private sector tourism planning partnerships drawing on a current example
LO2 Understand different approaches to tourism planning and development	2.1 analyse features of tourism development planning at different levels 2.2 evaluate the significance of interactive planning systems and processes in tourism developments 2.3 evaluate different methods available to measure tourist impact
LO3 Understand the need for planning for sustainable tourism	3.1 justify the introduction of the concept of sustainability in tourism development 3.2 analyse factors that may prevent/hinder sustainable tourism development 3.3 analyse different stages in planning for sustainability
LO4 Understand current issues related to tourism development planning	4.1 evaluate methods of resolving a conflict of interests to ensure the future wellbeing of a developing tourism destination 4.2 analyse the implications of balancing supply and demand 4.3 evaluate the moral and ethical issues of enclave tourism
LO5 Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations	5.1 compare current issues associated with tourism development in a developing country and an emerging destination where the impacts of tourism are different 5.2 evaluate, with recommendations, the future development of tourism in these destinations

Guidance

Links

This unit has links with:

- *Unit 1: The Travel and Tourism Sector*

- *Unit 4: Research Project*

- *Unit 6: Contemporary Issues in Travel and Tourism*

- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*

- *Unit 9: Tourist Destinations*

- *Unit 15: Resort Management.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility

- B2: Map the environment in which your organisation operates.

Essential requirements

Tutors must make considerable use of case studies (educational, TV current affairs and travel videos) and texts to bring the planning issues to life. Learners must be strongly encouraged to become familiar with the Brundtland Report and with various definitions of 'sustainable tourism' and 'responsible tourism'.

Tutors must make use of local case studies and guest speakers from interested/involved organisations. There are a number of examples throughout the UK of planned urban regeneration schemes, new hotel/country club/health club developments, airport extensions and upgrades, new tourism attractions have benefited from interactive planning processes, public/private partnerships and the adoption of sustainable principles. These must be studied as examples of best practice and will support the theoretical study of tourism planning processes, systems, models and techniques.

Learners will need to analyse different stages in planning for sustainability and apply the stages to a case study/destination that has been through such a planning process.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about current issues related to tourism development planning. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of different approaches to tourism planning and development, the need for planning for sustainable tourism and the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations.

Where possible, learners should undertake visits to relevant destinations in the UK and abroad.

Unit 8: Legislation and Ethics in the Travel and Tourism Sector

Unit code:	**H/601/1747**
QCF level:	**5**
Credit value:	**15**

- ## Aim

This unit enables learners to gain understanding of the legal and regulatory framework, health, safety, security and consumer protection laws and business ethics in travel and tourism.

- ## Unit abstract

This unit gives learners an insight into the legal and moral issues that permeate the travel and tourism sector. It is further intended to provide an introduction to the legal and regulatory framework that is necessary for effective operation within a number of industries within the travel and tourism sector.

Learners will interpret and apply a range of regulations and legislation within the appropriate vocational context. They will explore the legal and regulatory framework utilising real cases and consider the impact of important precedents.

Learners will also have the opportunity to explore the place of business ethics in the travel and tourism sector. They will consider a range of current ethical dilemmas and the role of business ethics in the mitigation of these. Learners will conclude by applying the principles of business ethics in producing a corporate social responsibility policy for a travel and tourism business.

- ## Learning outcomes

On successful completion of this unit a learner will:

1   Understand the legal and regulatory framework in the travel and tourism sector

2   Understand legislation and regulations relating to health, safety and security in the travel and tourism sector

3   Understand consumer protection legislation in relation to the travel and tourism sector

4   Understand the role of business ethics in the travel and tourism sector.

Unit content

1   **Understand the legal and regulatory framework in the travel and tourism sector**

Legal framework: applicable laws and regulations

Regulatory framework: bodies eg Strategic Rail Authority (SRA), Health and Safety Executive (HSE), Health and Safety Commission (HSC), Maritime Authorities, International Air Transport Association (IATA), Air Travel Operators' Licensing (ATOL), Civil Aviation Authority (CAA), Association of British Travel Agents (ABTA); role and regulatory powers eg arbitration service and codes of conduct

Processes: types eg legal/regulatory, criminal/civil, contract/tort/legislation, industrial tribunal, ombudsman eg rail, Advisory, Conciliation and Arbitration Service (ACAS), courts or organisations involved in determining outcomes

Structures: types eg Magistrates Court, County Court, Crown Court, High Court, Court of Appeal (Civil and Criminal), Supreme Courts, Constitutional Courts; roles of those involved eg solicitors, barristers

Transport law: surface and sea transport eg Carriage of Passenger by Road Act 1974, Athens, Geneva and London Conventions (limits of liability), passenger charters of UK rail/coach companies; air transport conventions and protocols eg Warsaw (1929), Hague (1955) Tokyo (1963) and Montreal (1975), Denied Boarding Compensation Schemes, European Union (1997)

2   **Understand legislation and regulations relating to health, safety and security in the travel and tourism sector**

Health, safety and security: current relevant domestic and European legislation eg Health and Safety at Work Act 1974, Occupiers Liability Act 1984, data protection, duty of care and vicarious liability

Equality law: current relevant legislation eg Sex Discrimination Act 1975, Race Discrimination Act 1976, Employment Protection (Consolidation) Act 1978, Disability Discrimination Act 1995 and Employment Act 2002, Human Rights Act 1998

Impacts of legislation and regulations: purpose of key legislation and regulations; EU Directives; health and safety; fair trading; equality and diversity legislation; data protection; employment law; national and local level

3   **Understand consumer protection legislation in relation to the travel and tourism sector**

Contract law: legislation relating to eg contracts for supply of goods, contracts for provision of services, contracts related to package holidays, valid contracts, unfair contracts, laws of agency

Consumer protection: legislation relating to eg Trades Description Act 1968, Consumer Protection Act 1987, the Package Travel, Package Holidays and Package Tours Regulations 1992, torts of negligence and nuisance, duty of care, vicarious liability and 'Uberrimae Fidei'

Accommodation services: types eg definition of a hotel/inn, rights of refusal (eg Hotel Proprietors Act 1956), principles of food hygiene regulations (eg Food Act 1984)

4 **Understand the role of business ethics in the travel and tourism sector**

Business ethics: benefits of, responsibility and business, employment ethics, finance and investment ethics, ethics of advertising, green issues in business, international business/global ethics and the ethical consumer

Ethical theory: reason for ethics, overlap between law and ethics, law as reflecting society's minimum norms and standards of business conduct, ethical and unethical eg Kant, Utilitarian and natural law, ethical dilemmas in travel and tourism eg marketing tourism responsibly, supporting local economies and political regimes, using resources economically etc, reconciling business life with moral values eg whistle blowing etc

How to be ethical: responding to ethical consumerism, environmental and social auditing, developing codes of practice, the role of Corporate Social Responsibility (CSR) eg sustainability, accountability, business conduct, community involvement, corporate governance, environment, human rights, marketplace/consumers and workplace/employees

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the legal and regulatory framework in the travel and tourism sector	1.1 explain the legal and regulatory framework of the travel and tourism sector 1.2 discuss surface, sea and air transport law in relation to the carriage of passengers within the legal and regulatory framework
LO2 Understand legislation and regulations relating to health, safety and security in the travel and tourism sector	2.1 evaluate the impacts of the principles of health, safety and security legislation on the travel and tourism sector 2.2 analyse legislation that relates to equality
LO3 Understand consumer protection legislation in relation to the travel and tourism sector	3.1 explain contract legislation in relation to travel and tourism customers 3.2 explain consumer protection legislation in relation to travel and tourism customers
LO4 Understand the role of business ethics in the travel and tourism sector	4.1 analyse ethical dilemmas faced by the travel and tourism sector 4.2 analyse the Corporate Social Responsibility (CSR) policy of a specified travel and tourism business

Guidance

Links

This core unit introduces the legal, regulatory and moral framework of the travel and tourism sector and as such helps underpin all units in the programme, particularly:

- *Unit 5: Marketing in Travel and Tourism*

- *Unit 14: Tour Operations Management*

- *Unit 16: Passenger Transport Operations*

- *Unit 18: Human Resource Management for Service Industries.*

This unit maps to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements

- E5: Ensure your own actions reduce risks to health and safety

- E6: Ensure health and safety requirements are met in your area of responsibility.

Essential requirements

Learners must be introduced at an early stage to vocationally based legal text books that include a number of relevant cases. This will enable learners to study the legal and regulatory framework via real examples and will demonstrate to them the effects of these landmark cases on the travel and tourism industry. Learners must be encouraged to keep abreast of current cases that affect the sector via quality newspapers, journals and the media. These rulings must be integrated in the delivery strategy to ensure currency.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, a legal adviser, local travel agencies, tourist attractions and the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about the legislation that affects the travel and tourism sector. Sustained links with an organisation in the travel and tourism sector may support further units as well as work placement opportunities.

Learners would benefit from visiting a law court and talk to officials about the role of the courts. Tutors could also encourage learners to become student members of professional organisations such as the Institute of Travel and Tourism and the Tourism Society.

Unit 9:   Tourist Destinations

Unit code: **K/601/1748**

QCF level: **4**

Credit value: **15**

● **Aim**

The aim of this unit is to enable learners to gain understanding of UK and worldwide destinations, their cultural, social and physical features, their characteristics and issues affecting their popularity.

● **Unit abstract**

This unit introduces learners to the main UK and worldwide tourist destinations in terms of visitor numbers and income generation and their location. Learners will look into the cultural, social and physical features of those destinations and the issues and trends that affect their popularity, as part of the essential selling skills and knowledge needed by managers within the travel and tourism sector.

Through studying visitor numbers, statistics and other relevant data, learners should be more aware of past issues affecting tourism, enabling them to appreciate the impact they can have on a destination and its continued popularity.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the scope of key UK and worldwide tourist destinations

2   Understand the cultural, social and physical features of tourist destinations

3   Understand how the characteristics of destinations affect their appeal to tourists

4   Understand issues likely to affect the popularity of tourist destinations.

Unit content

1 **Understand the scope of key UK and worldwide tourist destinations**

Main destinations: by income generated, visitor numbers and tourism statistics

Tourist destinations: major tourist destinations selected from UK, Europe and the rest of the world

Generators: source of tourists

2 **Understand the cultural, social and physical features of tourist destinations**

Cultural: resources eg museums, monuments, churches, megaliths, festivals, food, drink, music

Social: social groups eg national, regional, religious; needs of different customer groups; impact of tourism on resources and the local community; carrying capacity; sustainability; local and national government policies; alternatives to mass market

Physical: landscape eg geology of lakes, mountains, coastline, profile of beaches, flora and fauna, preferences of landscape; effects of people and the need for conservation eg urban infrastructure, water supply, sanitation, transport networks

3 **Understand how the characteristics of destinations affect their appeal to tourists**

Economic characteristics: economic growth and development; the process of economic development in countries eg pre-industrial society, industrial to a service economy; components of gross domestic product; provision of consumer goods; exportation of primary products; fluctuation of process in export markets; dependency on industrial countries; tourism as an economic alternative

Physical characteristics: physical conditions eg poor urban infrastructure, lack of clean water supply, inadequate sanitation, lack of utilities, poor transport network

Social characteristics: eg population pressures, infant mortality, life expectancy, migration from rural to urban living, levels of poverty, construction and roles of family units, quality of life, incidence of disease, literacy levels, role of women and children

Political characteristics: forms of government eg absolutist, democratic, emergent democracy, tribal, theocratic; corruption, international links; use of tourism as a political tool eg Cuba, Burma

Destinations: selected from UK, Europe and the rest of the world, leading destinations, developing destinations

Appeal: popularity, change in visitor numbers, types of visitor eg business, pleasure, visiting friends and relatives; change, product life cycle

4 **Understand issues likely to affect the popularity of tourist destinations**

Issues: eg climate, global warming, Arctic flows, ocean current, natural disasters, natural phenomena; sustainability; political eg use of tourism as a political tool, human rights, growth of nationalism and religious fundamentalism; terrorism; economics; trade links, sports links, linguistic links, ethical, role of the media, conflict with agriculture

Popularity: visitor numbers, statistics, economic data; tourist generation eg factors determining demand, reason for growth; world distribution – domestic and international

Learning outcomes and assessment criteria

Learning outcomes **On successful completion of this unit a learner will:**	Assessment criteria for pass **The learner can:**
LO1 Understand the scope of key UK and worldwide tourist destinations	1.1 analyse main tourist destinations and generators of the world in terms of visitor numbers and income generation 1.2 analyse statistics to determine tourism destination trends and predict future trends
LO2 Understand the cultural, social and physical features of tourist destinations	2.1 analyse cultural, social and physical features of tourist destinations explaining their appeal to tourists 2.2 compare features of developing and leading tourist destinations
LO3 Understand how the characteristics of destinations affect their appeal to tourists	3.1 compare the appeal of current leading tourist destinations with that of currently developing tourist destinations 3.2 evaluate how characteristics of a tourist destination affect its appeal
LO4 Understand issues likely to affect the popularity of tourist destinations	4.1 analyse issues that affect the popularity of tourist destinations 4.2 discuss the potential for responsible tourism to enhance the host community at worldwide tourist destinations

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 4: Research Project*
- *Unit 6: Contemporary Issues in Travel and Tourism*
- *Unit 13: Special Interest Tourism*
- *Unit 14: Tour Operations Management*
- *Unit 15: Resort Management.*

This unit maps to the following Management NVQ unit:

- B2: Map the environment in which your organisation operates.

Essential requirements

Any evidence submitted for criteria requiring the practical demonstration of skills, eg presentations or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how the specific criteria have been met.

The assessment strategy must be designed to suit the needs of individual learners and the local work environment of the country in which they are studying. Assessment must encourage learners to apply and reflect on their studies within and across units.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local tour operators or the tourist board. Learners could, for example, meet with a representative from a national tourist board to learn about the features and characteristics of and issues affecting their country.

It would be beneficial for learners to visit tour operators or have a talk from a tourist board representative. Tutors must also encourage learners to become student members of professional organisations such as the Institute of Travel and Tourism and the Tourism Society. If a visit to another country is planned as part of the programme, then the experience of this visit would enhance the delivery of this unit. Local tourist board officials should then be encouraged to discuss the topics with the learners.

Unit 10:   Business Health Check

Unit code: M/601/1749

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the focuses of the business, gain skills to develop plans, and evaluate and develop management and staff skills.

- **Unit abstract**

This unit introduces learners to the process of carrying out a business health check. Learners will study how techniques can be applied to track the progress of a business and amend its direction depending on what is happening inside and outside the business at any time.

Learners will consider issues such as turnover, profitability, sales and marketing, customer and employee satisfaction, quality of products or services, productivity and product development. They will also take into account the interests of stakeholders, such as owners, customers, staff, backers and suppliers.

Learners will also develop techniques to review management and staffing skills and enable them to respond to new challenges.

Learners must ensure that their evidence is in a travel and tourism context.

- **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the focuses of the business

2   Be able to develop plans for businesses

3   Be able to evaluate and develop skills of management and staff.

Unit content

1 **Understand the focuses of the business**

Focuses: current positioning of business, priorities, successes, distracters, current/future aims (short-, medium- and long-term), strengths and weaknesses, stakeholders, sources of advice and guidance, potential for business improvement

Factors impacting on the business: external, internal, resources, opportunities, threats

2 **Be able to develop plans for businesses**

Review: areas eg products/services, marketing, sales, finances, staffing; effectiveness, overall business performance, business image, record keeping

Business planning: forecasting eg for marketing and sales, design, productivity, quality, service, financial management systems; roles and responsibilities of staff and management, performance monitoring, laws and regulations (including up-dating), action planning, timescales, risk assessment, appropriate sources of advice, relevant information, information handling and administration

3 **Be able to evaluate and develop skills of management and staff**

Evaluate: monitor performance to include current experience, skills and abilities (technical, operational, managerial); effect of current performance on the business, assess targets set, other relevant information, make informed judgements

Planning and development: assessing re-skilling/up-skilling needs, setting clear targets, linking skills targets to business targets, advice and training, costs/benefits analysis

Support and advice: free and paid-for help, personal contacts, networks, fees, limitations of advice and support, record keeping

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the focuses of the business	1.1 analyse the objectives of the business 1.2 explain factors that impact on the business 1.3 determine potential improvements to the business organisation and/or operation
LO2 Be able to develop plans for businesses	2.1 review the effectiveness of the business 2.2 develop plans to improve the business, justifying their value
LO3 Be able to evaluate and develop skills of management and staff	3.1 evaluate the current skills of management and staff 3.2 devise and justify plans for the development of skills for management and staff

Guidance

Links

This unit has links with a number of other units within this qualification. Tutors and learners should take into consideration the core operation of the business being investigated and ensure that links with other relevant units are reflected in their work.

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility

- B2: Map the environment in which your organisation operates

- B5: Provide leadership for your team

- B6: Provide leadership in your area of responsibility

- B11: Promote diversity in your area of responsibility

- C1: Encourage innovation in your team

- C2: Encourage innovation in your area of responsibility.

Essential requirements

Business priorities will vary and discussion groups will enable learners to consider a broad range of issues.

In reviewing a business in order to develop plans, tutors will choose for the learner group to work as a whole unit to support an existing business or to use a case study. It is important to understand the development of health-check processes as the outcome of this unit. Capacity is limited by the timeframe for delivering and assessing the unit and a wider coverage can be achieved through a group effort.

Learners need to understand the range of support and help they can utilise when carrying out a business health check. Sources of advice and guidance learners will explore include business associates, business advice centres, business advisers, counsellors, coaches or mentors, specialist consultants, non-executive directors, accountants and other professionals.

Employer engagement and vocational contexts

Evidence should be gathered where possible from links with local business organisations willing to support the delivery of this unit. Learners must respect the confidential nature of data and other business-orientated information generated by their investigations. A clear policy statement from the centre reflecting this may encourage local industry to support both delivery and the generation of appropriate evidence.

Learners must have access to a range of local business operations that are willing to cooperate with delivery and assessment in return for practical guidance through the outcome of learners' work. This should be supported by case studies used to illustrate theoretical points and issues, together with current cuttings and reports from the business press, which will contribute to vocational realism.

Tutors should also establish relationships with business consultants and other providers of business support. This can be delivered to learners either as stand-alone presentations of business practice or as part of a real business health check being provided for a local organisation.

Unit 11:   Travel and Tourism Entrepreneurs

Unit code: H/601/1750

QCF level: 5

Credit value: 15

● **Aim**

The aim of this unit is to enable learners to gain understanding of skills and characteristics of entrepreneurs, the development of enterprises and gain skills to prepare business start-up plans.

● **Unit abstract**

This unit focuses on the entrepreneurs and their enterprises that have had an impact on the travel and tourism sector in recent decades. The unit provides opportunities for learners to examine the skills and characteristics required of a successful entrepreneur and to assess their own ability to be enterprising in the sector.

Learners will investigate successful entrepreneurial enterprises to consider their development and the factors that led to their success.

Learners will have the opportunity to demonstrate their own entrepreneurial skills by developing a concept that they have researched and by producing a start-up plan for its introduction.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand skills and characteristics of a travel and tourism entrepreneur

2   Understand the development of enterprises in the travel and tourism sector

3   Be able to prepare a business start-up plan for a niche market within a travel and tourism context.

Unit content

1 **Understand skills and characteristics of a travel and tourism entrepreneur**

Characteristics of entrepreneurs: features eg risk taking, opportunist, self-motivation, people person, goal setting, perseverance, dealing with failure, initiative, tolerance uncertainty, using feedback, flexibility, innovative, understanding of the business environment, vision, passion, obsessive commitment

Skills: abilities eg time management, financial and market awareness, commitment, assertiveness, communication, planning, target setting, problem solving, decision making, creativity, selling, leadership, entrepreneurial skills

Self-appraisal: personal SWOT; personal action plan to achieve objectives that relate to the personal skills and characteristics of entrepreneurs

2 **Understand the development of enterprises in the travel and tourism sector**

Development of enterprises: back of an envelope idea; growth; competitors; opportunities; trends; diversification; exploiting new technology; Porter's five forces; the vision; refugees from large companies eg downshifting; support; sources of funding eg family, friends, redundancy packages; buy-outs; venture capital; re-mortgaging; banks; grants

3 **Be able to prepare a business start-up plan for a niche market within a travel and tourism context**

Start-up: description of the business eg micro-, small-, medium-sized business; aims and objectives; features; unique selling point; product and/or service; market analysis eg competition, target market, market segmentation; marketing strategy; operations; financial data; resources; ethics; persuasion; consultation eg experts; entrepreneurs; business links eg chamber of commerce; advisory/regulatory bodies; constraints; prototypes

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand skills and characteristics of a travel and tourism entrepreneur	1.1 discuss skills needed for successful entrepreneurship 1.2 produce a self-appraisal that identifies strengths and weaknesses and strategies for development benchmarked to a successful entrepreneur
LO2 Understand the development of enterprises in the travel and tourism sector	2.1 analyse the development of an entrepreneurial enterprise 2.2 evaluate factors that have led to the success of an enterprise
LO3 Be able to prepare a business start-up plan for a niche market within a travel and tourism context	3.1 evaluate sources of finance and support available to enterprises in the travel and tourism sector 3.2 develop and justify the potential for success of a concept for an enterprise in a travel and tourism context 3.3 present a persuasive business start-up plan

Guidance

Links

This unit can be linked successfully with:

- *Unit 3: The Developing Manager*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 13: Special Interest Tourism*
- *Unit 17: Work-based Experience.*

This unit maps to the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- F9: Build your organisation's understanding of its market and customers.

Essential requirements

Learners must be encouraged to keep up to date with current issues within the travel and tourism environment throughout the delivery of the unit by reading trade journals, quality newspapers and electronic media.

Employer engagement and vocational contexts

Visiting speakers from a wide variety of backgrounds and areas should be used throughout the delivery of this unit. It would be invaluable if travel and tourism entrepreneurs and small business people could visit to encourage, motivate and share experiences with learners. Small business advisers and representatives from other suitable organisations should also be encouraged to act as advisers where appropriate.

A number of case studies and interviews (either written or audio-visual) should be used, particularly when looking at learning outcomes 1 and 2. There should be an emphasis on success, failure and risk so that learners can appreciate that these are intrinsic to many entrepreneurial people and enterprises.

Learners would benefit from taking general psychometric and entrepreneurial personality tests in order to develop a reflective approach in identifying personal strengths and weaknesses and putting forward strategies for development.

Unit 12:   Hospitality Provision in the Travel and Tourism Sector

Unit code: K/601/1751

QCF level: 4

Credit value: 15

- ● **Aim**

The aim of this unit is to enable learners to gain understanding of the role of the hospitality industry, the impact of integration, and gain skills to plan hospitality businesses.

- ● **Unit abstract**

This unit introduces learners to the diversity of the hospitality industry and enables them to investigate the hospitality industry in a travel and tourism context.

Learners will consider the impact of integration on the hospitality industry and the possible future implications of this in a broader context.

Learners are provided with the opportunity to select an area of interest to design and develop in an outline format, bringing together theory and practice in the creative design of a hospitality business reflecting current trends and the needs of selected customer groups.

- ● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the role of the hospitality industry within the travel and tourism sector

2   Understand the impact of integration within the hospitality industry

3   Be able to plan the development of hospitality businesses.

Unit content

1 **Understand the role of the hospitality industry within the travel and tourism sector**

Composition of the hospitality industry: hotels (1 star to 5 star, budget hotels, bed and breakfast); restaurants (fast food, cafes, coffee shops, mainstream, fine dining); pubs and bars (managed houses, tenanted or leased pubs, freehouses); nightclubs; contract food service providers (catering outsourced to a contract food service provider); hospitality services (catering managed in-house); membership clubs; events

Travel and tourism sector: travel services; tourism services; conferences and events; visitor attractions; accommodation services; passenger transport

Interrelationships between hospitality and travel and tourism: the role of hospitality in underpinning many types of travel and tourism eg business travel, aviation, conferences and exhibitions, visitor attractions, theme parks

2 **Understand the impact of integration within the hospitality industry**

Integration: history and development of horizontal and vertical integration, integration via major organisations (ownership)

Impacts: fewer major organisations, reduction of independent businesses, economies of scale, control of subsectors, increase in market share, standardisation, improved quality

Implications: importance of branding and pricing policies, independent establishments joining associations to compete with the larger organisations, control and manipulation of the market, increased globalisation of the industry

3 **Be able to plan the development of hospitality businesses**

Development: concept, market research, target market, location, scale, funding, products and services eg menu, licensing

Design: ambiance, culture, brand, interior, exterior, functional areas, customer flows; link to target market, customers with individual needs

Operation: staffing by functional areas, specialist qualifications, staffing issues related to seasonality, compliance with legislation, promotional activities, pricing

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the role of the hospitality industry within the travel and tourism sector	1.1 discuss the interrelationships between hospitality and wider travel and tourism businesses
LO2 Understand the impact of integration within the hospitality industry	2.1 analyse the implications of integration to the hospitality industry 2.2 discuss how integration has affected a hospitality business
LO3 Be able to plan the development of hospitality businesses	3.1 develop a rationale for a selected project clearly justifying decisions linked to target market 3.2 develop a plan for a hospitality business including the operational requirements of the business' organisational structure in relation to human resource allocation

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 17: Work-based Experience.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates.

Essential requirements

Learners must have access to business sections of the quality press to ensure currency in terms of mergers and integration that can change on a daily basis.

The unit requires a delivery strategy that examines hospitality in a global social and economic context, facilitating discussion and exploration of changing society and how hospitality has and may in the future respond to these challenges.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Learners will benefit from visits to, or speakers from, a range of hospitality types from cafes to hotels etc. They should be encouraged to consider the importance of hospitality as a form of secondary spend to maximise revenue, for example via a cafe in a visitor attraction.

Unit 13: Special Interest Tourism

Unit code: M/601/1752

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of special interest tourism, its management and issues, the types of products, services and tourists, and its appeal and motivation for customers.

- **Unit abstract**

Special interest tourism (SIT) is replacing the traditional 'sea, sand and sun' type holiday for many people. Examples range from weekend painting in the Dales to working as a conservation volunteer in a remote part of the world. Most types are available all year round, somewhere, through the large range of providers, which can now reach their market via the internet. Growth and diversity give an exciting dimension to the range of tourism products on offer.

In this unit learners will develop their knowledge and understanding of the evolution of special interest tourism and the nature of its providers, their product range and the diversity of their customers. They will explore competitive factors, appeal and motivation of tourists taking these 'packages', and investigate the sometimes complex management needs and issues which affect operations and delivery.

- **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the nature and development of special interest tourism

2   Understand how special interest tourism matches customers, products and services

3   Understand the appeal and motivation of special interest tourism for customers

4   Understand management needs and issues of special interest tourism.

Unit content

1 **Understand the nature and development of special interest tourism**

Nature: niche market provision, aims and purposes eg active/creative, social, educational, discovery, hobbies, challenge/excitement and relaxation or health and therapy; the 'mosaic' of provision and product differentiation and tourist types

Development: factors facilitating growth eg globalisation, transport, disposable income; market diversification and competition among providers and destinations eg new man-made features, remote locations, urban attractions eg regeneration, natural features; improved infrastructure; shift away from traditional tourist desires/packages; role of the internet; social trends

2 **Understand how special interest tourism matches customers, products and services**

Range: classification of products and services eg passive social gatherings, outdoor pursuits, adventure activities, cultural events, multi-stay packages, archaeological tours, sports competitions, language courses, educational trips, hobbies and interests, spectatorism; classification of environments on or under water, on or under the land, in the air, rural, urban, wilderness, sportscapes

Diversity: classification of tourist types eg groups, individuals, teams, clubs; psychographic/demographic types; grey market, youth market, family market, other identifiable groups

3 **Understand the appeal and motivation of special interest tourism for customers**

Appeal: locations and features – UK, European, worldwide eg man-made, natural, attractive, remote, urban, popular, spectacular, novel, dangerous; weather; amenities eg ski, climb, sail, canoe, raft, views; social; range of comfort; level of challenge

Motivation: intrinsic eg thrills, challenge, skill improvement, escape, discovery, relaxation, health, therapeutic; extrinsic eg status, image, newness; sustainability; personality types; methods of stimulation/promotion; pricing; seasonality; socio-cultural and economic influences; modernism

4 **Understand management needs and issues of special interest tourism**

Management: considerations eg profitable attractive packages, segmented approaches, logistics, support and selection of leaders and reps, 'fit' with local plans, access, visas, permits and licences, insurance, accommodation, levels, quality of equipment, regulations and laws, contingency plans, ensuring customer satisfaction and evaluation, liaison with organisations

Issues: health, safety and security; risk assessment; socio-cultural impacts eg education and cultural awareness/respect, codes of practice, cultural sensitivity, exploitation, crime, demonstration effect, language; environmental impacts eg eco-tourism principles, protection, conservation, sustainability; economic impacts eg multiplier effects, employment

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the nature and development of special interest tourism	1.1 discuss special interest tourism in terms of product differentiation and tourist types 1.2 assess the contribution of tourism trends, factors and shifts in holiday interests to special interest tourism development
LO2 Understand how special interest tourism matches customers, products and services	2.1 evaluate how providers can match products and services to different customer types
LO3 Understand the appeal and motivation of special interest tourism for customers	3.1 analyse the appeal to customers of special interest tourism features and benefits 3.2 evaluate how the motivations of tourists are met by special interest tourism locations and features
LO4 Understand management needs and issues of special interest tourism	4.1 evaluate the organisational and support logistics involved in the management of special interest tourism trips 4.2 assess how operators resolve issues that affect special interest tourism

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 6: Contemporary Issues in Travel and Tourism*
- *Unit 7: Sustainable Tourism Development*
- *Unit 9: Tourist Destinations*
- *Unit 14: Tour Operations Management*
- *Unit 17: Work-based Experience.*

Essential requirements

Learners must be made familiar with relevant tourism, leisure and management theories, as well as current developments in the special interest tourism industry, investigating emerging activities and interests.

Learners must explore the impact of certain special interest tourism activities and investigate the work of a number of tourism charities which campaign on tourism-related issues in developing countries.

The unit is especially appropriate for fieldwork-based investigation and a portfolio of research could form part of the assessment. Learners must be encouraged to consider different special interest activities and locations throughout their study and this should be reflected in the assessment evidence.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, specialist or niche tour operators.

As there are a number of relatively complex issues in relation to the unit, particularly regarding sustainability and management techniques, case studies resulting in class discussions or debates may be a particularly worthwhile approach.

Unit 14: Tour Operations Management

Unit code: **T/601/1753**

QCF level: **4**

Credit value: **15**

● **Aim**

This unit enables learners to gain understanding of the tour operators industry, the stages involved in creating holidays, brochures and methods of distribution used to sell holidays, and strategic decision making.

● **Unit abstract**

Learners will investigate the tour operators industry of the travel and tourism sector, including the different types of operator, their products and services, the scale of the industry and how it has been affected by trends and developments. Management issues will be covered by examining strategic and tactical decision making in order to develop learners' decision-making skills.

Learners will explore the stages involved in creating a holiday and develop skills associated with determining a selling price for a holiday from given information.

The role of the brochure will be reviewed against the introduction of new methods of promoting holidays. Learners will also review distribution methods used by tour operators to sell holidays, including the traditional use of travel agencies and the emergence of methods such as the internet and television.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the tour operators industry within the travel and tourism sector

2   Understand stages involved in creating holidays

3   Be able to review brochures and methods of distribution used to sell holidays

4   Understand strategic and tactical decision making for tour operators.

Unit content

1 **Understand the tour operators industry within the travel and tourism sector**

Tour operators: as defined by EU Package Travel Directive; different types of tour operators including outbound operators, domestic operators, incoming operators, specialist operators, direct sell operators

Industry: identification of major tour operators including their origins, ownership, market segments, competition, identification of specific operators within each category; scale eg number of passengers carried, market share, turnover; products and services to meet different markets; vertical and horizontal integration in leading operators; impact of integration; European and global links; trends to include changing trends in holidays (eg mass market tourism to customisation, product range, all-inclusive holidays), expansion of the cruise market; environmental awareness of tour operators, responsible tourism; effect of economy and other external factors eg discounting, emergence of e-commerce, budget airlines; role of trade bodies including The Travel Association (ABTA), Association of Independent Tour Operators (AITO), Federation of Tour Operators (FTO), UKinbound, the UK Civil Aviation Authority (CAA)

2 **Understand stages involved in creating holidays**

Stages: steps eg market research; planning and scheduling; forecasting; contracting eg allocation, commitment, ad hoc, time series charters, split charters, ad hoc chartering, scheduled services, using air brokers; costing the holiday (fixed and variable costs, direct and indirect costs, load factors, mark-up, profit margins, seasonal flexing, competitive pricing, skimming, special offers, discounting strategies, currency exchange eg forward buying of currency, interest earning, cash flow); timescales

3 **Be able to review brochures and methods of distribution used to sell holidays**

Brochures: recognition of the planning issues including deciding the format (content, structure, style, paper quality, size), based on product, target market and budget, determining print specifications, print run, multiple editions; timescales and stages of production including creative brief, copywriting, proofing, colour proof, printing; brochure launch; recognition of legal implications; other formats eg CD, video, internet, intranet, television; examination of distribution channels eg direct mail, specialist carriers, haulier, consolidated delivery companies, travel agencies, intensive/selective distribution systems; racking agreements

Methods of distribution: methods eg direct sell, agencies, call centres, internet, teletext, telephone

4 **Understand strategic and tactical decision making for tour operators**

Strategic: examination of strategic decisions eg volume, pricing strategies, surcharge policy, positioning and image/branding, choice of product in relation to customer portfolio, distribution decisions; investment funded by capitalisation eg cruise ships and aircraft

Tactical: responses eg triggered by competition, price wars, external factors; decisions eg fluid pricing, yield management, maximising occupancy of contracted beds, utilisation of coach and aircraft seats, consolidations; tactical marketing eg discounting, late sales

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the tour operators industry within the travel and tourism sector	1.1 analyse the effects of current and recent trends and developments on the tour operators industry
LO2 Understand stages involved in creating holidays	2.1 assess the stages and timescales involved in developing holidays
	2.2 evaluate the suitability of different methods of contracting for different components of the holiday and different types of tour operator
	2.3 calculate the selling price of a holiday from given information
LO3 Be able to review brochures and methods of distribution used to sell holidays	3.1 evaluate the planning decisions taken for the design of a selected brochure
	3.2 assess the suitability of alternatives to a traditional brochure for different types of tour operator
	3.3 evaluate the suitability of different methods of distribution used to sell a holiday for different types of tour operator
LO4 Understand strategic and tactical decision making for tour operators	4.1 evaluate the strategic decisions made by different types of tour operator
	4.2 compare the tactical decisions that could be taken by a selected tour operator in different situations

Guidance

Links

This unit can be offered as a stand-alone unit. However, it could be delivered first or simultaneously if offered with *Unit 15: Resort Management*.

This unit can also be linked successfully with:

- *Unit 1: The Travel and Tourism Sector*

- *Unit 5: Marketing in Travel and Tourism*

- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*

- *Unit 13: Special Interest Tourism*

- *Unit 21: Incoming and Domestic Tourism.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility

- B2: Map the environment in which your organisation operates

- F4: Develop and review a framework for marketing.

Essential requirements

The assignments must encourage learners to research extensively and independently, to appreciate how the industry has developed, the size, scale and complexities of tour operators today, and to examine the implications of current trends and decision making for the industry.

It is essential that a visit to at least one tour operator is organised, supported by a variety of guest speakers, to enable learners to gather sector-specific information which cannot be found elsewhere.

Given the diversity of the tour operators' industry, it is important that learners are given first-hand experience of different types of tour operator to support learning. This can be achieved by using specialist guest speakers and through visits to tour operators to support independent research and delivery.

Employer engagement and vocational contexts

The unit requires a visit to at least one tour operator.

The unit requires a series of presentations from visiting speakers in the industry, from whom specific information can be gained.

Visits to tour operators and talks by tour operating personnel would help to support knowledge and understanding for others units within the qualification. Aspects of core subjects such as marketing and finance would be included automatically on a well-structured visit to a tour operator, while specialist subjects including overseas resort management could be covered in some depth with selected operators. An integrative approach to visits and industry guest speakers should be explored to ensure maximum benefit is derived from such activities.

Unit 15: Resort Management

Unit code: A/601/1754

QCF level: 5

Credit value: 15

● **Aim**

The aim of this unit is to enable learners to gain understanding of the function and structure of resort operations, quality systems and procedures and management issues relating to incidents.

● **Unit abstract**

This unit is designed to develop learners' understanding of the complexities of the management of a tour operator's resort operations. Learners will investigate the function and structure of tour operators. Their research will consider different types of tour operators and develop their understanding of how the operation is organised to meet the needs of a variety of tour operators that are providing very different types of holiday programmes in different locations.

Learners will examine the role and impact of quality systems and procedures in relation to services, health and safety and the legal environment. They will examine the importance and effectiveness of these systems in different types of tour operator.

Learners will explore a range of incidents and their effect on the resort office and tour operator. They will examine procedures used to manage a range of incidents and how they are guided by government and trade associations.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the function and structure of resort operations

2   Understand the role and impact of quality systems and procedures

3   Understand the management issues relating to incidents.

Unit content

1 Understand the function and structure of resort operations

Function: coordination and provision of services with suppliers; customer service, customer information; communication (between a country, resort office; resort based representatives; suppliers; customers), legal requirements eg health and safety, contracts, provision of service, meeting local laws; profit margins and budgets, setting and achieving targets; training personnel; differences between the different types of tour operator; understanding the role of handling agents

Structure: different structures for different types of tour operation eg summer and winter sun programmes, programmes for developed and developing countries, camping and self-catering programmes, sports programmes; specialist programmes eg sailing, trekking; other elements of structure eg job titles, seniority, lines of communication, line management, links with head office and other offices

2 Understand the role and impact of quality systems and procedures

Quality systems and procedures: health and safety eg ensuring that health and safety standards are achieved and maintained, audits and checks are undertaken, reporting of and dealing with irregularities including documentation, communication and efficiency to minimise disruption, conflict and critical incidents; legal eg responsibilities including consumer protection legislation, contract law, relevant regulations and appropriate local laws; contractual obligations, reporting and dealing with irregularities; guidelines; codes of conduct; services eg reporting and dealing with irregularities, documentation, minimise disruption, conflict and critical incidents; training of personnel

3 Understand the management issues relating to incidents

Types of incidents: natural incidents eg hurricanes, avalanches, floods and fire; transport incidents eg crashes, hijacks, unsuitable vehicles; medical incidents eg food poisoning, Legionnaire's disease, typhoid outbreak; political problems eg civil disputes, riots, strikes; accommodation issues eg safety, fire

Management of incidents: appropriate guidelines; role and function of personnel, duty office; decision making; liaison and communication with external organisations, affected customers and families, other passengers; contingency planning; internal communication channels, media coverage

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the function and structure of resort operations	1.1 analyse the function of the resort operations of tour operators 1.2 analyse the structure of the resort offices of different types of tour operator
LO2 Understand the role and impact of quality systems and procedures	2.1 discuss how effective quality systems and procedures affect legal and conflict situations 2.2 analyse the impact of quality systems and procedures implemented by a specified tour operator on its operations
LO3 Understand the management issues relating to incidents	3.1 analyse incidents that could affect the operation of a resort 3.2 evaluate the procedures to be implemented by a tour operator to deal with different incidents 3.3 discuss how procedures to be implemented by a tour operator link with guidelines of trade associations and government bodies

Guidance

Links

This unit can be linked with:

- *Unit 1: The Travel and Tourism Sector*

- *Unit 5: Marketing in Travel and Tourism*

- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*

- *Unit 13: Special Interest Tourism*

- *Unit 14: Tour Operations Management*

- *Unit 17: Work-based Experience*

- *Unit 21: Incoming and Domestic Tourism.*

This unit maps to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements

- D6: Allocate and monitor the progress and quality of work in your area of responsibility

- E5: Ensure your own actions reduce risks to health and safety

- E6: Ensure health and safety requirements are met in your area of responsibility

- F3: Manage business processes

- F5: Resolve customer service problems

- F6: Monitor and solve customer service problems

- F7: Support customer service improvements

- F8: Work with others to improve customer service

- F11: Manage the achievement of customer satisfaction.

Essential requirements

This unit complements *Unit 14: Tour Operations Management*. It is essential that learners understand the functions of tour operators so that they can appreciate the role and purpose of the resort office and identify the interrelationships and interdependencies of functions with those of the operation.

Employer engagement and vocational contexts

Guest speakers who have been involved in resort management could be invited to give details of the structure, role and purpose of the resort operation and to give learners an appreciation of the different structures adopted by different types of tour operator. For example, the structure and organisation of the operation for a camping tour operator, a long-haul tour operator and a mass-market tour operator are significantly different. Learners will also benefit from a visit to a tour operator.

For learning outcome 3 it is desirable for learners to have access to the duty office and/or discussions with the duty office manager. If this is not possible, a guest speaker who is or has been involved in crisis management procedures will further support evidence for this learning outcome.

Tutors should have experience of working at a senior level within this industry and preferably have some managerial experience.

The most desirable and beneficial method of study for this unit is for learners to visit a destination with a tour operator. On site, they will be able to appreciate the complexities of resort management and the importance of providing a quality experience for the customer. Aspects of core subjects such as marketing, finance, human resources management and customer service would be included automatically on a well-structured visit with a tour operator to a holiday destination.

Unit 16:   Passenger Transport Operations

Unit code: **F/601/1755**

QCF level: **4**

Credit value: **15**

● Aim

This unit provides learners with understanding of factors and variables behind travel decisions, management of passenger systems and nodes, factors of competition, and developments and issues on transport operations.

● Unit abstract

This unit develops learners' understanding of passenger transport operation. Learners will examine the appeal, motivational factors and variables behind travel decisions and how transport operators respond to these.

Learners will investigate the key elements of the management of passenger systems and the complexities of managing transport nodes. They will have the opportunity to investigate a specific transport node.

As the passenger transport environment is so competitive, learners will examine the different factors that affect the level of competition. They will compare how different transport operators compete.

Learners will gain an understanding of a range of issues and developments that affect transport operations, investigating in depth how one organisation has responded to these.

● Learning outcomes

On successful completion of this unit a learner will:

1   Understand the appeal, motivational factors and variables behind travel decisions

2   Understand the management of passenger systems and nodes

3   Understand the factors of competition between transport operators

4   Understand the effects of developments and issues on transport operations.

Unit content

1 **Understand the appeal, motivational factors and variables behind travel decisions**

Appeal: interest eg attractiveness, suitability, frequency, novelty, affordability, convenience, accessibility, facilities, prior experiences (positive and negative)

Motivational factors: purpose of the trip eg short break, annual holiday, city break, business, visiting friends and relatives; nature of the journey eg long, medium, short; potential for enjoyment eg views and scenery, level of comfort; negative factors eg phobias, slowness, travel sickness

Variables: scope eg price, safety, speed, time, ease of booking, proximity to home and final destination, type of connections needed, frills or no frills, timings; quality of ride eg positive (seating, entertainment), negative (turbulence/high seas, delays); quality of services at terminals, levels and quality of information

Travel services: retail travel services, tour operators, ticketing agencies, bureau de change

2 **Understand the management of passenger systems and nodes**

Passenger systems: planning issues eg itineraries, schedules, journey patterns, ticketing; financial aspects eg fares, fuel, taxes, licences, profit margins, further investment; organisational matters eg market research, service levels, staffing; monitoring eg timings, capacities, customer satisfaction; legal aspects eg health and safety, codes of practice, contracts; improvements, promotions, reviewing performance; peaks and troughs; integration

Nodes (terminals): incoming flows eg signs, access routes, check-in/ticketing, passport control, information, safety and security, special passenger needs, transfers, onward travel needs; outgoing flows eg peak traffic, seasonality, safety and security, coping with disruptions/lateness/over-bookings; terminal facilities eg queue/waiting areas, communications, support services, VIPs, surveillance, cleanliness, baggage handling, staff and crew needs, administration provision; peripherals eg parking, travellers' services (fuel, currency, shops), courtesy coaches, taxis; emergency procedures

3 **Understand the factors of competition between transport operators**

Regulation: role of regulatory bodies for rail, road, air; influence of political agendas and government policy; reasons for interventions and enforcement

Service related: factors eg check-in times, business services (on board and at the node), pricing strategies, departure/arrival locations, on-board entertainment/food, promotions, fare structure, business and VIP services, quality, reputation and reliability; market segmentation factors (demographics and psychographics)

Organisational: factors eg quality, standards (systems in operation), ethical and sustainable practices, consumer protection enforcement, environmental policy and awareness, community relations, safety and security strategy, efforts to minimise disability or discrimination; interaction with regulators (codes of practice), networks and alliances

4 **Understand the effects of developments and issues on transport operations**

Developments: effects eg evolution and diversity of modes of transport, budget airlines, mergers, alliances, code-sharing, multiple mode cooperation, new markets/destinations

Issues: effects eg globalisation continuing deregulation delays, overcrowding, fuel cost fluctuations, subsidies, taxation, consolidation of rail companies, congestion, north south flows, accidents; threats eg terrorism, SARS, foot and mouth, deep vein thrombosis, changing customer expectations; environmental pressures and occurrences eg noise pollution, loss of green belt, regeneration/renaissance/road and runway widening schemes; congestion and toll charging, disabled travel, wild cat strikes

Learning outcomes and assessment criteria

Learning outcomes **On successful completion of this unit a learner will:**	Assessment criteria for pass **The learner can:**
LO1 Understand the appeal, motivational factors and variables behind travel decisions	1.1 analyse factors and variables that can influence passengers' travel decisions 1.2 discuss how a transport operator might use factors and variables to inform their operational plans
LO2 Understand the management of passenger systems and nodes	2.1 analyse key elements in management of a passenger transport system 2.2 evaluate the complexities of managing a node for the benefit of travellers
LO3 Understand the factors of competition between transport operators	3.1 compare the competitive strategies that different competing transport operators use to gain market share
LO4 Understand the effects of developments and issues on transport operations	4.1 analyse recent issues and developments that have affected passenger transport operations 4.2 discuss how a transport operator has responded to recent issues and developments

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*

- *Unit 6: Contemporary Issues in Travel and Tourism*

- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*

- *Unit 9: Tourist Destinations*

- *Unit 17: Work-based Experience.*

This unit maps to the following Management NVQ units:

- F3: Manage business processes

- F5: Resolve customer service problems

- F6: Monitor and solve customer service problems

- F7: Support customer service improvements

- F8: Work with others to improve customer service.

Essential requirements

This unit focuses on the operational level of the travel sector, which many learners may aspire to join. Tutors need to give learners background data on the value and complexity of the sector, tourism flows and an understanding of gateways and terminals and the volatility of the sector. Much of this knowledge may come from other linked units.

Employer engagement and vocational contexts

Tutors could establish links with nearby passenger transport businesses. These could include bus, rail – light rail, tram, metro; coach, aviation – airlines, airports, ground handling agents; inland waterways, maritime, taxi and private hire, transport planning. Representatives from local passenger transport businesses could also be used as guest speakers.

Delivery should enable learners to undertake research and investigation by making visits to passenger transport businesses and conducting fieldwork there. Visits to a variety of passenger transport businesses are essential.

Visits to passenger transport businesses will show learners the range of businesses, similarities and differences, and also, of particular importance, issues in relation to management of passenger transport.

Opportunities to assess terminal management may come as learners prepare to take a journey themselves, perhaps in conjunction with another unit that involves travel through a node.

Unit 17: Work-based Experience

Unit code: D/601/0998

QCF level: 5

Credit value: 15

- **Aim**

This unit aims to enable learners to experience the scope and depth of learning which may take place in a work-based context by planning, monitoring and evaluating the work experience.

- **Unit abstract**

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work-based activities – by planning, carrying out the activities and reflecting on the benefits of the activities to the business and to the learner.

This unit is designed to allow flexibility of study for part-time and full-time students. It is expected that learners will be supervised in the workplace in addition to their academic supervisor.

Learners will have the opportunity, supported by their supervisors, to negotiate and perform activities which will allow them to fulfil the assessment criteria for this unit. They will recognise the scope of what they have achieved by recording evidence from carrying out the activities. They will also gain maximum benefit by reflection on and evaluation of the work they undertake.

- **Learning outcomes**

On successful completion of this unit a learner will:

1   Be able to negotiate industry experience

2   Understand the specific requirements of the placement

3   Be able to undertake work experience as identified

4   Be able to monitor and evaluate own performance and learning.

Unit content

1 **Be able to negotiate industry experience**

Suitable organisation and location: types of establishments for placement eg industry-related work for a client brief at college, existing work environment, different department within current employer's business

Negotiation: methods of contacting organisations; methods of undertaking negotiations

Nature of duties: type of undertaking eg routine duties and tasks, project work, development of new procedures/protocol

Supervisors: roles and responsibilities of academic and industrial mentors

Expectations of learning: aims eg proficiency in new tasks and procedures, time-management and problem-solving skills, reflection, discuss progress with others, teamwork

Business constraints: consideration of possible limitations eg need to be fully trained, adherence to quality systems, health and safety considerations, supervision time, workload, customer satisfaction, limited staffing, cost of materials

2 **Understand the specific requirements of the placement**

Tasks: details of activities eg specific hourly, daily, weekly routine and non-routine tasks; breakdown of a project into stages; new procedures/protocol

Prioritise: reasons for rationalisation of the order of tasks; methods of prioritising work

Plan for the work experience: methods used to develop detailed plan with schedule of tasks, proposed dates for reviews, expected input from supervisors

Benefits to organisation and learner: advantages to business eg allowing more routine tasks to be carried out, allowing procedures/techniques to be developed, increasing responsiveness, identifying cost saving measures; advantages to learner eg understanding how a business operates, understanding importance of teamwork, learning new techniques, development of problem-solving and time-management skills

3 **Be able to undertake work experience as identified**

Carry out the planned activities: realisation eg carrying out tasks and project work according to relevant legislation, training and codes of practice; developing new procedures or protocol

Record activities in the appropriate manner: systematic and appropriate recording of relevant activities eg logbook, diary, portfolio, spreadsheets, databases; list of resources

Revise the initial plan as required: methods used to review activities at the appropriate time to see if they meet requirements, make alterations as needed

4   **Be able to monitor and evaluate own performance and learning**

Evaluation of the quality of the work undertaken: meeting industry standards and evaluating own performance against original proposal; comments/testimony from supervisors

Account of learning during the work experience: details of experience gained eg new procedures, interpersonal skills, time management, problem solving, teamwork; details of evidence eg portfolio of evidence, scientific report, management report

Recommendations on how the learning experience could have been enhanced: alternative ideas eg different location, different brief, different time period, more/less support, better time management, better preparation

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to negotiate industry experience	1.1 research and evaluate suitable organisations that could provide industry experience 1.2 negotiate with work and academic supervisors a proposal for the work experience 1.3 recognise the business constraints on the work experience offered
LO2 Understand the specific requirements of the placement	2.1 agree and prioritise the tasks and responsibilities involved in the work experience 2.2 produce a plan for the work experience 2.3 analyse the benefits of the proposed activities to the business and the learner
LO3 Be able to undertake work experience as identified	3.1 fulfil specified requirements of placement conforming to all related codes of practice 3.2 produce systematic records of work undertaken 3.3 revise the initial plan as required 3.4 make suggestions for improvement and review these with appropriate supervisor
LO4 Be able to monitor and evaluate own performance and learning	4.1 monitor progress against original proposal 4.2 evaluate the quality of own performance 4.3 analyse the learning which has taken place during the work experience using suitable reflections 4.4 make recommendations on how the experience could have been enhanced

Guidance

Links

This unit has possible links with all units in the programme, especially:

- *Unit 23: Personal and Professional Development*
- *Unit 24: Employability Skills.*

This unit maps to the following Management NOS units:

- A1: Manage your own resources
- D1: Develop productive working relationships with colleagues
- E8: Manage physical resources
- F1: Manage a project.

Essential requirements

Given the work-based nature of this unit, the majority of resources will be those available to learners in the workplace. The work will normally be planned to be achievable within the resource constraints of the employer. Therefore, knowledge of company structures and daily routines and expectations is essential. Learners should also have access to a wide range of research facilities including careers library and/or careers services.

Tutor support and guidance are essential. Learners should remain in touch with tutors during the work experience – email is often the best way but some colleges may have access to a virtual learning environment where learners can share information and experiences with each other and the tutor.

Employer engagement and vocational contexts

Employers could help tutors, with for example, the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Unit 18: Human Resource Management for Service Industries

Unit code: J/601/1756

QCF level: 5

Credit value: 15

● Aim

This unit enables learners to gain understanding of human resource management, employee relations and employment law, recruitment and selection, and training and development in service industries.

● Unit abstract

This unit looks at the key elements in human resource management.

Learners will investigate employment law and how it affects service industries businesses. They will also investigate the current state of employee relations in service industries.

Learners will examine the practicalities of the recruitment and selection process in order to develop the skills required to effectively administer this human resources function.

Learners will investigate training and development in service industries businesses to determine the contribution they make to an effective business.

● Learning outcomes

On successful completion of this unit a learner will:

1 Understand human resource management

2 Understand the effect of employee relations and employment law on service industries businesses

3 Understand the recruitment and selection process

4 Understand training and development in service industries businesses.

Unit content

1 **Understand human resource management**

Human resource management: concept of human resource management (HRM) eg planning and forecasting, recruitment process, contracts of employment, deployment and monitoring of employees, training and development, budget monitoring, relationships; role and purpose of HRM, soft HRM, hard HRM

Human resource planning: planning eg the creation of the human resource plan, analysing demand and supply, internal and external factors influencing human resource planning, human resource planning in a changing environment

2 **Understand the effect of employee relations and employment law on service industries businesses**

Employee relations: unionisation eg structure, culture, collective bargaining, negotiation, consultation; employee participation, involvement and conflict management, empowerment; grievance procedures, disciplinary procedures

Employment law: employment legislation eg Employment Relations Act, Employment Rights Act; equal opportunities; contracts of employment including termination eg resignations, redundancy procedure, ill health retirements, retirement, dismissal, maternity and paternity rights, parental leave; tribunals, Advisory, Conciliation and Arbitration Service (ACAS)

3 **Understand the recruitment and selection process**

Recruitment: effects eg factors affecting the labour market, organisational needs analysis, job analysis, job design, organisational needs, job descriptions, person specifications, methods of recruitment advertising

Selection: process eg selection methods and practices, barriers to effective selection, evaluating recruitment and selection processes, application form design, applicant information packs, shortlisting, interview methods, interviewing skills

4 **Understand training and development in service industries businesses**

Training and development: effects eg link between induction programmes and training, the role and need for training, training versus development debate, types of training and development activities, training needs analysis, use of appraisals and target setting, benefits of training and development, barriers and attitudes to training, competency-based training, evaluation of training against overall organisational objectives

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand human resource management	1.1 analyse the role and purpose of human resource management in a selected service industry 1.2 justify a human resources plan based on an analysis of supply and demand for a selected service industry business
LO2 Understand the effect of employee relations and employment law on service industries businesses	2.1 assess the current state of employment relations in a selected service industry 2.2 discuss how employment law affects the management of human resources in a selected service industry business
LO3 Understand the recruitment and selection process	3.1 discuss a job description and person specification for a selected service industry job 3.2 compare the selection process of different service industries businesses
LO4 Understand training and development in service industries businesses	4.1 assess the contribution of training and development activities to the effective operation of a selected service industry business

Guidance

Links

This unit links with:

- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 17: Work-based Experience.*

This unit maps to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B11: Promote diversity in your area of responsibility
- D3: Recruit, select and keep colleagues
- D7: Provide learning opportunities for colleagues.

Essential requirements

This unit is best delivered as a stand-alone unit, as much of the information needed is fairly specific and technical, although learners should be encouraged to bring their own experiences of employment into the classroom.

A practical approach must be adopted, where learners are encouraged to seek their own evidence from businesses with which they are in contact. Note that an independent approach is vital for learners to achieve the higher grade. Where examples are given from the business, learners must be coached to identify both practical issues, for example levels of staff sickness, and theoretical issues such as models for motivating staff.

Many large businesses are able to provide case studies that include organisational structures and many of these can be downloaded from the internet.

Employer engagement and vocational contexts

Given that learners need to gather information that may be sensitive for many businesses, tutors must ensure that contacts are made well in advance with businesses that are prepared to cooperate, to give learners the best opportunity to carry out their research.

The centre's personnel manager (or equivalent) or a representative from the local authority would be a good guest speaker to give learners a background in human resource management practices.

Unit 19: Heritage and Cultural Tourism Management

Unit code: L/601/1757

QCF level: 4

Credit value: 15

● **Aim**

The aim of this unit is to enable learners to gain understanding of the heritage and cultural industry, the organisations within it, the purpose of attractions and methods of interpretation.

● **Unit abstract**

This unit looks at heritage and cultural management and its role within the travel and tourism sector. Throughout the unit learners will gain an awareness of definitions of heritage and culture, the organisations involved in the management of heritage and the different types of ownership.

This unit will provide an in-depth understanding of the growth and development of the heritage and cultural industry. Learners will also be able to look at potential conflicts within the industry and the influence of technology.

Learners will also be expected to investigate the role and scope of interpretation within this sector and its impact on participants and management.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the growth and development of the heritage and cultural industry within travel and tourism

2   Understand the purpose of heritage and cultural attractions within the travel and tourism sector

3   Understand roles, responsibilities and ownership of organisations in the heritage and cultural industry

4   Understand the role of methods of interpretation within the heritage and culture industry.

Unit content

1 **Understand the growth and development of the heritage and cultural industry within travel and tourism**

Heritage: definitions of heritage; analysis of its importance and interest

Attractions: different types of attractions; sites and venues; accessibility and sustainability of transport; up-skilling and re-training staff; changing staff profiles

Natural: aspects of heritage including landscape, coastlines, national parks, forests, woodlands, wildlife, other habitats; impact of the travel and tourism sector on the conservation and sustainability of such sites

Constructed: built heritage environment eg museums, historic buildings, artefacts, archaeological sites, transport, industrial heritage, sport-related heritage sites, themed sites, public art, sculpture and monuments

Cultural heritage: role of heritage industry in shaping and sustaining cultural identity; regional and national costume eg song, dance, myth, legend, folklore, language and food; impact of issues

Conflicts of interest: access versus conservation eg erosion, impact of visitors on sites and their immediate environments, presentation of heritage and culture to visitors, planning and land use, brown field sites versus green field sites, conservation threats imposed by further growth; potential role and impact of new technologies eg virtual reality and interactive software; access to the new technologies eg capital costs and revenue generation, training and up-skilling of staff, management of change

2 **Understand the purpose of heritage and cultural attractions within the travel and tourism sector**

Purpose of heritage and culture: purpose eg education, research, recreation, entertainment

Customers: categories eg segmentation, target groups, visitor levels and usage rates, overall status of heritage and culture as a leisure activity, income generation and links with tourism and urban regeneration, specialist groups

3 **Understand roles, responsibilities and ownership of organisations in the heritage and cultural industry**

Ownership of heritage and culture: ownership eg public and commercial ownership, mission and values, objectives and income generation; role in education, training and conservation; control of access and preservation of cultural heritage; role and operation of charitable trusts eg mission and values, management roles and responsibilities

Organisations: structure and remits of government agencies; voluntary bodies; government departments; specialist conservation groups; role of national governmental departments

Roles and responsibilities: funding, advisory and legislative; changes eg new technologies, changes in attractions and income generation, new merchandising

4   **Understand the role of methods of interpretation within the heritage and culture industry**

Interpretation: importance of interpretation to the visitor experience; relevance of a thematic approach to interpretation

Media for interpretation: media eg published material, audio-visual, interactive technology, drama and role play, audio and other sensory techniques

Meeting audience needs: importance of establishing audience needs for effective interpretation; language levels; combination of interpretative media to achieve appropriate effects

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the growth and development of the heritage and cultural industry within travel and tourism	1.1 analyse the growth and development of the heritage and cultural industry 1.2 discuss potential conflicts in the conservation of heritage and cultural resources
LO2 Understand the purpose of heritage and cultural attractions within the travel and tourism sector	2.1 assess the purpose of heritage and cultural attractions in meeting the needs of different customers
LO3 Understand roles, responsibilities and ownership of organisations in the heritage and cultural industry	3.1 evaluate the impact of different types of ownership on the management of heritage and cultural sites 3.2 analyse roles and responsibilities of organisations in the heritage and cultural industry
LO4 Understand the role of methods of interpretation within the heritage and culture industry	4.1 evaluate methods and media used for interpretation within the heritage and cultural industry for tourists

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 6: Contemporary Issues in Travel and Tourism*
- *Unit 9: Tourist Destinations*
- *Unit 13: Special Interest Tourism.*

This unit maps to the following Management NVQ unit:

- B2: Map the environment in which your organisation operates.

Essential requirements

Learners need access to a range of cultural tourism and heritage sites as well as use of the internet and any related case studies.

Employer engagement and vocational contexts

The delivery programme should include as many site visits as possible so that learners can be encouraged to evaluate a range of approaches to conservation and interpretation in practice. The nature of the unit content also permits a wide range of opportunities for independent research.

Using case studies can promote the development of skills of analysis and synthesis. The consideration of issues within the unit such as conservation versus access is an ideal mechanism for developing a wide range of analytical skills.

Whilst this unit deals specifically with the management of heritage and cultural attractions, learners should acknowledge, and be able to discuss, the role of heritage within the structure of the wider travel and tourism sector and appreciate the significance of heritage attractions within the social contexts of travel and tourism.

Various government papers and reports on the cultural and heritage industry would also be an advantage as well as documents produced by a range of organisations.

Unit 20:   Visitor Attraction Management

Unit code: R/601/1758

QCF level: 4

Credit value: 15

● Aim

This unit enables learners to gain understanding of visitor attractions, visitor types, impacts and tourist motivation theories, issues affecting its development process and management techniques and their impact on sustainability.

● Unit abstract

This unit gives learners a broad understanding of the nature, development and management of visitor attractions.

The unit highlights the range and importance of visitor attractions within the tourism sector and allows learners to explore the development process for establishing a new visitor attraction.

The unit then explores the different types of visitor, their impacts and various theories of tourist motivation, which should aid the management of a visitor attraction. Key issues of visitor attraction management will also be investigated.

Learners will explore the techniques available to managers of visitor attractions and how they can be used to achieve sustainability.

● Learning outcomes

On successful completion of this unit a learner will:

1   Understand the scope and importance of visitor attractions

2   Understand visitor types, impacts and tourist motivation theories

3   Understand issues affecting the development process in visitor attraction management

4   Understand the application of management techniques and their impact on sustainability.

Unit content

1 **Understand the scope and importance of visitor attractions**

Scope: purpose built to attract visitors eg Thorpe Park, London Eye, Eden Project; built for another original purpose that have become tourist attractions eg Windsor Castle, York Minster, Goonhilly Downs; natural attractions eg Pembrokeshire Coast, Lake Windermere; events and festivals eg Glastonbury, Olympic Games, Eurovision Song Contest; overlaps/common characteristics with other attractions eg an English country house is a human built structure, not designed as an attraction, which may contain an art gallery (frequently these are purpose built) and may run regular events such as festivals or host conferences; local, national and worldwide attractions

Importance: revitalising an area; attracting new business to a destination, contribution to the overall destination product, employment, revenue, multiplier effect, enhancement of local heritage and culture; purpose of attraction eg profit, conservation, preservation

2 **Understand visitor types, impacts and tourist motivation theories**

Visitor types: market segmentation eg demographic, geographic, psychographic; visitor needs; special interests, characteristics and profile

Visitor impacts: overcrowding; wear and tear; carrying capacities, traffic-related eg traffic congestion; pollution; increased risk of accidents; erosion; impacts on local community; visitor facilities; authenticity of attraction eg adaptations to architecture, intrusive interpretation to the history of the site, education and training

Theories on tourism: theories eg 'responsible tourism' (Goodwin, 1998), the 'smart consumer' (Voase, 2002)

3 **Understand issues affecting the development process in visitor attraction management**

Issues: location eg natural; opportunities; incentives, access, catchment areas; land and reclamation; funding eg private sector, public sector (local, regional, UK, EU), membership schemes; stakeholders; attraction management; tourism consultants; local authorities; local communities; tourist boards; private enterprise; public sector; pressure groups; tourism organisations eg National Trust, English Heritage; transport companies; technology

Process: processes eg project management feasibility study, design, local community involvement, planning applications, construction period, access and signposting, recruitment, training, opening event, customer care, crowd management, reservations and ticketing, internal and external communications

4   **Understand the application of management techniques and their impact on sustainability**

Supply: services eg visitor flows, flexible capacity (extended opening hours, peak strategies – specific time slots, increased staff levels, additional tills/eating area, identified routes within attraction, multi-skilling of staff); increasing capacity (additional buildings/attractions); security, identified footpaths; regulated room conditions (protection of textiles, carpets), signage, concessions

Demand: influence the number or behaviour of visitors including price incentives, marketing interpretation, education

Renewal: product life cycle, visitor expectations, passive and active modes of delivery; innovation eg new adventure, new theme, new area

Sustainability: economic (international, national, regional, local); visitor expectations (negative impacts result in lack of repeat business); social eg heritage, culture, lifestyle; environmental eg conflict between conservation and preservation

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the scope and importance of visitor attractions	1.1 discuss the overlap of visitor attractions in relation to particular types of attraction 1.2 analyse the importance of different visitor attractions
LO2 Understand visitor types, impacts and tourist motivation theories	2.1 evaluate the needs and motivations of different visitor types 2.2 evaluate impacts of tourism on visitor attractions 2.3 analyse the effect of different theories of tourist motivation on the management of visitor attractions
LO3 Understand issues affecting the development process in visitor attraction management	3.1 discuss processes and potential issues involved in the development of visitor attractions
LO4 Understand the application of management techniques and their impact on sustainability	4.1 analyse different visitor management strategies 4.2 evaluate management techniques in relation to sustainability

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*

- *Unit 9: Tourist Destinations*

- *Unit 13: Special Interest Tourism*

- *Unit 19: Heritage and Cultural Tourism Management*

- *Unit 21: Incoming and Domestic Tourism.*

This unit maps to the following Management NVQ units:

- B2: Map the environment in which your organisation operates

- F7: Support customer service improvements

- F9: Build your organisation's understanding of its market and customers.

Essential requirements

Visits to a variety of attractions are essential.

To ensure learners have the opportunity to visit a range of visitor attractions, costs must be identified in advance and learners made aware of them. Where possible, learners should visit at least one purpose-built attraction, one non-purpose-built, a natural attraction and an event. This will show learners the range of attractions, similarities and differences, and also, of particular importance, issues in relation to management of attractions.

Employer engagement and vocational contexts

Tutors could establish links with nearby visitor attractions. These could include theme parks, heritage buildings/monuments as well as art galleries/museums. Representatives from both local and international attractions could also be used as guest speakers.

The unit is especially appropriate for fieldwork-based investigation and a portfolio of research could form part of the assessment.

Learners should be given the opportunity to meet managers/employees of visitor attractions. Such contacts could be useful data resources for learner research.

Case study materials on visitor attractions in the UK and worldwide are recommended. Both English Heritage and National Trust are good sources of research materials.

Unit 21: Incoming and Domestic Tourism

Unit code: Y/601/1759

QCF level: 5

Credit value: 15

● **Aim**

This unit provides learners with understanding of tourist products, their appeal, their promotion and management, public sector organisations support and gain skills to interpret visitor trends, types and motivations.

● **Unit abstract**

This unit focuses on a selected country's tourism product and its appeal to incoming and domestic visitors. Learners will investigate different aspects of the product and consider how examples appeal to different types of visitor.

Learners will examine visitor trends in order to draw conclusions about how they relate to different typologies of visitor types and their motivations.

Learners will investigate the promotion and management of the tourism product with an emphasis on the promotion of a specific destination. They will compare the promotion of a destination to incoming and domestic visitors.

Learners will also examine the structure and role of public sector organisations, considering the interrelationship of different agencies and their links with other types of organisation.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand a tourist product and its appeal

2   Be able to interpret visitor trends, visitor types and their motivations

3   Understand ways in which incoming and domestic tourism is promoted and managed

4   Understand the structure and role of public sector organisations in supporting incoming and domestic tourism.

Unit content

1 **Understand a tourist product and its appeal**

Tourist product: natural resources eg countryside, coast, rivers and lakes; built resources eg buildings, monuments, theme parks, canals, cathedrals, museums; culture and heritage resources eg cathedrals, events, stately homes, historic sites; themed resources; ancillary resources eg accommodation, transport

Appeal: attraction eg climate, heritage, culture, landscape, accessibility, cultural links

2 **Be able to interpret visitor trends, visitor types and their motivations**

Visitor trends: domestic, incoming; origins and destinations, purpose of visit, type of travel, activities undertaken, types of accommodation, levels of expenditure

Visitor types: types eg socio-economic groupings, lifestyle groupings

Motivations: reasons eg visiting friends and relatives, business, leisure; physical eg health and fitness, sport, activity, regeneration, pleasure, rest and relaxation; culture and gastronomy, religion, personal development

3 **Understand ways in which incoming and domestic tourism is promoted and managed**

Promoted: types eg publications, exhibitions, events, public relations, sponsorship; role of media

Managed: regional and national tourism strategies and policies; development plans; funding; quality assurance eg facility classification, training; signage, visitor flows, destination management

4 **Understand the structure and role of public sector organisations in supporting incoming and domestic tourism**

Public sector organisations: national; regional

Other organisations: interrelationships between public sector organisations and other organisations eg incoming tour operators, accommodation providers

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand a tourist product and its appeal	1.1 analyse a selected country's tourism product 1.2 discuss the appeal of different tourism products to incoming and domestic tourists
LO2 Be able to interpret visitor trends, visitor types and their motivations	2.1 discuss why different types of tourist visit a selected country 2.2 interpret statistics on incoming and domestic tourism to explain patterns of behaviour
LO3 Understand ways in which incoming and domestic tourism is promoted and managed	3.1 analyse how a selected country's tourism is promoted and managed 3.2 compare the promotion of a destination to incoming and domestic tourists
LO4 Understand the structure and role of public sector organisations in supporting incoming and domestic tourism	4.1 assess the function of public sector organisations in supporting incoming and domestic tourism 4.2 analyse the interrelationship of public and private sector organisations in supporting incoming and domestic tourism

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 7: Sustainable Tourism Development*
- *Unit 9: Tourist Destinations*
- *Unit 11: Travel and Tourism Entrepreneurs*
- *Unit 13: Special Interest Tourism*
- *Unit 19: Heritage and Cultural Tourism Management*
- *Unit 20: Visitor Attraction Management.*

This unit maps to the following Management NVQ units:

- F4: Develop and review a framework for marketing
- F9: Build your organisation's understanding of its market and customers.

Essential requirements

This unit enables learners to develop an understanding of the nature of incoming and domestic tourism in a selected country.

It is not possible to cover a country comprehensively. A visit to at least one tourist destination is essential and where possible subsequent visits to aligned organisations would be valuable. Learners must make full use of these visits to evaluate the tourism resources, management and promotion of the destination.

A practical approach must be maintained throughout, with learners encouraged to investigate and research the depth and breadth of the subject.

Employer engagement and vocational contexts

Employers could help tutors, for example with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and the local tourist board.

Unit 22:   Public Relations and Promotions in Travel and Tourism

Unit code:	L/601/1760
QCF level:	5
Credit value:	15

- ● **Aim**

This unit enables learners to gain understanding of public relations in travel and tourism, the use of media, apply public relations skills and create a public relations plan.

- ● **Unit abstract**

The unit explores the role of public relations (PR) in the travel and tourism sector, considering its importance as a promotional tool.

Learners will be given the opportunity to develop the skills that enable them to effectively undertake PR activities in a travel and tourism context. Skills include written and oral as well as customer service.

Learners will explore the different types of media that are used as part of a PR plan and will learn which media are most appropriate in different situations.

The ability to construct a PR plan will also be developed through the delivery and assessment of this unit.

- ● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand the role and importance of effective public relations for travel and tourism businesses

2   Be able to apply public relations and promotions skills within a travel and tourism context

3   Understand the use of media in public relations applied to travel and tourism

4   Be able to create a public relations plan in a travel and tourism context.

Unit content

1 **Understand the role and importance of effective public relations for travel and tourism businesses**

Role: relationship to marketing and advertising; publics eg community, distributors, suppliers, stakeholders, employees and potential employees, investors, consumers and users, the media, opinion leaders, unions, regulators; purpose eg internal/external functions, in-house and consultancy PR, communication channels; the interaction of PR with other management functions eg the role of PR in support of the organisation's strategy/vision

Importance: promotional tool; effective internal and external communication; awareness eg charity work, explaining objectives, public consultation, communicating change; identifying, establishing and maintaining publics/customers, credibility, perception, relationship building, planned communication, managing crisis, obtaining and maintaining sponsors, corporate identity, reputation, ethics

2 **Be able to apply public relations and promotions skills within a travel and tourism context**

Public relations and promotions skills: written eg writing brochures, leaflets, newsletters, letters, news releases, feature articles, interviews, puffery; selling and persuasion eg presentations, product launches, events, exhibitions, awareness raising, lobbying, influencing, networking; using electronic media eg website management, emails, mobile phones; customer relations eg conflict handling, crisis communication, contingency planning, formulating responses, reviewing and implementing emergency plans, creative communication strategies

3 **Understand the use of media in public relations applied to travel and tourism**

Types of media: types eg print, broadcasting, electronic

Use: editorials, editorial promotions eg competitions, feature opportunities, photo-calls, press conferences, infotainment; educational visits eg product launches, press junkets, 'jollies'; press events eg the press conference, press reception; news manipulation, image manipulation, bias, authenticity

4 **Be able to create a public relations plan in a travel and tourism context**

Public relations plan: plan eg Jefkins model; appreciation of the situation eg initial research, turning a negative into a positive, short-term plan and longer-term planning linked to corporate plan; definition of objectives eg identify issues and key messages, clarify objectives; definition of publics eg means of reaching key audiences, realistic and achievable, selection of media and techniques; planning of a budget; assessment of results

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the role and importance of effective public relations for travel and tourism businesses	1.1 evaluate the role of public relations within the travel and tourism sector as a promotional tool 1.2 analyse publics within a travel and tourism context 1.3 discuss the importance of public relations to travel and tourism businesses
LO2 Be able to apply public relations and promotions skills within a travel and tourism context	2.1 apply a range of public relations and promotions skills to a travel and tourism context
LO3 Understand the use of media in public relations applied to travel and tourism	3.1 analyse media used in public relations 3.2 assess the relationship between public relations and the media 3.3 evaluate the appropriateness of media used with different public relations techniques in travel and tourism contexts
LO4 Be able to create a public relations plan in a travel and tourism context	4.1 produce a public relations plan which identifies objectives and key publics 4.2 review the effectiveness of the public relations plan

Guidance

Links

This unit links with:

- *Unit 5: Marketing in Travel and Tourism*

- *Unit 6: Contemporary Issues in Travel and Tourism*

- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*

- *Unit 10: Business Health Check*

- *Unit 11: Travel and Tourism Entrepreneurs.*

This unit maps to the following Management NVQ units:

- A2: Manage your own resources and professional development

- A3: Develop your personal networks

- F6: Monitor and solve customer service problems

- F8: Work with others to improve customer service.

Essential requirements

This unit complements *Unit 5: Marketing in Travel and Tourism*. It is important to define the role of public relations in the travel and tourism sector and to emphasise the relationship it has with the wider marketing function within organisations.

Case studies that demonstrate successful and unsuccessful public relations campaigns must be used where appropriate to enable learners to explore the planning and implementation of public relations and promotions in travel and tourism.

Employer engagement and vocational contexts

To bring the unit to life, it would be useful to arrange visiting speakers early in the delivery of this unit. Speakers could include in-house public relations practitioners and consultants, journalists and travel editors, marketing managers, press and publicity officers, and representatives from regional and national tourist boards.

Learners must be aware of, generate and maintain their own public relations profile in dealing with external agencies throughout their studies, eg whilst on placement, networking, representing the institution at conferences, on study visits etc.

Unit 23: Personal and Professional Development

Unit code: T/601/0943

QCF level: 5

Credit value: 15

● **Aim**

This unit aims to help the learner become an effective and confident self-directed employee. This helps the learner become confident in managing own personal and professional skills to achieve personal and career goals.

● **Unit abstract**

This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. It also aims to develop learners' ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

Its emphasis is on the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their learning, be involved with teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

● **Learning outcomes**

On successful completion of this unit a learner will:

1   Understand how self-managed learning can enhance lifelong development

2   Be able to take responsibility for own personal and professional development

3   Be able to implement and continually review own personal and professional development plan

4   Be able to demonstrate acquired interpersonal and transferable skills.

Unit content

1 **Understand how self-managed learning can enhance lifelong development**

Self-managed learning: self-initiation of learning processes; clear goal setting eg aims and requirements, personal orientation achievement goals, dates for achievement, self-reflection

Learning styles: personal preferences; activist; pragmatist; theorist; reflector eg reflexive modernisation theory; Kolb's learning cycle

Approaches: learning through research; learning from others eg mentoring/coaching, seminars, conferences, secondments, interviews, use of the internet, social networks, use of bulletin boards, newsgroups

Effective learning: skills of personal assessment; planning, organisation and evaluation

Lifelong learning: self-directed learning; continuing professional development; linking higher education with industry, further education, recognition of prior learning, apprenticeships, credit accumulation and transfer schemes

Assessment of learning: improved ability range with personal learning; evidence of improved levels of skill; feedback from others; learning achievements and disappointments

2 **Be able to take responsibility for own personal and professional development**

Self-appraisal: skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills

Development plan: current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan

Portfolio building: developing and maintaining a personal portfolio

Transcripts: maintaining and presenting transcripts including curriculum vitae

3 **Be able to implement and continually review own personal and professional development plan**

Learning styles and strategies: types of styles; awareness of personal style; impact of personal style and interactions with others

Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals

Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims targets; establishing and recognising strengths and weaknesses; directions for change; cycles of activity (monitoring, reflecting and planning)

4 **Be able to demonstrate acquired interpersonal and transferable skills**

Transferable skills: personal effectiveness (ability to communicate effectively at all levels, initiative, self-discipline, reliability, creativity, problem solving)

Verbal and non-verbal communication: effective listening, respect of others' opinions; negotiation; persuasion; presentation skills; assertiveness; use of ICT

Delivery formats: ability to deliver transferable skills using a variety of formats

Working with others: team player; flexibility/adaptability; social skills

Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how self-managed learning can enhance lifelong development	1.1 evaluate approaches to self-managed learning 1.2 propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 evaluate the benefits of self-managed learning to the individual and organisation
LO2 Be able to take responsibility for own personal and professional development	2.1 evaluate own current skills and competencies against professional standards and organisational objectives 2.2 identify own development needs and the activities required to meet them 2.3 identify development opportunities to meet current and future defined needs 2.4 devise a personal and professional development plan based on identified needs
LO3 Be able to implement and continually review own personal and professional development plan	3.1 discuss the processes and activities required to implement the development plan 3.2 undertake and document development activities as planned 3.3 reflect critically on own learning against original aims and objectives set in the development plan 3.4 update the development plan based on feedback and evaluation
LO4 Be able to demonstrate acquired interpersonal and transferable skills	4.1 select solutions to work-based problems 4.2 communicate in a variety of styles and appropriate manner at various levels 4.3 evaluate and use effective time-management strategies

Guidance

Links

This unit links with:

- *Unit 24: Employability Skills.*

This unit maps to the following Management NVQ units:

- A2: Manage your own resources and professional development

- A3: Develop your personal networks

- D2: Develop productive working relationships with colleagues and stakeholders

- D9: Build and manage teams

- D12: Participate in meetings

- E11: Communicate information and knowledge.

Essential requirements

Activities in this unit could be part of the mainstream academic activity and could be integrated into the whole programme of study. Learners will benefit if there are established links with the learning outcomes of other units and if review meetings were held regularly.

A personal development portfolio or progress file should be put together comprising information and personal records 'owned' by the learner, including the planning and monitoring of progress towards the achievement of personal objectives. The format for this could be web based, paper based or an alternative method. Potentially this could form the basis of an extended account of a lifelong record of learning and achievement.

Tutors should be aware that textbooks are frequently updated and that they should use the latest editions where available. This is a practical unit and textbook materials should be used for reference purposes.

Employer engagement and vocational contexts

Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and the local tourist board.

Sustained links with travel agencies may support further units as well as work placement opportunities.

Unit 24: Employability Skills

Unit code: A/601/0992

QCF level: 5

Credit value: 15

- **Aim**

This unit provides learners with the opportunity to acquire honed employability skills required for effective employment.

- **Unit abstract**

All learners at all levels of education and experience require honed employability skills as a prerequisite to entering the job market. This unit gives learners an opportunity to assess and develop an understanding of their responsibilities and performance in or when entering the workplace.

Learners will consider the skills required for general employment such as interpersonal and transferable skills, and understand the dynamics of working with others in teams or groups, and the importance of leadership and communication skills.

The unit also deals with the everyday working requirement of problem solving, which includes the identification or specification of the 'problem', strategies for its solution, and then evaluation of the results of the solution through reflective practice.

- **Learning outcomes**

On successful completion of this unit a learner will:

1   Be able to determine own responsibilities and performance

2   Be able to develop interpersonal and transferable skills

3   Understand the dynamics of working with others

4   Be able to develop strategies for problem solving.

Unit content

1 **Be able to determine own responsibilities and performance**

Own responsibilities: personal responsibility; direct and indirect relationships and adaptability, decision-making processes and skills; ability to learn and develop within the work role; employment legislation, ethics, employment rights and responsibilities

Performance objectives: setting and monitoring performance objectives

Individual appraisal systems: uses of performance appraisals eg salary levels and bonus payments, promotion strengths and weaknesses, training needs; communication; appraisal criteria eg production data, personnel data, judgemental data; rating methods eg ranking, paired comparison, checklist, management by objectives

Motivation and performance: application and appraisal of motivational theories and techniques, rewards and incentives, manager's role, self-motivational factors

2 **Be able to develop interpersonal and transferable skills**

Effective communication: verbal and non-verbal eg awareness and use of body language, openness and responsiveness, formal and informal feedback to and from colleagues; ICT as an effective communication medium; team meetings

Interpersonal skills: personal effectiveness; working with others; use of initiative; negotiating skills; assertiveness skills; social skills

Time management: prioritising workload; setting work objectives; making and keeping appointments; working steadily rather than erratically; time for learning; reliable estimate of task time

Problem solving: problem analysis; researching changes in the workplace; generating solutions; choosing a solution

3 **Understand the dynamics of working with others**

Working with others: nature and dynamics of team and group work; informal and formal settings, purpose of teams and groups eg long-term corporate objectives/strategy; problem solving and short-term development projects; flexibility/adaptability; team player

Teams and team building: selecting team members eg specialist roles, skill and style/approach mixes; identification of team/work group roles; stages in team development eg team building, identity, loyalty, commitment to shared beliefs, team health evaluation; action planning; monitoring and feedback; coaching skills; ethics; effective leadership skills eg setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

4   **Be able to develop strategies for problem solving**

Specification of the problem: definition of the problem; analysis and clarification

Identification of possible outcomes: identification and assessment of various alternative outcomes

Tools and methods: problem-solving methods and tools

Plan and implement: sources of information; solution methodologies; selection and implementation of the best corrective action eg timescale, stages, resources, critical path analysis

Evaluation: evaluation of whether the problem was solved or not; measurement of solution against specification and desired outcomes; sustainability

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to determine own responsibilities and performance	1.1 develop a set of own responsibilities and performance objectives 1.2 evaluate own effectiveness against defined objectives 1.3 make recommendations for improvement 1.4 review how motivational techniques can be used to improve quality of performance
LO2 Be able to develop interpersonal and transferable skills	2.1 develop solutions to work-based problems 2.2 communicate in a variety of styles and appropriate manner at various levels 2.3 identify effective time-management strategies
LO3 Understand the dynamics of working with others	3.1 explain the roles people play in a team and how they can work together to achieve shared goals 3.2 analyse team dynamics 3.3 suggest alternative ways to complete tasks and achieve team goals
LO4 Be able to develop strategies for problem solving	4.1 evaluate tools and methods for developing solutions to problems 4.2 develop an appropriate strategy for resolving a particular problem 4.3 evaluate the potential impact on the business of implementing the strategy

Guidance

Links

This unit links with:

- *Unit 4: Research Project*
- *Unit 17: Work-based Experience*
- *Unit 23: Personal and Professional Development.*

It also links with the following Asset Skills cross-sectoral Employability Matrix:

- B2.4: Plan and manage time, money and other resources to achieve goals
- B3.3: Find and suggest new ways to achieve goals and get the job done and achieve goals
- B4.5: Plan for and achieve your learning goals
- C1.1: Understand the roles people play in a group and how you can best work with them
- C1.7: Lead or support and motivate a team to achieve high standards
- C2.6: Find new and creative ways to solve a problem.

Essential requirements

Access to a range of work-related exemplars (for example appraisal and development systems, team health checks, job descriptions, action plans, communication strategies etc) would be of assistance in delivering this unit. Case studies based on relevant sectors, workshops, career talks, work-based mentors would also be useful in the teaching and learning aspect of the unit.

Learners can generate assessment evidence through a range of possible activities, including individual work placements, project management, research reports, development of case studies, the process of working with others (eg employee-supervisor roles, teamwork, group work) and everyday communication within the workplace.

Employer engagement and vocational contexts

Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and the local tourist board.

Sustained links with a travel agency may support further units as well as work placement opportunities.