

Qualification specification

**NCFE Level 1 Certificate in Travel and Tourism
QN: 601/3230/9**

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Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
v3.0	December 2017	The Assessment Criteria overview for Unit 08 Promotional material for travel and tourism (J/506/2308) did not include Assessment Criterion 1.3. Please see Issue 3 for the complete list of Assessment Criteria for Unit 08.
v4.0	April 2018	Additional guidance has been added to Section 3 regarding calculating the overall grade for a unit. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.
v4.1	November 2019	Information regarding learning resources and the wellbeing and safeguarding of learners added to Section 1 (page 12) Information regarding the aggregation methods and grade thresholds added to Section 3 (page 27)
v4.2	January 2022	p.20, band description updated in Presenting Evidence.
v4.3	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .
v4.4	June 2022	Additional guidance regarding assessment must be submitted in English Confirmation of entry requirements and registration must be made on the Portal Additional information regarding support handbook for centres

Section 1

Qualification overview

Section 1

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Certificate in Travel and Tourism.

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

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

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

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3230/9.

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

This qualification is suitable for use within a Study Programme.

Things you need to know

- Qualification number (QN): 601/3230/9
- Aim reference: 60132309
- Total qualification time (TQT): 180
- Guided learning hours (GLH): 118
- Credit value: 18
- Level: 1
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Aims and objectives of this qualification

This qualification aims to:

provide learners with an understanding of the basic principles of the travel and tourism industry and allows them to explore the various avenues of work within this industry.

allow learners to gain transferrable skills that can be applied to the workplace or further study.

The objectives of this qualification are to help learners to:

gain an understanding of the travel and tourism industry and to prepare learners to progress onto further study understand and develop the skills necessary to work within the travel and tourism industry.

Essential skills

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

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Entry guidance

This qualification is designed for learners aged 16-18 who wish to develop skills and knowledge in the travel and tourism industry. This qualification would suit:

- learners that are interested in progressing onto further study or starting a career in the industry
- learners that are interested in progressing onto further study or starting a career in the industry
- learners who are 19+ and are looking to change careers or start a career in the industry and would like an introduction to the skills and knowledge needed to work in the sector.

This qualification are suitable for learners aged pre-16 and above.

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

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

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

Achieving this qualification

To be awarded the Level 1 Certificate in Travel and Tourism, learners are required to successfully complete 2 mandatory units and 4 optional units.

This qualification consists of 2 **graded** mandatory units:

Unit 01: Customer services in travel and tourism
Unit 02: Communication skills in travel and tourism

and 12 **graded** optional units:

Unit 03: Travel and tourism facilities in the UK
Unit 04: Hospitality in travel and tourism
Unit 05: UK visitor attractions
Unit 06: Transport for UK tourism
Unit 07: UK visitor destinations
Unit 08: Promotional material for travel and tourism
Unit 09: Travel or holiday sales
Unit 10: Working in travel and tourism
Unit 11: Problem solving in travel and tourism
Unit 12: Working as a team in travel and tourism
Unit 13: Careers in travel and tourism
Unit 14: ICT in travel and tourism

The learning outcomes and assessment criteria for each unit are provided in Section 4.

To achieve the Level 1 Certificate in Travel and Tourism, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 3.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

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

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Aviation Operations on the Ground (Knowledge)
- Level 2 Certificate in Introduction to Cabin Crew
- Level 2 Award in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
- Level 2 Award in Resort Representatives
- Intermediate Apprenticeship in Travel Services

Recognition of Prior Learning (RPL)

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

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

If graded units are transferred onto this qualification, and the unit grading meets the Pass, Merit, Distinction format, the original grade awarded by the other Awarding Organisation will be accepted by NCFE.

If units are not graded but are transferred from another Awarding Organisation onto this qualification, the grade issued by NCFE for the unit will be a Pass.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

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

Examples of relevant qualifications

- Degree in Travel and Tourism
- Degree in Tour Management
- Postgraduate Certificate of Education (PGCE)
- Level 3 Award in Education and Training
- NVQs in Travel and Tourism Level 2 and Level 3

Examples of work experience

- Experience of working in the retail travel business or tour operations in the UK or overseas.

Professional membership

- Institute of Travel and Tourism

Support for learners

Evidence and Grading Tracker

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

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit

Support for centres

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

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

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

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

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

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

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

Links to National Skills Standards

For this qualification, we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 5 (page 103) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping, please see Section 5 (page 103).

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

This qualification has been mapped against the relevant Travel and Tourism NOS. More detailed mapping is provided in Section 6 (page 106).

Section 2

Assessment and moderation

Section 2

Assessment and moderation

How this qualification are assessed

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

The Level 1 Certificate in Travel and Tourism is internally assessed.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4.

The main pieces of evidence for the portfolio could include (in no particular order):

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification/this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Supervision of learners

Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Assessors should supervise the work carried out by learners to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Supporting learners

Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner.

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose. For knowledge- and understanding-based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the learner understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (eg between Assessors in different classes, or from one week to the next within a class)
- Assessors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

For skills-based learning outcomes and assessment criteria, the Assessor should set tasks that:

- permit and encourage authentic activities where the learner's own work can be clearly judged
- are accessible and likely to lead to objective assessment judgements
- encourage independent working and development of responsibility, including providing scope for achieving merit and distinction grades.

Presenting evidence

Written work

Written work may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked, and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded evidence

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Moderator.

The recorded evidence should allow the learner to demonstrate the assessment criteria clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Moderator will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

To help our Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times so that the Moderator can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Moderator to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

Late submissions

Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed (and, where relevant, graded) by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. The first unit grades you submit for the qualification will trigger your first external moderation visit. Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if the External Moderator disagrees with the grades, they will be rejected.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work in order to achieve a higher grade. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to re-submit the updated grade to NCFE for further external moderation.

Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In either case, the centre would be required to assess, grade and internally moderate all learners' work again.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

Internal moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on the NCFE website.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

Section 3

Grading information

Section 3

Grading information

Grading has been introduced to make sure that this qualification reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit within this qualification is graded using a structure of Not Yet Achieved, Pass, Merit, and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Grading internally assessed units

The grading descriptors for each graded internally assessed unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement in Section 7 of this qualification specification.

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the work must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

Awarding the final grade

The final grade for this qualification will be aggregated by combining the grades achieved for each unit.

The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every graded unit demonstrating the learners' exceptional knowledge, understanding and skill at Level 1.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Level 1 Certificate in Travel and Tourism

For the Level 1 Certificate in Travel and Tourism, learners are required to successfully achieve 2 mandatory units plus 4 optional units. This equates to 6 grades to be aggregated.

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

Units						Ideal outcome
P	P	P	P	P	P	P
M	M	M	M	M	M	M
D	D	D	D	D	D	D*
P	P	P	P	P	M	P
P	P	P	P	P	D	P
P	M	M	M	M	M	M
M	M	M	M	M	D	M
P	D	D	D	D	D	D
M	D	D	D	D	D	D
P	P	P	P	M	M	P
P	P	P	P	D	D	M
P	P	M	M	M	M	M
M	M	M	M	D	D	M
P	P	D	D	D	D	M
M	M	D	D	D	D	D
P	P	P	P	M	D	P
P	M	M	M	M	D	M
P	M	D	D	D	D	M
P	P	P	M	M	M	M
P	P	P	D	D	D	M
M	M	M	D	D	D	D
P	P	P	M	M	D	M
P	P	P	M	D	D	M
P	P	M	M	M	D	M
P	M	M	M	D	D	M
P	P	M	D	D	D	M
P	M	M	D	D	D	M
P	P	M	M	D	D	M

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade.

Not Yet Achieved
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass
To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
Merit
To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

Overall qualification grading descriptors (cont'd)

Distinction
To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
Distinction*
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

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

Section 4

Structure and content

Section 4

Structure and content

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

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional
- an indication of whether a unit is graded or not

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors

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

For further information or guidance about this qualification, please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Customer service in travel and tourism (D/506/2301)

This unit aims to develop learners' knowledge, understanding and skills in customer service in travel and tourism. Learners will be provided with the opportunity to review customer service provision in travel and tourism. The unit gives learners the opportunity to demonstrate basic customer service skills in different travel and tourism situations.

Guided learning hours: 18 Credit value: 3

Level: 1

This unit is **mandatory**

This unit is **graded**

Unit 02 Communication skills in travel and tourism (H/506/2302)

This unit aims to develop learners' knowledge, understanding and skills to help them communicate effectively with others in travel and tourism organisations. They will be able to use written, verbal and non-verbal skills appropriately. Learners will demonstrate the ability to communicate appropriately, and to review their own communication skills.

Guided learning hours: 20 Credit value: 3

Level: 1

This unit is **mandatory**

This unit is graded

Unit 03 Travel and tourism facilities in the UK (K/506/2303)

This unit aims to develop learners' knowledge and understanding of the appeal of the UK to both domestic and inbound tourist and the different products and services available to meet their differing needs. Learners will describe and be able to locate travel and tourism facilities in one popular destination.

Guided learning hours: 22 Credit value: 3

Level: 1

This unit is **optional**

This unit is **graded**

Unit 04 Hospitality in travel and tourism (M/506/2304)

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

Guided learning hours: 22 Credit value: 3

Level: 1

This unit is **optional**

This unit is **graded**

Unit 05 UK visitor attractions (T/506/2305)

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

Guided learning hours: 22 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 06 Transport for UK tourism (A/506/2306)

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

Guided learning hours: 22 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 07 UK visitor destinations (F/506/2307)

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

Guided learning hours: 22 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 08 Promotional material for travel and tourism (J/506/2308)

This unit aims to develop learners' knowledge and understanding of promotion for travel and tourism and the methods and materials used. Learners will gain an understanding of why travel and tourism organisations promote their products and services and how they do this. Learners will produce and review promotional material for travel and tourism.

Guided learning hours: 22 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 09 Travel or holiday sales (L/506/2309)

This unit aims to develop learners' knowledge and understanding of sources of travel information and develop skills in finding appropriate travel information for customers. Learners will use a selection of readily available sources. They will be encouraged to establish customer needs/wants and practice sales skills. Learners will make travel or holiday arrangements for a selection of customers.

Guided learning hours: 20 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 10 Working in travel and tourism (F/506/2310)

By completing this unit, learners will develop knowledge and understanding of working in travel and tourism. Learners will develop skills required to work in travel and tourism by carrying out reception duties and making travel and tourism bookings or sales.

Guided learning hours: 22 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 11 Problem solving in travel and tourism (J/506/2311)

This unit aims to allow learners to demonstrate practical skills by undertaking a problem solving activity in a travel and tourism setting. Learners will plan and demonstrate solutions to travel and tourism problems. Learners will be able to self-review a travel and tourism problem solving activity.

Guided learning hours: 20 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 12 Working as a team in travel and tourism (L/506/2312)

This unit aims to develop learners' knowledge, understanding and skills in order to help them work as part of a team in travel and tourism settings. They will understand how teams are made up in travel and tourism workplaces and the benefits and limitations of working in teams. Learners will demonstrate that they can contribute to and review team activities.

Guided learning hours: 20 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 13 Careers in travel and tourism (R/506/2313)

This unit aims to develop learners' knowledge and understanding of the different job roles within the travel and tourism industries. They will use a variety of sources of information to find out about jobs. Learners will review their personal qualities, skills, achievements and experience to produce a CV and a career plan.

Guided learning hours: 20 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 14 ICT in travel and tourism (Y/506/2314)

This unit aims to develop learners' knowledge and understanding of the use of information and communication technology in travel and tourism. Learners will identify the main information and communications technology systems available to travel and tourism organisations and describe their benefits. Learners will demonstrate the ability to use ICT applications in travel and tourism situations.

Guided learning hours: 22 Credit value: 3
Level: 1

This unit is **optional**
This unit is **graded**

Unit 01 Customer service in travel and tourism (D/506/2301)

The learner will:

- 1 Understand customer service in travel and tourism

The learner can:

- 1.1 Describe expected standards of customer service in travel and tourism organisations
- 1.2 Describe how travel and tourism organisations get feedback from their customers about the standard of service provided

The learner will:

- 2 Know how to assess benefits of providing consistent standards of customer service

The learner can:

- 2.1 Review benefits of providing consistent standards of customer service to:
 - Customers
 - Travel and tourism organisations

The learner will:

- 3 Be able to provide customer service in different travel and tourism situations

The learner can:

- 3.1 Use customer service skills in different travel and tourism situations

Unit 01 Customer service in travel and tourism (D/506/2301) Assessment guidance

Types of evidence: flow chart or poster

Assessment criteria: 2.1

Additional information: learners should firstly learn about the importance of delivering consistent customer service to both internal and external customer.

This should include an understanding of the wide range of external customers and how they have differing needs and expectation eg retired, family with young children, professional couples, young people, etc.

Internal customers too are vital in the delivery of consistent customer services and learners should look at the benefits of effective staff recruitment, training, motivations, team spirit, recognition and rewards etc.

Evidence in the form of a flow chart or poster with images should include the following key points:

- organisation reputation
- repeat business
- increased sales
- increase profit
- growth
- low staff turnover
- highly trained staff
- market share

Types of evidence: pair or small team research, presentation with posters and/or PowerPoint or similar

Assessment criteria: 1.1, 1.2

Additional information: learners should look at two different travel and tourism organisations. Selection could be left to the learner, but it would be recommended that a local organisation is selected which would allow learners to visit the organisation, talk to staff and see first-hand the expected levels for customer service.

Research should look at a range of customer service expectations that could include:

- the range of products and services offered to meet the needs of different types of customers
- service level standards set by management, policies and procedures
- accessibility and communication with customers, websites, call centres, opening times etc
- professional standards, uniform, staff training etc
- meeting health and safety requirements.

Types of evidence: role play, witness statement, photos, video evidence, peer and self-reflection

Assessment criteria: 3.1

Additional information: learners should complete minimum of two role plays, one face-to-face and one over the phone. Scenarios should be set using a range of travel and tourism situations and learners are assessed on how effectively they deal with customers.

This situation could include:

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

Staff witness statements, allowing for formative feedback would be the most effective form of evidence. Recorded evidence of verbal feedback using iPad etc would also be effective.

Self-reflection from the learner would also allow them to review their own performance and identify areas for improvement.

Assessment should include:

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

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Unit 01 Customer service in travel and tourism (D/506/2301)

- Learning outcome 1 Understand customer service in travel and tourism
- Learning outcome 2 Know how to assess benefits of providing consistent standards of customer service
- Learning outcome 3 Be able to provide customer service in different travel and tourism situations

Assessment criteria	Pass	Merit	Distinction
1 Describe expected standards of customer service in travel and tourism organisations	Learners will describe expected customer service standards in travel and tourism organisations	Learners will give a clear description of expected customer service standards in travel and tourism organisations	Learners will give a detailed description of expected customer service standards in travel and tourism organisations
2 Describe how travel and tourism organisations get feedback from their customers about the standard of service provided	Learners will describe how travel and tourism organisations get feedback from their customers about the standard of service provided	Learners will give a clear description of how travel and tourism organisations get feedback from their customers about the standard of service provided	Learners will give a detailed description of how travel and tourism organisations get feedback from their customers about the standard of service provided
3 Review benefits of providing consistent standards of customer service to: customers travel and tourism organisations	Learners will review benefits of providing consistent standards of customer service to: <ul style="list-style-type: none"> • customers • travel and tourism organisations 	Learners will provide a clear review of a range of benefits of providing consistent standards of customer service to: <ul style="list-style-type: none"> • customers • travel and tourism organisations 	Learners will provide a detailed review of providing consistent standards of customer service to: <ul style="list-style-type: none"> • customers • travel and tourism organisations
4 Use customer service skills in different travel and tourism situations	Learners will use customer service skills in different travel and tourism situations	Learners will confidently use a range of customer service skills in different travel and tourism situations	Learners will effectively use a wide range of customer service skills in different travel and tourism situations

Unit 02 Communication skills in travel and tourism (H/506/2302)

The learner will:

- 1 Know about methods of communication in travel and tourism organisations

The learner can:

- 1.1 Describe methods of communication which are used in travel and tourism organisations

The learner will:

- 2 Be able to communicate in different ways in travel and tourism situations

The learner can:

- 2.1 Use communication skills in travel and tourism situations, including:
 - face-to-face
 - telephone
 - written

The learner will:

- 3 Be able to review own communication skills

The learner can:

- 3.1 Review own communication skills
- 3.2 Identify areas for improvement

Unit 02 Communication skills in travel and tourism (H/506/2302)

Assessment guidance

Types of evidence: workbooks of research supporting one to one or small group discussion with witness statement

Assessment criteria: 1.1

Additional information: learners should describe the range of verbal and non-verbal communications methods used in different areas of travel and tourism today. This list is not exhaustive but should include the following:

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

Learners should be able to describe the importance of effective communication and the impact of errors or ineffective communication.

Types of evidence: role play, witness statement, photo, recorded video, photo, written documents

Assessment criteria: 2.1

Additional information: learners must complete a minimum of three roles plays to show their own communication skills. Scenarios from different sectors of Travel and Tourism should be used and must include one from each of the following:

- face-to-face eg meeting and greeting, giving directions, unhappy customers, selling
- telephone eg sales enquiry, advice and guidance
- written eg email with travel information, welcome to resort leaflet, letter, promotional leaflet, welcome meeting invitation.

Learners should be assessed on their own practical, verbal, non-verbal and written communication skills that are appropriate for staff working in the travel and tourism industry.

Recording of role plays would be good practice plus witness statement with supportive and formative feedback would allow for more effective self-reflection. For 3.1, 3.2, peer assessments could also be good practice.

It is to be noted that, where appropriate, learners should meet this criteria when dealing with actual customers rather than role play. For example, on work placement, opening day, evening events, volunteer work. Evidence in this case would be a more detailed witness statement.

Types of evidence: self-review statement, areas of improvement and action plan, written statement or one-to-one discussion with Assessor supported with witness statement.

Assessment criteria: 2.1

Additional information: following role plays or customer facing situations, learners should be encouraged to honestly reflect and review own performance. Watching recorded footage supported with staff and peer feedback would be good practice.

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

Learners should identify areas of improvement and produce an action plan of how they will improve in future. This could be a written task or one-to-one with Assessor.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Unit 02 Communication skills in travel and tourism (H/506/2302)

- Learning outcome 1 Know about methods of communication in travel and tourism organisations
- Learning outcome 2 Be able to communicate in different ways in travel and tourism situations
- Learning outcome 3 Be able to review own communication skills

Assessment criteria	Pass	Merit	Distinction
1 Describe methods of communication which are used in travel and tourism organisations	Learners will describe methods of communication which are used in travel and tourism organisations	Learners will give a clear description of methods of communication which are used in travel and tourism organisations	Learners will give a detailed description of methods of communication which are used in travel and tourism organisations
2.1 Use communication skills in travel and tourism situations, including: face-to-face telephone written	Learners will use communication skills in travel and tourism situations, including: <ul style="list-style-type: none"> • face-to-face • telephone • written 	Learners will confidently use communication skills in travel and tourism situations, including: <ul style="list-style-type: none"> • face-to-face • telephone • written 	Learners will effectively use communication skills in travel and tourism, situations, including: <ul style="list-style-type: none"> • face-to-face • telephone • written
3.2 Review own communication skills	Learners will review own communication skills	Learners will clearly review a range of own communication skills	Learners will effectively review a wide range of own communication skills
3.3 Identify areas for improvement	Learners will identify areas for improvement	Learners will clearly identify a range of areas for improvement	Learners will effectively identify a wide range of areas for improvement

Unit 03 Travel and tourism facilities in the UK (K/506/2303)

The learner will:

- 1 Understand what attracts tourists to destinations in the UK

The learner can:

- 1.1 Identify reasons why tourists are attracted to destinations in the UK, including:
 - domestic tourists
 - inbound tourists
- 1.2 Identify types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including:
 - transport facilities
 - visitor attractions (built and natural)
 - tourist information/services
 - accommodation options

The learner will:

- 2 Know about travel and tourism facilities in a chosen UK destination

The learner can:

- 2.1 Describe travel and tourism facilities in a chosen UK destination, including:
 - products and services offered
 - types of people who use the facilities
 - reasons why people use the facilities
- 2.2 Locate different types of travel and tourism facilities in a chosen UK destination

Unit 03 Travel and tourism facilities in the UK (K/506/2303) Assessment guidance

Types of evidence: group research and presentation, individual Q&A task

Assessment criteria: 1.1

Additional information: learners should look at the UK overall and how it appeals to different types of visitors including domestic and inbound. Working in small groups, learners could be given the task of producing a marketing presentation designed at attracting visitors to different types of destinations:

- historic and cultural towns and cities
- seaside resorts
- areas of natural beauty.

Groups could research different destinations and present their marketing presentation to their peers to share findings and develop overall understanding.

Presentations should include, as appropriate to domestic and inbound visitors:

- main appeal, eg history, relaxation, adventure
- built visitor attraction, eg theme parks, fun fairs, museums, castles etc
- man-made attractions, lakes, waterfalls, beaches etc
- location and transport, airports, rail, sea, road
- range of accommodation, hotels, hostels, campsites etc
- tourist services, eg guided tours, tourist information centre (TIC), visitor centres etc
- special events, carnivals, parades etc.

Following the group research and presentations, learners could show their own knowledge and understanding by completing a range of short answer questions set by the Assessor.

Types of evidence: photo slide show, PowerPoint slides or similar, annotated map of UK destinations, witness statement

Assessment criteria: 1.2, 2.1–2.2

Additional information: for this task learners should research one major UK tourist destination and work alone or in pairs to identify, describe and locate the facilities offered to visitors. Learners would greatly benefit from visiting the selected destination.

It may be helpful for the Assessor to give each learner different types of customer scenario to ensure all options are covered by the group, eg family with young /older children, inbound group of students, retired couple etc.

1.2 A slide show of photos taken during a visit could be developed into a PowerPoint presentation in which the learner would identify the following tourism facilities offered, as appropriate:

- transport links, eg airports, seaports, rail, road, bus, tourist transport, park and ride
- major built visitor attractions
- major natural attractions
- tourist services and information
- accommodation

- special events.

2.1 Learners must also be able to then describe the range of products and services offered in the same tourist destination and how they appeal to different types of tourists, again linking to scenarios – as above. This could include:

- range of transport links, in and around destination
- range of accommodation offered
- support and tourist services
- major appeal.

2.2 Using a printed or online map, learners must be able to identify the major facilities that could be used by different types of customers. This could be assessed in a one-to-one discussion with the Assessor and evidenced with a witness statement or by annotating onto maps as appropriate.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Unit 03 Travel and tourism facilities in the UK (K/506/2303)

- Learning outcome 1 Understand what attracts tourists to destinations in the UK
- Learning outcome 2 Know about travel and tourism facilities in a chosen UK destination

Assessment criteria	Pass	Merit	Distinction
<p>1.1 Identify reasons why tourists are attracted to destinations in the UK, giving examples, to include: domestic tourists inbound tourists</p>	<p>Learners will identify reasons why tourists are attracted to destinations in the UK, giving examples, to include:</p> <ul style="list-style-type: none"> • domestic tourists • inbound tourists 	<p>Learners will identify a range of reasons why tourists are attracted to destinations in the UK, giving examples, to include:</p> <ul style="list-style-type: none"> • domestic tourists • inbound tourists 	<p>No Distinction for this A1.2C</p>
<p>1.2 Identify types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including:</p> <ul style="list-style-type: none"> • transport facilities • visitor attractions (built and natural) • tourist information/services • accommodation options 	<p>Learners will identify types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including:</p> <ul style="list-style-type: none"> • transport facilities • visitor attractions (built and natural) • tourist information/services • accommodation options 	<p>Learners will identify a range of types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including:</p> <ul style="list-style-type: none"> • transport facilities • visitor attractions (built and natural) • tourist information/services • accommodation options 	<p>Learners will identify a wide range of types of travel and tourism facilities that are provided for visitors to use and enjoy in destinations, including:</p> <ul style="list-style-type: none"> • transport facilities • visitor attractions (built and natural) • tourist information/services • accommodation options

Grading descriptors – Unit 03 Travel and tourism facilities in the UK (K/506/2303) (cont`d)

Assessment criteria	Pass	Merit	Distinction
<p>2.1 Describe travel and tourism facilities in a chosen UK destination, including:</p> <ul style="list-style-type: none"> • products and services offered • types of people who use the facilities • reasons why people use the facilities 	<p>Learners will describe travel and tourism facilities in a chosen UK destination, including:</p> <ul style="list-style-type: none"> • products and services offered • types of people who use the facilities • reasons why people use the facilities 	<p>Learners will give a clear description of travel and tourism facilities in a chosen UK destination, including:</p> <ul style="list-style-type: none"> • products and services offered • types of people who use the facilities • reasons why people use the facilities 	<p>Learners will give a detailed description travel and tourism facilities in a chosen UK destination, including:</p> <ul style="list-style-type: none"> • products and services offered • types of people who use the facilities • reasons why people use the facilities
<p>2.2 Locate different types of travel and tourism facilities in a chosen UK destination</p>	<p>Learners will locate different types of travel and tourism facilities</p>	<p>Learners will locate a range of different types of travel and tourism facilities in a chosen UK destination</p>	<p>Learners will locate a wide range of different types of travel and tourism facilities in a chosen UK destination</p>

Unit 04 Hospitality in travel and tourism (M/506/2304)

The learner will:

1 Know about hospitality providers

The learner can:

- 1.1 Identify hospitality providers in a chosen locational area, including providers of:
- accommodation
 - food and drink
- 1.2 Describe products and services offered by a chosen accommodation provider, including:
- room types
 - tariffs
 - facilities offered
 - additional products and services
- 1.3 Describe products and services offered by a chosen food and drink hospitality provider, including:
- opening times
 - food and drink options
 - additional products and services
- 1.4 Explain why customer service is important to hospitality providers

The learner will:

2 Know about hospitality job opportunities

The learner can:

- 2.1 Identify a range of hospitality job roles
- 2.2 Describe characteristics of a chosen job in hospitality, including:
- conditions of employment
 - job role and responsibilities
 - skills, qualifications and personal qualities needed

The learner will:

3 Understand health and safety practices in providing hospitality

The learner can:

- 3.1 Describe how hospitality providers and their employees are responsible for health and safety, including:
- staff training
 - food safety

Unit 04 Hospitality in travel and tourism (M/506/2304) Assessment guidance

Types of evidence: picture board

Assessment criteria: 1.1

Additional information: learners could produce a picture board showing the range of hospitality providers in their local area as appropriate. This information could be obtained via company websites or by visiting locations.

There should be a range of options included and learners should be encouraged to consider the needs of different types of people and not just what appeals to them. These should include:

- accommodation providers, eg hostels, budget hotels – 5 star
- food and drink, eg fast food, international cuisine, traditional pub food, diners, coffee shops etc.

Types of evidence: staff training fact sheet

Assessment criteria: 1.2

Additional information: learners must research one particular accommodation provider, ideally in a local area, that they can visit and talk to staff. They could then be given a task to produce a training fact sheet for new staff that must include:

- range of rooms available tariffs
- facilities offered, eg bar, restaurants, pools, fitness centre, business centre
- additional products and service, Wi-Fi, room service, tourist booking, laundry.

Learners could consider the different types of customers that the accommodation and facilities might appeal to.

Types of evidence: promotional material

Assessment criteria: 1.3

Additional information: learners could be given a task to produce either a promotional leaflet, poster, or radio advert describing to customer what one chosen food and drink hospitality provider has to offer. This should include information about:

- opening times
- range of food and drink options, daily special, children's menu, à la carte etc
- promotional offers, kids eat free, buy one get one free (BOGOF)
- any additional products and services offered, Wi-Fi, special diet menu, music.

Learners could benefit from visiting a range of outlets to be able to fully understand the variety available to different types of customers. They could include a range of national chains, local and independent providers. Including tea rooms, cafes, fast food, restaurants and bars.

Types of evidence: written report

Assessment criteria: 1.4

Additional information: having visited different hospitality outlets learners should be able to explain why consistent and effective customer service is vital in this competitive sector. The following points could be considered:

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

Types of evidence: thought shower/mind map

Assessment criteria: 2.1

Additional information: learners could produce a thought shower identifying the range of jobs available in both accommodation and food and drink providers. These jobs could include the progress from junior staff to management.

Types of evidence: annotated research of job specifications, one-to-one or small group discussion, witness statement

Assessment criteria: 2.2

Additional information: learners should be encouraged to select a realistic job role that is of interest to them. They should then research using job search or career websites the following points:

- conditions of employment, contract type, potential earnings, hours of work, uniform, holiday, perks
- job role and responsibility skills and personal qualities qualifications required.

Research should be printed, and the learner should annotate against key points to help them verbally describe their chosen job role to a tutor and or peers.

Discussion could include the options of working overseas, ie cruise ship, chalet hosts, bar and restaurants.

Types of evidence: staff induction training table

Assessment criteria: 3.1

Additional information: learners could benefit from having a talk from hospitality employers who are responsible for health and safety. Visiting an organisation would greatly enhance their understanding of the legal responsibility to staff and customers alike.

Learners could be given a set template to personalise with a company name and images. This could be used as part of staff induction to raise staff awareness of health and safety and food hygiene responsibilities of the management and employees.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Unit 04 Hospitality in travel and tourism (M/506/2304)

- Learning outcome 1 Know about hospitality providers
- Learning outcome 2 Know about hospitality job opportunities
- Learning outcome 3 Understand health and safety practices in providing hospitality

Assessment criteria	Pass	Merit	Distinction
1.1 Identify hospitality providers in a chosen locational area, including providers of: <ul style="list-style-type: none"> • accommodation • food and drink 	Learners will identify hospitality providers in a chosen locational area, including providers of: <ul style="list-style-type: none"> • accommodation • food and drink 	Learners will identify a range of hospitality providers in a chosen area, including providers of: <ul style="list-style-type: none"> • accommodation • food and drink 	No Distinction for this AC
1.2 Describe products and services offered by a chosen accommodation provider, including: <ul style="list-style-type: none"> • room types • tariffs • facilities offered • additional products and services 	Learners will describe products and services offered by a chosen accommodation provider, including: <ul style="list-style-type: none"> • room types • tariffs • facilities offered • additional products and services 	Learners will give a clear description of products and services offered by a chosen accommodation provider, including: <ul style="list-style-type: none"> • rooms • tariffs • facilities offered • additional products and services 	Learners will give a detailed description of products and services offered by a chosen accommodation provider, including: <ul style="list-style-type: none"> • rooms • tariffs • facilities offered • additional products and services

Grading descriptors – Unit 04 Hospitality in travel and tourism (M/506/2304) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.3 Describe products and services offered by a chosen food and drink hospitality provider, including: <ul style="list-style-type: none"> • opening times • food and drink options • additional products and services 	Learners will describe products and services offered by a chosen food and drink hospitality provider, including: <ul style="list-style-type: none"> • opening times • food and drink options • additional products and services 	Learners will give a clear description of products and services offered by a chosen food and drink hospitality provider, including: <ul style="list-style-type: none"> • opening times • food and drink options • additional products and services 	Learners will give a detailed description of products and services offered by a chosen food and drink hospitality provider, including: <ul style="list-style-type: none"> • opening times • food and drink options • additional products and services
1.4 Explain why customer service is important to hospital providers	Learners will explain why customer service is important to hospitality providers	No Merit for this AC	No Distinction for this AC
2.1 Identify a range of hospitality job roles	Learners will identify a range of hospitality job roles	No Merit for this AC	No Distinction for this AC
2.2 Describe characteristics of a chosen job in hospitality including: <ul style="list-style-type: none"> • conditions of employment • job role and responsibilities • skills, qualifications and personal qualities needed 	Learners will describe characteristics of a chosen job in hospitality including: <ul style="list-style-type: none"> • conditions of employment • job role and responsibilities • skills, qualifications and personal qualities needed 	Learners will give a clear description of characteristics of chosen job in hospitality, including: <ul style="list-style-type: none"> • conditions of employment • job role and responsibilities • skills, qualifications and personal qualities needed 	Learners will give a detailed description of characteristics of chosen job in hospitality including: <ul style="list-style-type: none"> • conditions of employment • job role and responsibilities • skills, qualifications and personal qualities needed

Grading descriptors – Unit 04 Hospitality in travel and tourism (M/506/2304) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Describe how hospitality providers and their employees are responsible for health and safety, including: <ul style="list-style-type: none"> • staff training • food safety 	Learners will describe how hospitality providers and their employees are responsible for health and safety, including: <ul style="list-style-type: none"> • staff training • food safety 	Learners will give a clear description of how hospitality providers and their employees are responsible for health and safety, including: <ul style="list-style-type: none"> • staff training • food safety 	Learners will give a detailed description of how hospitality providers and their employees are responsible for health and safety, including: <ul style="list-style-type: none"> • staff training • food safety

Unit 05 UK visitor attractions (T/506/2305)

The learner will:

1 Know about UK visitor attractions

The learner can:

- 1.1 Identify different types of UK visitor attractions which are popular with domestic and inbound visitors including:
- built attractions
 - natural attractions
- 1.2 Locate major UK visitor attractions on a map
- 1.3 Describe popular visitor attractions in a chosen locational area of the UK, including:
- one built attraction
 - one natural attraction

The learner will:

2 Understand what makes UK visitor attractions popular

The learner can:

- 2.1 Describe what facilities are offered at a chosen UK visitor attraction
- 2.2 Give reasons why a chosen UK visitor attraction is popular with different types of visitor

Unit 05 UK visitor attractions (T/506/2305) (cont'd)

Types of evidence: display poster with locational map **Assessment criteria:** 1.1, 1.2

Additional information: learners should use a range of sources of information (atlas, holiday brochures, tourist guides) to select a minimum of 6 major different built attractions and 6 major natural UK visitor attractions that will appeal to both inbound and domestic tourists. Using a blank outline UK map the selected attractions should be plotted, labels and images to support the appeal included.

Learners should consider the needs of different customer types and include a range to ensure understanding of:

- built – theme parks, historic sites, waxworks, museums
- natural – national parks, mountains, lakes, beaches, walking routes, cycling routes.

Types of evidence: written material, PowerPoint, visitor brochure

Assessment criteria: 1.3, 2.1, 2.2

Additional information: learners must research and be able to describe one built and one natural attraction, ideally within a local area. Learners could benefit greatly by being able to visit the attractions in person.

When describing, learners could consider the following:

- why people go there
- location
- access
- opening times, seasons
- costs
- products and services offered.

Once completed the learner must then select one of the two visitor attractions and further describe the appeal to different types of domestic and inbound visitors, eg families, groups, old age pensioners (OAPs), special needs.

The learner must also describe the range of products and services offered eg:

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

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Unit 05 UK visitor attractions (T/506/2305)

- Learning outcome 1 Know about UK visitor attractions
- Learning outcome 2 Understand what makes UK visitor attractions popular

Assessment criteria	Pass	Merit	Distinction
1.1 Identify different types of UK visitor attractions which are popular with domestic and inbound visitors including: <ul style="list-style-type: none"> • built attractions • natural attractions 	Learners will identify different types of UK visitor attractions which are popular with domestic and inbound visitors including: <ul style="list-style-type: none"> • built attractions • natural attractions 	Learners will identify a range of different types of UK visitor attractions which are popular with domestic and inbound visitors including: <ul style="list-style-type: none"> • built attractions • natural attractions 	No Distinction for this AC
1.2 Locate major UK visitor attractions on a map	Learners will locate major UK visitor attractions on a map	No merit for this AC	No Distinction for this AC
1.3 Describe popular visitor attractions in a chosen locational area of the UK, including: <ul style="list-style-type: none"> • one built attraction • one natural attraction 	Learners will describe popular visitor attractions in a chosen locational area of the UK, including: <ul style="list-style-type: none"> • one built attraction • one natural attraction 	Learners will give a clear description of popular visitor attractions in a chosen locational area of the UK, including: <ul style="list-style-type: none"> • one built attraction • one natural attraction 	Learners will give a detailed description of popular visitor attractions in a chosen locational area of the UK, including: <ul style="list-style-type: none"> • one built attraction • one natural attraction
2.1 Describe what facilities are offered at a chosen UK visitor attraction	Learners will describe what facilities are offered at a chosen UK visitor attraction	Learners will give a clear description of what facilities are offered at a chosen UK visitor attraction	Learners will give a detailed description of what facilities are offered at a chosen UK visitor attraction
2.2 Give reasons why a chosen UK visitor attraction is popular with different types of visitor	Learners will give reasons why a chosen UK visitor attraction is popular with different types of visitor	Learners will give clear reasons why a chosen UK visitor attraction is popular with different types of visitor	Learners will give detailed reasons why a chosen UK visitor attraction is popular with different types of visitor

Unit 06 Transport for UK tourism (A/506/2306)

The learner will:

1 Know about UK transport systems

The learner can:

- 1.1 Identify major gateways which inbound visitors use to enter the UK, including:
- airports
 - ferry ports
 - points of entry for Channel Tunnel users
- 1.2 Identify important rail, road, ferry and air routes within the UK

The learner will:

2 Be able to plan a tourist travel itinerary

The learner can:

- 2.1 Identify travel options to chosen UK tourist destinations, including:
- routes
 - methods of transport
 - duration of journey
- 2.2 Produce a UK travel itinerary for an inbound tourist, including:
- popular UK destinations
 - route and method(s) of transport

Unit 06 Transport for UK tourism (A/506/2306)**Assessment guidance**

Types of evidence: maps, website screen shots, PowerPoint (or similar) slides

Assessment criteria: 1.1, 1.2

Additional information: for this unit learners must look at the major gateways and range of transport options that support the UK tourism industry for both domestic and inbound tourists, using an atlas, company websites etc. Learners should be able to identify and annotate on a map the gateways for each of the following:

- air – minimum of 5
- sea – minimum of 5
- points of entry for users of Channel Tunnel.

1.2 Using transport provider's websites learners can screen print a range of routes used by both domestic and inbound tourists. These screen prints must be annotated to show understanding of the type of visitor that might use them. It is advised that the Assessors give some guidance in this task.

- rail – National Rail, rail operators' own websites
- road – National Express
- ferry – company websites including internal Scottish and Irish ferries
- airports – airport websites – route maps – timetables

Types of evidence: printed research, comparison table

Assessment criteria: 2.1

Additional information: learners should select a minimum of 2 UK tourist destinations of their choice and research at least 2 travel options using different forms of transport from their local area. Their research must include:

- methods of transport, availability, choices
- route – start point, end point, changes needed, stops en route
- durations of journey
- cost on set date and time.

Reference material should be summarised into a comparison table.

Types of evidence: itinerary, research material

Assessment criteria: 2.2

Additional information: learners could be given a range of inbound tourist scenarios to select from and they must then produce a logical and suitable itinerary to meet their needs. This should include a minimum of 3 different UK tourist destinations to be visited eg London, York, Glasgow.

Learners could be given a template to produce the itinerary which should include the following:

- route – UK gateway, changes etc
- dates and times
- names of transport providers
- other useful information.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors - Unit 06 Transport for UK tourism (A/506/2306)

- Learning outcome 1 Know about UK transport systems
- Learning outcome 2 Be able to plan a tourist travel itinerary

Assessment criteria	Pass	Merit	Distinction
1.1 Identify major gateways which inbound visitors use to enter the UK, including: <ul style="list-style-type: none"> • airports • ferry ports • points of entry for Channel Tunnel users 	Learners will identify major gateways which inbound visitors use to enter the UK, including: <ul style="list-style-type: none"> • airports • ferry ports • points of entry for Channel Tunnel users 	Learners will identify a range of major gateway which inbound visitors use to enter the UK, including: <ul style="list-style-type: none"> • airports • ferry ports • points of entry for Channel Tunnel users 	No Distinction for this AC
1.2 Identify important rail, road, ferry, and air routes within the UK	Learners will identify important rail, road, ferry, and air routes within the UK	Learners will identify a range of important rail, road, ferry, and air routes within the UK	No Distinction for this AC
2.1 Identify travel options to chosen UK tourist destinations, including: <ul style="list-style-type: none"> • routes • methods of transport • duration of journey 	Learners will identify travel options to chosen UK tourist destinations, including: <ul style="list-style-type: none"> • routes • methods of transport • duration of journey 	Learners will identify a range of options to chosen UK tourist destinations, including: <ul style="list-style-type: none"> • routes • methods of transport • duration of journey 	Learners will identify a wide range of travel options to chosen UK tourist destinations, including: <ul style="list-style-type: none"> • routes • methods of transport • duration of journey
Produce a UK travel itinerary for an inbound tourist, including: popular UK destinations route and method(s) of transport	Learners will produce a UK travel itinerary for an inbound tourist, including: <ul style="list-style-type: none"> • popular UK destinations • route and method(s) of transport 	Learners will produce a clear UK travel itinerary for an inbound tourist, including: <ul style="list-style-type: none"> • popular UK destinations • route and method(s) of transport 	Learners will produce a detailed UK travel itinerary for an inbound visitor, including: <ul style="list-style-type: none"> • popular UK destinations • route and method(s) of transport

Unit 07 UK visitor destinations (F/506/2307)

The learner will:

- 1 Know about popular UK visitor destinations

The learner can:

- 1.1 Identify different types of popular UK visitor destinations

The learner will:

- 2 Understand what affects the popularity of UK visitor destinations

The learner can:

- 2.1 Identify natural and man-made features which make a chosen UK visitor destination popular
- 2.2 Describe the weather and climate of chosen UK visitor destinations
- 2.3 Explain how weather and climate affects tourism at chosen UK visitor destinations

Unit 07 UK visitor destinations (F/506/2307) (cont'd)**Assessment guidance**

Types of evidence: publicity poster with images

Assessment criteria: 1.1

Additional information: for this criteria learners should look at the UK as a whole and identify the wide range of destinations popular to visitors with differing needs, for example those looking for adventure, relaxation, history, culture, family fun.

Using a range of sources, including magazines, brochures, tourist information material and destination websites, learners should use images, logos etc to produce poster/posters to attract both domestic and inbound tourists to travel within the UK.

Types of evidence: annotated case study with short set questions

Assessment criteria: 2.1

Additional information: for this learners could be given a case study or reference material on one of the UK's major tourist destinations. Ideally the learners should also have the opportunity to visit the destination if appropriate. They could then be given a range of short answer questions to complete from the case study and or visit.

Types of evidence: PowerPoint (or similar) and presentation

Assessment criteria: 2.2, 2.3

Additional information: learners could work alone or in pairs to select a minimum of 2 varying UK visitor destinations to research. The research and presentation should look at the weather and climate in these destinations and how this impacts on the appeal. The following points could be included:

- temperatures
- hours of sunlight – daylight saving time
- winds
- rainfall.

Learners should be encouraged to select destinations that are typically affected by the climate, eg beach resorts, areas of natural beauty. By using climate charts they can support their explanations.

Grading descriptors – Unit 07 UK visitor destinations (F/506/2307) (cont'd)

- Learning outcome 1 Know about popular UK visitor destinations
- Learning outcome 2 Understand what affects the popularity of UK visitor destinations

Assessment criteria	Pass	Merit	Distinction
1.1 Identify different types of popular UK visitor destinations	Learners will identify different types of popular UK visitor destinations	No Merit for this AC	No Distinction for this AC
2.1 Identify natural and manmade features which make a chosen UK visitor destination popular	Learners will identify natural and manmade features which make a chosen UK visitor destination popular	No Merit for this AC	No Distinction for this AC
2.2 Describe the weather and climate of chosen UK visitor destinations	Learners will describe the weather and climate of chosen UK visitor destinations	Learners will give a clear description of the weather and climate of chosen UK visitor destinations	Learners will give a detailed description of the weather and climate of chosen UK visitor destinations
2.3 Explain how weather and climate affects tourism at chosen UK visitor destinations	Learners will explain how weather and climate affects tourism at chosen UK visitor destinations	Learners will provide a clear explanation of how weather and climate affects tourism at chosen UK visitor destinations	Learners will provide a detailed explanation of how weather and climate affects tourism at chosen UK visitor destinations

Unit 08 Promotional material for travel and tourism (J/506/2308)

The learner will:

- 1 Understand how travel and tourism products and services are promoted

The learner can:

- 1.1 Identify design features of chosen travel and tourism promotional materials
- 1.2 Describe promotional methods and materials used by travel and tourism organisations
- 1.3 Give reasons for promotional methods and materials used by a chosen travel and tourism organisation

The learner will:

- 2 Be able to produce promotional material for travel and tourism

The learner can:

- 2.1 Produce promotional material for a travel and tourism product/service

The learner will:

- 3 Know how to present promotional material for travel and tourism

The learner can:

- 3.1 Present promotional material produced for a travel and tourism product/service and obtain feedback

Unit 08 Promotional material for travel and tourism (J/506/2308)**Assessment guidance**

Types of evidence: picture board with written or verbal descriptions

Assessment criteria: 1.1, 1.2

Additional information: learners should show an understanding of the 4 Ps used in producing promotional material (Product, Promotion, Price and Place).

They must review a minimum of 2 examples of promotional methods and materials used by different types of travel and tourism organisations. These might include leaflets, brochures, posters, radio, TV, social media, websites, exhibitions etc.

Once researched the learner could produce a picture board that includes visual examples and annotation to show the 4 Ps. The picture board must be supported with written text or verbal description of the range of methods used.

An understanding of why companies need to use promotional activities should also be included.

Types of evidence: written text in report format or PowerPoint (or similar) with images

Assessment criteria: 1.3

Additional information: learners should select one travel and tourism organisation and look more closely at the range of promotional methods and material they use. They must be able to give reasons of why different methods are used:

- target market
- cost – production costs, delivery
- potential coverage, local or national or international markets
- promotional offers – seasonal deals, early booking, kids go free
- raise awareness – products, services, etc
- raise company profile, image.

Unit 08 Promotional material for travel and tourism (J/506/2308)

Types of evidence: printed or recorded promotional material

Assessment criteria: 2.1

Additional information: this task could be completed alone or in pairs. Learners could be given a scenario to produce promotional material for a local or national travel and tourism organisation, with an overall aim and set target market.

This could include:

- radio advert
- short TV ad (using iPad or similar)
- leaflet
- poster
- display.

Their material must include the 4 Ps and they should be encouraged to use their imagination and consider the professional image that would be expected of travel and tourism organisations.

When planning and producing the material they need to consider the following in preparation for 3.1 presentations:

- target market
- overall aim
- cost
- potential coverage.

Types of evidence: Assessor witness statement, peer and self-review

Assessment criteria: 3.1

Additional information: alone or in pairs (as above) the learner(s) must present their promotional material verbally to the Assessor and peers. They should be able to explain and answer questions when prompted on how and why they produced the promotional material.

Completing a self-assessment would allow learners to reflect on their own performance and identify areas for improvement. At this level it is recommended that learners are given direct questions to review and the use of grading 1-10 could be good practice.

Grading descriptors - Unit 08 Promotional material for travel and tourism (J/506/2308)

- Learning outcome 1 Understand how travel and tourism products and services are promoted
- Learning outcome 2 Be able to produce promotional material for travel and tourism
- Learning outcome 3 Know how to present promotional material for travel and tourism

Assessment criteria	Pass	Merit	Distinction
1.1 Identify design features of chosen travel and tourism promotional materials	Learners will identify design features of chosen travel and tourism promotional materials	Learners will identify a range of design features of chosen travel and tourism promotional materials	No Distinction for this AC
1.2 Describe promotional methods and materials used by travel and tourism organisations	Learners will describe promotional methods and materials used by travel and tourism organisations	Learners will give a clear description of a range promotional methods and materials used by travel and tourism organisations	Learners will give a detailed description of a wide range of promotional methods and materials used by travel and tourism organisations
1.3 Give reasons for promotional methods and material used by a chosen travel and tourism organisation	Learners will give reasons for promotional methods and material used by a chosen travel and tourism organisation	Learners will give clear reasons for promotional methods and materials used by a chosen travel and tourism organisation	Learners will give detailed reasons for promotional methods and materials used by a chosen travel and tourism organisation
2.1 Produce promotional material for a travel and tourism product/service	Learners will produce promotional material for a travel and tourism product/service	Learners will produce suitable promotional material for a travel and tourism product/service	Learners will produce an effective and well-structured promotional material for a travel and tourism product/service
3.1 Present promotional material produced for a travel and tourism product/service and obtain feedback	Learners will present promotional material produced for a travel and tourism product/service and obtain feedback	Learners will give a clear presentation of promotional material produced for a travel and tourism product/service and obtain feedback	Learners will give a detailed presentation of a piece of promotional material produced for a travel and tourism product/service and obtain feedback

Unit 09 Travel or holiday sales (L/506/2309)

The learner will:

- 1 Understand customers' needs and wants before making travel or holiday arrangements

The learner can:

- 1.1 Identify customers' needs and wants for holiday or travel before making arrangements
- 1.2 Explain why customers have different holiday or travel requirements

The learner will:

- 2 Be able to sell travel or holiday services to different customers

The learner can:

- 2.1 Identify holiday or travel services to meet the needs of customers, using a range of sources of information including:
 - travel
 - destination
 - accommodation
 - costing
- 2.2 Sell holiday or travel services to different customers using:
 - customer service skills
 - sales techniques
 - product knowledge

Unit 09 Travel or holiday sales (L/506/2309)**Assessment guidance**

Types of evidence: written text in form of PowerPoint (or similar), report, poster

Assessment criteria: 1.1, 1.2

Additional information: learners could be given a minimum of 4 different customer scenarios or images from which they should be able to identify and explain the customers' differing needs and wants. For example:

- family with baby and or small children
- person with limited mobility
- groups of young people
- professional couple.

Types of evidence: customer enquiry form, research evidence, written customer quotations

Assessment criteria: 1.1, 2.1

Additional information: for this task learners could be given a range of customer scenarios and must select a minimum of 2. For those selected they should summarise needs and wants and fill out in note form a customer enquiry form.

Scenarios should include the following as appropriate:

- date range
- duration
- transport requirements
- accommodations requirement
- budget
- group size
- additional extras.

Unit 09 Travel or holiday sales (L/506/2309) Assessment guidance (cont'd)

Learners could use a range of research material either paper-based or electronic to select a suitable package holiday, product or service. Once selected the following information should be recorded into a pre-set customer quotation form as appropriate:

- dates, times (check in, arrival, departure)
- routes, arrival, departure, transport provider name
- accommodation name, location room type, board basis, rating
- costings – adult, child, discounts
- transfers – additional extras.

Printed evidence of research should be included in order for accurate assessment to take place.

Types of evidence: one-to-one witness statements, peer and or self-assessments

Assessment criteria: 2.2

Additional information: learners must take part in a range of role plays (minimum 2) with peers or Assessor in order to show their understanding of how to sell holidays or travel services as selected in the earlier task (2.1).

The learner must be able to demonstrate the following in a professional manner as appropriate to the travel industry.

- customer service skills, personal presentation, effective interpersonal skills
- sales techniques – use brochures, websites images, features and benefits, create a desire, close the sale
- product knowledge, know key information or be able to find it, be able answer basic questions.

In view of the level of learners Assessors should give clear, supportive but formative feedback in order to further develop skills and confidence. Learners peer- and/or self-review; identifying areas for improvement would also be effective and shows good practice following this type of assessment.

Grading descriptors - Unit 09 Travel or holiday sales (L/506/2309)

- Learning outcome 1 Understand customers' needs and wants before making travel or holiday arrangements
- Learning outcome 2 Be able to sell travel or holiday services to different customers

Assessment criteria	Pass	Merit	Distinction
1.1 Identify customers' needs and wants for holiday or travel before making arrangements	Learners will identify customers' needs and wants before making arrangements	Learners will identify a range of customers' needs and wants before making arrangements	Learners will identify a wide range of customers' needs and wants before making arrangements
1.2 Explain why customers have different holiday or travel requirements	Learners will explain why customers have different holiday or travel requirements	Learners will give a clear explanation of customers have different holiday or travel requirements	Learners will give a detailed explanation of why customers have different holiday or travel requirements
2.1 Identify holiday or travel services to meet the needs of customers, using a range of sources of information including: <ul style="list-style-type: none"> • travel • destination • accommodation • costing 	Learners will identify holiday or travel services to meet the needs of customers, using a range of sources of information including: <ul style="list-style-type: none"> • travel • destination • accommodation • costing 	Learners will identify a range of travel services to meet the needs of customers, using a range of sources of information including: <ul style="list-style-type: none"> • travel • destination • accommodation • costing 	Learners will identify a wide range of travel services to meet the needs of customers, using a range of sources of information including: <ul style="list-style-type: none"> • travel • destination • accommodation • costing
2.2 Sell holiday or travel services to different customers using: <ul style="list-style-type: none"> • customer service skills • sales techniques • product knowledge 	Learners will sell holiday or travel services to different customers using: <ul style="list-style-type: none"> • customer service skills • sales techniques • product knowledge 	Learners will confidently sell holiday or travel services to different customers using: <ul style="list-style-type: none"> • customer service skills • sales techniques • product knowledge 	Learners will effectively sell holiday or travel services to wide range of different customers using: <ul style="list-style-type: none"> • customer service skills • sales techniques • product knowledge

Unit 10 Working in travel and tourism (F/506/2310)

The learner will:

- 1 Know about working in travel and tourism

The learner can:

- 1.1 Describe different types of travel and tourism jobs
- 1.2 Describe how staff help ensure health and safety in the work place, including:
 - appropriate clothing
 - equipment use
 - working environment

The learner will:

- 2 Know about travel and tourism workplace environments

The learner can:

- 2.1 Describe different travel and tourism workplace environments
- 2.2 Identify ways in which staff work together to contribute to the effective running of the workplace
- 2.3 Identify company policies and procedures

The learner will:

- 3 Be able to review skills for working in travel and tourism

The learner can:

- 3.1 Review own skills for working in travel and tourism
- 3.2 Identify areas for development

Unit 10 Working in travel and tourism (F/506/2310)**Assessment guidance**

Types of evidence: written career reference table, or PowerPoint (or similar)

Assessment criteria: 1.1, 2.1, 2.2

Additional information: learners should research the wide range of jobs and working environments within the travel and tourism industry. Visits to employers and the use of company and career websites could be used with information summarised into a pre-set table format or presentation.

Learners should be able to describe different working environments and how staff work together to ensure the effective running of the organisation. For example:

- working in airport – ground handling, check in, retail shops, security, cabin crew
- retail – sales consultants, managers, administrators
- tourism – education departments, reception staff, retail, marketing, events
- tour operations – admin, sales staff, resort reps, overseas management
- hospitality – hotel reception, front of house, back of house, housekeeping.

The remaining criteria in this unit could be completed alongside a work placement and evidence could be generated throughout the planning and participation of a placement if, and when, appropriate.

If no placement takes place the learner should research and talk to staff, if possible, to gain a good understanding of the working environment.

Unit 10 Working in travel and tourism (F/506/2310)**Assessment guidance (cont'd)**

Types of evidence: training health and safety poster

Assessment criteria: 1.2

Additional information: learner should select an appropriate working environment and be able to describe how staff are responsible for health and safety in the workplace. This could include the following:

- wearing of appropriate clothing, safety clothes, footwear, jewellery, hair, etc
- using equipment and machinery that they are trained and authorised to use.
- ensuring the working environment is safe from fire, smoke, spillages and has appropriate lighting, heating, access
- food and beverage preparation and service
- passenger safety.

Types of evidence: work placement notebook or annotated notes onto screen prints or paper policies and procedures

Assessment criteria: 2.3

Additional information: learner should be able to summarise in brief annotation onto paper or electronic copies of company policies and procedures, to show a basic understanding of what they contain and why they are in place. These might include any of the following as appropriate:

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

Unit 10 Working in travel and tourism (F/506/2310)**Assessment guidance (cont'd)**

Types of evidence: witness statement, self-review, action plan

Assessment criteria: 3.1, 3.2

Additional information: evidence could be generated following a work placement. Alternately, the learner could select a realistic and appropriate job role and review if they feel that they could do the job at this current time.

Feedback from placement supervisor and or assessor would support this task. Once areas of improvement are identified, an action plan could be set in order to give the learner direction and motivation.

The following points could be considered in the review:

- personal presentation skills
- timekeeping
- interpersonal skills with staff and customers
- confidence and motivation
- IT, Maths and English (written and spoken)

Grading descriptors – Unit 10 Working in travel and tourism (F/506/2310)

- Learning outcome 1 Know about working in travel and tourism
- Learning outcome 2 Know about travel and tourism workplace environments
- Learning outcome 3 Be able to review skills for working in travel and tourism

Assessment criteria	Pass	Merit	Distinction
1.1 Describe different types of travel and tourism jobs	Learners will describe different types of travel and tourism jobs	Learners will give a clear description of a range of different types of travel and tourism jobs	Learners will give a detailed description of a wide range of different types of travel and tourism jobs
1.2 Describe how staff help ensure health and safety in the work place, including: <ul style="list-style-type: none"> • appropriate clothing • equipment use • working environment 	Learners will describe how staff help ensure health and safety in the work place, including: <ul style="list-style-type: none"> • appropriate clothing • equipment use • working environment 	Learners will give a clear description of how staff help ensure health and safety in the work place, including: <ul style="list-style-type: none"> • appropriate clothing • equipment use • working environment 	Learners will give a detailed description of how staff help ensure health and safety in the work place, including: <ul style="list-style-type: none"> • appropriate clothing • equipment use • working environment
2.1 Describe different travel and tourism workplace environments	Learners will describe different travel and tourism workplace environments	Learners will give a clear description of a range of different travel and tourism workplace environments	Learners will give a detailed description of a wide range of different travel and tourism workplace environments
2.2 Identify ways in which staff work together to contribute to the effective running of the workplace	Learners will identify ways in which staff work together to contribute to the effective running of the workplace	Learners will identify a range of ways in which staff work together to contribute to the effective running of the workplace	No Distinction for this AC

Grading descriptors – Unit 10 Working in travel and tourism (F/506/2310) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Identify company policies and procedures	Learners will identify company policies and procedures	Learners will identify a range of company policies and procedures	No Distinction for this AC
3.1 Review own skills for working in travel and tourism	Learners will review own skills for working in travel and tourism	Learners will provide a clear review of own skills for working in travel and tourism	Learners will provide a detailed and realistic review of own skills for working in travel and tourism
3.2 Identify areas for development	Learners will identify areas for development	No Merit for this AC	No Distinction for this AC

Unit 11 Problem solving in travel and tourism (J/506/2311)

The learner will:

- 1 Understand the importance of solving problems in travel and tourism

The learner can:

- 1.1 Describe common problems that can occur in travel and tourism situations
- 1.2 Explain the importance of finding solutions to problems that occur in travel and tourism situations

The learner will:

- 2 Be able to solve problems in travel and tourism situations

The learner can:

- 2.1 Suggest solutions to common problems in travel and tourism situations
- 2.2 Demonstrate how to solve common problems in travel and tourism situations
- 2.3 Review own performance in resolving problems in travel and tourism situations

Unit 11 Problem solving in travel and tourism (J/506/2311) (cont'd)**Assessment guidance**

Types of evidence: staff training fact sheets

Assessment criteria: 1.1, 1.2, 2.1

Additional information: for these criteria learners should look at one particular job role within the travel sector and one within the tourism sector and produce a training guide to help staff recognise and deal with problems appropriately. The factsheet should also include an understanding of the importance of dealing with problems promptly and effectively.

A minimum of 3 problems and solutions should be included for each sector. Solutions to problems may include any of the following:

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

Types of evidence: scenario, witness statement, photos, audio or digital recording, peer and self-review

Assessment criteria: 2.2, 2.3

Additional information: learners must demonstrate how to solve a minimum of 2 problems that might occur in travel and tourism situations.

Learners could be given set situations, eg baggage reclaim at an airport and customers have lost their luggage. From this, the learner can develop a scenario to be role played with their peers. The use of props and appropriate environment would greatly enhance the authenticity of the role play.

During the role play, the learner should be assessed using the criteria outlined above and given supportive and formative feedback in the form of a witness statement and discussion.

Video evidence would allow learners to fully reflect on their skills and identify areas for improvement. This review could be in a written format, blog, report etc, or one-to-one with Assessor, supported by witness statement.

Grading descriptors - Unit 11 Problem solving in travel and tourism (J/506/2311)

- Learning outcome 1 Understand the importance of solving problems in travel and tourism
- Learning outcome 2 Be able to solve problems in travel and tourism situations

Assessment criteria	Pass	Merit	Distinction
1.1 Describe common problems that can occur in travel and tourism situations	Learners will describe common problems that can occur in travel and tourism situations	Learners will give a clear description of common problems that can occur in travel and tourism situations	Learners will give a detailed description of common problems that can occur in travel and tourism situations
1.2 Explain the importance of finding solutions to problems that occur in travel and tourism	Learners will explain the importance of finding solutions to problems that occur in travel and tourism	Learners will clearly explain the importance of finding solutions to problems that occur in travel and tourism	Learners will effectively explain the importance of finding solutions to problems that occur in travel and tourism
2.1 Suggest solutions to common problems in travel and tourism situations	Learners will suggest solutions to common problems in travel and tourism situations	Learners will suggest clear solutions to common problems in travel and tourism situations	Learners will suggest detailed solutions to common problems in travel and tourism situations
2.2 Demonstrate how to solve common problems in travel and tourism situations	Learners will demonstrate how to solve common problems in travel and tourism situations	Learners will confidently demonstrate how to solve common problems in travel and tourism situations	Learners will effectively demonstrate how to solve common problems in travel and tourism situations
2.3 Review own performance in resolving travel and tourism situations	Learners will review own performance in resolving travel and tourism situations	No Merit for this AC	No Distinction for this AC

Unit 12 Working as a team in travel and tourism (L/506/2312)

The learner will:

- 1 Know about teamwork in travel and tourism

The learner can:

- 1.1 Describe the structure of different organisations in the travel and tourism industry including:
 - roles and responsibilities of teams and team members
 - inter-relationships between teams and team members
- 1.2 Review benefits and limitations of working in teams within travel or tourism

The learner will:

- 2 Be able to work in travel and tourism teams

The learner can:

- 2.1 Contribute to a team activity in a travel and tourism context including:
 - the allocation of roles
 - effective communication
 - working towards agreed aims
 - overcoming any problems
- 2.2 Review the travel and tourism team working activity
- 2.3 Identify improvements to travel and tourism team working activities

Unit 12 Working as a team in travel and tourism (L/506/2312)**Assessment guidance**

Type of evidence: flow chart

Assessment criteria: 1.1

Additional information: for this task learners must look at 2 different types of organisation in the travel and/or tourism sectors and be able to describe the structure and how the different teams work together to meet the needs of its customers and management.

For example – tour operators often have UK head office staff such as sales, admin, customer service, product development and marketing. In addition to this, they have overseas/resort staff, transfer reps, holiday reps, children’s reps, admin reps, resort managers etc. The learners should be able to describe their differing roles and responsibilities and how they are all reliant on each other.

Types of evidence: written text

Assessment criteria: 1.2

Additional information: this should involve a review of the benefits and limitations of working in a team within the travel and tourism industry. Learners could reflect on one particular job role and could benefit from meeting and talking to staff who work in teams. A minimum of four examples of each must be included.

Unit 12 Working as a team in travel and tourism (L/506/2312)**Assessment guidance (cont'd)**

Types of evidence: photos, video footage, Assessor witness statement

Assessment criteria: 2.1

Additional information: for this task learners must work with peers to plan and contribute to a set team activity that might occur within the travel and tourism industry. These team activities may take place within their normal learning environment ie open evenings, parents' night etc, or in an external setting as appropriate.

This could involve any of the following situations:

- resort reps at welcome meetings
- retail travel agents planning and holding a special sales event in-store
- tourism organisations holding an open day or fund raising event
- staff recruitment day when learners complete problem solving or outward bound activities.

The team sizes can vary depending on the activities planned but the team must be set clear aims to work towards. Within the planning and team activity there must be clear evidence of each learner completing the following:

- each member to have a set role and responsibility
- effective communication with peers
- ability to overcome problems
- actively contribute to achieving the agreed set aims and goals.

Types of evidence: written report

Assessment criteria: 2.2, 2.3

Additional information: following the team activity, learners should work alone to review their team performance as well as how they worked within the team.

Giving the learners the points listed above (2.1) would help with the team and self-assessment process. Learners should identify what went well and areas for improvements.

Grading descriptors – Unit 12 Working as a team in travel and tourism (L/506/2312)

- Learning outcome 1 Know about teamwork in travel and tourism
- Learning outcome 2 Be able to work in travel and tourism teams

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the structure of different organisations in the travel and tourism industry including: <ul style="list-style-type: none"> • roles and responsibilities of teams and team members • inter-relationships between teams and team members 	Learners will describe the structure of different organisations in the travel and tourism industry including: <ul style="list-style-type: none"> • roles and responsibilities of teams and team members • inter-relationships between teams and team members 	Learners will give a clear description of the structure of different organisations in the travel and tourism industry, including: <ul style="list-style-type: none"> • roles and responsibilities of teams and team members • inter-relationships between teams and team members 	Learners will give a detailed description of the structure of different organisations in the travel and tourism industry, including: <ul style="list-style-type: none"> • roles and responsibilities of teams and team members • inter-relationships between teams and team members
1.2 Review benefits and limitations of working in teams within travel or tourism	Learners will review benefits and limitations of working in teams within travel or tourism	Learners will provide a clear review of benefits and limitations of working in teams within travel or tourism	Learners will provide a detailed review of benefits and limitations of working in teams within travel or tourism
2.1 Contribute to a team activity in a travel and tourism context including: <ul style="list-style-type: none"> • the allocation of roles • effective communication • working towards agreed aims • overcoming any problems 	Learners will contribute to a team activity in a travel and tourism context including: <ul style="list-style-type: none"> • the allocation of roles • effective communication • working towards agreed aims • overcoming any problems 	Learners will actively contribute to a team activity in a travel and tourism context including: <ul style="list-style-type: none"> • the allocation of roles • effective communication • working towards agreed aims • overcoming any problems 	Learners will effectively contribute to a team activity in a travel and tourism context including: <ul style="list-style-type: none"> • the allocation of roles • effective communication • working towards agreed aims • overcoming any problems

Grading descriptors – Unit 12 Working as a team in travel and tourism (L/506/2312) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Review the travel and tourism team working activity	Learners will review the travel and tourism team working activity	Learners will provide a clear review of the travel and tourism team working activity	Learners will provide a detailed review of the travel and tourism team working activity
2.3 Identify improvements to travel and tourism team working activities	Learners will identify improvements to travel and tourism team working activities	No Merit for this AC	No Distinction for this AC

Unit 13 Careers in travel and tourism (R/506/2313)

The learner will:

- 1 Know about job roles in travel and tourism

The learner can:

- 1.1 Identify different job roles in travel and tourism
- 1.2 Describe chosen job roles in travel and tourism

The learner will:

- 2 Be able to plan for a future career in travel and tourism

The learner can:

- 2.1 Describe own personal qualities, skills and achievements
- 2.2 Produce a personal career plan, including:
 - job preferences
 - qualification/training needs
 - how to gain useful experience
 - timescales
- 2.3 Produce a CV tailored to a travel and tourism job role

Unit 13 Careers in travel and tourism (R/506/2313)**Assessment guidance**

Types of evidence: group research posters, presentation to peers evidenced by photos, discussion and review notes

Assessment criteria: 1.1

Additional information: learners could work in small group to research the range of job roles within the different areas of travel and tourism eg airports, airlines, tour operators, hospitality, retail travel, tourism services, visitor attractions etc.

Each group could present their findings to their peers; maybe using posters that should include a brief understanding of what the different job roles entail and company names of organisations that employ these staff. Learners could participate in whole group discussions, and this could be supported by staff witness statement.

Career and company websites will support this task.

Types of evidence: recruitment advert for company website pages

Assessment criteria: 1.2

Additional information: following on from 1.1, learners should select a minimum of 2 realistic job roles that appeal to them and produce an advertisement for these current job vacancies.

This could include:

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

Unit 13 Careers in travel and tourism (R/506/2313)**Assessment guidance (cont'd)**

Types of evidence: personal skills audit, career planner

Assessment criteria: 2.1, 2.2

Additional information: working alone, learners should review their current skills, qualities, qualifications and achievements. They should be encouraged to include things they do outside of education and include any sports, activities, travel experience and interests.

Following the personal audit, learners could have a one-to-one discussion to produce a career plan with set timescales that should include:

- jobs that are realistic to their age and experience
- qualifications and training needed
- how they might gain experience, volunteer work, paid part-time work
- how to ensure they receive positive personal references from academic staff in the future, ie attendance, punctuality, motivation etc.

Types of evidence: professionally presented CV

Assessment criteria: 2.3

Additional information: following the skills audit, learners should produce a CV appropriate to the job role identified in 2.2.

The CV should be in an appropriate format and include realistic and current information about the learner.

Grading descriptors - Unit 13 Careers in travel and tourism (R/506/2313)

- Learning outcome 1 Know about job roles in travel and tourism
- Learning outcome 2 Be able to plan for a future career in travel and tourism

Assessment criteria	Pass	Merit	Distinction
1.1 Identify different job roles in travel and tourism	Learners will identify different job roles in travel and tourism	Learners will identify a range of different job roles in travel and tourism	No Distinction for this AC
1.2 Describe chosen job roles in travel and tourism	Learners will describe chosen job roles in travel and tourism	Learners will give a clear description of chosen job roles in	Learners will give a detailed description chosen job roles in
2.1 Describe own personal qualities, skills and achievements	Learners will describe own personal qualities, skills and	Learners will give a clear description of own personal qualities, skills and achievements	Learners will give a detailed description of own personal qualities, skills and achievements
2.2 Produce a personal career plan, including: <ul style="list-style-type: none"> • job preferences • qualification/training • needs • how to gain useful experience • timescales 	Learners will produce a personal career plan, including: <ul style="list-style-type: none"> • job preferences • qualification/training needs • how to gain useful experience 	Learners will produce a suitable personal career plan, including <ul style="list-style-type: none"> • job preferences • qualification/training needs • how to gain useful experience • timescales 	Learners will produce a well-structured personal career plan, including: <ul style="list-style-type: none"> • job preferences • qualification/training needs • how to gain useful experience • timescales
2.3 Produce a CV tailored to a travel and tourism job role	Learners will produce a CV tailored to a travel and tourism job	Learners will produce a suitable CV tailored to a travel and tourism job role	Learners will produce a well-structured CV, tailored to a travel and tourism job role

Unit 14 ICT in travel and tourism (Y/506/2314)

The learner will:

- 1 Know about information and communications technology (ICT) use in travel and tourism

The learner can:

- 1.1 Identify ICT systems used in travel and tourism organisations
- 1.2 Describe the benefits of ICT systems to a travel and tourism organisation

The learner will:

- 2 Be able to use ICT applications in travel and tourism situations

The learner can:

- 2.1 Use an ICT application(s) to collect information on travel and tourism facilities in a chosen area
- 2.2 Use an ICT application(s) to communicate travel and tourism information
- 2.3 Use an ICT application(s) to produce display material for use in a travel and tourism situation

Unit 14 ICT in travel and tourism (Y/506/2314)**Assessment guidance**

Types of evidence: information table

Assessment criteria: 1.1, 1.2

Additional information: learners could produce, using appropriate ICT, a table of information identifying the range of ICT systems currently used and described the benefits to travel and tourism organisations.

This list is endless but should include at least 2 examples including the following:

- major reservation systems
- view data
- in-house administration systems
- company websites
- company intranet
- Microsoft office systems or similar.

Types of evidence: record of internet research sites, research PowerPoint (or similar), sent email with attachment

Assessment criteria: 2.1, 2.2,

Additional information: learners could be given a scenario that they work for the local tourist information office. As a junior member of the team they have been asked to research the range of travel and tourism facilities in a chosen area and produce a presentation with the information they have found. The presentation can be made up of screen shots, images, logos etc and should be in an appropriate format (heading, side headings, logical order) for their manager to read.

They could save the websites they have visited during their research by adding them to favourites and adding this to the completed presentation.

Once completed they could send an appropriately worded email with this document attached to their manager (Assessor) for review.

Unit 14 ICT in travel and tourism (Y/506/2314)**Assessment guidance (cont'd)****Assessment criteria:** 2.3

Additional information: learners could link these criteria with:

- Unit 8 Promotional material in travel and tourism.

They could design and prepare a poster or leaflet using ICT applications for a selected travel and tourism situation, for example:

- special event being held
- resort welcome meeting
- resort information board
- hotel facilities opening time.

Their skills should show the use of images, colour, text, appropriate layout.

Grading descriptors Unit 14 ICT in travel and tourism (Y/506/2314)

- Learning outcome 1 Know about information and communications technology (ICT) use in travel and tourism
- Learning outcome 2 Be able to use ICT applications in travel and tourism situations

Assessment criteria	Pass	Merit	Distinction
1.1 Identify information and communications technology (ICT) systems used in travel and tourism organisations	Learners will identify information and communications technology (ICT) systems used in travel and tourism organisations	Learners will identify a range of different information and communications technology (ICT) systems used in travel and tourism organisations	No Distinction for this AC
1.2 Describe the benefits of ICT systems to a travel and tourism organisation	Learners will describe the benefits of ICT systems to a travel and tourism organisation	Learners will give a clear description of the benefits of ICT systems to a travel and tourism organisation	Learners will give a detailed description of the benefits of ICT systems to a travel and tourism organisation
2.1 Use an ICT application(s) to collect information on travel and tourism facilities in a chosen area	Learners will use an ICT application(s) to collect information on travel and tourism facilities in a chosen area	Learners will use an ICT application(s) confidently to collect suitable information on travel and tourism facilities in a chosen area	Learners will use an ICT application(s) effectively to collect detailed information on travel and tourism facilities in a chosen area
2.2 Use an ICT application(s) to communicate travel and tourism information	Learners will use an ICT application(s) to communicate travel and tourism information	Learners will use an ICT application(s) confidently to communicate suitable travel and tourism information	Learners will use an ICT application(s) effectively to communicate detailed travel and tourism information fluently
2.3 Use an ICT application(s) to produce display material for use in a travel and tourism situation	Learners will use an ICT application(s) to produce display material for use in a travel and tourism situation	Learners will use an ICT application(s) confidently to produce suitable display material for use in a travel and tourism situation	Learners will use an ICT application(s) effectively to produce detailed display material for use in a travel and tourism situation

Section 5

Links to National Skill Standards

Section 5

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English

All units

Mathematics

All units

ICT

Unit 02

Unit 05

Unit 06

Unit 09

Unit 14

PLTS Independent Enquirers

All units

PLTS Creative Thinkers

Unit 06

Unit 08

Unit 09

Unit 11

PLTS Reflective Learners

Unit 02
Unit 06
Unit 10
Unit 11
Unit 12

PLTS Team Workers

All units

PLST Self-managers

All units

PLTS Effective Participators

Unit 09
Unit 10
Unit 11
Unit 12

For further information, please contact a member of the Product Development and Content team.

Section 6

Links to National Occupational Standards

Section 6

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Travel and Tourism. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

People 1st Standards for Travel and Tourism

NCFE unit number/title	NOS unit number/title
Unit 01 Customer service in travel and tourism	TT49 Build and maintain face- to-face relationships with customers TT52 Build and maintain relationships with customers not present
Unit 02 Communication skills in travel and tourism	TT49 Build and maintain face- to- face relationships with customers TT52 Build and maintain relationships with customers not present
Unit 03 Travel and tourism facilities in the UK	TT13 Sell tourism-related products and services
Unit 05 UK visitor attractions	TT46 Generate increased travel and tourism sales
Unit 06 Transport for UK tourism	TT51 Manage accommodation and transfers
Unit 07 UK visitor destinations	TT13 Sell tourism-related products and services
Unit 08 Promotional material for travel and tourism	TT13 Sell tourism-related products and services
Unit 09 Travel or holiday sales	TT13 Sell tourism-related products and services TT46 Generate increased travel and tourism sales
Unit 10 Working in travel and tourism	TT13 Sell tourism-related products and services TT46 Generate increased travel and tourism sales TT49 Build and maintain face- to- face relationships with customers
Unit 11 Problem solving in travel and tourism	TT48 Resolve customer service problems
Unit 15 ICT in travel and tourism	TT52 Build and maintain relationships with customers not present TT47 Display stock and materials

Section 7

Grading criteria glossary of terms

Section 7

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 1 qualifications and may not all appear in this qualification specification.

Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

Pass	
Basic	Simple, not detailed
Limited range	More than one (learner shows no originality in selection)
Merit	
Actively	In an involved manner
Clear understanding	Complete grasp of the meaning
Clearly	Logically and without possibility of misunderstanding
Confidently	With certainty in own ability
Consistent	Done in the same way repeatedly
Give reasons for	Provide information to show why
Range of	More than one (learner may show some originality in selection)
Suitable	Of the right type or quality for a particular purpose
Distinction	
Compare	Examine two or more things in order to discover similarities or differences between them
Detailed	Thorough and in-depth
Effectively	In a manner which achieves a satisfactory solution
Fluently	Smoothly flowing and without apparent effort
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context
Well structured	Demonstrating a good level of planning and organisation
Wide range	Many more than one (learner shows originality in selection)

Section 8

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used, and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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