



Qualification specification

NCFE Level 2 Award for Resort Representatives
QN: 600/7817/0

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Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 3 October 2019). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
V3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 15).
V3.2	June 2022	<p>The following statements have been added to the specification: Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p> <p>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.</p>
V3.3	September 2022	<p>Teaching and assessment guidance has been updated in areas to ensure it is detailed and clear for delivery, uses correct terminology and contains up-to-date industry information. The following areas have been updated:</p> <ul style="list-style-type: none"> • Unit 1: <ul style="list-style-type: none"> ○ Assessment criteria: 1.2-1.5 • Unit 2: <ul style="list-style-type: none"> ○ Assessment criteria: 4.3 (this has been amended to avoid repetition with 5.1 and 5.2) • Unit 3: <ul style="list-style-type: none"> ○ Assessment criteria: 1.1-1.4, 2.1, 3.1, 4.1-4.4 • Unit 4: <ul style="list-style-type: none"> ○ Assessment criteria: 2.2 • Unit 5: <ul style="list-style-type: none"> ○ Assessment criteria: 1.3 (legislation), 2.1 <p>This does not affect learning objectives or assessment criteria.</p> <p>The mapping to National Occupational Standards (NOS) has also been updated.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Award for Resort Representatives.

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

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

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

Things you need to know

Qualification number (QN)	600/7817/0
Aim reference	60078170
Total Qualification Time (TQT)	90
Guided Learning Hours (GLH)	70
Credit value	9
Level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/7817/0.

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.

Qualification purpose

This qualification is designed to provide the skills, knowledge and understanding required to carry out the role of a Resort Representative. It is ideal for those seeking employment as well as those already working in the industry without formal qualifications.

This qualification will:

- focus on the study of the travel and tourism industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to:

- provide skills and knowledge required to work effectively as a Resort Representative
 - provide Resort Representatives with the tools to deliver the highest level of standards and service
 - enhance the status of Resort Representatives within the travel and tourism industry
 - promote good practice in resort representation by setting a common standard which is nationally recognised
 - provide a basis for further study and motivation towards career development.
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Achieving this qualification

To be awarded the Level 2 Award for Resort Representatives, learners are required to successfully complete 4 mandatory units and one optional unit.

Mandatory units

Unit number	Unit title
Unit 01	Investigate employment opportunities for Resort Representatives
Unit 02	Understand the role of a Representative in a resort
Unit 03	Prepare for the start of the holiday season
Unit 04	Manage airport and transport duties

Optional units

Unit number	Unit title
Unit 05	Investigate the role of the Children's Representative in a holiday resort
Unit 06	Investigate the role of the Entertainment Representative in a holiday resort

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

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

To achieve the Level 2 Award for Resort Representatives, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial 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.

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
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for those seeking employment as well as those already working in the industry without formal qualifications.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Introduction to Cabin Crew (600/0474/5)
 - Level 2 Certificate in Aviation Operations on the Ground (knowledge) (501/1281/8)
 - Level 2 Certificate in Travel and Tourism (601/6266/1)
 - Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
 - Level 2 Diploma in Travel and Tourism (601/6268/5)
 - Level 3 Introductory Certificate in Travel and Tourism (603/4140/3)
 - Level 3 Certificate in Travel and Tourism (603/4141/5)
 - Level 3 Introductory Diploma in Travel and Tourism (601/7934/X)
 - Level 3 Diploma in Travel and Tourism (601/7935/1)
 - Level 3 Extended Diploma in Travel and Tourism (601/7936/3)
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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 number of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected 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 that 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 as or higher than the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

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

Support for learners

Learner's Evidence Tracking Log (LETL)

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

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Customer Support team

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

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.

Useful websites

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

- www.thomascook.com/recruitment/
- www.jet2careers.com/careers-with-us/holidays-operations/overseas-roles-in-destination/
- www.abta.com/tips-and-advice/staying-safe-on-holiday
- www.safertourism.org.uk/
- www.jet2holidays.com/health-and-safety

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. 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
- Information and Communication Technology skills.

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 Skills Mapping document for this qualification can be found in Section 2 of this Qualification Specification.

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.

The units and structure of this qualification are based on the People 1st NOS for Travel and Tourism.

Further information on the NOS used in this qualification can be found on the SSC website www.people1st.co.uk/.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional
- NOS mapping.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

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

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

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

Unit 01 Investigate employment opportunities for Resort Representatives (H/504/5709)

Unit summary	In this unit learners will investigate the employment opportunities for Resort Representatives. They will be able to match their skills, knowledge and experience to an advertised role and will be able to take part in an interview for a role.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory
NOS mapping	TT24 Monitor and solve customer service problems TT38 Contribute to maintaining the quality of travel and tourism operations

Learning outcome 1

The learner will:

- 1 Understand the role of the Resort Representative

The learner can:

- 1.1 Describe the types of Resort Representative
- 1.2 Research terms and conditions of employment to include:
 - length of contract
 - salary
 - uniform
 - insurance
 - accommodation
 - commission
 - hours of work
 - contractual responsibilities
- 1.3 Describe the range of duties likely to be undertaken by a Resort Representative
- 1.4 Describe the key skills and attributes required by a Resort Representative
- 1.5 Devise a pen portrait of a Resort Representative

Unit 01 Investigate employment opportunities for Resort Representatives (H/504/5709) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment**

Type of evidence: Learner report or presentation

Assessment criterion: 1.1

Additional information: Learners need to set the following in context and be able to research and produce a written definition of each of the following:

- Airport/Transfer Representative
- Children's Representative
- Villa Representative
- Campsite Representative
- Over 50s Representative
- Ski Representative
- Youth Representative
- Entertainment Representative

Many of the above positions are now part of regionalised customer service centres in resort; discussions are useful to note the changing responsibilities and working practices of working as a Resort Representative.

Type of evidence: Research or discussion

Assessment criterion: 1.2

Additional information: Learners should research and produce examples of 'terms and conditions' for 2 types of Representative. Group work could be used to discuss changing working practice. Learners should ensure that they fully understand the terms, conditions, pay, pension and benefits applicable when accepting a job as a Resort Representative. Representatives should also be aware of their contractual responsibilities. Pay and benefits vary depending on the tour operator, season and contract type. Examples could include:

- transport to and from resort at the start and end of season
- salary with additional commission for excursion sales
- accommodation and food
- contracted hours/day off
- uniform
- lift pass and ski/board hire.

Unit 01 Investigate employment opportunities for Resort Representatives (H/504/5709) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>Type of evidence: Learner-produced description Assessment criteria: 1.3 Additional information: Learners should describe the duties likely to be undertaken by a Resort Representative, for example:</p> <ul style="list-style-type: none"> • selling excursions • meet and greet • property visits • transfers • organising activities <p>Type of evidence: Learner-produced description Assessment criteria: 1.4 Additional information: Learners should describe the key skills and attributes required by a Resort Representative, for example:</p> <ul style="list-style-type: none"> • skills: <ul style="list-style-type: none"> ○ problem solving, for example, resolving customer complaints ○ social skills, for example, creating rapport, providing a helpful and friendly service, responding appropriately to different customers ○ customer service skills, for example, identifying customer needs, meeting customer needs, dealing with queries • attributes: <ul style="list-style-type: none"> ○ motivation ○ enthusiasm <p>Type of evidence: Learner-produced description Assessment criteria: 1.5 Additional information: For the purpose of this assessment a pen portrait could be devised for the welcome board. It is a written description of the Representative – not their appearance, but things like their character, hobbies/interests, goals and interesting facts etc. It should summarise and illustrate their experience such as 'I've worked for...' or 'This is my first season'.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report or presentation • research or discussion • learner-produced description.

Unit 01 Investigate employment opportunities for Resort Representatives (H/504/5709) (cont'd)**Learning outcome 2**

The learner will:

- 2 Be able to research the role of a Resort Representative

The learner can:

- 2.1 Identify current job opportunities from a range of sources
2.2 Outline a person specification which matches a current advertised role

Delivery and assessment

Type of evidence: Learner-devised person specification

Assessment criteria: 2.1, 2.2

Additional information: 2 current job opportunities from a range of sources, for example, websites, trade papers and magazines, should be identified. Learners should choose to outline a person specification which matches one of the types of Representative identified in 1.1 which defines what skills and attributes are essential and desirable.

Learners could also complete a personal skills audit on themselves for each of the job opportunities sourced in 2.1. Learners could compare their skills against that of the person specification outlined in 2.2, rate their own skills and identify areas for development.

Types of evidence

Evidence could include:

- learner-devised person specification.

Learning outcome 3

The learner will:

- 3 Be able to apply for the role of a Resort Representative

The learner can:

- 3.1 Complete a job application form
 3.2 Prepare for and attend an interview
 3.3 Describe an induction course for a Resort Representative

Delivery and assessment

Type of evidence: Job application

Assessment criterion: 3.1

Additional information: Learner completed job application (industry standard)

Type of evidence: Witness statement, prepared questions and research questions produced by the learner

Assessment criteria: 3.2, 3.3

Additional information: The interview can be real or simulated. If a real interview has taken place there should be a letter or other supporting evidence from the tour operator which gives details of the interview and the outcome, ie a job offer. Where simulation has been used, an observation record should be included verifying performance and signed by both the Assessor and the learner.

It is normal for Tour Operators to require trainee representatives to attend an induction course.

Potential representatives are 'screened' to ensure that they can:

- be professional
- be courteous
- handle difficult situations
- present to large audiences
- provide excellent customer service
- demonstrate presentation techniques
- demonstrate sales techniques
- know how to run a welcome meeting.

Types of evidence

Evidence could include:

- job application
- witness statement, prepared questions and research questions produced by the learner.

Unit 02 Understand the role of a Representative in a resort (Y/504/5710)

Unit summary	In this unit learners will understand the representatives' responsibilities and legal requirements for health and safety in a resort. Learners will understand how to assist customers in a resort and will demonstrate their customer service skills.
Credit value	2
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory
NOS mapping	TT24 Monitor and solve customer service problems TT38 Contribute to maintaining the quality of travel and tourism operations

Learning outcome 1

The learner will:

- 1 Understand responsibilities of different roles in resort

The learner can:

- 1.1 Describe the responsibilities of the Tour Operator in resort
- 1.2 Describe the responsibilities of the Resort Representative in resort
- 1.3 Explain the advantages of working in a group or team of Representatives

Delivery and assessment
Type of evidence: Assignment Assessment criteria: 1.1–1.3 Additional information: A flow chart with a short description could be used to identify and show responsibilities of the Tour Operator and Resort Representative to the customer, the organisation and suppliers. Learners should explain at least 2 advantages of working in a group or team of representatives which could be evidenced in a discussion. A team activity could be an entertainment evening which highlights the advantages of group working.
Types of evidence
Evidence could include: <ul style="list-style-type: none"> • assignment.

Unit 02 Understand the role of a Representative in a resort (Y/504/5710) (cont'd)**Learning outcome 2**

The learner will:

- 2 Know how to assist customers in resort

The learner can:

- 2.1 Describe the types of information customers might require in resort
 2.2 Describe common problems which customers may experience in resort
 2.3 Suggest possible solutions for common customer problems in resort
 2.4 Complete the necessary documentation relating to customer problems and solutions

Delivery and assessment

Type of evidence: Case study

Assessment criteria: 2.1–2.4

Additional information: Learners could complete a case study which outlines a minimum of 3 common problems which may arise in resort together with solutions. Common problems could include:

- theft
- illness/injury
- death
- dissatisfaction with accommodation.

Solutions may include: 'sweeteners', change of accommodation, meeting with customers, hospital visits, police involvement, notifying the UK office, compensation.

Documentation may include: customer report form, accident report form, accommodation report form as a result of the problems outlined above.

Learners should also be aware that many Tour Operators' forms are digitised and completed on the Resort Representatives' tablet, for example, iPad.

The case study needs to provide a context for the evidence which:

- records issues accurately
- represents the Tour Operator
- deals effectively with customers
- provides excellent levels of customer service
- availability of the representative
- contact with customers, for example, at welcome meeting, on property visits, via Tour Operator app

Types of evidence

Evidence could include:

- case study.

Unit 02 Understand the role of a Representative in a resort (Y/504/5710) (cont'd)**Learning outcome 3**

The learner will:

- 3 Understand the legal requirements for health and safety in resort

The learner can:

- 3.1 Explain the Resort Representative's role in maintaining a safe and healthy environment to assist the customer
- 3.2 Identify the types of health and safety risks and hazards which may be found in resort
- 3.3 Describe the organisation's procedures for health and safety and documentation used
- 3.4 Explain how health and safety problems should be reported

Delivery and assessment

Type of evidence: Learner report/assignment

Assessment criteria: 3.1–3.4

Additional information: An assignment could show the role of the Resort Representative in maintaining a safe and healthy environment to assist the customer. As part of this learners could complete a short risk assessment and show to whom health and safety problems should be reported.

This could be divided into sections with headings which include:

- accommodation: balcony, bathroom, cooking, gas/water heaters, lifts, glass windows
- swimming pools: babies and children
- personal safety: going out, alcohol and drugs, using a taxi, personal belongings
- out and about: beach, care in the sun, scuba diving and driving overseas
- food and drink: drink and food safety.

Learners should understand the importance of reporting health and safety concerns and the implications of not doing so for the customer and the company.

An overview of the Tour Operator could be supplied which includes an investigation into the procedures for health and safety and documentation used, showing an understanding of the types of health and safety risks and hazards which may be found in resort.

Types of evidence

Evidence could include:

- learner report/assignment.

Unit 02 Understand the role of a Representative in a resort (Y/504/5710) (cont'd)**Learning outcome 4**

The learner will:

- 4 Understand policies and procedures for customer service

The learner can:

- 4.1 Describe a Tour Operators policies and procedures relating to customer service
 4.2 Explain why it is important to follow customer service procedures
 4.3 Explain how to deal with difficult situations in resort

Delivery and assessment

Type of evidence: Produce a statement or professional discussion

Assessment criteria: 4.1, 4.2

Additional information: This could be an overview of the customer service charter and mission statement of the tour operator and the role of the Resort Representative to support the policies and procedures, for example, meeting customers on arrival, conducting welcome meetings, visiting properties, telephone technique, providing information and dealing with complaints in resort etc.

Type of evidence: Produce a statement or professional discussion

Assessment criterion: 4.3

Additional information: This could be an overview of the customer service skills required to deal with difficult situations in resort, for example:

- listening skills
- problem-solving

Documentation for one of the above must be completed during the activities to develop learners' written communication skills.

Many of the above assessment criteria could be evidenced in different situations where the Resort Representatives have contact with customers, for example, in transfer commentaries where difficult situations may occur, such as flight delays and overbooking.

Types of evidence

Evidence could include:

- statement or professional discussion
- role play.

Unit 02 Understand the role of a Representative in a resort (Y/504/5710) (cont'd)**Learning outcome 5**

5 Be able to demonstrate customer service skills

The learner can:

- 5.1 Deal effectively with customers in different situations
- 5.2 Complete documentation relating to different situations

Delivery and assessment

Type of evidence: Role play

Assessment criteria: 5.1, 5.2

Additional information: Role play is recommended to support the assessment where the learners are involved in 3 different types of situation, for example:

- an over booking
- a flight delay
- a complaint about the hotel food
- a missed excursion
- a dirty hotel room on arrival

Documentation for one of the above must be completed during the activities to develop learners' written communication skills.

Many of the above assessment criteria could be evidenced in different situations where the Resort Representatives have contact with customers, for example, in transfer commentaries where difficult situations may occur, such as flight delays and overbooking.

Types of evidence

Evidence could include:

- role play.

Unit 03 Prepare for the start of the holiday season (D/504/5711)

Unit summary	In this unit learners will know how to assist in pre-season preparation that takes place in a resort. Learners will be able to develop promotional materials for a resort notice board and will be able to prepare for, and deliver, a welcome meeting.
Credit value	2
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory
NOS mapping	TT24 Monitor and solve customer service problems TT38 Contribute to maintaining the quality of travel and tourism operations

Learning outcome 1

The learner will:

- 1 Understand pre-season preparation in resort

The learner can:

- 1.1 Describe different types of holiday available in resort
- 1.2 Produce a map showing the resort layout and facilities
- 1.3 Prepare a frequently asked questions (FAQ) document to support guests in resort
- 1.4 Identify excursions suitable for promotion at a resort welcome meeting

Delivery and assessment

Type of evidence: Description/poster/assignment

Assessment criteria: 1.1

Additional information: Learners could create posters accompanied by a description of three different types of package holidays (for example, summer sun, winter ski, villa, self catering or all inclusive).

Describe what is included within the holiday (for example, transport, accommodation, resort rep service) and other products and services that may be available such as transfers, pre-bookable seats, childrens' clubs and excursions. This information could be sourced from tour operators' brochures, websites and videos.

Type of evidence: Description/map/assignment

Assessment criteria: 1.2

Additional information: Choosing one of the above holidays described in 1.1 Learners should complete a map of the whole resort with a map 'key' of the resort layout and facilities which should include:

- the hotel, apartment, villa or site of the accommodation
- restaurants
- bars
- shops
- clinic/local doctor
- post office or similar facility
- key landmarks of the area
- police station

Unit 03 Prepare for the start of the holiday season (D/504/5711) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>The resort map could be the actual resort or could it be 'simulated' or made-up/fictitious.</p> <p>Type of evidence: Team/group discussion/FAQ sheet Assessment criteria: 1.3 Additional information: A professional discussion could support the learner preparing for the season. Discussion could be based on liaison with the resort office, coach operators and hoteliers where learners are fact finding about the resort and identifying excursions. An FAQ sheet could be designed for customers staying at the hotel chosen in assessment criteria 1.2. This could be used by the learner when delivering the welcome meeting in unit 4 learning objective 2.</p> <p>Type of evidence: Team/group discussion/booking form/poster Assessment criteria 1.4 Additional information: A professional discussion could support the learner preparing for the season. Discussion could be based on liaison with the resort office, coach operators and hoteliers where learners are fact finding about the resort and identifying excursions. A booking form or posters could be created identifying a range of suitable excursions for the customers staying in the hotel/resort chosen in assessment criteria 1.2.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • description/map/assignment • team/group discussion • FAQ sheet • booking form • poster.

Learning outcome 2

The learner will:

- 2 Be able to complete pre-season resort documentation

The learner can:

- 2.1 Identify documentation required for completion prior to season starting
 2.2 Complete required documentation
 2.3 Store completed documentation securely according to organisational procedures

Delivery and assessment

Type of evidence: Resort documentation

Assessment criteria: 2.1

Additional information: Learners could identify examples of documentation required when setting up resort at the start of season (for example, property information report, health and safety audit, resort information form).

Type of evidence: Role play/property information report

Assessment criteria: 2.2, 2.3

Additional information: The form could be Assessor generated where a role play of a property visit could support accurate and secure details.

Learners should complete and store appropriately a sample property form following a simulated property visit. Learners should select a minimum of 9 items of information from:

- name
- address
- telephone number
- contact name
- total number of bedrooms
- total number of side rooms / sea view (if applicable)
- total number of balcony bedrooms
- number of floors
- lifts
- fire escapes
- pools
- lounges
- gardens
- any other entertainment or recreational facilities
- gas heaters
- adequate ventilation.

Types of evidence

Evidence could include:

- resort documentation
- role play/property report form.

Unit 03 Prepare for the start of the holiday season (D/504/5711) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to produce promotional materials

The learner can:

- 3.1 Produce promotional materials for a tour operator's notice board
3.2 Design an invitation to a welcome meeting

Delivery and assessment

Type of evidence: Notice board containing information and promotional material relevant to the resort and visitors

Assessment criterion: 3.1

Additional information: If the learners work in pairs or small groups it should be made clear how each learner has contributed with individual comments from the learner on their contribution to the materials.

The pen portrait from Unit 01 may also be used. The list should display the following industry standard size A4 x 6 sheets on the notice board:

- duty times and representative introduction
- departure information
- resort information – times of shop hours
- local events
- promotion of excursions
- emergency contact details/procedure
- children's entertainment information (if applicable)
- FAQ sheet (as prepared in Unit 1 assessment criteria 1.3).

Type of evidence: Learner-designed invitation to a welcome meeting

Assessment criterion: 3.2

Additional information: One invitation per learner should be designed. The invitation should display the following:

- company name
- representative's name
- location of the welcome meeting
- time and day of welcome meeting
- type of refreshments to be served.

Types of evidence

Evidence could include:

- notice board containing information and promotional material relevant to the resort and visitors
- learner designed invitation to a welcome meeting.

Unit 03 Prepare for the start of the holiday season (D/504/5711) (cont'd)**Learning outcome 4**

The learner will:

- 4 Be able to prepare a welcome meeting

The learner can:

- 4.1 Prepare for a welcome meeting
 4.2 Deliver a welcome meeting to provide guests with all the necessary information for their stay
 4.3 Demonstrate how to sell excursions
 4.4 Estimate weekly totals for excursion ticket sales at resort liquidation

Delivery and assessment

Type of evidence: Presentation/assessor observation and witness testimony

Assessment criteria: 4.1–4.4

Additional information: The evidence could be preparation notes for the welcome meeting, a draft, final meeting plan or similar. Learners could complete this individually or in small groups.

The welcome meeting should be prepared with a suitable structure to include:

- preparation of room
- location
- timings
- visual aids, for example, maps, video clips, photos of excursions
- documentation
- type of refreshments to be served

The welcome meeting should be witnessed by the assessor and the outcomes recorded. A witness or observation record may be generated which identifies the group overall as well as highlighting individual contributions by the learners. The welcome meeting should include information about the following:

- introduction of representative and travel company
- relevant hotel information, for example, reception, keys, air con, noise, alcohol, entertainment, kids clubs
- hotel health and safety, for example, swimming pool, medical facilities
- local area health and safety, for example, sun, beach, sea currents, transport, roads
- personal safety
- local resort area, for example, beach, water sports, shops, bars, medical centre, places of interest
- island/country information, for example, location, places of interest
- excursions and how to book
- end of welcome meeting

Unit 03 Prepare for the start of the holiday season (D/504/5711) (cont'd)**Learning outcome 4 (cont'd)**

Delivery and assessment (cont'd)
<p>One excursion should be sold at the welcome meeting and include:</p> <ul style="list-style-type: none">• identifying and matching needs• features and benefits• costs• timings• included items• close of sale. <p>Example documentation could be completed to support the induction process which demonstrates how to complete liquidation for ticket sales.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• presentation/Assessor observation and witness testimony.

Unit 04 Manage airport and transport duties (H/504/5712)

Unit summary	In this unit learners will be able to prepare for resort arrivals and develop skills in meeting and greeting passengers at an airport and dealing with departing passengers. Learners will also know how to manage arrival at accommodation.
Credit value	2
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory
NOS mapping	TT24 Monitor and solve customer service problems TT38 Contribute to maintaining the quality of travel and tourism operations

Learning outcome 1

The learner will:

- 1 Be able to prepare for transport duties

The learner can:

- 1.1 Describe aspects of coach safety
- 1.2 Plan for the transfer of passengers

Delivery and assessment
Type of evidence: Learner report Assessment criteria: 1.1, 1.2 Additional information: Aspects of coach safety could describe passengers remaining seated until the coach has stopped, wearing the seat belt if one is provided, never leaving luggage in the aisle and not allowing children under 12 to sit in the front seats or those next to the rear exit. It would be good for learners to link the planning aspects to how closely the Tour Operators work with the suppliers of the coaches used for transfers and excursions. A role play could highlight safety issues in relation to transferring and guiding passengers in resort: <ul style="list-style-type: none"> • check if transport is A/C (air conditioned) or NAC (non-air conditioned) • check condition of the vehicle in order to avoid complaints from clients • check if driver is in uniform.
Types of evidence
Evidence must include: <ul style="list-style-type: none"> • learner report.

Unit 04 Manage airport and transport duties (H/504/5712) (cont'd)**Learning outcome 2**

The learner will:

- 2 Be able to prepare for resort arrivals at an airport

The learner can:

- 2.1 Identify features of a selected airport layout
 2.2 Explain the role of the Resort Representative at the airport relating to arrivals
 2.3 Describe potential airport issues of arriving passengers
 2.4 Meet and greet passengers arriving at the airport
 2.5 Deliver an arrival transfer speech

Delivery and assessment

Type of evidence: Illustration of the selected airport

Assessment criterion: 2.1

Additional information: Learners should select an overseas airport and identify the airport layout. The following areas could be identified in an annotated diagram:

- check-in
- arrivals hall
- tour operator desk
- handling agent desk
- toilets
- emergency exit
- coach/rail/taxi exits
- Resort Representative and passenger meeting point.

Type of evidence: Learner report

Assessment criterion: 2.2

Additional information: Learners need to provide an account of the role of the representative at the airport, which should include the following:

- report for duties at the Tour Operators desk
- collect transfer arrival manifest
- check location of transfer coach
- when the flight lands wait at the customer meeting point identifying yourself with company clipboard
- meet and greet passengers on arrival directing them to the correct transfer coach
- when all passengers have arrived check they are all on the correct coach
- sign out at the Tour Operators desk before leaving the airport

Please note that Representatives should adhere to tour operator's guidelines regarding airport uniform and behaviour

Unit 04 Manage airport and transport duties (H/504/5712) (cont'd)**Learning outcome 2 (cont'd)**

Delivery and assessment (cont'd)
<p>Type of evidence: Witness statement, role play or simulated activity</p> <p>Assessment criteria: 2.3–2.5</p> <p>Additional information: Learners should meet and greet passengers taking into consideration the following:</p> <ul style="list-style-type: none"> • appropriate uniform • appropriate customer service skills • passenger list • use of a clipboard • coach location • confirm with holidaymaker the accommodation booked and direct to coach. <p>Learners should cover the following, explaining the process for dealing with:</p> <ul style="list-style-type: none"> • lost luggage • illness/injury • intoxicated passengers. <p>Learners should deliver an arrival transfer speech to include all of the following points:</p> <ul style="list-style-type: none"> • welcome • safety • transfer time • route • hotel drop-offs • introduction to the country and resort • acknowledge any local customs • welcome meeting time.
Types of evidence
<p>Evidence must include:</p> <ul style="list-style-type: none"> • illustration of the selected airport • learner report • witness statement, role play or simulated activity.

Unit 04 Manage airport and transport duties (H/504/5712) (cont'd)**Learning outcome 3**

The learner will:

- 3 Know how to manage arrival at accommodation

The learner can:

- 3.1 Explain accommodation check-in procedures
3.2 Recognise possible problems on arrival at accommodation

Delivery and assessment
Type of evidence: Witness statement/recording Assessment criteria: 3.1, 3.2 Additional information: The Assessor could provide a scenario to cover both the assessment opportunities. During the scenario processes involving the following should be evidenced: <ul style="list-style-type: none"> • reception desk • registration card • passports • room keys • room not ready • overbookings.
Types of evidence
Evidence could include: <ul style="list-style-type: none"> • witness statement/recording.

Learning outcome 4

The learner will:

- 4 Be able to prepare for resort departures

The learner can:

- 4.1 Prepare a departure manifest
 4.2 Collect passengers according to the manifest
 4.3 Deliver a departure transfer speech
 4.4 Explain the role of the Resort Representative at the airport in relation to departures
 4.5 Describe potential airport issues of departing passengers

Delivery and assessment

Type of evidence: Scenario/role play

Assessment criteria: 4.1–4.3

Additional information: Learners could take part in a scenario where observation could support assessment. A prepared observation checklist identifying the activity and criteria could be used. Within the role play the following should be observed:

- preparing a departure manifest
- collecting passengers for coach departure must be observed where learners complete the manifest
- transfer speech should be delivered to an audience, ie prospective passengers.

Type of evidence: Learner report

Assessment criteria: 4.4, 4.5

Additional information: Learners need to provide an account of the role of the representative at the airport for departures which should include the following:

- identify passengers
- coach boarding
- head count
- luggage check
- passport
- tickets
- personal possessions.

Learners should produce a description of issues of departing passengers which may include:

- departing passengers – delays
- fit-to-fly incidents
- lost passports
- illness/injury
- intoxication.

Types of evidence

Evidence must include:

- scenario/role play
- learner report.

Unit 05 Investigate the role of the Children's Representative in a holiday resort (K/504/5713)

Unit summary	This unit will provide an overview of the role of the Children's Representative. Learners will create promotional materials for children's club activities and assist in the delivery of a children's group activity.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional
NOS mapping	TT24 Monitor and solve customer service problems TT38 Contribute to maintaining the quality of travel and tourism operations.

Learning outcome 1

The learner will:

- 1 Understand the role of the Children's Representative

The learner can:

- 1.1 Outline the requirements needed to become a Children's Representative
- 1.2 Describe the role of the Children's Representative
- 1.3 Identify key aspects of legislation, company policy and procedures relating to working with children
- 1.4 Describe the health and safety requirements relating to a Children's Representative

Delivery and assessment

Type of evidence: Learner report

Assessment criteria: 1.1–1.4

Additional information: A report could outline the role together with an advert to confirm the requirements of the position. As a Children's Representative the role is to plan and carry out appropriate activities for all age ranges of children. The role involves:

- the health, safety and security of children within the club environment and during activities
- managing behaviour
- promoting the club and facilities
- maintaining the club environment and the club's resources
- other duties, such as baby-sitting.

Key aspects of legislation should cover the tour operator's adherence to the following:

- Equality Act 2010
- Children Act 2004 (including safeguarding)
- Health and Safety at Work Act 1974
- Package Travel Regulations 1992
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- other regulations for example, COSHH (Control of Substances Hazardous to Health) Regulations 2002, Toys (Safety) Regulations 1995.

**Unit 05 Investigate the role of the Children’s Representative in a holiday resort (K/504/5713)
(cont’d)**

Learning outcome 1 (cont’d)

Delivery and assessment (cont’d)
<p>Learners should describe the following 5 health and safety requirements:</p> <ul style="list-style-type: none"> • identifying potential risks in and around the children’s club, for example, play equipment, hazardous substances • unclean play environment, for example, sand pits, drinking water, insects • off-site considerations, for example, road safety, beach, sea, rivers • security of children, for example, the use of consent forms, CRB checks, risk assessment forms, ratios, uncollected children • logistics – movement of groups from place to place.
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report.

Learning outcome 2

The learner will:

- 2 Be able to contribute to providing children's club activities

The learner can:

- 2.1 Prepare a daily activity schedule with timings for a chosen age range
- 2.2 Plan a club session which shows a safe play environment
- 2.3 Describe the facilities which are required in a children's club
- 2.4 Produce promotional materials for the children's club
- 2.5 Assist with a children's group activity
- 2.6 Review the children's group activity for future planning purposes

Delivery and assessment

Type of evidence: A daily activity schedule for a week with timings for one age group.

Assessment criterion: 2.1

Additional information: A chosen age group could be:

- TUI – Baby Club (0–3 years), Bamse Club (3–5 years), @611 (6–11 years) and The Hangout (12–15 years)
- Club Med – Baby Club (4–23 months), Petit Club (2–3 years), Mini Club (4–10 years), Passworld and Junior Club (11–17 years)
- Esprit – Infant Care (17 weeks–3 years), Snow Club (3–8 years) and Mountain Academy (6–12 years)

Activities on the schedule could include:

- free and structured play:
 - creative play, for example, painting, music, clay, 3D modelling
 - construction play, for example, building blocks, jigsaws
 - imaginative play, for example, role play, drama, themed
 - speaking and listening, for example, story-telling, songs, poems and rhymes
 - physical play, for example, ball games, swimming, parachute
 - outdoor activities, for example, raft building, canoeing, hiking, pony trekking
 - other, for example, trips
 - activities for older children, for example, paintballing, volleyball, beach parties

Unit 05 Investigate the role of the Children's Representative in a holiday resort (K/504/5713) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd)
<p>Type of evidence: Session plan Assessment criteria: 2.2, 2.3 Additional information: A session plan should be produced which outlines the health and safety considerations, aims and objectives:</p> <ul style="list-style-type: none"> • preparation (resources required, risk assessment) • information for parent/guardian/primary carer, for example, clothes to wear, collection policy • location • start and finish times • appropriate activities to meet children's needs • variety of activities • alternative programme/activities, for example, poor weather, change of location <p>A description and layout of the required facilities for the particular session could meet the evidence for 2.3.</p> <p>Type of evidence: Promotional material Assessment criterion: 2.4 Additional information: Promotional material may include banners for activities, posters, leaflets for themed days, video recordings for shows. 2 different/separate pieces of work should be produced by each learner to promote the children's club.</p> <p>Type of evidence: Role play/witness statement Assessment criteria: 2.5, 2.6 Additional information: A witness statement or observation checklist should support the activity. Assisting: using effective communication skills (verbal, non-verbal, listening), managing behaviour, helping children to participate successfully in activity, for example, collecting shells on the beach. The witness statement should show an awareness of health and safety during the activity, for example, ongoing risk assessment of the activity, reducing risks during the activity, utilising protection procedures when handling body fluids, for example, toileting, sickness; and helping to clear away after activity. An evaluation after the session could be evidenced in the planning in 2.2 to support future planning.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • a daily activity schedule for a week with timings for one age group • session plan • promotional material.

Unit 06 Investigate the role of the Entertainment Representative in a holiday resort (M/504/5714)

Unit summary	This unit provides an overview of the role of the Entertainment Representative. Learners will plan, prepare and participate in an entertainment activity that could be offered in resort complexes, holiday centres or hotels. Learners will also create promotional materials to support this activity.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Investigate the role of the Entertainment Representative

The learner can:

- 1.1 Outline the requirements needed to become an Entertainment Representative
- 1.2 Describe types of Entertainment Representative
- 1.3 Identify key aspects of legislation, company policy and procedures relating to providing entertainment
- 1.4 Describe the health and safety requirements relating to providing entertainment

Delivery and assessment

Type of evidence: Learner-devised person specification

Assessment criterion: 1.1

Additional information: The person specification for an Entertainment Representative might include some or all of the following:

- attainments (for example, highest level of education completed, relevant market experience, ability to supervise/manage)
- aptitudes (for example, verbal reasoning, numerical aptitude)
- interests (social activities; sporting activities)
- personal circumstances (for example, ability to work shifts; full or part-time)
- skill (performing arts, sports, cabaret, lifeguard, swim instructor)

Type of evidence: Learner report

Assessment criterion: 1.2

Additional information: Learners need to show their understanding of the roles of different types of Entertainment Representatives and should include one of those working:

- for tour operators
- for hotel complexes
- for holiday centres
- on board cruise ships

Unit 06 Investigate the role of the Entertainment Representative in a holiday resort (M/504/5714) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
<p>Type of evidence: Learner report Assessment criteria: 1.3, 1.4 Additional information: The needs of different types of customer are a crucial part of the planning of an entertainment programme and should therefore be a focus of the learning process. The playing of recorded music or music videos in public will be legally required to have a PPL licence. The Noise at Work Act and the Live Music Act may also be considered and legislation may be governed by overseas hoteliers. Health and safety is particularly important if dealing with high-risk groups (children, the elderly or vulnerable adults) or if undertaking high-risk activities (for example, sports), and will involve carrying out risk assessments.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner-devised person specification • learner report.

Learning outcome 2

The learner will:

- 2 Be able to contribute to providing entertainment for holidaymakers

The learner can:

- 2.1 Prepare an entertainment schedule for day or evening
- 2.2 Plan a timetabled entertainment activity for day and evening entertainment for a target group
- 2.3 Prepare an entertainment activity for a group of holidaymakers
- 2.4 Identify the physical and financial resources required to carry out the entertainment activity
- 2.5 Carry out a basic risk assessment on the entertainment activity
- 2.6 Create an informative poster to promote the entertainment activity
- 2.7 Assist the entertainment activity
- 2.8 Review the entertainment activity for future planning

Delivery and assessment

Type of evidence: Entertainment schedule and timetabled activity schedule for a one-week holiday for ages 18–30 on a youth holiday, adults on a family holiday and 55+ in an adults only hotel, for day and evening entertainment

Assessment criteria: 2.1–2.4

Additional information: Learners should show they are able to plan an entertainment schedule and include activities such as:

- bingo
- quiz
- karaoke
- performance
- show
- game
- ballroom dancing
- concert
- sporting activity

An activity plan should include:

- time
- duration
- location
- costs
- theme
- resources

Type of evidence: Risk assessment

Assessment criterion: 2.5

Additional information: The risk assessment for the entertainment activity should identify:

- hazards
- precautions
- low, medium or high risk level

Type of evidence: Activity/video evidence

Assessment criteria: 2.2, 2.7, 2.8

Additional information: Learners should take part in the entertainment activity as an individual or as part of a group with viewing audience or audience participation. A checklist could show planning and the physical and financial resources required to carry out the entertainment activity. An evaluation should review the activity.

Type of evidence: Poster

Assessment criterion: 2.6

Additional information: The information should include:

- times
- location
- duration
- costs, if applicable
- themes
- description of the activity

Types of evidence

Evidence must include:

- entertainment schedule and timetabled activity schedule
- risk assessment
- activity/video evidence
- poster

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	There is opportunity to achieve the criteria throughout the qualification.
Mathematics	There are no explicit opportunities to achieve this.
ICT	There is opportunity to achieve the criteria throughout the qualification.
PLTS Independent Enquirers	Units 01, 02, 05 and 06.
PLTS Creative Thinkers	Units 02, 03, 05 and 06.
PLTS Reflective Learners	There is opportunity to achieve the criteria throughout the qualification.
PLTS Team Workers	Units 03, 04, 05 and 06.
PLTS Self-managers	There are no explicit opportunities to achieve this.
PLTS Effective Participators	Units 03, 04, 05 and 06.

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

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 2 Award for Resort Representatives is internally assessed and externally quality assured.

Learners must be successful in **both** components to gain the Level 2 Award for Resort Representatives.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner.

Internal assessment

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

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

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

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

If a centre chooses to create its own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged
 - refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.
-

Supervision of learners and your role as an Assessor

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

Feedback to learners

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

Presenting evidence

Written

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

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

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

Recorded

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

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

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

- the exact start and finish times so that the Quality Assurer 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 Quality Assurer 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 – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

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

Quality assurance

Internal quality assurance

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

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers 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 Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

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 quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require 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.

Contact us

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***