Qualification specification

NCFE Level 2 Certificate in Travel and Tourism
QN: 601/6266/1
NCFE Level 2 Extended Certificate in Travel and Tourism
QN: 601/6267/3
NCFE Level 2 Diploma in Travel and Tourism
QN: 601/6268/5

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Summary of changes

Version	Publication date	Summary of amendments
V4.2	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1. Information regarding the aggregation methods and grade thresholds added to Section 3.
V4.3	January 2022	Company names updated/removed. p.35, travel research platforms added as an example for how customer service is measured in Assessment Guidance.
V4.4	February 2022	Paragraph added in regarding external quality assurance for graded qualifications.
V4.5	June 2022	Further information added to the achieving these qualifications section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks.
V4.6	May 2023	Paragraph on Qualification Support Packs deleted from Section 1.

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Section 1

Qualification overview

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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 these qualifications and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism.

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 issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using different or shortened names you must ensure that learners are aware that their final certificate will state the regulated qualification title.

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About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/6266/1, 601/6267/3 and 601/6268/5.

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

These qualifications are suitable for use within a Study Programme.

Things you need to know

NCFE Level 2 Certificate in Travel and Tourism

- Qualification number (QN): 601/6266/1
- Total Qualification Time (TQT): 360
- Aim reference: 60162661
- Guided learning hours (GLH): 240
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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NCFE Level 2 Extended Certificate in Travel and Tourism

- Qualification number (QN): 601/6267/3
- Aim reference: 60162673
- Total Qualification Time (TQT): 540
- Guided learning hours (GLH): 360
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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NCFE Level 2 Diploma in Travel and Tourism

- Qualification number (QN): 601/6268/5
- Aim reference: 60162685
- Total Qualification Time (TQT): 720
- Guided learning hours (GLH): 480
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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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.

Aims and objectives of these qualifications

These qualifications aim to:

- provide learners with an understanding of the principles of the travel and tourism industry and allow them to explore the various avenues of work within this industry
- allow learners to gain transferable skills that can be applied to the workplace or further study.

The objectives of these qualifications are to help learners to:

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

Essential skills

While completing these qualifications, 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.

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Entry guidance

These qualifications are designed for learners who want to go on to further learning at Level 3 or into a relevant travel and tourism role.

They're particularly relevant for those aged 16-18 undertaking a large programme of full-time study, but are also relevant to adult learners who may be changing career or entering a new industry, and need a solid background in this area.

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

Centres are responsible for ensuring that these qualifications are 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 these qualifications.

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

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Achieving these qualifications

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

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

To be awarded the Level 2 Diploma in Travel and Tourism, learners are required to successfully complete **2** mandatory units and **6** optional units.

These qualifications consist of 2 **graded** mandatory units:

- Unit 01   Customer service in travel and tourism
- Unit 02   The UK travel and tourism industry

and 18 **graded** optional units:

- Unit 03   Travel and tourism destinations
- Unit 04   Promotion in travel and tourism
- Unit 05   UK purpose built visitor attractions
- Unit 06   Understanding package holidays
- Unit 07   Travel agency operations
- Unit 08   Hospitality in travel and tourism
- Unit 09   Organising an event
- Unit 10   Introduction to guided tours
- Unit 11   Impact of travel and tourism provision on a host community
- Unit 12   Tourism in a popular UK region
- Unit 13   Know about airports and airlines
- Unit 14   Career planning for travel and tourism
- Unit 15   Work experience in travel and tourism
- Unit 16   UK coastal tourism
- Unit 17   Heritage and cultural tourism
- Unit 18   UK rural tourism
- Unit 19   Understanding specialist tourism
- Unit 20   Enterprise in tourism

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

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

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To achieve the Level 2 Certificate, Extended Certificate or Diploma in Travel and Tourism, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

These qualifications are 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 unit 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.

Progression opportunities

Learners who achieve these qualifications could progress to:

- Level 3 Certificate, Diploma or Extended Diploma in Travel and Tourism
- Level 3 Certificate in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
- Level 2 Award for Resort Representatives
- Level 2 Certificate 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.

Qualification dates

The qualification review date is the date by which we'll have carried out a review of the qualification.

We'll communicate changes relating to extensions to qualifications to centres.

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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 these qualifications 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.

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.

Learning resources

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

The resources and materials used in the delivery of these qualifications 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.

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Support for centres

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

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.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers - including learners - using 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 Customer Support team on 0191 239 8000.

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Section 2

Assessment and moderation

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Assessment and moderation

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 Certificate, Extended Certificate and Diploma in Travel and Tourism are internally assessed and externally moderated.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of 100 per cent of 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
- question and answer sheets
- web pages
- blogs
- audio/visual.

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

Assessors must be satisfied that learners have achieved all learning outcomes 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 Customer Support 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 deadlinesencourage 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.

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Validity and reliability of assessment

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

- 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, 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

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

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 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.

To help our Moderators 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 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
- the type of audience they were performing to (if applicable).

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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).

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 each case, the centre would be required to assess, grade and internally moderate all learners' work again.

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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.

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.

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Section 3

Grading information

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Grading information

Grading has been introduced to make sure that these qualifications 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 in these qualifications is graded using a structure of Not Yet Achieved, Pass, Merit, and Distinction. Due to the synoptic nature of these qualifications, 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 learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes 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 5 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 per cent 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 these qualifications 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 2.

To achieve the **Certificate** learners are required to successfully achieve **2** graded mandatory units and **2** graded optional units. This equates to **4** grades to be aggregated.

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

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

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To achieve the **Extended Certificate** learners are required to successfully achieve **2** graded mandatory units and **4** graded 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.

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

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To achieve the **Diploma** learners are required to successfully achieve **2** graded mandatory units and **6** graded optional units. This equates to **8** grades to be aggregated.

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

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

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

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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.

Overall qualification standard for a Level 2 learner

At Level 2 learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

Tasks

At Level 2 tasks should be well defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a pass.

Pass
The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with some errors and learners will select and use some appropriate skills and processes. A range of strengths and weaknesses will be identified, with supporting evidence, and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.

Merit
The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will select and use some appropriate skills and processes, giving some explanation for their choices. The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process. Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.

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Overall qualification grading descriptors (cont'd)

Distinction
The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will select and use appropriate skills and processes, justifying their choices. Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes. Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.

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.

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Section 4

Structure and content

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Structure and content

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- 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)
- grading descriptors
- 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).

The regulated 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 these qualifications please contact our Customer Support team on 0191 239 8000.

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Unit summaries

Unit 01 Customer service in travel and tourism (T/507/2655)

In this unit the learner will understand the importance of meeting customer needs in travel and tourism and the different types of facilities and services. The learner will demonstrate customer service skills and how to deal with challenging situations.

Guided learning hours: 60
Level: 2
This unit is **mandatory**
This unit is **graded**

Unit 02 The UK travel and tourism industry (A/507/2656)

In this unit the learner will understand the structure of the UK travel and tourism industry as well as the different types of organisations. The learner will understand the factors in the development of the UK travel and tourism industry and relevant job opportunities in the sector.

Guided learning hours: 60
Level: 2
This unit is **mandatory**
This unit is **graded**

Unit 03 Travel and tourism destinations (F/507/2657)

In this unit the learner will know about the location of the world's main geographical features and popular destinations for UK outbound tourists. The learner will understand the factors that attract tourists to destinations.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 04 Promotion in travel and tourism (J/507/2658)

In this unit the learner will investigate different promotional activities used by travel and tourism organisations and explore the importance and effectiveness of promotion. The learner will produce different promotional materials and review the material they have produced.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

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Unit summaries (cont'd)

Unit 05 UK purpose built visitor attractions (L/507/2659)

In this unit the learner will understand the different types of purpose built visitor attractions. The learner will design a purpose built visitor attraction and produce a review of their design.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 06 Understanding package holidays (F/507/2660)

In this unit the learner will explore what makes up a package holiday and how they are developed to meet the needs of different markets. The learner will investigate how tour operators sell package holidays and how they are promoted, and demonstrate recommending a suitable package holiday to a customer.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 07 Travel agency operations (J/507/2661)

In this unit the learner will understand the different types of travel agents and the processes used by a travel agency to book a package holiday. The learner will recommend holiday products and understand the reasons for the recommendation.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 08 Hospitality in travel and tourism (L/507/2662)

In this unit the learner will look at the products and services offered by different types of hospitality providers and how they meet the needs of different customers. The learner will understand appropriate customer service skills in hospitality.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

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Unit summaries (cont'd)

Unit 09 Organising an event (R/507/2663)

In this unit the learner will explore different types of events and the importance of events and conferences to the UK economy. They will also take part in organising an event and review their contribution.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 10 Introduction to guided tours (F/507/2674)

In this unit the learner will understand the role of a tour guide and different types of tours. The learner will plan and deliver a guided tour.

Guided learning hours: 64
Level: 2
This unit is **optional**
This unit is **graded**

Unit 11 Impact of travel and tourism provision on a host community (Y/507/2664)

In this unit the learner will understand the impact of travel and tourism on a host community and the importance of responsible tourism. The learner will assess the positive and negative impacts of travel and tourism on a host community.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 12 Tourism in a popular UK region (D/507/2665)

In this unit the learner will know about the features of a UK region and its tourism facilities. The learner will use statistical data to assess tourism trends in a selected region. The learner will also produce an itinerary for a visit to a UK region.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

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Unit summaries (cont'd)

Unit 13 Know about airports and airlines (H/507/2666)

In this unit the learner will know about the facilities and services airports offer for passengers and airlines and the difference between airside and landside. The learner will know how airports manage health, safety and security and the different job opportunities at airports and with airlines.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 14 Career planning for travel and tourism (K/507/2667)

In this unit the learner will explore different career options and progression opportunities in travel and tourism. The learner will plan for a chosen career option and produce an application. The learner will also take part in an appropriate job interview.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 15 Work experience in travel and tourism (M/507/2668)

In this unit the learner will prepare for and undertake a work experience placement. The learner will, for further development, review their own performance and produce an action plan.

Guided learning hours: 64
Level: 2
This unit is **optional**
This unit is **graded**

Unit 16 UK coastal tourism (T/507/2669)

In this unit the learner will explore different types of coastal tourism taking into account different factors involved. The learner will select a destination and research it.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

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Unit summaries (cont'd)

Unit 17 Heritage and cultural tourism (K/507/2670)

In this unit the learner will understand UK heritage and cultural tourism and the factors involved. The learner will select a destination and research it.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 18 UK rural tourism (M/507/2671)

In this unit the learner will understand UK rural tourism and different factors involved. The learner will select a destination and research it.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 19 Understanding specialist tourism (T/507/2672)

In this unit the learner will explore specialist tourism and research a variety of suitable specialist tourism destinations.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

Unit 20 Enterprise in tourism (A/507/2673)

In this unit the learner will explore enterprise in tourism. The learner will produce an enterprise project related to travel and tourism and then produce a review of their project.

Guided learning hours: 60
Level: 2
This unit is **optional**
This unit is **graded**

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Unit 01 Customer service in travel and tourism (T/507/2655)

Learning outcome 1

The learner will:

Understand the importance of meeting customer needs in travel and tourism

The learner must know about:

- The importance of customer service to travel and tourism organisations and their customers
- Customer needs and how they are met in different types of facilities and services

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Unit 01 Customer service in travel and tourism (T/507/2655) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Makes accurate conclusions about the importance of customer service to travel and tourism organisations and customer needs based on some information from at least 2 sources. Uses information about facilities and services found in at least 2 sources and communicates it in own words.
Merit: Makes accurate conclusions about the importance of customer service to travel and tourism organisations and customer needs based on all of the information about facilities and services. Uses information about facilities and services found in different formats from at least 2 sources and communicates it in own words.
Distinction: Makes accurate conclusions about the importance of customer service to travel and tourism organisations and customer needs weighing up all the information on facilities and services. Uses information about facilities and services found in different formats from different types of sources and communicates the information in own words.

Assessment guidance:
The learner could produce a case study/presentation/report describing a range of different customer types and how their needs are met, or exceeded, by types of facilities and services in at least 2 different organisations. These would include hotel, travel agent, tourist information centre, tour guiding, transport operator. The learner will describe good customer service, including having a welcoming attitude, good listening skills, being polite and efficient etc.   Learners should include a description of how customer service is measured and the importance of it (eg mystery shopper, Michelin Guide, travel research platforms (eg Trip Advisor), organisation's own website or customer satisfaction survey).   Evidence could be obtained by watching relevant TV programmes or visiting organisations and enabling learners to work out solutions to an identified problem half way through or before the end of the programme or visit.   Produce a written statement as to why any customer service is important. This would include examples of customer service policies; complaints procedures; staff recruitment and training.   Produce a study of company policy statements, such as one large - eg TUI, Hilton, McDonalds, British Airways - and one smaller, eg Sunvil, Hays Travel, Flybe, a local restaurant. A comparison of a selection of these should be included.

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Unit 01 Customer service in travel and tourism (T/507/2655) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
- case studies   - witness testimonies   - observation reports   - presentation   - audio visual evidence   - written report   - written statements   - blogs   - workbooks/journals.

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Unit 01 Customer service in travel and tourism (T/507/2655) (cont'd)

Learning outcome 2

The learner will:

Provide customer service in travel and tourism situations

The learner must demonstrate:

- customer service skills in different travel and tourism situations
- customer service skills when dealing with challenging travel and tourism situations
- production of written documents to support customer service in travel and tourism situations.

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Unit 01 Customer service in travel and tourism (T/507/2655) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Selects and uses some appropriate customer service skills and processes.
Merit: Selects and uses mostly appropriate customer service skills and processes with some explanation of their choice.
Distinction: Justifies their selection of and consistently uses appropriate customer service skills and processes.

Assessment guidance:
The learner should demonstrate customer service skills, for example active listening, welcoming attitude, attentiveness, knowledge of the product/service, using positive language etc, in at least 2 different situations, including face to face, via the telephone, or through social media. The challenging situations would include angry, upset, frustrated or injured customers. Learners could produce a video or take part in a role play situation to a brief or case study provided by the Tutor. When producing written documents to support customer service (for example, a letter dealing with a complaint) in travel and tourism situations the learner should demonstrate consideration of: • method • content • tone • accuracy • legibility. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• witness testimonies • observation reports • presentation • letter/email • audio visual evidence • professional discussion • question and answer test • Tutor/peer feedback.

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Unit 02 The UK travel and tourism industry (A/507/2656)

Learning outcome 1

The learner will:

Understand the structure of the UK travel and tourism industry

The learner must know about:

- the structure of the UK travel and tourism industry
- a number of different types of organisations
- the private, public and voluntary organisations in the UK travel and tourism industry.

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Unit 02 The UK travel and tourism industry (A/507/2656) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Supports at least 3 points about the structure of the UK travel and tourism industry with examples or explanations. Uses information about types of organisations found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Supports at least 4 points about the structure of the UK travel and tourism industry, with examples or explanations. Uses information about the types of organisations and communicates it, mostly accurately, in own words. The information should be found in different formats from at least 2 sources.
Distinction: Supports several points about the structure of the UK travel and tourism industry with well-thought-out examples or explanations. Uses information about types of organisations, found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
By producing a report or presentation the learner will describe the structure of the UK travel and tourism industry. Examples of the following types of organisations could be addressed: • transport (road, rail, air and sea) • accommodation (serviced and non-serviced) • tour operations • travel agents • visitor attractions • guiding and information services • ancillary services. A comparison should be made of private, public and voluntary organisations in the UK travel and tourism industry, including: • ownership • aims and objectives • sources of revenue. A pictorial representation could be used, for example a pie chart.

Types of evidence:
• flow chart or similar • worksheets • observation reports • presentation • audio visual evidence • professional discussion • written report • pie chart • question and answer sheet.

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Unit 02 The UK travel and tourism industry (A/507/2656) (cont'd)

Learning outcome 2

The learner will:

Understand factors in the development of the UK travel and tourism industry

The learner must know about:

- factors in the development of the UK travel and tourism industry.

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Unit 02 The UK travel and tourism industry (A/507/2656) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Supports at least 2 points about the development of the UK travel and tourism industry with examples or explanations. Uses information about the development of the UK travel and tourism industry found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Supports at least 3 points about the development of the UK travel and tourism industry with examples or explanations. Uses information about the development of the UK travel and tourism industry found in different formats from at least 2 sources and communicates it, mostly accurately, in own words.
Distinction: Supports several points about the development of the UK travel and tourism industry with well-thought-out examples or explanations. Uses information found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
By producing a report or presentation the learner will explain the development of the UK travel and tourism industry. When describing the development of the UK travel and tourism industry, learners should include the following factors: • regulations and legal changes • social changes • economic changes • technological innovations • product development • changing consumer demands.

Types of evidence:
• presentation • audio visual evidence • written report • case study • workbook/worksheets.

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Unit 02 The UK travel and tourism industry (A/507/2656) (cont'd)

Learning outcome 3

The learner will:

Understand job opportunities in the UK travel and tourism industry

The learner must know about:

- relevant job opportunities in the UK travel and tourism industry
- the requirements for different job roles in the UK travel and tourism industry.

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Unit 02 The UK travel and tourism industry (A/507/2656) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Uses information about job opportunities and 2 different job roles in the UK travel and tourism industry found in at least 2 sources and communicates it, mostly accurately, in own words in the form of a careers brochure or similar.
Merit: Uses information about job opportunities and 2 different job roles in the UK travel and tourism industry found in different formats from at least 2 sources and communicates it, mostly accurately, in own words in the form of a careers brochure or similar.
Distinction: Uses information about job opportunities and 2 different job roles in the UK travel and tourism industry found in different formats from different types of sources and accurately communicates the information in own words in the form of a careers brochure or similar.

Assessment guidance:
By producing a careers brochure, web page or advert, learners will describe the different job opportunities and the requirements for at least 2 different job roles from different sectors, such as tour operators, hospitality, travel agents and so on.
When describing the different job opportunities from different sectors learners should include: • qualifications   • skills and experience   • personal qualities and attitudes.

Types of evidence:
• careers brochure   • web page   • advert   • presentation   • audio visual evidence   • written report.

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Unit 03 Travel and tourism destinations (F/507/2657)

Learning outcome 1

The learner will:

Understand travel and tourism destinations in the UK and worldwide

The learner must know about:

- the location of the world's main geographical features
- popular overseas destinations for UK outbound tourists.

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Unit 03 Travel and tourism destinations (F/507/2657) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about location and destinations found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about location and destinations found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about location and destinations found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
Learners should produce a series of maps when locating the world's main geographical features. Learners could include the following elements: • continents • oceans • seas • mountain ranges • hemispheres • key latitudes • deserts. Learners could produce a brochure/presentation/web page. When locating popular overseas countries for UK outbound tourists, learners should select one short-haul and one long-haul destination to research. They could include the following elements: • capital cities • main towns and cities • coastal resorts • countryside • coastal/island • mountain/lake • ski • beach holiday • safari • adventure • culture/sightseeing • cruise.

Types of evidence:
• worksheets • brochure • web page • maps • presentation • audio visual evidence • written report.

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Unit 03 Travel and tourism destinations (F/507/2657) (cont'd)

Learning outcome 2

The learner will:

Understand what attracts tourists to destinations

The learner must know about:

- factors that attract tourists to destinations.

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Unit 03 Travel and tourism destinations (F/507/2657) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Describes relevant theories and concepts about factors that attract tourists to destinations. Supports at least 2 points about tourist attraction with examples or explanations.
Merit: Describes relevant theories and concepts about factors that attract tourists to destinations and makes some links between them. Supports at least 3 points about tourist attraction with examples or explanations.
Distinction: Describes theories and concepts about factors which attract tourists to destinations and explains how they're linked. Supports several points about tourist attraction with well-thought-out examples and explanations.

Assessment guidance:
The learner will produce a fact sheet (web page based, paper based) on at least 3 destinations (1 UK, 1 short-haul and 1 long-haul destination), explaining what attracts different types of tourists to destinations, including: - visitor attractions (eg theme parks, museums, historical and heritage sites, wildlife parks etc)   - natural features (eg mountains, beaches, lakes, rivers, coastal)   - facilities (eg sport and leisure, shopping)   - arts and entertainment (eg theatres, art galleries, exhibitions, festivals and events)   - transport links (eg rail, road, air and sea links)   - different types of visitors (eg families, couples, groups, retired people, school trips etc).   Note: short-haul is classed as 6 hours and under and long-haul is 6 hours and over. The fact sheet should identify a range of tourists and provide examples of destinations that may appeal to each type. The destination information should include their location and the gateways that serve them.

Types of evidence:
- worksheets   - fact sheet   - maps   - presentation   - audio visual evidence   - web page   - written report   - question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   49
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 04 Promotion in travel and tourism (J/507/2658)

Learning outcome 1

The learner will:

Understand factors influencing promotional activity in travel and tourism

The learner must know about:

- different promotional activities used by travel and tourism organisations
- the importance of promotion to travel and tourism organisations
- the effectiveness of promotional activities used by travel and tourism organisations.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   50
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 04 Promotion in travel and tourism (J/507/2658) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Makes accurate conclusions about the importance and effectiveness of promotional activities based on some information.
Merit: Makes accurate conclusions about the importance and effectiveness of promotional activities based on all the information.
Distinction: Makes accurate conclusions about the importance and effectiveness of promotional activities, weighing up all the information.

Assessment guidance:
A description of different promotional activities used by travel and tourism organisations should be provided, with examples. These could include adverts, brochures, website, leaflets, flyers, TV adverts, radio adverts, social media etc.

They will explain the importance of promotion and how this can affect a travel and tourism organisation. This explanation should also include the objectives of promotional activities, for example, raising awareness, increasing market share and advertising new products.

Learners will use examples of promotional activities, identifying the target customer and commenting upon their effectiveness. |

Types of evidence:
- worksheets   - minutes of meetings   - observation reports   - presentation   - audio visual evidence   - professional discussion   - written report   - question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   51
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 04 Promotion in travel and tourism (J/507/2658) (cont'd)

Learning outcome 2

The learner will:

Create promotional material for travel and tourism

The learner must know about:

- production of different types of promotional materials for a travel and tourism product or service.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   52
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 04 Promotion in travel and tourism (J/507/2658) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Completes and presents different types of promotional materials for a travel and tourism product or service following a given brief with some degree of accuracy. Selects and uses some appropriate technical skills, processes and material.
Merit: Completes and presents different types of promotional materials for a travel and tourism product or service, accurately following a given brief. Selects and uses mostly appropriate technical skills, processes and material with some explanation of their choice.
Distinction: Completes and presents different types of promotional materials for a travel and tourism product or service, accurately meeting all of the requirements for a given brief. Selects and uses appropriate technical skills, processes and material with some explanation of their choice.

Assessment guidance:
The learner will produce 2 different types of promotional material for 2 different types of travel and tourism organisations or services. The learner should keep a reflective journal or blog to record information such as the type of customer the material is aimed at, the reason for this choice and the nature and content of the promotional material. Sources of research should be identified and noted.

Types of evidence:
• worksheets • minutes of meetings • witness testimonies • observation reports • presentation • audio visual evidence • professional discussion • promotional material • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   53
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 04 Promotion in travel and tourism (J/507/2658) (cont'd)

Learning outcome 3

The learner will:

Review promotional material produced

The learner must know about:

- the appearance and effectiveness of the promotional material produced
- the appeal and suitability of the promotional material produced
- their target audience and area of improvement.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   54
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 04 Promotion in travel and tourism (J/507/2658) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Identifies a range of strengths and weaknesses with the appearance and effectiveness of the promotional material, with supporting evidence.
Merit: Identifies a range of strengths and weaknesses with the appearance and effectiveness of the promotional material with supporting evidence and describes the impact on the overall outcome.
Distinction: Describes a range of strengths and weaknesses with the appearance and effectiveness of the promotional material with supporting evidence, showing evidence of recognising different levels of importance.

Assessment guidance:
Learners should produce a review of their work covering: • justification of their choice • potential impact • time taken • material used • how it met customer needs • Tutor and peer feedback • what went well/not so well • areas for improvement. Evidence could also include completed feedback sheets/questionnaires/interview responses from Tutors and peers.

Types of evidence:
• worksheets • minutes of meetings • witness testimonies • feedback sheets • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   55
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 05 UK purpose built visitor attractions (L/507/2659)

Learning outcome 1

The learner will:

Understand purpose built visitor attractions in travel and tourism

The learner must know about:

- different types of purpose built visitor attractions.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   56
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 05 UK purpose built visitor attractions (L/507/2659) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about purpose built visitor attractions found in at least 2 sources and communicates it, mostly accurately, in own words in the form of a report.
Merit: Uses information about purpose built visitor attractions found in different formats from at least 2 sources and communicates it, accurately, in own words in the form of a report.
Distinction: Uses information about purpose built visitor attractions found in different formats from different types of sources and accurately communicates the information in own words in the form of a report.

Assessment guidance:
Several purpose built visitor attractions in the UK should be identified. Built attractions may include places such as The O2, the Eden Project, Center Parcs, holiday parks and camps, art galleries, museums, theme parks etc. The learner will choose a purpose built visitor attraction and write a report on it, including: • location and access • appeal • customer facilities and services • target market (people with specific needs, couples, single people, families, groups) • history and potential future developments. If a visit has taken place, photographs and other records of the visit should be included in the portfolio.

Types of evidence:
• written report • photographs • visit memorabilia • worksheets • minutes of meetings • witness testimonies • observation reports • presentation • audio visual evidence • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   57
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 05 UK purpose built visitor attractions (L/507/2659) (cont'd)

Learning outcome 2

The learner will:

Design a purpose built visitor attraction

The learner must demonstrate:

- producing a proposal for a purpose built visitor attraction.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   58
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 05 UK purpose built visitor attractions (L/507/2659) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Completes and presents a proposal for a purpose built visitor attraction following a given brief with some degree of accuracy.
Merit: Completes a proposal for a purpose built visitor attraction mostly accurately following a given brief.
Distinction: Completes a proposal for a purpose built visitor attraction accurately meeting all of the requirements of the given brief.

Assessment guidance:
The learner will produce a proposal for a purpose built visitor attraction in the UK, including: • location and access • appeal • customer facilities and services • target market (people with specific needs, couples, single people, families, groups) • history and potential future developments • potential budget • layout plans.

Types of evidence:
• proposal • worksheets • minutes of meetings • observation reports • reflective diary/journal • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   59
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 05 UK purpose built visitor attractions (L/507/2659) (cont'd)

Learning outcome 3

The learner will:

Review the design of a purpose built visitor attraction

The learner must demonstrate:

- producing a review of the design for a purpose built visitor attraction.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   60
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 05 UK purpose built visitor attractions (L/507/2659) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Identifies a range of strengths and weakness with supporting evidence.
Merit: Identifies a range of strengths and weaknesses with supporting evidence and describes the impact on the overall outcome.
Distinction: Describes a range of strengths and weaknesses with supporting evidence, showing evidence of recognising different levels of importance.

Assessment guidance:
The learner will produce a review of a proposal for a purpose built visitor attraction in the UK, including: • a self-evaluation of how the proposal was developed   • recommendations for improvement   • feedback from peers, Tutors, audience   • the viability of the design   • what went well and not so well.

Types of evidence:
• review   • worksheets   • minutes of meetings   • witness testimonies   • presentation   • audio visual evidence   • professional discussion   • Tutor/peer/other/feedback sheets.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   61
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 06 Understanding package holidays (F/507/2660)

Learning outcome 1

The learner will:

Understand how package holidays are developed and sold

The learner must know about:

- what makes up a package holiday
- how package holidays are developed to meet the needs of different target markets
- how tour operators sell package holidays
- how package holidays for different target markets are promoted by tour operators.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   62
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 06 Understanding package holidays (F/507/2660) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Correctly applies some technical terms about package holidays. Uses information found in at least 2 sources and communicates it, mostly accurately, in own words in the form of a report about package holidays.
Merit: Correctly applies a range of technical terms about package holidays. Uses information found in different formats from at least 2 sources and communicates it, accurately, in own words in the form of a report about package holidays.
Distinction: Consistently and correctly applies a broad range of technical terms about package holidays. Uses information found in different formats from different types of sources and accurately communicates the information in own words in the form of a report about package holidays.

Assessment guidance:
A report should be produced that includes the elements which comprise a package holiday, including transport, accommodation and one other element, for example, a resort representative. An explanation of how package holidays are developed to meet the needs of different target markets should be provided. The explanation should include: • research and product development • contracting suppliers • costing and pricing • marketing and distribution. The learner will provide a description of the methods used by tour operators to sell package holidays including travel agencies, social media, website, telephone sales etc. An analysis of how package holidays are promoted in tour operator brochures or websites should be provided and should include: • images • ease of use/navigation • product description • additional/special features offered • pricing and supplements.

Types of evidence:
• worksheets • witness testimonies • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   63
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 06 Understanding package holidays (F/507/2660) (cont'd)

Learning outcome 2

The learner will:

Recommend a suitable package holiday to a customer

The learner must demonstrate:

- recommending a suitable package holiday to a customer
- the reasons for the recommendation to a customer.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   64
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 06 Understanding package holidays (F/507/2660) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Completes a proposal for a package holiday following a given brief with some degree of accuracy. Researches using relevant information from a single type of source to inform actions.
Merit: Completes a proposal for a package holiday accurately following a given brief. Researches using relevant information from more than one type of source and in different formats, to inform actions.
Distinction: Completes a proposal for a package holiday accurately meeting all of the requirements from the given brief. Researches using relevant information from a wide range of different types of sources and formats to inform actions.

Assessment guidance:
A proposal for a suitable package holiday for a specific customer type should be produced, based upon a case study or pen portrait. The reasons for the recommendations to the chosen customer should be explained, which may include: • budget available • distance • restrictions • preferences • dependents. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• proposal • worksheets • minutes of meetings • witness testimonies • Tutor observation reports • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   65
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 06 Understanding package holidays (F/507/2660) (cont'd)

Learning outcome 3

The learner will:

Understand the changes to the package holiday market

The learner must demonstrate:

- the decline in popularity of package holidays
- the emerging markets
- the impact for customers.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   66
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 06 Understanding package holidays (F/507/2660) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Makes accurate conclusions about changes in the package holiday market based on some information. Uses information about changes in the package holiday market found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Makes accurate conclusions about changes in the package holiday based on a range of information. Uses information about changes in the package holiday found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Makes accurate conclusions about changes in the package holiday weighing up all the information. Uses information about changes in the package holiday found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
Write a newspaper article/magazine piece of between 500 and 1000 words explaining why package holidays have declined in popularity, what has replaced them and the impact this has had on some customers.

Types of evidence:
• newspaper article • magazine piece • worksheets • minutes of meetings • presentation • audio visual evidence • professional discussion • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   67
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 07 Travel agency operations (J/507/2661)

Learning outcome 1

The learner will:

Understand the roles of travel agents

The learner must know about:

- different types of travel agent
- the role of travel agents.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   68
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 07 Travel agency operations (J/507/2661) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about travel agents found in at least 2 sources and communicates it, mostly accurately, in own words in the form of a report or presentation.
Merit: Uses information about travel agents found in different formats from at least 2 sources and communicates it, accurately, in own words in the form of a report or presentation.
Distinction: Uses information about travel agents found in different formats from different types of sources and accurately communicates the information in own words in the form of a report or presentation.

Assessment guidance:
A report or presentation should be produced, which describes different types of travel agents including: • retail travel agent (for example there are multiples*, miniples** and independent travel agents, including consortiums) • business travel agent • call-centre travel agent • web-based travel agent • homeworker. This should also include a description of the role of travel agents, including: • sales of products and services • information and advice • aftercare. *Multiple travel agents, eg Thomson. **Miniples are regional travel agents with usually no more than 20 branches, eg Kyle Travel or Newell's Travel.

Types of evidence:
• worksheets • minutes of meetings • witness testimonies • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   69
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 07 Travel agency operations (J/507/2661) (cont'd)

Learning outcome 2

The learner will:

Understand the process used by a travel agency to book a package holiday

The learner must know about:

- the processes used by a travel agency to make a booking.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   70
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 07 Travel agency operations (J/507/2661) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Uses information about the processes used by a travel agency to book a package holiday found in at least 2 sources and communicates it, mostly accurately, through the production of a flow chart.
Merit: Uses information about the processes used by a travel agency to book a package holiday, found in different formats from at least 2 sources and communicates it, accurately, through the production of a flow chart.
Distinction: Uses information about the processes used by a travel agency to book a package holiday found in different formats from different types of sources and accurately communicates the information through the production of a flow chart.

Assessment guidance:
The learner will produce a flow chart which explains the processes used by travel agents to make a booking, including:
• customer enquiry
• selecting correct products
• confirming with suppliers
• managing payments, invoices and tickets.

Types of evidence:
• flow chart
• worksheets
• minutes of meetings
• observation reports
• presentation
• audio visual evidence
• written report
• question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   71
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 07 Travel agency operations (J/507/2661) (cont'd)

Learning outcome 3

The learner will:

Recommend holiday products in a travel agency situation

The learner must demonstrate:

- how to recommend a suitable holiday product to a customer
- the reason for recommending the holiday product.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   72
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 07 Travel agency operations (J/507/2661) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Presents a recommendation for a suitable holiday product following a given brief with some degree of accuracy.   Researches holiday products using relevant information from a single type of source to inform actions.
Merit: Presents a recommendation for a suitable holiday product accurately following a given brief.   Researches holiday products using relevant information from at least 2 sources and in different formats to inform actions.
Distinction: Presents a recommendation for a suitable holiday product accurately meeting all of the requirements of the given brief.   Researches holiday products using relevant information from a wide range of different types of sources and formats to inform actions.

Assessment guidance:
The learner could take part in a role play or simulation where they recommend a suitable holiday product to a chosen customer.   The learner will explain the reasons for the recommendation and how these apply to the chosen customer. The reasons for the choice of holiday products could take into account the following preferences of the customer: • budget available   • distance   • restrictions   • preferences   • dependents.   If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. References used for research should be noted.

Types of evidence:
• worksheets   • minutes of meetings   • Tutor/peer feedback   • presentation   • audio visual evidence   • professional discussion   • written report   • question and answer sheet   • role play/simulation notes.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   73
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 08 Hospitality in travel and tourism (L/507/2662)

Learning outcome 1

The learner will:

Understand how different hospitality providers offer different products and services

The learner must know about:

- the products and services offered by different types of hospitality providers
- how products and services offered by a hospitality provider meet the needs of different customers.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   74
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 08 Hospitality in travel and tourism (L/507/2662) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about products and services offered by different types of hospitality providers found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about products and services offered by different types of hospitality providers found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about products and services offered by different types of hospitality providers found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
When defining the term 'hospitality', learners should produce a report and describe the different types of organisations and products and services offered for both business and leisure customers. The learner will choose a specific hospitality provider and explain how they meet the needs of both leisure and business customers. The learner will produce a leaflet or web page for a specific hospitality provider describing how they meet the needs of both leisure and business customers.

Types of evidence:
• leaflet • web page • minutes of meetings • presentation • audio visual evidence • professional discussion • written report • question and answer sheet • worksheets.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   75
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 08 Hospitality in travel and tourism (L/507/2662) (cont'd)

Learning outcome 2

The learner will:

Understand the role of different types of hospitality customer service staff

The learner must know about:

- the roles of different hospitality customer services staff.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   76
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 08 Hospitality in travel and tourism (L/507/2662) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Uses information about the roles of different types of hospitality customer staff found in at least 2 sources and communicates it, mostly accurately, in own words in the form of a guide.
Merit: Uses information about the roles of different types of hospitality customer staff found in different formats from at least 2 sources and communicates it, accurately, in own words in the form of a guide.
Distinction: Uses information about the roles of different types of hospitality customer staff found in different formats from different types of sources and accurately communicates the information in own words in the form of a guide.
Assessment guidance:
The learner should produce a guide explaining the key roles within a hospitality organisation. The learner could then choose one of the occupations and produce a 'day in the life of' document/case study/presentation. This could include occupations such as hospitality manager, chef, receptionist, housekeeper, bar staff, waiter, porter, concierge etc. Interviews could be held with individuals employed in the above occupations.
Types of evidence:
• worksheets • a day in the life of • witness testimonies • presentation • audio visual evidence • professional discussion • guide • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1) 77
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 08 Hospitality in travel and tourism (L/507/2662) (cont'd)

Learning outcome 3

The learner will:

Understand customer services skills required in hospitality

The learner must know about:

- appropriate customer service skills in hospitality.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   78
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 08 Hospitality in travel and tourism (L/507/2662) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Uses information about customer service skills in hospitality found in at least 2 sources and communicates it accurately in own words in the form of a training manual.
Merit: Uses information about customer service skills in hospitality found in different formats from at least 2 sources and communicates it accurately in own words in the form of a training manual.
Distinction: Uses information about customer service skills in hospitality found in different formats from different types of sources and accurately communicates the information in own words in the form of a training manual.

Assessment guidance:
A description of appropriate customer service skills for at least 2 chosen hospitality roles should be provided. They should include: • active listening • welcoming attitude • attentiveness • knowledge of the product/service • using positive language. The learner should produce a training manual for new employees to the industry and explain the acceptable service levels, codes of conduct, behaviours (acceptable and unacceptable). Research could take place with individuals in these occupations and all sources used for research should be noted.

Types of evidence:
• training manual • worksheets • observation reports • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   79
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 09 Organising an event (R/507/2663)

Learning outcome 1

The learner will:

Understand the UK conference and events industry

The learner must know about:

- types of events
- the importance of the conference and events industry to the UK economy
- the key roles involved in organising an event.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   80
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 09 Organising an event (R/507/2663) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about the UK conference and events industry found in at least 2 sources and communicates it, mostly accurately, in own words in the form of a report.
Merit: Uses information about the UK conference and events industry found in different formats from at least 2 sources and communicates it, mostly accurately, in own words in the form of a report.
Distinction: Uses information about the UK conference and events industry found in different formats from different types of sources and accurately communicates the information in own words in the form of a report.

Assessment guidance:
When describing different types of events learners will produce a report which should include: • cultural events   • sports events   • festivals   • team building events   • corporate hospitality events   • wedding fairs   • conferences   • exhibitions (trade and public exhibitions).   The report will include a review of the importance of the conference and event industry to the UK economy.   The report should also provide descriptions of the key roles involved in organising an event including finance, co-ordination, resources, marketing, promotion, health and safety etc.

Types of evidence:
• worksheets   • minutes of meetings   • presentation   • audio visual evidence   • written report   • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   81
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 09 Organising an event (R/507/2663) (cont'd)

Learning outcome 2

The learner will:

Take part in running an event

The learner must demonstrate:

- the proposal for an event
- participating in the planning of an event
- participating in running an event.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   82
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 09 Organising an event (R/507/2663) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Completes and presents appropriate task(s) following a given brief with some degree of accuracy. Process will show application of technical skills and knowledge in meeting the brief.
Merit: Completes task(s) mostly accurately following a given brief. Process will show the effective application of technical skills and knowledge in meeting the brief.
Distinction: Completes task(s) accurately meeting all the requirements of the given brief. Process will show the consistent, effective application of technical skills and knowledge in meeting the brief.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   83
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 09 Organising an event (R/507/2663) (cont'd)

Learning outcome 2 (cont'd)

Assessment guidance:
A proposal for an event should be produced, based upon a brief, to outline key information such as: • objectives and purpose of the event (this might include an announcement, a celebration, a social occasion, a product launch, a charity event) • theme of event • location • feasibility (cost, time, resources, etc).   An event plan should be prepared which covers the following factors: • date and time • participants • budget • resources required (human, equipment, materials, IT) • marketing and promotion activities • layout and preparation of the venue • health and safety requirements • special requirements to be taken into consideration (these might include, mobility, translation or interpretation services, hearing loops, allergies, travel and accommodation bookings, religious or cultural requirements, security requirements).   Learners should participate in running an event, in accordance with the plan and the venue restored to its original state at the end of the event.   A reflective diary or journal should be kept to record all key decisions, issues and learning points from the experience.   If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• an event plan • reflective journal/diary • worksheets • minutes of meetings • witness testimonies • Tutor/peer observation reports • audio visual evidence • professional discussion • written report.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   84
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 09 Organising an event (R/507/2663) (cont'd)

Learning outcome 3

The learner will:

Review the event

The learner must consider:

- how objectives were met
- strengths and weaknesses
- opportunities for improvement.

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NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   85
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 09 Organising an event (R/507/2663) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Describes the processes and practices involved in running the event and identifies some aspects of what went well and not so well.   Identifies a range of strengths and weaknesses of the event with supporting evidence.
Merit: Describes the processes and practices involved in running the event and identifies what went well and not so well.   Identifies a range of strengths and weaknesses of the event with supporting evidence and describes the impact on the overall outcome.
Distinction: Describes the processes and practices involved in running the event and identifies what went well and not so well and any opportunities for improvement.   Describes a range of strengths and weaknesses of the event with supporting evidence, showing evidence of recognising different levels of importance.

Assessment guidance:
The learner will review the event, including: • the event's success   • own contribution   • contribution of others   • recommendations for improvement.   The learner will evaluate the success of an event and include relevant data, how it was collected and recorded in order to evaluate the success. The learner could produce customer satisfaction surveys or staff surveys. Feedback from Tutors, peers and attendees at the event should be taken into account.   The learner will produce a suggested action plan for future events.

Types of evidence:
• event review   • action plan   • surveys   • worksheets   • witness testimonies   • Tutor/peer observation reports   • presentation   • audio visual evidence   • professional discussion.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   86
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 10 Introduction to guided tours (F/507/2674)

Learning outcome 1

The learner will:

Understand the role of a tour guide

The learner must know about:

- the skills, attributes, roles and responsibilities and skillset of a tour guide.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   87
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 10 Introduction to guided tours (F/507/2674) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about the skills, attributes, roles and responsibilities and skillset of a tour guide found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about the skills, attributes, roles and responsibilities and skillset of a tour guide found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about the skills, attributes, roles and responsibilities and skillset of a tour guide found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
A careers page, web page, video recording or presentation should be produced, to include: • types of tour guides (eg day trips, coach tours, overseas holiday reps etc) • skills such as communications, problem solving, equality and diversity awareness, understanding of different cultures • attributes including personal presentation, initiative, punctual and friendly, knowledgeable, patient, engaging and flexible • roles such as meeting customers, welcoming, organising transport, planning and guiding tours, dealing with issues and engaging customers • responsibilities including observing health and safety requirements, meeting customer needs where possible, managing the tour group • skillset, which could include information about qualifications such as Blue Badge, Green Badge, NCFE qualifications or similar. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of evidence:
• careers page or presentation • worksheets • minutes of meetings • witness testimonies • observation reports • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   88
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 10 Introduction to guided tours (F/507/2674) (cont'd)

Learning outcome 2

The learner will:

Understand the components of a guided tour

The learner must know about:

- types of tour
- health and safety, transport, risk assessment and commentaries
- audience engagement and product knowledge.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   89
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 10 Introduction to guided tours (F/507/2674) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Uses information about the components of a guided tour found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about the components of a guided tour found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about the components of a guided tour found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
At least 2 types of tour such as city tours, walking tours or multiple days should be identified and described, possibly in the form of a report. Also to be included is an explanation of why health and safety are important and the reasons for undertaking a risk assessment. Learners could produce a safety information leaflet, a training manual for a tour guide, or a video. Learners should explain how to engage audiences and consider their reasons for attending a tour. They should show insight into how factors such as age, mobility, race, gender, and so on may affect the extent to which the group is engaged in the tour. An explanation of the importance of product knowledge should be provided, to include aspects such as history, anecdotes, statistics, archaeology, and geography/geology. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books used and other sources, such as a record of conversation or interview.

Types of evidence:
- worksheets   - information leaflet/web page   - training manual   - minutes of meetings   - observation reports   - presentation   - audio visual evidence   - professional discussion   - written report   - question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   90
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 10 Introduction to guided tours (F/507/2674) (cont'd)

Learning outcome 3

The learner will:

Be able to plan and deliver a guided tour

The learner must demonstrate:

- production of an itinerary for a guided tour
- production of a risk assessment
- delivery of a guided tour.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   91
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 10 Introduction to guided tours (F/507/2674) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Process will show application of some skills, knowledge and understanding required to plan and deliver a guided tour.
Merit: Process will show the application of a range of skills, knowledge and understanding required to plan and deliver a guided tour.
Distinction: Process will show the consistent application of skills, knowledge and understanding required to plan and deliver a guided tour.

Assessment guidance:
The learner should produce an information leaflet/brochure, visitor information board or web page. This should include an explanation of when and where the tour will take place, its location, start and finish points and the length of time that the tour will take. It should also provide details of the timings, breaks, accessibility and a brief history or summary of the key points the tour will cover. Photographs and images should also be included. Learners should also provide a completed risk assessment to include potential or real hazards, level of risk and solutions to minimise risk. Learners will deliver a guided tour to a group (eg peers and Tutor), which should keep to identified timings, route and budget. Feedback should be obtained from tour participants. Evidence of research should be recorded, for example, details of internet searches, list of books or atlases used and other sources, such as a record of conversation or interview. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• itinerary • information leaflet/brochure • risk assessment • worksheets • photographs • reflective diary/journal • witness testimonies • Tutor/peer observation reports • presentation • audio visual evidence • professional discussion.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   92
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 11 Impact of travel and tourism provision on a host community (Y/507/2664)

Learning outcome 1

The learner will:

Understand travel and tourism provision on a host community

The learner must know about:

- the travel and tourism facilities present in a host community
- the importance of responsible tourism.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   93
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 11 Impact of travel and tourism provision on a host community (Y/507/2664) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about host communities found in at least 2 sources and communicates it, mostly accurately, in own words. Describes relevant theories and concepts about the importance of responsible tourism.
Merit: Uses information about host communities found in different formats from at least 2 sources and communicates it, mostly accurately, in own words. Describes relevant theories and concepts about responsible tourism and makes some links between them.
Distinction: Uses information about host communities found in different formats from different types of sources and accurately communicates the information in own words. Describes theories and concepts about responsible tourism and explains how they are linked.

Assessment guidance:
An explanation of the term 'host community' should be provided. The learner will choose a host community and produce a report, to include facilities such as: • transport • accommodation • tourist attractions • tourist services. Give the main points of responsible tourism and use your report on the host community chosen to illustrate the importance of responsible tourism for suppliers, customers and the host community.

Types of Evidence:
• worksheets • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1) 94
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 11 Impact of travel and tourism provision on a host community (Y/507/2664) (cont'd)

Learning outcome 2

The learner will:

Assess the extent of the impact of travel and tourism on a host community

The learner must demonstrate:

- assessing the positive and negative impacts of travel and tourism on a host community.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   95
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 11 Impact of travel and tourism provision on a host community (Y/507/2664) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Researches the impact of travel and tourism on a host community using relevant information from a single type of source to inform the assessment.
Merit: Researches the impact of travel and tourism on a host community using relevant information from more than one type of source and in different formats to inform the assessment.
Distinction: Researches the impact of travel and tourism on a host community using relevant information from a wide range of different types of sources and formats to inform the assessment.

Assessment guidance:
The learner will assess the extent of the impact of travel and tourism on the chosen host community and produce a report assessing the positive and negative impacts of travel and tourism on the host community, including: - economic   - cultural   - social   - environmental.   Learners could visit the site of a host community affected by tourism and observe the impacts. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of Evidence:
- worksheets   - minutes of meetings   - witness testimonies   - Tutor/peer observation reports   - presentation   - audio visual evidence   - professional discussion   - written report   - question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   96
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 12 Tourism in a popular UK region (D/507/2665)

Learning outcome 1

The learner will:

Know about a popular UK region and its tourism facilities

The learner must know about:

- features of a UK region that are relevant to tourism
- tourism facilities in a UK region.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   97
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 12 Tourism in a popular UK region (D/507/2665) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about a UK region found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about a UK region found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about a UK region found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
When describing the features of a UK region learners should select a region in the UK and use a map to show features, including: • location and geographical features • main transport routes and gateways • popular destinations. Learners should give examples of how tourism facilities in the selected region meet the needs of domestic and inbound tourists, including: • built attractions • natural attractions • range of accommodation • local transport options • tourist services • festivals and events • restaurants, activities and entertainment. Evidence of research should be recorded, for example, details of internet searches, lists of books or atlases used and other sources. Learners should also keep a record of conversations or interviews. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• maps • worksheets • observation reports • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   98
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 12 Tourism in a popular UK region (D/507/2665) (cont'd)

Learning outcome 2

The learner will:

Be able to use statistical data relating to tourism in a popular UK region

The learner must know about:

- the statistical data which assesses tourism trends in a tourism region of the UK.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   99
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 12 Tourism in a popular UK region (D/507/2665) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Uses statistical data relating to tourism in a popular UK region found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses statistical data relating to tourism in a popular UK region found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses statistical data relating to tourism in a popular UK region found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
Using the selected UK region learners will research statistical data for the region and include: • visitor numbers   • visitor spend   • importance of tourism to the economy   • how it has impacted the economy of the region   • how visitor numbers have changed over time   • external influences on a region (TV series, sporting events eg Rugby World Cup, Great North Run, etc).   Evidence of research should be recorded, for example, details of internet searches, list of books or atlases used and other sources, such as a record of conversation or interview.   If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• worksheets   • minutes of meetings   • observation reports   • presentation   • audio visual evidence   • written report   • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   100
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 12 Tourism in a popular UK region (D/507/2665) (cont'd)

Learning outcome 3

The learner will:

Be able to produce an itinerary for a visit to a UK region

The learner must demonstrate:

- an itinerary for a short-stay tourism visit to a UK region.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   101
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 12 Tourism in a popular UK region (D/507/2665) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Completes and presents an itinerary following a given brief with some degree of accuracy.
Merit: Completes and presents an itinerary mostly accurately following a given brief.
Distinction: Completes and presents an itinerary accurately meeting all of the requirements of the given brief.

Assessment guidance:
Using a selected UK region learners should produce an itinerary based on a case study or pen portrait, for a short-stay tourism visit for the region, including: • transport options and timings • accommodation • excursions, activities and entertainments • interesting places to visit • catering arrangements.

Types of evidence:
• itinerary • worksheets • minutes of meetings • presentation • audio visual evidence • professional discussion • written report.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   102
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 13 Know about airports and airlines (H/507/2666)

Learning outcome 1

The learner will:

Know about facilities and services that airports offer

The learner must know about:

- facilities and services that airports provide for passengers
- facilities and services that airports provide for airlines
- the difference between airside and landside.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   103
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 13 Know about airports and airlines (H/507/2666) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about facilities and services offered by airports and airlines found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about facilities and services offered by airports and airlines found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about facilities and services offered by airports and airlines found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
A guide or brochure should be produced which describes facilities and services offered by: • an airport (the guide should include a plan of the airport, both airside and landside) • at least 2 airlines (including an identification of different types of airline and the services they offer – low cost, charter, scheduled). When identifying at least 2 airlines make a comparison of the levels of service they offer to passengers, the difference in the booking system and prices and destinations. If a visit is made to an airport and/or airline, visual evidence should be provided where possible. A visit to an airport would benefit learners, especially those who have never been to an airport. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of evidence:
• guide or brochure • web page • photographs • worksheets • minutes of meetings • observation reports • presentation • audio visual evidence • professional discussion • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   104
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 13 Know about airports and airlines (H/507/2666) (cont'd)

Learning outcome 2

The learner will:

Understand how airports manage health, safety and security

The learner must know about:

- existing and new security procedures
- hazards at airports
- how hazards are managed at airports.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   105
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 13 Know about airports and airlines (H/507/2666) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Uses information about how airports manage health, safety and security found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about how airports manage health, safety and security found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about how airports manage health, safety and security found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
Produce leaflets or guidance handouts on regulations, security procedures, hazards at airports, including: • health and safety • security • customs. How hazards are managed at airports, including: • health and safety • security • customs allowances.

Types of evidence:
• leaflets • guidance handouts • worksheets • observation reports • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   106
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 13 Know about airports and airlines (H/507/2666) (cont'd)

Learning outcome 3

The learner will:

Know about types of job opportunities at airports and with airlines

The learner must know about:

- the different types of jobs at airports and with airlines.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   107
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 13 Know about airports and airlines (H/507/2666) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Uses information about job opportunities at airports and with airlines found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about job opportunities at airports and with airlines found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about job opportunities at airports and with airlines found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
A careers brochure or website should be produced which identifies a range of jobs available within airports and airlines, which would include baggage handlers, security, terminal manager, cabin crew, pilot, reservations/sales etc. Research should be carried out into jobs both within the airport and with an airline. For each job, the following should be identified: • roles and responsibilities • qualifications needed • skills required • previous knowledge/experience • types of employment contracts offered (eg many will be seasonal).

Types of evidence:
• careers brochure • web pages • worksheets • minutes of meetings • witness testimonies • presentation • audio visual evidence • professional discussion • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   108
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667)

Learning outcome 1

The learner will:

Understand types of career in travel and tourism

The learner must know about:

- different career options in travel and tourism
- progression routes and opportunities in different travel and tourism career options.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   109
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Uses information about career options and progression routes, found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Uses information about career options and progression routes, found in different sources from at least 2 sources and communicates it, accurately, in own words.
Distinction: Uses information about career options and progression routes, found in different formats from different types of sources and accurately communicates the information in own words in the form of a report.

Assessment guidance:
The learner could produce a report outlining different career options in travel and tourism and writing a description of each role. Included in the report should be a description of the progression routes and opportunities for at least 2 career options, including: • promotion possibilities • transferability between employers/roles • types of working contract • likely impact of current economic trends • training, qualifications and experience needed • the range of duties likely to be undertaken • staff benefits, including remuneration, and perks. Evidence of research should be recorded, for example, details of internet searches, list of books or careers publications used, as well as records of conversations or interviews. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• report • worksheets • careers fact sheet • minutes of meetings • observation reports • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   110
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667) (cont'd)

Learning outcome 2

The learner will:

Be able to plan for a career in travel and tourism

The learner must demonstrate:

- their own employability for a chosen career option in travel and tourism
- progression towards a chosen travel and tourism career option.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   111
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Makes accurate conclusions about their chosen career option, based on some information.
Merit: Makes accurate conclusions about their chosen career option based on a range of information.
Distinction: Makes accurate conclusions about their chosen career option, weighing up the all the information.

Assessment guidance:
A skills audit should be produced for a chosen career option in travel and tourism and should include current: • skills and qualities • achievements • qualifications • experience • hobbies/interests. The learner should also explain the forms of progression towards a chosen travel and tourism career option. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of evidence:
• skills audit • worksheets • minutes of meetings • witness testimonies • observation reports • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   112
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667) (cont'd)

Learning outcome 3

The learner will:

Know how to apply for jobs in travel and tourism

The learner must know how to demonstrate:

- how to find job opportunities in travel and tourism
- producing an application and a CV for a chosen travel and tourism job.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   113
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Produces a list and presents a job application and CV following a given brief with some degree of accuracy for a realistic job opportunity.
Merit: Produces a list and completes a job application and CV mostly accurately for a realistic job opportunity.
Distinction: Produces a list and completes a job application and CV accurately meeting all of the requirements for a realistic job opportunity.

Assessment guidance:
A list of sources of information about job opportunities in travel and tourism should be produced, using websites, trade papers and magazines. Evidence of research should be recorded.
A realistic job opportunity should be identified (or provided by the Tutor) and a job application (industry standard) should be completed, supported by a detailed CV.
If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.
Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of evidence:
- job application form   - CV   - worksheets   - witness testimonies   - observation reports   - presentation   - written report   - question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   114
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667) (cont'd)

Learning outcome 4

The learner will:

Take part in a travel and tourism job interview

The learner must know how to demonstrate:

- planning for an interview for a chosen job in travel and tourism
- participating in an interview for a chosen job in travel and tourism.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   115
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 14 Career planning for travel and tourism (K/507/2667) (cont'd)

Learning outcome 4 (cont'd)

Grading descriptors:
Pass: Completes preparation and presents an appropriate interview for a chosen job with some degree of accuracy.
Merit: Completes the preparation and interview for a chosen job mostly accurately.
Distinction: Completes the preparation and interview meeting all of the requirements for the chosen job.

Assessment guidance:
The interview can be real or simulated but evidence should be shown of research that has been carried out into the company, the job role and products and services or facilities produced.
If a real interview has taken place, there should be a letter or other supporting evidence from the interviewer which gives details of the interview and the outcome (ie a job offer). Where simulation has been used, an observation record should be included, including verifying performance and signed by both the Assessor and the learner.
A list of questions and discussion points should be available to show how the learner has prepared for the interview.
The learner should attend the interview (or simulation) in appropriate attire. If simulated this must be supported by a detailed witness observation from the Tutor.
A review of the interview should be provided which includes the following interview skills: • body language • responding to questions • asking questions.
The review should also take into account feedback from peers and Tutors, or other.
If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.
Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of evidence:
• interview questions • company profile • Tutor/peer observation feedback • review • witness testimonies • presentation • audio visual evidence • professional discussion • written report.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   116
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 15 Work experience in travel and tourism (M/507/2668)

Learning outcome 1

The learner will:

Understand the preparation required for a work experience placement

The learner must know about:

- the necessary arrangements to prepare for work experience.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   117
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 15 Work experience in travel and tourism (M/507/2668) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Completes a questionnaire for a work experience placement with some degree of accuracy.
Merit: Completes a questionnaire for a work experience placement mostly accurately.
Distinction: Completes a questionnaire for a work experience placement meeting all the requirements.

Assessment guidance:
An appropriate work experience placement will be chosen by, or be given to, the learner. The work experience placement must enable the learner to generate evidence to meet the learning outcomes. For example, any customer facing role would be appropriate. If the learner is already in part time employment, it may be appropriate to use this as the work experience placement, providing the learner is able to generate the required evidence to meet the learning outcomes. The learner should produce a questionnaire to be completed prior to the start of the work experience placement. The questions should cover: • the purpose of the work experience placement • expected outcomes • expected conduct and personal presentation • health and safety procedures within the organisation • a description of the organisation and its purpose and structure • a description of its products and services • arrangements for breaks and lunch during work experience • reporting requirements for the work experience • appropriate dress code for the work experience. A route to and from the work experience should also be produced with costs and timings. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of evidence:
• questionnaire • route map • worksheets • minutes of meetings • observation reports • presentation • audio visual evidence • reflective diary/journal.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   118
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 15 Work experience in travel and tourism (M/507/2668) (cont'd)

Learning outcome 2

The learner will:

Undertake a period of work experience

The learner must demonstrate:

- participation in a period of work experience.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   119
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 15 Work experience in travel and tourism (M/507/2668) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Placement will show application of employability skills in meeting the purpose of the work experience.
Merit: Placement will show the effective application of employability skills in meeting the purpose of the work experience.
Distinction: Placement will show the consistent, effective application of employability skills in meeting the purpose of the work experience.

Assessment guidance:
A reflective diary or placement log/record should be kept which provides details of: - the tasks undertaken   - how the learner listened and responded to instructions   - an outline of how the learner worked as part of a team   - a description of communication methods used within the organisation   - a description of at least 3 procedures used within the organisation   - employability skills developed during the experience (eg, punctuality, communication, presentation, problem solving, working in a team).

Types of evidence:
- reflective diary or placement log/record   - worksheets   - minutes of meetings   - witness testimonies   - observation reports   - presentation   - audio visual evidence   - professional discussion   - written report.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   120
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 15 Work experience in travel and tourism (M/507/2668) (cont'd)

Learning outcome 3

The learner will:

Review own performance on a travel and tourism work experience placement

The learner must consider:

- the impact of the work experience placement on their personal development
- the strengths and weaknesses of their work experience
- what they would do differently if given the chance to undertake the experience again
- feedback from Tutor/employer and/or peers.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   121
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 15 Work experience in travel and tourism (M/507/2668) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Makes accurate conclusions about the work experience performance, based upon some of the information obtained throughout the work placement. Describes the processes involved and identifies some strengths and weaknesses. States 2 basic ways to improve the experience.
Merit: Makes accurate conclusions about the work experience performance based on all of the information obtained throughout the placement. Describes the processes involved and identifies the strengths and weaknesses. States advanced ways to improve the experience.
Distinction: Makes accurate conclusions about the work experience performance, based on all of the information obtained throughout the placement. Describes the processes involved and identifies the strengths and weaknesses. States advanced ways to improve the experience with development and explanation of ideas.

Assessment guidance:
A reflective diary or placement log/record could be produced which provides observations about their experience and performance. The diary or placement log/record could contain feedback from observations, notes from a discussion, evidence from others, such as witness testimonies. There should be an identification of the skills which have been developed during the work experience placement together with the strengths and weaknesses of the experience. Learners should also provide a statement of what they would do differently during the next work experience, or employment, opportunity.

Types of evidence:
• diary or placement log/record • worksheets • minutes of meetings • witness testimonies • observation reports • presentation • audio visual evidence • professional discussion • written report.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   122
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 16 UK coastal tourism (T/507/2669)

Learning outcome 1

The learner will:

Understand UK coastal tourism destinations

The learner must know about:

- seaside resorts, coastal paths, islands, sports or activities
- the location of coastal tourism destinations
- different types of visitors or visitor groups
- different needs of visitors
- key organisations responsible for the management of coastal areas.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   123
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 16 UK coastal tourism (T/507/2669) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Understands coastal tourism and correctly applies some technical terms. Locates areas of coastal tourism using information found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Understands aspects of coastal tourism and correctly applies a range of technical terms. Locates areas of coastal tourism using information found in different formats from at least 2 sources and communicates it, mostly accurately, in own words.
Distinction: Understands aspects of coastal tourism and consistently and correctly applies a broad range of technical terms. Locates areas of coastal tourism using information found in different formats and from different types from at least 2 sources and accurately communicates the information in own words.

Assessment guidance:
Learners should provide definitions of the types of coastal destinations and include examples of different types of coastal destinations and the activities available at different coastal areas, such as spotting wildlife, surfing, canoeing and so on.

Map(s) (UK) showing at least 3 coastal tourism destinations should also be included. The map should be blank and the learner would identify the areas and locations.

Visitor types include those seeking rest and relaxation/activity/special interest, business people, group activities, with needs ranging from transport, accommodation, accessibility, facilities, communication, seasonality, entertainment, sight-seeing and guiding services.

The key organisations responsible for the management of coastal areas would include, National Trust, Coastal National Parks, Areas of Outstanding Natural Beauty (AONB), Clean Beach Awards, local council, rescue services etc.

Identification of organisations should also include their key responsibilities, mission statements, roles, members and whether they are public/private/voluntary.

Evidence of research should be recorded, for example, details of internet searches, list of books or atlases used and other sources such as a record of conversation or interview.

Types of evidence:

- worksheets
- maps
- observation reports
- presentation
- audio visual evidence
- professional discussion
- written report
- question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   124
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 16 UK coastal tourism (T/507/2669) (cont'd)

Learning outcome 2

The learner will:

Research a local coastal tourism destination

The learner must demonstrate:

- the location identity
- the appeal to different visitors
- transport links
- seasonality
- types of visitors
- types of accommodation.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   125
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 16 UK coastal tourism (T/507/2669) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Understands aspects of coastal tourism and correctly applies some technical terms. Locates areas of coastal tourism using information found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Understands aspects of coastal tourism and correctly applies a range of technical terms. Locates areas of coastal tourism using information found in different formats from at least 2 sources and communicates it, mostly accurately, in own words.
Distinction: Understands aspects of coastal tourism and consistently and correctly applies a broad range of technical terms. Locates areas of coastal tourism using information found in different formats and of different types from at least 2 sources and accurately communicates the information in own words.

Assessment guidance:
The learner should produce a presentation, marketing materials (eg adverts, brochures) which focus upon a specific coastal tourism destination. They should explain the types of visitors it might appeal to and why. Available accommodation should be described together with any specific activities and attractions to be found in the resort. If the destination is particularly affected by seasonality, reasons should be provided for this. The work should also include a location map and directions for travellers by rail, road or other forms of transport. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books or atlases used and other sources, such as a record of conversation or interview.

Types of evidence:
• worksheets • presentation • maps • marketing materials • minutes of meetings • witness testimonies • observation reports • audio visual evidence • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   126
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 17 Heritage and cultural tourism (K/507/2670)

Learning outcome 1

The learner will:

Understand heritage and cultural tourism in the UK and worldwide

The learner must know about:

- the definition of heritage and cultural tourism
- types of heritage and cultural tourism
- the location of heritage and cultural tourism sites
- different types of visitors and visitor groups
- the different needs of visitors
- the key organisations responsible for the management of heritage and cultural tourism.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1) 127
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 17 Heritage and cultural tourism (K/507/2670) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Correctly applies some technical terms about heritage and cultural tourism. Uses information about heritage and cultural tourism found in at least 2 sources and communicates it, mostly accurately, in own words, to produce comparison tables.
Merit: Correctly applies a range of technical terms about heritage and cultural tourism. Uses information about heritage and cultural tourism found in different formats from at least 2 sources and communicates it, mostly accurately, in own words to produce comparison tables.
Distinction: Consistently and correctly applies a broad range of technical terms about heritage and cultural tourism. Uses information about heritage and cultural tourism found in different formats from different types of sources and accurately communicates the information in own words to produce comparison tables.

Assessment guidance:
A definition of heritage and cultural tourism should be provided, together with descriptive examples, such as historical, environmental, social groups, museums, art galleries etc. Learners will locate areas of heritage and cultural tourism using a blank map of the UK and the world. The learner will describe different types of visitors and visitor groups and explain their individual needs. The learner will list and compare key organisations responsible for the management of heritage and cultural tourism such as Visit Britain, National Trust, UNESCO, World Heritage etc. Evidence should be presented in the form of a report which notes all sources of reference materials. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

Types of evidence:
- maps   - comparison tables   - worksheets   - written report   - observation reports   - presentation   - audio visual evidence   - professional discussion   - question and answer sheet.

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NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 17 Heritage and cultural tourism (K/507/2670) (cont'd)

Learning outcome 2

The learner will:

Research a UK or worldwide heritage or cultural tourism destination

The learner must demonstrate:

- the location that has been identified
- transport links
- seasonality
- the appeal of the area(s)
- types of visitors
- types of accommodation.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   129
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 17 Heritage and cultural tourism (K/507/2670) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Understands aspects of heritage and cultural tourism and correctly applies some technical terms. Uses information found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Understands aspects of heritage and cultural tourism and correctly applies a range of technical terms. Locates areas of heritage and cultural tourism using information found in different formats from at least 2 sources and communicates it, mostly accurately, in own words.
Distinction: Understands aspects of heritage and cultural tourism and consistently and correctly applies a broad range of technical terms. Locates areas of heritage and cultural tourism using information found in different formats and of different types from at least 2 sources and accurately communicates the information in own words.

Assessment guidance:
The learner should produce a presentation, marketing materials (eg adverts, brochures) or web pages which focus upon a specific UK or worldwide heritage or cultural tourism destination. They should explain the types of visitors it might appeal to and why and the type of accommodation available there. If the destination is particularly affected by seasonality, reasons should be provided for this. The work should also include a location map and directions for travellers by rail, road or other forms of transport. If the learner works in a group, they need to record their notes, responsibilities and tasks and a Tutor observation record may be used. The final presentation from the learner(s) should also be supported by a detailed observation record from the Tutor. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Types of evidence:
• maps • worksheets • Tutor/peer observation reports • presentation • reflective diary/journal • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   130
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 18 UK rural tourism (M/507/2671)

Learning outcome 1

The learner will:

Understand aspects of UK rural tourism

The learner must know about:

- coastal, countryside, farm, heritage tourism
- the location of rural tourism destinations
- different types of visitors and their needs
- key organisations responsible for the management of rural areas.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   131
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 18 UK rural tourism (M/507/2671) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Correctly applies some technical terms about rural tourism. Uses information about rural tourism found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Understands aspects of rural tourism and correctly applies a range of technical terms. Locates areas of rural tourism using information found in different formats from at least 2 sources and communicates it, mostly accurately, in own words.
Distinction: Understands aspects of rural tourism and consistently and correctly applies a broad range of technical terms. Locates areas of rural tourism using information found in different formats and from different types from at least 2 sources and accurately communicates the information in own words.

Assessment guidance:
Learners should provide definitions of the types of rural destinations and include examples of different types of rural destinations and the activities available at different areas, such as spotting wildlife, rambling, pot-holing and so on.
Map(s) (UK) showing at least 3 rural tourism destinations should also be included. The map should be blank and the learner would identify the areas and locations.
Visitor types may include rest and relaxation/activity/special interest, including business people, group activity, and needs may range from transport, accommodation, accessibility, facilities, communication, seasonality, entertainment, sight-seeing and guiding services.
The key organisations responsible for the management of rural areas would include National Trust, Forestry Commission, National Parks, AONB, local council, rescue services etc.
Identification of organisations should also include their key responsibilities, mission statements, roles, members, public/private/voluntary.
Evidence of research should be recorded, for example, details of internet searches, list of books or atlases used and other sources such as a record of conversation or interview.

Types of evidence:
• maps • written report • worksheets • minutes of meetings • presentation • audio visual evidence • professional discussion • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   132
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 18 UK rural tourism (M/507/2671) (cont'd)

Learning outcome 2

The learner will:

Research a local rural tourism destination

The learner must demonstrate:

- the location has been identified
- list of attractions
- transport links
- seasonality
- the appeal of the area(s)
- types of visitors
- types of accommodation.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   133
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 18 UK rural tourism (M/507/2671) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Understands aspects of rural tourism and correctly applies some technical terms. Uses information found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Understands aspects of rural tourism and correctly applies a range of technical terms. Locates areas of coastal tourism using information found in different formats from at least 2 sources and communicates it, mostly accurately, in own words.
Distinction: Understands aspects of rural tourism and consistently and correctly applies a broad range of technical terms. Locates areas of coastal tourism using information found in different formats and of different types from at least 2 sources and accurately communicates the information in own words.

Assessment guidance:
The learner should produce a presentation, marketing materials (eg adverts, brochures) or web pages which focus upon a specific rural tourism destination. They should explain the types of visitors it might appeal to and why. Available accommodation should be described, together with any specific activities and attractions to be found in the resort. If the destination is particularly affected by seasonality, reasons should be provided for this. The work should also include a location map and directions for travellers by rail, road or other forms of transport.
If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.
Evidence of research should be recorded, for example, details of internet searches, list of books or atlases used and other sources such as a record of conversation or interview.

Types of evidence:
- presentation   - written report   - marketing materials   - location map   - worksheets   - minutes of meetings   - witness testimonies   - observation reports   - audio visual evidence   - professional discussion   - question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   134
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 19 Understanding specialist tourism (T/507/2672)

Learning outcome 1

The learner will:

Understand aspects of specialist tourism

The learner must know about:

- what specialist tourism is
- different types of specialist tourism
- locations of specialist tourism
- the effect of lifestyle
- trends and statistics.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   135
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 19 Understanding specialist tourism (T/507/2672) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Understands specialist tourism and correctly applies some technical terms. Defines types and areas of specialist tourism using information found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Understands aspects of specialist tourism and consistently and correctly applies a range of technical terms. Defines types and areas of specialist tourism using information found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Understands aspects of specialist tourism and consistently and correctly applies a broad range of technical terms. Defines types and areas of specialist tourism using information found in different formats and types and from at least 2 sources and accurately communicates the information in own words.

Assessment guidance:

A report/presentation/brochure/leaflet providing a definition of specialist tourism together with a description of different types of specialist tourism which includes volunteer, adventure, sporting, dark, medical etc.
 	
Also included should be maps identifying the location of sites of specialist tourism areas. Locations of specialist tourism worldwide should be identified using a blank map.
 	
The effect of lifestyle could include, for example:
• the current trend for people to have several holidays rather than just one holiday a year
   – a long weekend in UK or abroad
   – a week/10 days with the family
   – a theatre break tagged onto a business trip
   – a celebration of a birthday/anniversary on a city break or at a spa
   – a break to help a charity or the environment - giving respite to carers, building stone walls etc
• an ageing population
• tourists requiring more from their holiday choices and destinations
• people having children later (more disposable income when they are younger).
 	
A pictorial representation of trends and statistics should be included to demonstrate changes in specialist tourism.
 	
If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.
 	
Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   136
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 19 Understanding specialist tourism (T/507/2672) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
• brochure • leaflet • maps • worksheets • minutes of meetings • presentation • audio visual evidence • professional discussion • written report • question and answer sheet.

NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)   137
NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

Unit 19 Understanding specialist tourism (T/507/2672) (cont'd)

Learning outcome 2

The learner will:

Research suitable tourism destinations

The learner must demonstrate:

- the location has been identified
- their understanding of the range of customer needs
- suitable options
- recognition of limitations such as cost, time etc
- seasonality
- types of visitors
- types of accommodation.

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Unit 19 Understanding specialist tourism (T/507/2672) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Understands aspects of specialist tourism and correctly applies some technical terms. Uses information about specialist tourism destinations found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Understands aspects of specialist tourism and correctly applies a range of technical terms. Uses information about specialist tourism destinations found in different formats from at least 2 sources and communicates it, accurately, in own words.
Distinction: Understands aspects of specialist tourism and correctly applies a broad range of technical terms. Uses information about specialist tourism destinations found in different formats and of different types from at least 2 sources and accurately communicates the information in own words.

Assessment guidance:
The learner should plan an itinerary for a specific type of special interest tourist, based on a case study or brief, or a real location.

They should explain the types of visitors it might appeal to and why.

If the destination is particularly affected by seasonality, reasons should be provided for this.

The work should also include a location map and directions for travellers by rail, road or other forms of transport.

If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used.

Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview. |

Types of evidence:
• maps
• itinerary
• worksheets
• minutes of meetings
• witness testimonies
• observation reports
• presentation
• audio visual evidence
• professional discussion
• written report.

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Unit 20 Enterprise in tourism (A/507/2673)

Learning outcome 1

The learner will:

Recognise the need for enterprise within travel and tourism

The learner must know about:

- aspects of enterprise
- what drives enterprise
- the reasons why businesses have to become more enterprising
- consumer trends
- current sector developments
- the market.

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Unit 20 Enterprise in tourism (A/507/2673) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Describes relevant theories and concepts of enterprise within travel and tourism. Uses information about enterprise within travel and tourism found in at least 2 sources and communicates it, mostly accurately, in own words.
Merit: Describes relevant theories and concepts of enterprise within travel and tourism and makes some links between them. Uses information about enterprise within travel and tourism found in different formats from at least 2 sources and communicates it, mostly accurately, in own words.
Distinction: Describes theories and concepts of enterprise within travel and tourism and explains how they are linked. Uses information about enterprise within travel and tourism found in different formats from different types of sources and accurately communicates the information in own words.

Assessment guidance:
Research will be presented in the form of a report or presentation, which identifies and describes businesses that have been enterprising, such as department stores, garden centres, supermarkets etc, and brands such as Virgin and TUI. An explanation of why businesses use enterprise projects will be provided, with examples.
An investigation into current enterprising projects within travel and tourism would also be included.
The learner will describe examples of why different businesses have had to become more enterprising, which could include consumer trends, social, environmental, economic and political changes.

Types of evidence:
- worksheets   - observation reports   - presentation   - audio visual evidence   - professional discussion   - written report   - question and answer sheet.

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Unit 20 Enterprise in tourism (A/507/2673) (cont'd)

Learning outcome 2

The learner will:

Undertake an enterprise project related to travel and tourism

The learner must demonstrate:

- the purpose of the project
- any research, including the potential use of media and social media
- production of a proposal
- pitching for an enterprising project.

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Unit 20 Enterprise in tourism (A/507/2673) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: Completes and presents appropriate task(s) following a given brief with some degree of accuracy. Researches using relevant information from a single type of source to inform actions.
Merit: Completes task(s) mostly accurately following a given brief. Researches using relevant information from more than one type of source and in different formats to inform actions.
Distinction: Completes task(s) accurately meeting all the requirements of the given brief. Researches using relevant information from a wide range of different types of sources and formats to inform actions.

Assessment guidance:
The purpose of the project (eg to increase footfall in a particular area, development of new cycle/walking route etc) will be identified and a project plan produced. Research to support the project will be carried out and can include research from the media, social media, case studies etc. Produce a proposal for a suitable enterprise project which will include: • aims and objectives • product/service description • target customers • marketing and promotion • budget • resources required (including people, materials, facilities, equipment etc). Present the proposal to a group including peers, Tutors, employers or others with appropriate knowledge of the sector. If the learner works in a group, they need to record their roles, responsibilities and tasks and a Tutor observation record may be used. Evidence of research should be recorded, for example, details of internet searches, list of books and other sources used, such as a record of a conversation or interview.

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Unit 20 Enterprise in tourism (A/507/2673) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
• proposal
• worksheets
• minutes of meetings
• witness testimonies
• observation reports
• presentation
• audio visual evidence
• professional discussion
• written report
• reflective diary/journal.

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Unit 20 Enterprise in tourism (A/507/2673) (cont'd)

Learning outcome 3

The learner will:

Review the enterprise project

The learner must consider:

- a self-evaluation of the proposal and presentation
- recommendations for improvement
- feedback from peers, tutors, audience
- the viability of suggestions.

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Unit 20 Enterprise in tourism (A/507/2673) (cont'd)

Learning outcome 3 (cont'd)

Grading descriptors:
Pass: Describes the processes and practices involved in the production of the proposal and the presentation and identifies some aspects of what went well and not so well. Identifies a range of strengths and weaknesses of the proposal and presentation with supporting evidence.
Merit: Describes the processes and practices involved in the production of the proposal and the presentation and identifies what went well and not so well. Identifies a range of strengths and weaknesses of the proposal and presentation with supporting evidence and describes the impact on the overall outcome.
Distinction: Describes the processes and practices involved in the production of the proposal and the presentation and identifies what went well and not so well and any opportunities for improvement. Describes a range of strengths and weaknesses of the proposal and presentation, with supporting evidence, showing different levels of importance.

Assessment guidance:
To produce a review, the learner should collate peer assessment and tutor observations together with feedback from others as appropriate. The review will include: • whether objectives were achieved • justification of the choice of product or service • the appeal and suitability of the product or service to the proposed target audience • realistic assessment of its viability • what went well and not so well • areas for improvement.

Types of evidence:
• review • worksheets • witness testimonies • observation reports • presentation • audio visual evidence • professional discussion.

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Section 5

Grading descriptors glossary of terms

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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 2 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.

Accurately	Learner carries out all stages of a process correctly and without errors.
Advanced ways	Solutions may be more complex or more considered. For example – my table was wonky so I shaved a little bit of wood off some of the legs.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They should be selected by the learners, as opposed to Level 1 where they are directed.
Balanced conclusions	All arguments are considered in making a conclusion.
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – my table was wonky so I put a rubber foot on one leg.
Complex task/brief	A task or brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements.
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion.
Considered ways	Ideas or solutions show some degree of thought
Directed tasks	Learner is given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor
Effective solutions	Solutions are appropriate to the vocational area. For example, the learner might solve the problem of a wonky table by putting some paper under the leg but it could be efficiently solved by shaving some wood from the other legs.
Efficiently solves	Solves in a manner appropriate to the vocational area. For example, the learner might solve the problem of a wonky table by putting a rubber foot on one leg but it could be efficiently solved by shaving some wood off the other legs.
Everyday language	The learners' own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology.
Format of source	The style of information eg a questionnaire, a report, an observation, interview.
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome.
Possible solutions	The solution may not involve technical skills or understanding and may not be a long term or effective solution.
Range	Frequent use of most common words/techniques/materials.
Reasoned conclusions	Explanations are provided as to why a conclusion was made.
Simple experimentation	Straightforward, most obvious experimentation is carried out.
Some	Occasional use of most common words/techniques/materials.
Some degree of	Learner is able to carry the stages of a process to achieve an outcome, but

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accuracy	most stages will contain errors.
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made.
Specialist language	Advanced technical terms in context.
Specialist skills	Advanced technical skills in context.
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. For example: • catering – cake not rising • photography – image overexposed.
Technical skills	The application of technical understanding. The ability to put subject specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes.
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. For example: • photography – ISO, aperture, lens types • catering – texture, presentation, flavour components (salt, sweet, umami, spice etc), knife types and uses, nutritional value • sports – joint care, nutrition, treatment of sports injuries • cerami.
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding.
Type of source	The place that the information comes from eg the internet, a museum visit, staff, visitors and so on.
Wide range	Uses all relevant words/techniques/materials that could be expected at the level.

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Section 6

General information

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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 our Diversity and Equality policy is available on the NCFE website.

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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