

Criteria for the Diploma qualifications in travel and tourism at Foundation, Higher and Advanced levels

Version 1



Date: July 2008
Ofqual/08/3742

Contents

Purpose.....	3
Aims	4
Vision	6
Diversity and inclusion.....	7
Themes	9
Structure.....	10
Foundation level	11
Summary of topic titles.....	11
Topic 1.1 Planning journeys (30 GLH)	12
Topic 1.2 Destinations (60 GLH).....	13
Topic 1.3 Looking after customers (60 GLH)	14
Topic 1.4 Working in travel and tourism (30 GLH)	16
Topic 1.5 Creating and delivering travel and tourism products and services (60 GLH)	17
Higher level	19
Summary of topic titles.....	19
Topic 2.1 Destinations (60 GLH).....	20
Topic 2.2 The UK travel and tourism sector (60 GLH)	22
Topic 2.3 The customer experience (60 GLH)	23
Topic 2.4 Working in travel and tourism (60 GLH)	25
Topic 2.5 The business environment (60 GLH).....	27
Topic 2.6 Promotion and sales (60 GLH)	28
Topic 2.7 Creating and delivering travel and tourism products and services (60 GLH)	29
Advanced level	31

Criteria for the Diploma qualifications in travel and tourism at Foundation, Higher and Advanced levels	
Summary of topic titles.....	31
Topic 3.1 People in travel and tourism (90 GLH)	32
Topic 3.2 Destinations and cultures (60 GLH)	34
Topic 3.3 Environmental influences (60 GLH).....	36
Topic 3.4 Image and perception (60 GLH)	38
Topic 3.5 Political and economic influences (60 GLH)	40
Topic 3.6 Technology in travel and tourism (60 GLH)	42
Topic 3.7 Changes and trends (60 GLH)	44
Topic 3.8 Creating and delivering travel and tourism products and services (90 GLH)	46
Personal, learning and thinking skills	48
Functional skills	49
Additional and specialist learning	50
Advanced level: external assessment	51

Ofqual

Ofqual, the Office of the Qualifications and Examinations Regulator, is the new regulator of qualifications, exams and tests in England. It oversees the qualifications and examinations system to make sure that it is fair, provides value for money and meets the needs of learners and employers. Ofqual has been set up to ensure that children, young people, and adult learners get the results their work deserves, that standards are maintained and that qualifications count now and in the future. Ofqual also makes sure that the qualifications available meet the needs of learners and employers.

The government will be bringing in legislation to establish Ofqual as the regulator of qualifications. Until this legislation is passed, Ofqual will operate as part of the Qualifications and Curriculum Authority. Afterwards, Ofqual will be accountable to parliament.

Purpose

The purpose of this document is to record a full set of criteria for principal learning for the Diploma in travel and tourism at Foundation, Higher and Advanced levels. It also sets out the aims for the overall Diploma in travel and tourism.

This document should be read in conjunction with:

- the Qualifications and Curriculum Authority (QCA) document *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3* (QCA/07/3112) at www.qca.org.uk/qca_7670.aspx, which defines the overarching criteria for all Diplomas at Foundation, Higher and Advanced levels (including the Progression Diploma)
- the Line of learning statement for the travel and tourism Diploma, produced by the Diploma Development Partnership (DDP), at www.goskills.org/client/about_goskills.aspx?id=27.

All references to guided learning hours (GLH) within this document are for the purposes of ensuring that at each level there is sufficient content specified to enable the design of qualifications. GLH are not intended to indicate final unit sizes or design.

The purpose of the line of learning criteria is twofold:

- to provide the regulatory tools (alongside the overarching criteria) that the regulators will use to accredit qualifications that are developed for the Diploma and to admit qualifications and/or units of accredited qualifications into the Diploma catalogue
- to specify the requirements against which awarding bodies will develop their principal learning qualifications for the Diploma.

Aims

The general aims of the Diplomas are identified in Section 2 of the document *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3*.

The purpose of the Diploma in travel and tourism at Foundation, Higher and Advanced levels is to introduce learners to the world of travel and tourism. It is for all learners and has particular relevance to learners who are aged 14 to 19 and who seek to acquire knowledge and develop skills in the broad context of the travel and tourism industries.

Principal learning provides the essential knowledge, skills and understanding for all learners within the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding and/or application of the topics covered in principal learning or to explore a related topic with a more local focus.

Each Diploma in travel and tourism will:

- enable individuals to acquire relevant personal, learning and thinking skills (PLTS) in a travel and tourism context
- give opportunities to acquire and practise essential functional skills in English, mathematics and information and communication technology (ICT) that are relevant to the level and delivered in the context of travel and tourism
- offer progression to other Diplomas and opportunities to transfer laterally and progress to further education, apprenticeships and training
- aid effective transition to further education, work-based learning or higher education and to working life by providing a wide range of transferable skills and knowledge
- provide a motivating learning experience through a blend of general education and applied learning within a coherent and stimulating programme.

To meet the vision of the travel and tourism DDP the Diploma will:

- reflect the breadth of the industries in the travel and tourism sector (travel services, tourism services, passenger transport, visitor attractions, conferences and events and accommodation services)
- reflect the dynamic and fast-changing nature of the sector
- ensure learners appreciate the central importance of customers to the sector

- provide opportunities for learners to actively engage with employers across the broad range of industries within the sector
- require learners to develop and apply the employability skills and personal attributes required by travel and tourism employers
- inspire learners to make informed judgements about potential careers and progression routes in the travel and tourism sector by providing them with the knowledge, understanding and skills required within a rapidly changing, challenging, dynamic and global business environment.

Note

Throughout this document reference is made to the 'travel and tourism sector'. Where this appears in the document this term relates to both the travel and tourism and passenger transport sectors and their component industries as set out in the line of learning statement for the travel and tourism Diploma under 'Breadth of the Diploma'.

Vision

Learners will be inspired to make informed judgements about potential careers and progression routes in the travel and tourism sector of today and the future, by providing them with the skills, knowledge and understanding required within a rapidly changing, challenging, dynamic and global business environment. The travel and tourism sector is characterised by its fast-changing nature, and within this business environment there is a need to develop and nurture future employees, who are motivated, creative and who can inspire others.

Technological, cultural, business, economic, political and environmental factors continue to transform the sector on a local, regional, national and global scale. This is creating new challenges, and can also result in significant rewards for those who succeed and who aspire to meet those challenges and anticipate change.

The diploma in travel and tourism will:

- encourage and support sustainability across the sector
- encompass local culture whilst nurturing a regional, national and global perspective
- consider the balance between new developments, such as those in passenger transport and new attractions, with cultural heritage and ethical and moral values
- develop the ability to recognise and respond to environmental issues of today and the future
- encourage competitiveness alongside a culture of caring for individuals and their natural and built environment
- place people, whether employees or customers, at its core, and recognise the importance of customer service to the business environment.

Diversity and inclusion

Diplomas will enable all learners to be assessed by means of internal and external assessment, differentiating only on the basis of candidates' abilities to meet the assessment requirement. Diplomas will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. There must be fair and equal access to the Diploma for a diverse range of learners so that all can benefit from the high quality applied learning in employability skills, knowledge and understanding that it provides.

Component awarding bodies must design assessment requirements so that there are no barriers to achievement for disabled people, unless the barrier is explicitly justified as a competency standard in line with the *Criteria for the accreditation of Diploma qualifications at levels 1, 2 and 3*. There must also be no barriers to achievement in the assessment requirements in terms of gender, race, age, sexual orientation and religion/belief.

The development of principal learning qualifications and all associated tasks of assessment, awarding and appeal must take into consideration the needs of all potential learners to ensure there are no barriers in terms of disability, gender, race, age, sexual orientation and religion/belief. In particular awarding bodies should take steps to remove any barriers for disabled learners and where required make reasonable adjustments. This includes the design of information and communication hardware and software, and the formatting of communication in hard copy or online.

Reasonable adjustments for disabled people must be offered where these are still needed. Reasonable adjustments should reflect the candidate's usual methods of working and not invalidate the competency standard of the assessment requirements.

Component awarding bodies may allow assessment in British sign language. Where more than one language is used, the awarding body must put adequate mechanisms in place to guarantee the consistency of assessment across the different languages.

To support the requirements above component awarding bodies must have procedures in place to ensure relevant staff and associates are trained in ensuring equality in:

- the design, development and subject matter of qualifications
- assessment and awarding procedures
- language used in assessment

- systems used to ensure consistency of standards across options, centres and time.

They must also ensure that the centres they register do the same and undertake to use buildings that provide access for all candidates in accordance with equalities legislation.

The Diploma qualification must include the identification of opportunities, if appropriate to the subject or sector, for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues.

Note

The six areas of diversity in law are disability, gender, race, age, sexual orientation and religion/belief. In addition Ofqual's regulation promotes equality and aims to eliminate discrimination in terms of disability, gender and race, in accordance with public sector equality duties.

Themes

The travel and tourism DDP has not specified the classification of topics under themes.

Structure

Structure of Diplomas in travel and tourism			
Level	Foundation	Higher	Advanced
Total GLH	600	800	1,080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning (GLH)	120	180	360

Foundation level

Summary of topic titles

Topic no.	Title	GLH
1.1	Planning journeys	30
1.2	Destinations	60
1.3	Looking after customers	60
1.4	Working in travel and tourism	30
1.5	Creating and delivering travel and tourism products and services	60

Topic 1.1 Planning journeys (30 GLH)

The movement of people is integral to the travel and tourism sector. The purpose of this topic is to ensure that learners are familiar with the reasons for travel, the modes of transport available and their advantages and disadvantages, and the UK's major roads, rail routes and gateways. This topic will enable learners to use sources of information to plan journeys that meet customers' travel needs.

Learners must know and understand:

1. why people travel
2. modes of transport available for local, national and international travel, their advantages and disadvantages and how they link together
3. the UK's major road and rail routes
4. key UK gateways, their location and relative importance
5. services and facilities that transport providers offer to meet travellers' needs
6. the information needed to plan a travel itinerary, sources of information available and how to use them.

Learners must be able to:

1. interpret sources of information to select journey details
2. plan journeys to meet customers' travel needs.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers.

Topic 1.2 Destinations (60 GLH)

There is a great range and variety of destinations and visitor attractions both in the UK and worldwide. The purpose of this topic is to ensure that learners can use sources of information to locate and find out about local, national and worldwide destinations and visitor attractions. Through a local study learners will appreciate what a local area has to offer its visitors and the visitors' impacts on a local area. Learners will also develop an awareness of how they themselves can be responsible travellers and visitors.

Learners must know and understand:

1. how to use sources of information to find out about destinations and visitor attractions
2. major UK and worldwide destinations and their location and features
3. major local, UK and worldwide visitor attractions and their location and key features
4. why visitor numbers to popular UK destinations and UK visitor attractions change
5. the positive and negative impacts of visitors on a local area, including the environmental, economic and socio-cultural impacts
6. how to be a responsible traveller and visitor.

Learners must be able to:

1. locate destinations and visitor attractions
2. use sources of information to find out about destinations and visitor attractions
3. research a local area to find out about its features, the visitor attractions available and the impacts of its visitors on the area.

To engage with this topic effectively learners must use the following PLTS:

- effective participators
- independent enquirers.

Topic 1.3 Looking after customers (60 GLH)

The provision of excellent customer service is of vital importance to all industries within the scope of the travel and tourism sector and can have a significant impact on organisational success. The purpose of this topic is to introduce learners to the importance of excellent customer service to organisations, their employees and their customers. Learners will develop skills in customer service delivery using a range of methods and develop an awareness of the impact of their own personal presentation and non-verbal communication. Learners will also gain an awareness of the reasons for and influence of customer service policies, procedures and monitoring mechanisms.

Learners must know and understand:

1. the importance of customer service to an organisation, its employees and its customers
2. a range of different customers and how their needs vary
3. how to communicate with customers using a range of methods
4. how to deal with complaints and compliments
5. the impact of personal presentation on customer service delivery
6. the impact of nonverbal communication when communicating with customers
7. the limitations of authority in a given role and when to refer to a colleague or supervisor
8. how organisations monitor customer satisfaction levels and how they use this information
9. key customer service policies and procedures that organisations have, why they have them and how they influence customer service delivery.

Learners must be able to:

1. build positive customer relationships with customers
2. use a range of methods to communicate with customers
3. display sensitivity towards different customer groups
4. comply with policies and procedures.

To engage with this topic effectively learners must use the following PLTS:

- reflective learners.

Topic 1.4 Working in travel and tourism (30 GLH)

Opportunities for working in the travel and tourism sector are as wide-ranging and diverse as the industries involved and their products and services. The purpose of this topic is to introduce learners to the scope and structure of the travel and tourism sector, employment opportunities in its industries, the nature of the work involved and the skills and attributes required. The topic will also offer learners the opportunity to reflect on their own skills and attributes to inform their goals and personal development.

Learners must know and understand:

1. the range of industries that comprise the travel and tourism sector, the key players, what they do and the links between them
2. how and why organisations within the industries vary in size
3. the range of employment opportunities within the sector
4. the nature of employment in the different industries of the travel and tourism sector
5. the skills, personal attributes, behaviours and personal presentation appropriate for work
6. the sources of information and advice about routes into employment in the travel and tourism sector
7. how to self-assess, set goals and plan personal development.

Learners must be able to:

1. use sources of information and advice to find out about job roles and employers
2. assess their own skills and areas for improvement for specific job roles
3. set goals for personal development and work or further study.

To engage with this topic effectively learners must use the following PLTS:

- reflective learners
- independent enquirers.

Topic 1.5 Creating and delivering travel and tourism products and services (60 GLH)

This topic provides an opportunity for learners to demonstrate the employability skills required by travel and tourism employers, in particular communication and team working skills, by working as a team to plan one or more travel or tourism product(s) or service(s). These products or services could be made available within the centre environment and must be related to one or more of the industries that are represented within the scope of the travel or tourism sector. Learners will then implement their plan and evaluate their activities. Through their activities learners will also be introduced to the impact of key legislation on people and activities. This topic links to all other topics.

Learners must know and understand:

1. how to work as a team to generate ideas for a product or service
2. how to reach decisions and the importance of consensus and compromise
3. why people work in teams to produce products or services and the benefits that occur
4. the different roles and responsibilities in teams and how they can contribute to overall team performance
5. how to set objectives for the team to deliver the product or service
6. how to produce a plan for team activities
7. which resources are required and their costs
8. how to communicate and collaborate with team members
9. why conflict occurs and how to deal with it
10. how to respond to those giving advice
11. the importance of key legislation and its impact on their activities and the people involved
12. how to evaluate the activity/ies, their personal contribution and areas for improvement.

Learners must be able to:

1. contribute to a team plan(s) and team activity/ies
2. interact positively with team members

3. respond positively to advice
4. comply with legislation relevant to their activity/ies
5. evaluate the team activity/ies
6. assess their contribution to the activity/ies and areas for improvement.

To engage with this topic effectively learners must use the following PLTS:

- self managers
- reflective learners
- team workers.

Higher level

Summary of topic titles

Topic no.	Title	GLH
2.1	Destinations	60
2.2	The UK travel and tourism sector	60
2.3	The customer experience	60
2.4	Working in travel and tourism	60
2.5	The business environment	60
2.6	Promotion and sales	60
2.7	Creating and delivering travel and tourism products and services	60

Topic 2.1 Destinations (60 GLH)

The purpose of this topic is to ensure learners develop their knowledge of UK and worldwide destinations and their key features and appeal to different types of visitors. Learners will be able to use information sources and apply their knowledge of travel methods and their relative merits by planning travel and creating itineraries to meet travellers' needs. A study of destinations will give learners the opportunity to develop an understanding of the impacts of travel and tourism on a range of UK and worldwide destinations and introduce them to sustainable development practices.

Learners must know and understand:

1. the reasons for travel
2. the range of information sources available to research destinations and travel alternatives, any bias they may have and how to use them to ensure they obtain current and objective information
3. the location of significant UK and worldwide business and leisure destinations, and their key features and appeal for different visitor types
4. the location of new and emerging destinations and the reasons for their growth in popularity
5. the location and key features of significant UK and worldwide transport hubs and gateways
6. the type, cost and relative convenience of alternative transport options for travellers to selected destinations
7. how to plan travel and holiday itineraries to meet the needs of different travellers
8. the positive and negative economic, socio-cultural and environmental impacts of travel and tourism
9. what sustainable development means and how it is being implemented in the development and operation of existing and new destinations, transport hubs and gateways.

Learners must be able to:

1. use a range of information sources to research the key features and appeal of destinations
2. use a range of information sources to present travel options to meet travellers' needs

3. plan and cost holiday itineraries
4. assess the impact of tourism on destinations and the success of sustainable development practices.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- effective participators.

Topic 2.2 The UK travel and tourism sector (60 GLH)

Travel and tourism is a dynamic and ever changing sector that comprises many and varied interdependent industries. The purpose of this topic is to enable learners to gain an understanding of the broad scope of the travel and tourism sector and its importance to the UK economy. Learners will develop an understanding of the key factors that have shaped the industries in the travel and tourism sector of today and will be able to apply their knowledge to anticipate future developments. They will develop an awareness of the significant impact that can result from uncontrolled and unplanned events. This topic links to 2.5.

Learners must know and understand:

1. the range of industries that make up the travel and tourism sector, their roles, the key organisations and the relationships that exist between them
2. the key roles of the trade and professional bodies that support the industries within the sector
3. the role of UK national and regional development destination management organisations
4. how key factors have shaped the current UK travel and tourism sector (environmental awareness, socio-economic changes, holiday trends, changes in technology, changes in industry structure, developments in transport and government influences)
5. how these key factors may impact on the future development of the sector and its industries
6. how unplanned and uncontrolled external influences can have an immediate impact on travel and tourism industries (for example terrorism and natural disasters)
7. the importance of the travel and tourism sector to the UK economy.

Learners must be able to:

1. interpret statistical data
2. interpret trends to anticipate future developments.

To engage with this topic effectively learners must use the following PLTS:

- independent enquirers
- creative thinkers.

Topic 2.3 The customer experience (60 GLH)

The provision of excellent customer service is of vital importance to all industries within the travel and tourism sector and can have a significant impact on organisational success. The purpose of this topic is to ensure learners understand the importance of excellent customer service to travel and tourism customers, organisations and their employees by engaging with travel and tourism employers. It will also provide opportunities for learners to develop and apply their communication and customer service skills, including responding to the diverse needs of customers using appropriate methods and media. Learners will also develop knowledge and understanding of the impact of legislation, controls and technological developments on customer service delivery and be able to monitor customer service delivery against standards.

Learners must know and understand:

1. the impact of excellent and poor customer service on customers, colleagues and organisational success
2. a range of situations in which customer service is provided
3. the impact of personal presentation on customer perception of the organisation and the sector
4. how to present themselves appropriately in different customer service situations
5. how to identify and respond to a range of different customer types and their diverse needs
6. the products and services that travel and tourism industries develop to meet the diverse needs of customers
7. how product knowledge impacts on customer service delivery
8. the methods and media used to communicate effectively with internal and external customers
9. the skills and techniques necessary to provide excellent customer service in a range of customer service situations including dealing with difficult customers and challenging customer service situations
10. how team work can impact on customer service delivery
11. why customer service standards are set and how they are maintained
12. a range of tools used to monitor customer service levels/standards

13. a range of technological developments that have improved the customer experience
14. the impact of key legislation and controls on customer service delivery to internal and external customers.

Learners must be able to:

1. present themselves appropriately in a range of customer service situations
2. identify and respond to diverse customer needs
3. communicate effectively with customers using a range of methods and media
4. comply with customer service standards, relevant legislation and controls
5. monitor customer service delivery against agreed standards, evaluate findings and propose solutions for improvement.

To engage with this topic effectively learners must use the following PLTS:

- reflective learners
- self managers.

Topic 2.4 Working in travel and tourism (60 GLH)

The industries within the travel and tourism sector offer a wide range of employment opportunities in a variety of job roles. The purpose of this topic is to introduce learners to the job roles in the sector and potential progression routes so that they can develop an understanding of the skills and attributes required by travel and tourism employers. This may inform their own self-reflection, enable them to identify their skills and skill gaps and inform their own personal development plan. Learners will develop an understanding of how organisations recruit, select and induct employees and how staff performance is managed. They will also become aware of the rights and responsibilities they will have as employees as well as those of their employers.

Learners must know and understand:

1. the sources of information and advice about employment in travel and tourism
2. the range of job roles offered in the sector, entry points and progression opportunities
3. the skills, qualities and personal attributes that travel and tourism employers look for in potential recruits
4. how to self-reflect to identify their own skills and their skills gaps and how to address them
5. how to plan personal development and set goals and the importance of reviewing progress
6. how employees are recruited and selected
7. how and why employees are inducted into their organisations
8. the tools used to measure staff performance
9. the implications of the key statutory and contractual rights and responsibilities of both employees and employers.

Learners must be able to:

1. use sources of information to plan progression to further study or employment
2. create a personal development plan.

To engage with this topic effectively learners must use the following PLTS:

- reflective learners

- creative thinkers.

Topic 2.5 The business environment (60 GLH)

Organisations within the travel and tourism sector vary from sole traders and small- and medium-sized business with a few employees to global PLCs with complex structures and many business functions. Whatever their size and structure, all travel and tourism organisations have to respond quickly and appropriately to maintain/gain business advantage in this dynamic and ever changing sector. The purpose of this topic is to develop learners' awareness of how travel and tourism organisations work, their structures and business functions and how they respond to opportunities, pressures and crises. Through their understanding of the changing nature of the businesses and their activities in the travel and tourism sector, learners will be able to plan to take advantage of a current business opportunity, trend and/or pressure facing a travel or tourism organisation. This topic links to 2.2.

Learners must know and understand:

1. the variety of business structures and sizes of travel and tourism businesses, and why and how they vary
2. staffing structures and business functions and how they vary between organisations
3. entrepreneurship in the sector and how opportunities arise
4. why and how travel and tourism organisations respond to business opportunities and innovation
5. why and how travel and tourism organisations respond to environmental pressures
6. how the key business functions work together to respond to opportunities, pressures and crises
7. how organisations deal with change to prevent employee resistance
8. how to interpret key business data.

Learners must be able to:

1. interpret statistical information to establish trends
2. plan to take advantage of business opportunities, trends and/or pressures.

To engage with this topic effectively learners must use the following PLTS:

- creative thinkers.

Topic 2.6 Promotion and sales (60 GLH)

Promotion and sales are critical to business success and there is a rich source of potential material to illustrate this vital aspect of business development within the highly competitive travel and tourism sector. Promotional activities encourage the sales of products and services that have a direct impact on profitability. The purpose of this topic is to develop learners' understanding of how and why an organisation promotes its products and services and how products and services are sold. Learners will apply their knowledge through creating promotional materials and selecting appropriate sales methods for products or services.

Learners must know and understand:

1. why sales are critical to profitability and business success
2. what promotion is and how it contributes to business success
3. why travel and tourism products and services are promoted and the methods and media used, including branding
4. how products and services are sold (channels of distribution)
5. the impact of technology on channels of distribution
6. the techniques used by the sector to promote its products and services
7. how public relations is used as a tool for promoting sales
8. the incentives and rewards used by organisation to encourage secondary spending
9. how organisations incentivise sales staff
10. the features and benefits of products and services and their role in sales and promotion
11. ethical and cultural considerations to be taken into account when planning promotional activities.

Learners must be able to:

1. create promotional materials
2. select channels of distribution to sell products and services.

To engage with this topic effectively learners must use the following PLTS:

- creative thinkers.

Topic 2.7 Creating and delivering travel and tourism products and services (60 GLH)

This topic allows learners a hands-on opportunity to engage with customers and suppliers and relate the knowledge and skills they have developed in other topics into a 'real-life' scenario. By planning and then implementing an idea for a product or service learners will demonstrate a number of the transferable skills required by travel and tourism employers, in particular negotiation, collaboration and effective communication with colleagues. The product or service created will relate to any one of the industries that are represented within the scope of the travel or tourism sector and could be made available within or outside the centre environment. This topic links to all other topics.

Learners must know and understand:

1. how to use teams to identify a product or service to meet a customer's demand and how to target these customers
2. the importance of effective decision making and its impact on teams and organisations when developing ideas, products and services
3. how to negotiate and set individual and team objectives
4. how to use project planning techniques to plan individual and team tasks
5. the budget and resources that are available and additional resources that are required and their costs
6. other constraints that exist and how they might affect success
7. how to allocate team roles and responsibilities to ensure effective team work
8. how to communicate effectively with team members for a range of purposes
9. potential problems and how to resolve them or refer them to a colleague
10. how to evaluate the enterprise
11. the benefits of reflection to future projects.

Learners must be able to:

1. set individual and team objectives for activities
2. use project planning techniques to plan an activity
3. cost resources

4. assess the risks of activities
5. contribute positively to an activity in a specified role
6. negotiate and collaborate with colleagues using positive communication techniques
7. develop and use resource(s) to evaluate the activity and their own contribution and to make recommendations for improvement.

To engage with this topic effectively learners must use the following PLTS:

- self managers
- team workers
- reflective learners.

Advanced level

Summary of topic titles

Topic no.	Title	GLH
3.1	People in travel and tourism	90
3.2	Destinations and cultures	60
3.3	Environmental influences	60
3.4	Image and perception	60
3.5	Political and economic influences	60
3.6	Technology in travel and tourism	60
3.7	Changes and trends	60
3.8	Creating and delivering travel and tourism products and services	90

Topic 3.1 People in travel and tourism (90 GLH)

The travel and tourism sector is often known as a 'people industry', reflecting the fact that a high level of engagement with people is inherent across the sector – whether it be colleagues, line managers or customers. It is the people working in the sector whose skills often determine the success of an organisation. It is therefore essential that employees have good 'people skills'. These skills are required in all organisations within the sector whatever their type, size and structure, which may vary from the sole trader to a global PLC. Through an understanding of the industries and organisations that are involved in this vast and varied sector learners will be able to explore job roles and their requirements and plan their own personal development. Key human resource practices, different management roles and the impact of leadership styles are considered. Learners will develop skills in customer service delivery to both internal and external customers.

Learners must know and understand:

1. the range of industries that make up the travel and tourism sector, their roles, the key organisations and the relationships that exist between them
2. the main trade and professional bodies and the functions and services they provide
3. why travel and tourism is known as a 'people industry'
4. the range of job roles and progression and career opportunities within the sector
5. how and why travel and tourism businesses vary in size and structure, and how this influences progression and career opportunities
6. the skills, qualities and attributes needed to work and progress in the sector
7. the socio-cultural awareness needed to work in a global industry
8. how to self-appraise and use information from others to identify skills and skills gaps and develop a personal development and career plan
9. how employees are recruited and selected, and the benefits of good practice
10. why and how employees are inducted, developed and monitored, and the benefits to employees and the organisation
11. the roles and responsibilities of managers and the skills and qualities required

12. the implications for the employer and employees of their statutory and contractual rights and responsibilities
13. leadership styles and how these may impact on individuals and the organisation
14. the methods and styles used to communicate effectively with customers and colleagues
15. how to negotiate with customers and colleagues
16. the cost of good and poor customer service including their impacts on profitability
17. the implications of key legislation for employers including consumer protection
18. how to meet the diverse needs and expectations of customers
19. methods used to monitor, evaluate and improve customer service.

Learners must be able to:

1. deliver customer service to meet diverse needs
2. use appropriate methods and styles to communicate with external and internal customers including negotiation to resolve a challenging customer situation
3. create a progression and career plan.

To engage with this topic effectively learners must use the following PLTS:

- reflective learners
- independent enquirers.

Topic 3.2 Destinations and cultures (60 GLH)

Travel and tourism is a global sector and its destinations, in all their variety, offer great cultural diversity. The purpose of this topic is to ensure learners appreciate the global nature of the travel and tourism sector, develop their knowledge of key UK and worldwide destinations and appreciate their appeal. Through studying destinations learners will develop knowledge and understanding of the socio-cultural impacts of tourism, how social and cultural features can be used to benefit destinations and how negative socio-cultural impacts can be minimised. Learners will develop an understanding of those organisations that drive ethical tourism and its benefits. Learners will be able to apply their knowledge to destinations to make recommendations to preserve their social fabric and cultural features for the benefit of present and future populations.

Learners must know and understand:

1. why people travel and the global nature of travel and tourism including global businesses and unlimited destinations
2. key tourism-generating and tourism-receiving countries for both business and leisure purposes
3. key destinations for UK outbound travellers including business and leisure, their key features and the reasons for their appeal
4. key destinations for UK inbound and domestic travellers including business and leisure, their key features and the reasons for their appeal
5. how and where destinations have developed and used their social and cultural features to attract visitors
6. the positive and negative socio-cultural impacts of travellers on destinations
7. the meaning of and differences between ethical, responsible and sustainable tourism
8. measures taken to ensure the cultures of host communities are respected and preserved while meeting the needs of inbound travellers, and their costs and benefits to destinations, businesses and travellers
9. the organisations that drive ethical tourism and how their ethical practices can benefit destinations, businesses and customers.

Learners must be able to:

1. present the viewpoints of the travellers and the host communities
2. make recommendations to preserve the social fabric and cultural features of destinations.

To engage with this topic effectively learners must use the following PLTS:

- effective participators
- independent enquirers.

Topic 3.3 Environmental influences (60 GLH)

The purpose of this topic is to develop learners' understanding of the environmental impacts and pressures created by travel, destination developments and visitors. Travellers/visitors, host communities, businesses and governments often have conflicting needs and the choices they make may either contribute to or help to alleviate these pressures. Learners will develop an understanding of the costs and benefits of environmentally friendly practices to different parties, the interest groups and activists driving environmentally friendly tourism practices and the role of government. Climate change will be introduced and learners will be encouraged to consider its real and perceived impacts on the sector. Learning could be applied through an environmental impact analysis with recommendations relating to infrastructure, business practices or visitor choices.

Learners must know and understand:

1. the different definitions and uses of the term 'environmental'
2. the meaning of environmentally friendly tourism
3. the variety of transport methods and destinations available to travellers and the impact of their choices on the environment
4. the resources needed by travel and tourism businesses including water and power, and how and why business decisions can create conflict with local people
5. the pressures and problems faced by host communities arising from infrastructure to support travel and tourism developments
6. the pressures on delicate, at-risk ecosystems due to the growth of destinations and visitor numbers in existing and emerging destinations
7. the impact of climate change on destinations, in particular mountain regions and coastal and island resorts, and the impacts on tourism business, host communities and other related sectors
8. climate as a resource for tourism, how climate change could affect demand patterns and visitor flows, and the impacts on tourism business, host communities and other related sectors
9. how and where transport planning and transport developments contribute to or alleviate environmental impacts

10. measures taken to ensure a sustainable environment, their implications for destinations, businesses and travellers, and how and where good practice has been implemented
11. the role of governments in matters relating to the environment and the conflicts that may arise between economic and environmental priorities and current UK policies
12. what an environmental impact assessment is and how and why it is used
13. how to plan research
14. how to collect data using surveys, interviews and observation, and how to analyse it
15. how to present research findings.

Learners must be able to:

1. plan and undertake research
2. present and justify proposals relating to infrastructure, businesses practices and/or visitor choices.

To engage with this topic effectively learners must use the following PLTS:

- creative thinkers
- effective participators.

Topic 3.4 Image and perception (60 GLH)

The travel and tourism sector is often perceived as being glamorous and attractive. These real or perceived images are often used to promote products, services and destinations to ever more discerning and demanding customers. By contrast organisations within the sector also have to respond to the challenges of negative images and perceptions. The purpose of this topic is to ensure learners understand what is meant by image and perception, how they are acquired and their impact on destinations and businesses. The measures taken to ensure positive image and limit the consequences of negative image are explored and learners will have the opportunity to apply their skills by planning a promotional campaign and using pricing to influence image and perception. Learners will also develop their understanding of the influence of employees on the way in which the organisation is perceived. Entrepreneurs who have created their own image and shaped the travel and tourism sector and the characteristics of enterprise are also examined.

Learners must know and understand:

1. why people see the same thing in different ways
2. what is meant by 'image' and how it can be influenced by branding
3. the characteristics of enterprise and entrepreneurs, how they develop their own image and how they have shaped the sector
4. common perceptions and misconceptions of the sector and its industries
5. how travellers acquire perceptions of destinations
6. the role of UK and other national and regional destination management organisations and how they influence the image and perception of countries and regions
7. destinations suffering from negative image and the measures that could be taken to address this
8. those destinations benefiting from positive image and its consequences
9. why and how organisations use positive image to attract employees
10. the ways in which employees can have positive and negative influences on the way in which the organisation is perceived
11. how negative and positive images impact on travel and tourism organisations and how they manage this
12. the range of techniques used to promote products and services

13. the innovative ways in which techniques are adapted to attract the target market
14. how price is used to influence sales
15. the impact of price on image and perception, and image and perception on price.

Learners must be able to:

1. reflect on promotional campaigns designed to influence image and perception
2. plan a promotional campaign
3. use pricing to support a promotional campaign.

To engage with this topic effectively learners must use the following PLTS:

- creative thinkers
- independent enquirers.

Topic 3.5 Political and economic influences (60 GLH)

Travel and tourism is a global sector contributing significantly to national economies and influenced by a multitude of factors. Political and economic decisions made by the UK and other governments impact on the UK travel and tourism sector. This is significant because of the contribution of travel and tourism to the UK economy. The purpose of this topic is to ensure learners develop an understanding of the roles of international, national, regional, local and other agencies and how they influence the sector. This topic will also develop learners' understanding of other political and economic influences on the sector. The impact of global incidents or crises can be significant to the UK travel and tourism sector and international, national and local agencies often need to respond, sometimes for humanitarian reasons. The topic will develop learners' understanding of the roles of the multitude of agencies that respond and will offer an opportunity for learners to think creatively and present proposals for a response to a crisis or incident.

Learners must know and understand:

1. the role of international organisations and the influence they have on the travel and tourism sector
2. the role of national and devolved government and their agencies and regional and local government and the influence they have on the travel and tourism sector
3. the role and influence of trade and professional bodies
4. the contribution of the travel and tourism sector to the UK economy and how it has changed over time
5. how UK economic factors impact on the UK travel and tourism sector
6. key planning processes at national and local level and how they influence the infrastructure that supports the sector
7. the political and economic implications of key legislation and regulation that impact on the UK travel and tourism sector
8. how global political and economic influences can impact on UK domestic, inbound and outbound tourism
9. how governments, the sector and other agencies respond at international, national and local level to incidents and crises.

Learners must be able to:

1. interpret and present economic data

2. present proposals for a response to a crisis or incident.

To engage with this topic effectively learners must use the following PLTS:

- creative thinkers
- independent enquirers.

Topic 3.6 Technology in travel and tourism (60 GLH)

Technology is a key driver within the sector, underpinning many sector developments. This topic covers technology in its broadest sense from its contribution to transport developments to its impact on the customer experience. ICT is just one part of the technological developments that have helped shape the sector. The purpose of this topic is to ensure learners have an understanding of the central and critical role that technology has within the sector, how it is embedded within every industry and the impact it has on businesses and customers. Learners should develop knowledge of and skills in the software used by the sector, through applied learning. This topic will give learners the opportunity to engage with employers and apply their learning through the review of a technological development. This may inform their proposals for a technological solution in the same or another organisation or industry. This topic links to 3.7.

Learners must know and understand:

1. the role of technology and how it has been embraced by the sector
2. the new channels of distribution for travel and tourism products and services that have emerged as a result of technological developments
3. the impact of technology on the customer experience including research, purchasing, travel and destination activities
4. the key technology used by the industries within the travel and tourism sector including global distribution systems, tailor-made systems and support systems, their purposes and how they support organisational objectives
5. how technology has contributed to developments in air, sea and land passenger transport and their significance to the sector and the customer
6. how and where technology is used to enhance the visitor experience at visitor attractions
7. the impact of technology on working practices.

Learners must be able to:

1. review the success of a technological development within the sector
2. propose technological solutions to enhance the visitor or customer experience.

To engage with this topic effectively learners must use the following PLTS:

- creative thinkers

- independent enquirers.

Topic 3.7 Changes and trends (60 GLH)

A key feature of the travel and tourism sector is its dynamic nature and the inherent continuous change. The purpose of this topic is to develop learners' understanding of the past and current drivers of change in the travel and tourism sector and their impacts on sector structure, business activities and tourism products and services. Learners will appreciate the reasons for the changing popularity of attractions, destinations and different methods of travel. The topic will provide the opportunity for learners to analyse current trends, anticipate future trends and propose how travel and tourism organisations could prepare to take advantage of opportunities that may arise. This topic links to all other topics.

Learners must know and understand:

1. the key factors that have driven change in the travel and tourism sector including socio-economic changes (income, leisure time, changes to working practices and the ageing population), technology (transport innovation and the mobility of people leading to mass market tourism, the internet and its impact on destination research and booking systems, e-business and the 24/7 society) and changes in holiday and travel practices (increased choice of destination, changes in buying patterns and frequency and length of holiday, and increased independent travel)
2. the key factors that are currently driving change in the travel and tourism sector
3. how organisations adapt and create new products and services in response to change and the consequences of failing to respond
4. key trends in domestic and inbound tourism and their causes
5. key trends in UK outbound tourism and their causes
6. which types of tourism are increasing in popularity and why
7. which the growth industries in the sector are and why
8. significant changes in the structure of the sector, reasons for mergers, acquisitions, liquidations and the formation of consortia, and their impact on employment levels.

Learners must be able to:

1. analyse trends
2. interpret and evaluate data
3. propose to organisations how they could prepare for future trends.

To engage with this topic effectively learners must use the following PLTS:

- creative thinkers
- independent enquirers.

Topic 3.8 Creating and delivering travel and tourism products and services (90 GLH)

This topic allows learners to apply the knowledge and skills they have developed in other topics into a 'real life' scenario. Learners will be expected to actively engage with customers and suppliers to create a travel or tourism product or service for target customer(s). This product or service will be from any one or more of the industries that are represented within the scope of the travel and tourism sector, may reflect their interdependence and could be made available within or outside the centre environment. This topic allows learners to demonstrate the employability skills required by travel and tourism employers, in particular their communication and team working skills. They will apply project-planning techniques, including risk assessment and contingency planning. This topic links to all other topics.

Learners must know and understand:

1. how potential customers are identified and business ideas are developed for a travel or tourism product or service
2. the range of support services available for planning and setting up a business
3. how to set SMART objectives for the team activity
4. project planning techniques, how to use them and the benefits they can bring to a project
5. resources required and their costs
6. how to create, present and use a budget to support the development of the product or service
7. constraints that might affect the success of the business idea
8. how to negotiate to acquire resources and reduce constraints
9. risks that might affect success and how to complete a risk assessment
10. how to plan for contingencies and why this is necessary
11. how to communicate effectively with target customers
12. team roles and responsibilities and how to allocate them to enhance team productivity
13. key theories of motivation and how to apply them

14. how to work effectively in a team and the benefits that this can provide to themselves and colleagues
15. how to deal with challenging situations with colleagues
16. a range of evaluation tools and how to use them to evaluate the product or service and team performance.

Learners must be able to:

1. negotiate and agree on a business idea and its objectives
2. collaborate with team members to meet agreed team objectives
3. manage the project using appropriate tools
4. use appropriate tools to evaluate individual contributions, team performance and the business idea and propose improvements for future activities/projects.

To engage with this topic effectively learners must use the following PLTS:

- team workers
- self managers
- reflective learners.

Personal, learning and thinking skills

Awarding bodies must design learning outcomes and assessment criteria that clearly include opportunities for the development of PLTS. At all levels of the Diploma principal learning must include all six PLTS. These should be integrated as a minimum within the assessment criteria for principal learning to explicitly recognise the application of these skills within sector-relevant contexts.

Awarding bodies must also provide a clear mapping of the coverage of PLTS within their submission. This should be at the level requested under each topic within the criteria such as 'independent enquirers', 'creative thinkers' and so on.

Functional skills

Components and qualifications based on these criteria must provide opportunities for learners to develop and apply functional skills within sector-specific contexts.

Awarding bodies must provide a summary of the appropriate opportunities identified.

Additional and specialist learning

Please refer to the *Criteria for accreditation of Diploma qualifications at levels 1, 2 and 3* for the rules governing additional and specialist learning.

Advanced level: external assessment

At Advanced level Diploma development partnerships are required to select either 120 or 180 GLH of external assessment for principal learning. Travel and tourism will have 120 GLH of external assessment at Advanced level.

Ofqual wishes to make its publications widely accessible. Please contact us if you have any specific accessibility requirements.

First published by The Office of the Qualifications and Examinations Regulator in 2008.

© Qualifications and Curriculum Authority 2008

Ofqual is part of the Qualifications and Curriculum Authority (QCA). QCA is an exempt charity under Schedule 2 of the Charities Act 1993.

Reproduction, storage or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, unless within the terms of the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for education purposes, without permission, provided full acknowledgement is given.

Office of the Qualifications and Examinations Regulator
Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

Telephone 0300 303 3344
Textphone 0300 303 3345
Helpline 0300 303 3346

www.ofqual.gov.uk