Criteria for the Diploma Qualifications in Travel and Tourism at Foundation, Higher and Advanced Levels

WITHDRAWN

This document has been removed or replaced

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Contents

The criteria

Introduction

1.   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.

2.   This document should be read in conjunction with the Ofqual document *Criteria for Accreditation of Foundation, Higher and Advanced Diploma Qualifications*.

Aims

3.   The general aims of the Diploma are identified in Section 2 of the Ofqual document *Criteria for Accreditation of Foundation Higher and Advanced Diploma*.

4.   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 who are aged 14–19 and who seek to acquire knowledge and develop skills in the broad context of the travel and tourism industries.

Themes

5.   The Travel and Tourism Diploma development partnership 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	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)

Purpose

6.   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.

Scope of content

Learners must know and understand:

a)   why people travel;

b)   modes of transport available for local national and international travel, their advantages and disadvantages and how they link together;

c)   the UK's major roads and rail links;

d)   key UK gateways, their location and relative importance;

e)   services and facilities that transport providers offer to meet travellers' needs;

f) the information needed to plan a travel itinerary, sources of information available and how to use them.

Learners must be able to:

a) interpret sources of information to select journey details;

b) plan journeys to meet customers' travel needs.

To engage with the topic effectively learners must use the following personal, learning and thinking skills (PLTS):

- independent enquirers;
- creative thinkers.

Topic 1.2: Destinations (60 GLH)

Purpose

7. 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.

Scope of content

Learners must know and understand:

a) how to use sources of information to find out about destinations and visitor attractions;

b) major UK and worldwide destinations and their location and features;

c) major local, UK and worldwide visitor attractions and their location and key features;

d) why visitor numbers to popular UK destinations and UK visitor attractions change;

e) the positive and negative impacts of visitors on a local area including the environmental, economic and socio-cultural impacts;

f) how to be a responsible traveller and visitor.

Learners must be able to:

a) locate destinations and visitor attractions;

b) use sources of information to find out about destinations and visitor attractions;

c) research a local area to find out about its features, the visitor attractions available and the impact of 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)

Purpose

8. 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.

Scope of content

Learners must know and understand:

a) the importance of customer service to an organisation, its employees and its customers;

b) a range of different customers and how their needs vary;

c) how to communicate with customers using a range of methods;

d) how to deal with complaints and compliments;

e) the impact of personal presentation on customer service delivery;

f) the impact of non-verbal communication when communicating with customers;

g) the limitations of authority in a given role and when to refer to a colleague or supervisor;

h) how organisations monitor customer satisfaction levels and how they use their information;

i) 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:

a) build positive customer relationships with customers;

b) use a range of methods to communicate with customers;

c) display sensitivity towards different customer groups;

d) 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)

Purpose

9.   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.

Scope of content

Learners must know and understand:

a) the range of industries that comprise the travel and tourism sector, the key players, what they do and the links between them;

b) how and why organisations within the industries vary in size;

c) the range of employment opportunities within the sector;

d) the nature of employment in the different industries of the travel and tourism sector;

e) the skills, personal attributes, behaviours and personal presentation appropriate for work;

f) the sources of information and advice about routes into employment in the travel and tourism sector;

g) how to self-assess, set goals and plan personal development.

Learners must be able to:

a) use sources of information and advice to find out about job roles and employers;

b) assess their own skills and areas for improvement for specific job roles;

c) set goals for personal development and work or further study.

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

- reflective learners;
- independent enquirers.

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

Purpose

10. 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 and tourism product (s) or services. These products and 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 and 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.

Scope of content

Learners must know and understand:

a) how to work as a team to generate ideas for a product or service;

b) how to reach decisions and the importance of consensus and compromise;

c) why people work in teams to produce products or services and the benefits that occur;

d) the different roles and responsibilities in teams and how they contribute to overall team performance;

e) how to set objectives for the team to deliver the product or service;

f) how to produce a plan for team activities;

g) which resources are required and their costs;

h) how to communicate and collaborate with team members;

i) why conflict occurs and how to deal with it;

j) how to respond to those giving advice;

k) the importance of key legislation and its impact on their activities and the people involved;

l) how to evaluate the activities, their personal contribution and areas for improvement.

Learners must be able to:

a) contribute to a team plan and team activities;

b) interact positively with team members;

c) respond positively to advice;

d) comply with legislation relevant to their activities;

e) evaluate the team activities;

f) assess their contribution to the activities and areas for improvement.

To engage effectively with this topic 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)

Purpose

11. 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 create 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 deployment practices.

Scope of content

Learners must know and understand:

a) the reasons for travel;

b) 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;

c) the location of significant UK and worldwide business and leisure destinations and their key features and appeal for different visitor types;

d) the location of new and emerging destinations and the reasons for their growth in popularity;

e) the location and key features of significant UK and worldwide transport hubs and gateways;

f) the type, cost and relative convenience of alternative transport options for travellers to selected travel destinations;

g) how to plan travel and holiday itineraries to meet the needs of different travellers;

h) the positive and negative economic, socio-cultural and environmental impacts of travel and tourism;

i) 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:

a) use a range of information sources to research key features and appeal of destinations;

b) use a range of information sources to present travel options to meet travellers' needs;

c) plan and cost holiday itineraries;

d) 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

Purpose

12. Travel and tourism is a dynamic and ever-changing sector that comprises many and varied independent 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 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.

Scope of content

Learners must know and understand:

a) the range of industries that make up the travel and tourism sector, their roles, the key organisations and the relationships that exist between them;

b) the key roles of the trade and professional bodies that support industries within the sector;

c) the role of UK national and regional development destination management organisations;

d) 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);

e) how these key factors may impact on the future development of the sector;

f) how unplanned and uncontrolled external influences can have an immediate effect on travel and tourism (for example terrorism and natural disasters);

g) the importance of travel and tourism to the UK economy.

Learners must be able to:

a) interpret statistical data;

b) 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)

Purpose

13. 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 customers, organisations and their employees by engaging with travel and tourism employers.

14. 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 development on customer service delivery and be able to monitor customer service delivery against standards.

Scope of content

Learners must know and understand:

a) the impact of excellent and poor customer service on customers, colleagues and organisational success;

b) a range of situations in which customer service is provided;

c) the impact of personal presentation on customer perception of the organisation and sector;

d) how to present themselves in different customer service situations;

e) how to identify and respond to a range of customer types and their diverse needs;

f) the products and services that travel and tourism industries develop to met the diverse needs of customers;

g) how product knowledge impacts on customer service delivery;

h) the methods and media used to communicate effectively with internal and external customers;

i) the skills and techniques necessary to provide excellent customer service in a range of situations including dealing with difficult customers and challenging customer service situations;

j) how teamwork can impact on customer service delivery;

k) why customer service standards are set and how they are maintained;

l) a range of tools used to monitor customer service levels/standards;

m) a range of technological developments that have improved the customer experience;

n) the impact of key legislation and controls on customer service delivery to internal and external customers.

Learners must be able to:

a) present themselves appropriately in arranger of customer service situation;

b) identify and respond to diverse customer needs;

c) communicate effectively with customers using range of methods and media;

d) comply with customer service standards, relevant legislation and controls;

e) 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)

Purpose

15. The industries within the travel and tourism sector offer a wide range of employment opportunities in a variety of job roles in the sector and potential progression routes so that they can develop an understanding of 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 an employees as well as those of their employers.

Scope of content

Learners must know and understand:

a) the sources of information and advice about employment in travel and tourism;

b) the range of job roles offered in the sector, entry points and progression opportunities;

c) the skills, qualities and personal attributes that travel and tourism employers look for in potential recruits;

d) how to self-reflect to identify their own skills and their skills gaps and how to dress then;

e) how to plan personal development and set goals and the importance of reviewing progress;

f) how employees are recruited and selected;

g) how and why employees are inducted into their organisations;

h) the tools used to measure staff performance;

i) the implications of key statutory and contractual rights and responsibilities of both employees and employers.

 Learners must be able to:

a) use sources of information to plan progression to further study or employment;

b) create a personal development plan.

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

■ reflective learners;

■ creative thinkers.

Topic 2.5: The business environment (60 GLH)

Purpose

16. 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.

17. 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 opportunity 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 and to take advantage of a current business opportunity, trend and/or pressure facing a travel or tourism organisation.

This topic links to 2.2.

Scope of content

Learners must know and understand:

a) the variety of business structures and sizes of travel and tourism businesses, and why and how they vary;

b) staffing structures and business functions and how they vary between organisations;

c) entrepreneurship in the sector and how opportunities arise;

d) why and how travel and tourism organisations respond to business opportunities and innovation;

e) why and how travel and tourism originations respond to environmental pressures;

f) how the key business functions work together to respond to opportunities, pressures and crises;

g) how organisations deal with change to prevent employee resistance;

h) how they interpret key business data.

 Learners must be able to:

a) interpret statistical information to establish trends;

b) plan to take advantage of business opportunities, trends and/or pressures.

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

- creative thinkers.

Topic 2.6: Promotion and sales (60 GLH)

Purpose

18. 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.

19. The purpose of this topic is to develop learners' understanding of how and why an origination promotes its products and services and how products and services are sold. Learner will apply their knowledge through creating promotional material and selecting appropriate sales methods for products or services.

Scope of content

Learners must know and understand:

a) why sales are critical to profitability and business success;

b) what promotion is and how it contributes to business success;

c) why travel and tourism products and services are promoted and the methods and media used, including branding;

d) how products and services are sold (channels of distribution);

e) the impact of technology on channels of distribution;

f) the techniques used by the sector to promote its products and services;

g) how public relations is used as a tool for promoting sales;

h) the incentives and rewards used by organisation to encourage secondary spending;

i) how originations incentivise sales staff;

j) the features and benefits of products and services and their role in sales and promotion;

k) ethical and cultural considerations to be taken into account when planning promotional activities.

Learners must be able to:

a) create promotional materials;

b) 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)

Purpose

20. This topic allows learners a hands-on opportunity to engage with customers and suppliers and relate 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 leaner's will demonstrate a number of the transferable skills requires by travel and tourism employers, in particular negotiations, 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 and tourism sector and could be made available within or outside the centre environment. This topic links to all other topics.

Scope of content

Learners must know and understand:

a)   how to use teams to identify a product or service to meet customers' demand and how to target these customers;

b)   the importance of effective decision making and its impact on teams and organisations when developing ideas, products and services;

c)   how to negotiate and set individual and team objectives;

d)   how to use project planning techniques and to plan individual team tasks;

e)   the budget and resources that are available and additional resources that are required and their costs;

f)   other constraints that exist and how they might affect success;

g)   how to allocate team roles and responsibilities to ensure effective teamwork;

h)   how to communicate effectively with team members for a range of purposes;

i)   potential problems and how to resolve them or refer them to a collage;

j)   how to evaluate the enterprise;

k)   the benefits of reflection to future projects.

Learners must be able to:

a)   set individual and team objectives for activities;

b)   use project planning techniques and plan an activity;

c)   cost resources;

d)   assess the risks of activities;

e)   contribute positively to an activity in a specified role;

f)   negotiate and collaborate with colleagues using positive communication techniques;

g)   develop and use resources to evaluate the activity and their own contribution and make recommendations for improvement.

To engage effectively with this topic 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)

Purpose

21. 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.

22. Through an understanding of the industries and organisations that are involved in this vast and varies 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.

Scope of content

Learners must know and understand:

a) the range of industries that make up the travel and tourism sector, their roles, the key organisations and the relationships that exist between them;

b) the main trade and professional bodies and the functions and services they provide;

c) why travel and tourism is known as the 'people industry';

d) the range of job roles and progression and career opportunities within the sector;

e) how and why travel and tourism businesses vary in size and structure and how this influences progression and career opportunities;

f) the skills, qualities and attributes needed to work in a global industry;

g) the socio-cultural awareness needed to work and progress in the sector;

h) how to self-appraise and use information from others to identify skills and skill gaps and develop a personal development career plan;

i) how employees are recruited and selected and the benefits of good practice;

j) why and how employees are inducted, developed and monitored and the benefits to employees and the organisation;

k) the roles and responsibilities of managers and the skills and qualities required;

l) the implications for the employer and employees of their statutory and contractual rights and responsibilities;

m) leadership styles and how these may impact on individuals and the organisation;

n) the methods and styles used to communicate effectively with the customers and colleagues;

o) how to negotiate with customers and colleagues;

p) the cost of good and poor customer service including their impacts on profitability;

q) the implications of key legislation for employers including consumer protection;

r) how to meet the diverse needs and expectations of customers;

s) methods used to monitor, evaluate and improve customer service.

Learners must be able to:

a) deliver customer service to meet diverse needs;

b) use appropriate methods and styles to communicate with external and internal customers including negotiation to resolve and challenging customer situation;

c) create a progression and career plan.

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

- reflective learners;
- independent enquirers.

Topic 3.2: Destinations and culture (60 GLH)

Purpose

23. 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.

24. Through studying 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 and make recommendations to preserve their social fabric and cultural features for the benefit of present and future populations.

Scope of content

Learners must know and understand:

a)   why people travel, and the global nature of travel and tourism including global businesses and unlimited destinations;

b)   key tourism-generating and tourism-receiving countries for both business and leisure purposes;

c)   key destinations for UK outbound travellers including business and leisure, their key features and the reasons for their appeal;

d)   key destination for UK inbound and domestic travellers including business and leisure, their key features and the reasons for their appeal;

e)   how and where destinations have developed and used their social and cultural features to attract visitors;

f)   the positive and negative socio-cultural impacts of travellers and on destinations;

g)   the meaning of and differences between ethical, responsible and sustainable tourism;

h)   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 destination, business and travellers;

i)   the organisations that drive ethical tourism and how their ethical practices can benefit destinations, businesses and customers.

Learners must be able to:

a) present the view points of the travellers and the host communities;

b) make recommendations to preserve the social fabric and cultural features of destinations.

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

- effective participators;
- independent enquirers.

Topic 3.3: Environmental influences (60 GLH)

Purpose

25.   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, business and governments often have conflicting needs and the choices they make may either contribute to or help to alleviate these pressures.

26.   Learners will develop and understanding of 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 and practices or visitor choices.

Scope of content

Learners must know and understand:

a)   the different definitions and uses of the term 'environmental';

b)   the meaning of environmentally friendly tourism;

c)   the variety of transport methods and destinations available to travellers and the impact of their choices on the environment;

d)   the resources needed by the travel and tourism businesses including water and power and how and why business decisions can create conflict with local people;

e)   the pressures and problems faced by host communities arising from infrastructure;

f)   the pressure on delicate, at-risk ecosystems due to the growth of destinations and visitor numbers in existing and emerging destinations;

g)   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;

h)   climate as a source for tourism, how climate change could affect demand patterns and visitor flows, and the impacts on tourism business, host communities and other related sectors;

i)   how and where transport planning and transport developments contribute to or alleviate environmental impacts;

j)   measures taken to ensure sustainable environment, their implications for destinations, business and travellers, and how and where good practice has been implemented;

k)   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;

l)   what an environmental impact assessment is and how and why it is used;

m)   how to plan research;

n)   how to collect data using surveys, interviews and observation, and how to analyse it;

o)   how to present research findings.

Learners must be able to:

a)   plan and undertake research;

b)   present and justify proposals relating to infrastructure, business practices and/ or visitor choices.

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

■   creative thinkers;

■   effective participators.

Topic 3.4: Image and perception (60 GLH)

Purpose

27.   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.

28.   The purpose of this topic is to ensure learners understand what is meant by image and perception, how they are acquired and their impacts and

limits. The consequences of negative image are explored and learners will have the opportunity to develop 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.

Scope of content

Learners must know and understand:

a) why people see the same thing in different ways;

b) what is meant by 'image' and how it can be influenced by branding;

c) the characteristics of enterprise and entrepreneurs, how they develop their own image and how they have shaped the sector;

d) common perceptions and misconceptions of the sector and its industries;

e) how travellers acquire perceptions of destinations;

f) the role of UK and other national and regional destination management organisations and how they influenced the image and perception of countries and regions;

g) destinations suffering from negative image and the measures that could be taken to address this;

h) those destinations benefiting from positive image and its consequences;

i) why and how organisations use positive image to attract employees;

j) the ways in which employees can have a positive and negative influences on the way in which the organisation is perceived;

k) how negative and positive images impact on the travel and tourism organisations and how they manage this;

l) the range of techniques used to promote products and services;

m) the innovative ways in which techniques are adapted to attract the target market;

n) how price is used to influence sales;

o) the impact of price on image and perception, and image and perception on price.

Learners must be able to:

a)   reflect on promotional campaigns designed to influence image and perception;

b)   plan a promotional campaign;

c)   use pricing to support a promotional campaign.

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

- creative thinkers;
- independent enquirers.

Topic 3.5: Political and economic influences (60 GLH)

Purpose

29.   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 the travel and tourism to the UK economy.

30.   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.

31.   The impact of global incidents or crisis can be significant to the UK travel and tourism sector, and international, national and local agencies often need to respond, sometime 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.

Scope of content

Learners must know and understand:

a) the role of international organisations and the influence they have on the travel and tourism sector;

b) 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;

c) the role and influence on trade and professional bodies;

d) the contribution of the travel and tourism sector to the UK economy and how it has changed over time;

e) how the UK economy factors impact on the UK travel and tourism sector;

f) key planning processes at national and local level and how they influence the infrastructure that supports the sector;

g) the political and economic implications of key legislation and regulation that impact on the UK travel and tourism sector;

h) how global political and economic influence can impact on the UK domestic, inbound and outbound tourism;

i) how governments, the sector and other agencies respond at international, national and local level to incidents and crises.

Learners must be able to:

a) interpret and present economic data;

b) present proposals for a response to a crisis or incident.

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

- creative thinkers;
- independent enquirers.

Topic 3.6: Technology in travel and tourism (60 GLH)

Purpose

32. 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 development to its impact on the customer experience. Information and communication technology (ICT) is just one part of the technological developments that have helped shape the sector.

33.   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.

This topic links to 3.7.

Scope of content

Learners must know and understand:

a)   the role of technology and how it has been embraced by the sector;

b)   the new channels of distribution for travel and tourism products and services that have emerged as a result of the technological developments;

c)   the impact of technology on the consumer experience including research, purchasing, travel and destination activities;

d)   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;

e)   how technology has contributed to developments in air, sea and land passenger transport and their significance to the sector and the customer;

f)   how and where technology is used to enhance the visitor experience at visitor attractions;

g)   the impact of technology on working practices.

Learners must be able to:

a)   review the success of a technological development within the sector;

b)   propose technological solutions to enhance the visitor or customer experience.

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

- creative thinkers;
- independent enquirers.

Topic 3.7: Changes and trends (60 GLH)

Purpose

34. 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 take advantage of opportunities that may arise.

This topic links to all other topics.

Scope of content

Learners must know and understand:

    a. 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 ageing population);

          □ technology (transport innovation and the mobility of people learning to mass market tourism, the internet and its impact on destination research and booking systems, e-business and the 24/7 society);

          □ changes in holiday and travel practices (increased in choice of destination, changes in buying patterns and frequency and length of holiday, and increased independent travel);

    b. the key factors that are currently driving change in the travel and tourism sector;

    c. how organisations adapt and create new products and services in response to change and the consequences of failing to respond;

    d. key trends in domestic and inbound tourism and their causes;

    e. key trends in UK outbound tourism and their causes;

    f. which types of tourism are increasing in popularity and why;

    g. which are the growth industries in the sector and why;

    h. 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:

    a. analyse trends;

    b. interpret and evaluate data;

    c. propose to organisations how they could prepare for future trends.

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

- creative thinkers;
- independent enquirers.

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

Purpose

35.   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 on their interdependence and could be made available within or outside the centre environment.

36.   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.

Scope of content

Learners must know and understand:

a)   how potential customers are identified and business ideas are developed for a travel or tourism product or service;

b)   the range of support services available for planning and setting up a business;

c)   how to set SMART objectives for a team activity;

d)   project planning techniques, how to use them and the benefits they can bring a project;

e)   resources required and their costs;

f)   how to create, present and use a budget to support the development of a product or service;

g)   constraints that might affect the success of the business idea;

h)   how to negotiate to acquire resources and reduce constraints;

i)   risks that might affect success of the business idea;

j)   how to plan for contingencies and why this is necessary;

k)   how to communicate effectively with target customers;

l)   team roles and responsibilities and how to allocate them to enhance team productivity;

m)   key theories of motivation and how to apply them;

n)   how to work effectively in a team and the benefits that this can provide to themselves and colleagues;

o)   how to deal with challenging situations with colleagues;

p)   a range of evaluation tools and how to use them to evaluate the product or service and team performance.

Learners must be able to:

a)   negotiate and agree on a business idea and its objectives;

b)   collaborate with team members to meet agreed team objectives;

c) manage the project using appropriate tools;

d) use appropriate tools to evaluate individual contributions, team performance and the business idea, and propose improvements for future activities/projects.

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

- team workers;

- self-managers;

- reflective learners.

Personal, learning and thinking skills

37. Awarding organisations must design learning outcomes and assessment criteria that clearly include opportunities for the development of PLTS. 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.

38. Awarding organisations 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.

Advanced level: external assessment

Travel and Tourism will have 120 GLH of external assessment.

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