



ICON College of Technology and Management

**Course Handbook
Travel and Tourism Management
(TTM)**

ICON COLLEGE
OF TECHNOLOGY AND MANAGEMENT



Unit 21-22,
1-13 Adler Street
London E1 1EG

Tel: +44 20 7377 2800 / 7247 7300
Fax: +44 20 7377 0822
Website: www.iconcollege.com
E-mail: info@iconcollege.com

Pearson BTEC Level 5 HND in Travel and Tourism Management (QCF)
Course Code: MN771

Unit Details

Unit No	Mandatory Core Units (Eight Units)	Unit Level	Unit Credit
1	The Travel and Tourism Sector	4	15
2	Finance and Funding in the Travel and Tourism Sector	5	15
3	The Developing Manager	5	15
4	Research Project	5	20
5	Marketing in Travel and Tourism	4	15
6	Contemporary Issues in Travel and Tourism	4	15
7	Sustainable Tourism Development	5	15
8	Legislation and Ethics in the Travel and Tourism Sector	5	15

Unit No	Specialist Units (Minimum Total Credit Value of 115)	Unit Level	Unit Credit
9	Tourist Destinations	4	15
11	Travel and Tourism Entrepreneurs	5	15
12	Hospitality Provision in the Travel and Tourism Sector	4	15
14	Tour Operations Management	4	15
15	Resort Management	5	15
18	Human Resource Management for Service Industries	5	15
22	Public Relations and Promotions in Travel and Tourism	5	15
23	Personal and Professional Development	5	15



Department of Travel, Tourism and Hospitality

Semester structure of Pearson BTEC Level 5 HND in Travel and Tourism Management at ICON College of Technology and Management (QCF)

Semester One	Semester Two
Unit 1 The Travel and Tourism Sector* (L4)	Unit 6 Contemporary Issues in Travel and Tourism* (L4)
Unit 5 Marketing in Travel and Tourism* (L4)	Unit 14 Tour Operations Management (L4)
Unit 9 Tourist Destinations (L4)	Unit 2 Finance and Funding in the TT Sector* (5)
Unit 23 Personal and Professional Development (L5)	Unit 3 The Developing Manager* (L5)
Semester Three	Semester Four
Unit 8 Legislation and Ethics in TT Sector* (L5)	Unit 7 Sustainable Tourism Development* (L5)
Unit 11 Travel and Tourism Entrepreneur (L5)	Unit 18 Public Relations and Promotions in Travel and Tourism (L5)
Unit 15 Resort Management (L5)	Unit 18 Human Resources Management for the Service Sector (L5)
Unit 12 Hospitality Provision in the TT Sector (L4)	Unit 4 Research Project* (L5)

Total credits: 245

* Mandatory Core units

Important Note

The College reserves the right to amend the above table as and when required without prior notice.

Course Specifications of Travel and Tourism Management

Course title

BTEC Higher National Diploma in Travel and Tourism Management

Awarding body

Pearson Education Ltd

Teaching institution

ICON College of Technology and Management

Accreditation

Pearson; Qualification Accreditation Number (QAN): **500/8333/8**

Approval from date: 01/09/2005

Approval from date: 31/08/2018

Final Award

Pearson BTEC HND in Travel and Tourism Management

Criteria for admission to the Course

To meet the entry criteria for admission to level 5 HND Courses:

A candidate must have either:

- a level 3 qualification
- a level 2 qualifications and relevant work experience
- or substantial work experience related to the field of proposed study

and,

- Demonstrate capability in English equivalent to CEFR level B2 e.g. IELTS 5.5 (including 5.5 for reading and writing), PTE 51 or equivalent.

and,

- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course

International qualifications at the appropriate level will also be accepted. The College will use UK NARIC to determine the equivalence of any international qualifications.

Where applicants do not have a formal qualification to demonstrate capability in English, they will be required to undertake the Colleges written English Language test before an offer of a place on a Course is made. Judgement of their capability in spoken English will be assessed by the Head of Department at the interview. Suitable alternative arrangements to written tests will

be made where a student declares a disability, specific learning difficulty or long-term health condition on their application form, e.g. oral questioning, amanuensis etc.

Aims of Course

Pearson BTEC Higher Nationals are designed to provide a specialist vocational Course, linked to professional body requirements and National Occupational Standards where appropriate. They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding. The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Pearson BTEC HNC and HND learners is to the second or third year of a degree or honours degree Course, depending on the match of the Pearson BTEC Higher National units to the degree Course in question. The Pearson BTEC HNC and HND in Travel and Tourism Management offer a progression route to the professional qualifications.

Relevant subject bench mark statement

The QAA Benchmark Statement (s) consulted as part of design of this Course specification:

- QAA subject benchmark statements for Hospitality, leisure, sport and tourism 2008 - QAA 248 05/08
- The qualification remains as intermediate level qualifications on the FHEQ. Please refer to the Pearson Course specification.

Course outcomes: Knowledge and understanding; skills and other attributes:

Knowledge and understanding

Pearson BTEC Higher Nationals in TTM have been developed to focus on:

- providing education and training for a range of careers in the TTM sector
- providing opportunities for employees of TT facilities to achieve nationally recognized levels 4 and 5 vocationally specific qualification
- providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in TT or progress to higher education vocational
- developing the knowledge, understanding and skills of learners in the field of TT
- providing opportunities for learners to develop a range of skills, techniques and attributes that are essential for successful performance in working life.

This qualification aims to meet the needs of the above rationale by:

- equipping individuals with knowledge, understanding and skills for success in employment in TT industries
- enabling progression to an undergraduate degree or further professional qualification in

- business or a related area
- providing opportunities for specialist study relevant to individual vocational contexts
- supporting individuals employed or entering employment in the TT industries
- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in TTM

Skills

Learners studying for Pearson BTEC Level 5 Diploma in TTM will be expected to develop the following skills during the Course of study:

- cognitive skills of critical thinking, analysis and synthesis
- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving problems
- effective communication skills, both oral and in written, using a range of media widely used in TT, e.g. the preparation and presentation of reports
- numeric and quantitative skills including data analysis, interpretation and extrapolation; the use of models of TT problems and phenomena
- effective use of communication and information technology for TT applications
- effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- developing an appropriate learning style
- self-awareness, openness and sensitivity to diversity in terms of people, cultures, TTM issues
- effective performance within a team environment including leadership, team-building,
- influencing and project-management skills
- interpersonal skills of effective listening, negotiating, persuading and presentation
- abilities to conduct research into TTM issues

Teaching and learning strategies

- Core knowledge is developed through formal lectures, small group tutorials and seminars
- Directed reading and exercises
- An ethos of close lecturer/student interaction
- Encouraging students to take responsibility for independent learning
- Independent learning and research
- Knowledge sharing is encouraged through inviting practicing industry practitioners and arrange visits to outside organisations
- Case study materials
- Field visits to tourist attractions/destinations

Assessment

A range of assessment methods are used including coursework, and TCAs.

Assessment methods are also specified in each unit descriptor of Pearson. All learning outcomes in a unit are assessed and the mode of assessment is specified for each outcome. The nature of the coursework varies from unit to unit. It is the College policy to include a time constrained assessment or other methods such as a class presentation for the student to pass the unit.

The assessment of Pearson BTEC Higher National qualifications is criterion-referenced and learners will be assessed against published learning outcomes and assessment criteria.

All units will be individually graded as 'Pass', 'Merit' or 'Distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Pearson BTEC Higher National qualifications have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

The assessment process is rigorous and comprises both assigned and time constraint assessments. Standardizations are undertaken at assessment board meetings. Regular assignment progress monitoring sheet has been introduced to more closely follow student progress and aid success rate.

Student support

The teaching philosophy at Icon requires students to be exposed to a range of learning methods and materials.

All tutors now support their classes by the use of "ICON VLE", a suite of electronic web-based materials that permits students to use the Icon intranet to access materials such as syllabi, Course plan, reading lists, reading assignments, and PowerPoint presentations for each of their Courses.

Student Survey is the primary method of obtaining and gauging student feedback at Icon. The evaluation forms are comprised of both qualitative and quantitative elements. Also Student and Staff Liaison Panel meetings, held each semester, to discuss Course issues and concerns is another way to support the student.

The Personal Tutorial System is an essential part of the College's Teaching and Learning and Assessment Strategy. It is also aimed at contributing to enhancement of the teaching and learning experience of the students. The College assigns every student a designated Personal Tutor who is available by appointment throughout the academic year as needed. The relationship between the student and the personal tutor is built on trust and confidentiality. Whether the problem is related to a financial hardship, accommodation matters, or learning disabilities and academic difficulties, the Personal Tutor is the first contact point at the College

who would act as a mentor, and guide the student to the right person for further action.

Evaluation and revision

The Assessment Board evaluates the external examiner's reports every year and makes sure the action plans produced from their reports are well managed and the progress is reported to Academic Board. The College also conducts a feedback on assignments to students by a formative feedback (task-by-task) sheet which has been commended by standard verifiers of Pearson as supportive and effective.

Internal verification ensures that before any assignment brief is released to students, clear assessment criteria, and correct administrative information on assignment are included. Internal verifier teams identify what changes if any in the assignment brief are required and what corrective action should be taken by assessor and should ensure that it is fit for purpose. Internal verifiers check a range of assessment decisions for all assessors and modules by sampling some of the assignments. In case of unexpected assessment decisions, (e.g. everybody achieving Distinction in the assignment), additional sampling will be conducted on individual modules/assessors.

Credit value

245 credits, levels 4 and 5. Please see details in appendix A

Mode of study

- A four semester full time taught Course of study;

Language of study

English

Progression

A progression path for Pearson BTEC HND learners is to the second or third year of a degree or honours degree Course, depending on the match of the Pearson BTEC Higher National units to the degree Course in question.

Course structure

15 X 15 credits units, 1 X 20 unit research project. Please see the appendix A.

APPENDICES

Appendix A

**Pearson BTEC Level 5 HND in
Travel and Tourism Management – (QCF)
Course Code: MN771**

Unit Details

Unit No	Mandatory Core Units (Eight Units, 125 Credit Value)	Unit Level	Unit Credit
1	The Travel and Tourism Sector	4	15
2	Finance and Funding in the Travel and Tourism Sector	5	15
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14	Tour Operations Management	4	15
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23	Personal and Professional Development	5	15

Total: 245 Credits

Appendix B

Unit Syllabus

Unit 1: The Travel and Tourism Sector

Unit code: A/601/1740

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the travel and tourism sector, the influence of government, the effects of supply and demand, and the impacts of tourism.

- **Unit abstract**

This unit will provide learners with an understanding of the global environment within which the travel and tourism sector operates. The unit examines the historical evolution of tourism, the current structure of the tourism sector, the external influences on tourism and the impact tourism has on host communities and the environment.

Learners will also undertake an investigation of international and national policies and assess their influence on the tourism sector. The effects of political change on the sector's operation will also be examined.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the history and structure of the travel and tourism sector
- 2 Understand the influence of local and national governments and international agencies on the travel and tourism sector
- 3 Understand the effects of supply and demand on the travel and tourism sector
- 4 Understand the impacts of tourism.

Unit content

1 Understand the history and structure of the travel and tourism sector

History: pilgrimages, the grand tours, post-industrial revolution, post war, current; factors facilitating growth eg technology, time, money, freedom of movement, infrastructure, social conditions; possible future developments eg sustainability

Travel and tourism sector: travel services; tourism services; conferences and events; visitor attractions; accommodation services; passenger transport; relationships and links, levels of integration; Liepers tourist system, chain of distribution; private, public and voluntary sectors

2 Understand the influence of local and national governments and international agencies on the travel and tourism sector

Influence: direct, indirect; economic policy, political change, planning to minimise negative effects of tourism

Government: levels eg local, regional, national, European Union; Government sponsored bodies, regional tourist boards; functions, interrelationships

International agencies: agencies eg United Nations, World Tourism Organisation, World Travel and Tourism Council, International Civil Aviation Organisation, International Air Transport Association; functions, interrelationships with governments

3 Understand the effects of supply and demand on the travel and tourism sector

Demand: demographics; technological; emerging economies; political stability; changing work patterns and workforce; environmentalism; globalisation; macro-economics eg influence of currency exchange rates, interest rates, inflation, level of disposable income

Supply: provision eg accommodation, tour operators, quality, service, types of products, seasonality, technology intermediaries, sustainability

4 Understand the impacts of tourism

Positive: economic eg direct and indirect income, direct and indirect employment, multiplier effects, contribution to gross national product, influence on the growth of other sectors within the economy, generation of foreign exchange and government revenues; environmental eg conservation and enhancement of natural areas, historic and cultural sites, infrastructure improvement, increasing environmental awareness by tourists and host communities; social eg conservation/preservation of cultural heritage, cross cultural exchange and education

Negative: economic eg leakage, inflation, seasonality, overdependence; environmental eg pollution, damage to natural and built environment, wildlife, water overuse, waste disposal; social eg loss of amenity to host community, overcrowding, commercialisation of culture, reinforcement of stereotypes, loss of authenticity, rise in crime

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the history and structure of the travel and tourism sector	1.1 explain key historical developments in the travel and tourism sector 1.2 explain the structure of the travel and tourism sector
LO2 Understand the influence of local and national governments and international agencies on the travel and tourism sector	2.1 analyse the function of government, Government-sponsored bodies and international agencies in travel and tourism 2.2 explain how local and national economic policy influences the success of the travel and tourism sector 2.3 discuss the implications of political change on the travel and tourism sector in different countries
LO3 Understand the effects of supply and demand on the travel and tourism sector	3.1 explain factors affecting tourism demand 3.2 explain how supply has changed to meet the effects of demand
LO4 Understand the impacts of tourism	4.1 evaluate the main positive and negative economic, environmental and social impacts of tourism 4.2 explain strategies that can be used to minimise the negative impacts while maximising the positive impacts

Guidance

Links

This unit introduces learners to the travel and tourism sector and therefore links with all other units in this qualification.

This unit maps to the following Management NVQ unit:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements.

Essential requirements

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role play or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how the specific criteria have been met.

The assessment strategy must be designed to suit the needs of the individual learners and the local work environment of the country in which they are studying.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about the supply and demand of the travel and tourism sector. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of the role of government and the negative and positive effects of tourism in their area.

Learners would benefit from visiting travel and tourism businesses. A range of guest speakers would also be beneficial. Learners must also be encouraged to become student members of professional organisations.

Unit 2: Finance and Funding in the Travel and Tourism Sector

Unit code: J/601/1742

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of costs, volume, profit, management accounting information, and sources and distribution of funding in travel and tourism, and gain skills to interpret financial accounts.

- **Unit abstract**

The aim of this unit is to help learners acquire knowledge, skills and techniques that will assist with management decision-making processes. The unit looks at the importance of costs, volume and profit for management decision making in travel and tourism and the process and analytical skills needed to understand financial information. Thus the majority of this unit considers financial practices at the micro level, ie within a travel and tourism business. However, it also considers issues at the macro level, ie funding arrangements for tourism project development.

The unit is designed for learners working towards a career at the supervisory/management level in the travel and tourism sector. As a result of studying this unit they will gain a basic understanding of financial systems and practices. This unit is not intended to be an in-depth accountancy unit and should be delivered with this in mind.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the importance of costs, volume and profit for management decision making in travel and tourism
- 2 Understand the use of management accounting information as a decision-making tool in travel and tourism businesses
- 3 Be able to interpret financial accounts to assist decision making in travel and tourism businesses
- 4 Understand sources and distribution of funding for public and non-public tourism development.

Unit content

1 Understand the importance of costs, volume and profit for management decision-making in travel and tourism

Costs: direct costs, indirect costs, fixed costs, variable costs, allocation and apportionment

Volume: break-even analysis, economies of scale, diseconomies of scale

Profit: pricing methods to achieve a profit eg cost-led, market-led, cost-plus pricing, contribution, absorption, marginal costing, top down, return on investment; reasons for making a profit, definition of profit, type of business; factors influencing profit eg seasonal variations, political environment, economic environment, social environment, current trends, bad debts, planning, staff

2 Understand the use of management accounting information as a decision-making tool in travel and tourism businesses

Management accounting information: financial statements, budgets, variance analysis, forecasts, MIS

Decision-making tool: comparison with trends, forecasting, investment, raising capital, new products and services, current issues, against set criteria eg profitability, solvency, meeting budgets, meeting objectives

3 Be able to interpret financial accounts to assist decision-making in travel and tourism businesses

Financial accounts: methods used to interpret financial accounts eg cash flow statement, trading account, profit and loss account, balance sheet of a typical travel and tourism related business

Measure financial performance: measure eg current ratio, acid test ratio, return on capital employed, capital gearing, return on net assets, debtors' collection period, creditors' payment period, ratio of administration costs to sales, net profit per cent, gross profit per cent, stock turnover ratio as practised by businesses in the travel and tourism sector

4 Understand sources and distribution of funding for public and non-public tourism development

Sources: role of Department of Culture, Media and Sport eg National Lottery Commission; Office of Deputy Prime Minister eg European Social Fund, Regional Development Fund; sources and disbursement of funding through the Non-Governmental Public Bodies (NGPB)

Capital projects: projects eg Tourism Information Points, Interpretation Boards, small scale tourism/environmental improvement with associated interpretation, development of small-scale heritage sites with interpretation and information, integrated footpath development and improvement, integrated bridleways development and improvement, cycle route development and improvement, provision of secure cycle storage, Pedestrian Fingerposts

Non-public funding: funding eg debt funding, equity funding and government funding

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the importance of costs, volume and profit for management decision-making in travel and tourism	1.1 explain the importance of costs and volume in financial management of travel and tourism businesses 1.2 analyse pricing methods used in the travel and tourism sector 1.3 analyse factors influencing profit for travel and tourism businesses
LO2 Understand the use of management accounting information as a decision-making tool in travel and tourism businesses	2.1 explain different types of management accounting information that could be used in travel and tourism businesses 2.2 assess the use of management accounting information as a decision-making tool
LO3 Be able to interpret financial accounts to assist decision-making in travel and tourism businesses	3.1 interpret travel and tourism financial accounts
LO4 Understand sources and distribution of funding for public and non-public tourism development	4.1 analyse sources and distribution of funding for the development of capital projects associated with tourism

Guidance

Links

This unit particularly links with:

- *Unit 3: The Developing Manager*
- *Unit 10: Business Health Check.*

This unit maps to the following Management NVQ units:

- E1: Manage a budget
- E2: Manage finance for your area of responsibility
- E3: Obtain additional finance for the organisation.

Essential requirements

Examples of financial documentation given to learners must always be in the context of the travel and tourism sector. Examples must be of different types of businesses to demonstrate to learners the importance of standard formats across all businesses.

Learners must interpret financial accounts for at least one travel and tourism business.

Learners must be encouraged to read the financial sections of newspapers and undertake regular research into the performance of businesses within the sector. They must examine trade magazines for articles on the financial performance of businesses within the travel and tourism sector.

Employer engagement and vocational contexts

External speakers could contribute to discussions on the importance of financial information in the decision-making process of businesses within the travel and tourism sector. However, centres should recognise that businesses may not wish to disclose sensitive financial information and therefore learners may have difficulty in obtaining accurate figures. To overcome this potential problem, case studies should be used to help learners follow the financial progress of a business, possibly over a number of years.

Unit 3: The Developing Manager

Unit code: L/601/1743

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of behaviour management principles and gain skills to review their managerial potential, show managerial roles and responsibilities and create a career development plan.

- **Unit abstract**

This unit focuses on learners' personal development and their career in management. It explores a range of management behaviour principles and practices. Learners can then apply this knowledge to self-appraisal, examining their potential as a prospective manager.

Using the knowledge developed throughout this qualification, learners will have the opportunity to actively demonstrate the roles and responsibilities of a manager in an appropriate context. This may be through part-time work, a work placement or simulation. This experience will enable them to consider how the unit and the programme can contribute to their career development.

Learners must ensure that their evidence relates to the travel and tourism sector.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand principles and practices of management behaviour
- 2 Be able to review own potential as a prospective manager
- 3 Be able to show managerial skills within a business and services context
- 4 Be able to create a career development plan for employment within a business and services context.

Unit content

1 Understand principles and practices of management behaviour

Management theory and styles: assumptions and drawbacks, classical theories, main contributors, the influence of informal groups, hierarchy of needs, systems approach to management, contingency approach, leading authorities

Leadership characteristics: styles eg autocratic, democratic, *laissez-faire*, action-orientated; motivation theories, factors affecting motivation and performance, motivation techniques, effectiveness; conflict resolution; the role of partnerships and stakeholders in the business

Communication: communications processes, verbal, written, non-verbal; lines of communication, linear, lateral, formal/informal; barriers to effective communication

Organisational culture and change: types of organisational structure and culture; factors influencing changes in culture; types of change eg demographic, economic, legislative; planned change theory; managing and measuring the effectiveness of change; sources and types of power; change drivers

2 Be able to review own potential as a prospective manager

Self-knowledge and appraisal: skills audit eg management skills, leadership skills, practical/technical skills, personal skills (eg interpersonal/motivational/communication skills), organising and planning skills, cognitive and creative skills; qualifications (current/planned), strengths and weaknesses analysis; personal learning logs; personal development plans

Own potential: aims, objectives, targets, learning programme/activities, action plan, time management, work scheduling, Specific, Measurable, Achievable, Realistic, Time-bound (SMART) objectives, action planning, delegation, decision making, problem solving, management/leadership styles, value awareness, conflict management, giving and receiving feedback, influencing skills, self-confidence, positive thinking, communication, presentation, team building and membership, mentoring, counselling, coaching, facilitation, learning cycle, learning styles, action learning sets, management learning contracts, learning log, review dates, achievement dates

3 Be able to show managerial skills within a business and services context

Roles: leading and motivating staff, communicating, team building, processes and stages in team development, group dynamics, effective/ineffective teams, goals/objectives

Responsibilities: customer service, product and service knowledge and development; decision making eg strategic, planning; managerial/operational control, problem solving; authority, delegation and empowerment; effective working relationships with subordinates, peers, managers and other stakeholders

Context: eg hospitality, travel, tourism, sports, leisure, recreational industries

4 **Be able to create a career development plan for employment within a business and services context**

Career: relevant managerial skills eg communication, thinking, learning; personal skills eg attitude, behaviour, responsibility, adaptability; aspirations, openings/opportunities

Development plan: career development, personal development, current performance, future needs

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria for pass
On successful completion of this unit a learner will:	The learner can:
LO1 Understand principles and practices of management behaviour	1.1 compare different management styles 1.2 discuss leadership characteristics 1.3 evaluate communication processes in selected businesses 1.4 analyse organisational culture and change in selected businesses
LO2 Be able to review own potential as a prospective manager	2.1 assess own management skills performance 2.2 analyse personal strengths, weaknesses, opportunities and threats 2.3 set and prioritise objectives and targets to develop own potential
LO3 Be able to show managerial skills within a business and services context	3.1 lead and motivate a team to achieve an agreed goal or objective 3.2 justify managerial decisions made to support achievement of agreed goal or objective and recommendations for improvements
LO4 Be able to create a career development plan for employment within a business and services context	4.1 explain how own managerial and personal skills will support career development 4.2 review career and personal development needs, current performance and future needs to produce development plan

Guidance

Links

This unit addresses a wide range of issues relating to management and it can be linked with all the other units in the qualification. Tutors should seek to integrate this unit with others to underpin the relevance of the issues being studied.

This unit links with the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- B5: Provide leadership for your team
- B6: Provide leadership in your area of responsibility.

Essential requirements

A number of case studies and interviews (either written or audio-visual) must be used, particularly when looking at learning outcomes 1 and 2. There must be an emphasis on success, failure and risk so that learners can appreciate that this is intrinsic to many entrepreneurial people and enterprises.

It is important for learners to relate theory to observable practice in an appropriate business and services context. Learners must be encouraged to 'adopt' an appropriate business and use it as a context within which to assess current practice, apply theory and observe in a reflective way. These individual experiences can then be fed back in group-learning contexts.

Learners must be given a variety of simulations where business propositions/solutions should be tackled in class discussions, debates and workshops.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, with for example, the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board, and a resort rep/resort manager to include the role of the manager overseas.

Sustained links with travel agencies may support further units, as well as work placement opportunities.

Unit 4: Research Project

Unit code: K/601/0941

QCF level: 5

Credit value: 20

- **Aim**

To develop learners' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their higher education programme and professional development.

- **Unit abstract**

This unit is designed for learners to become confident in the use of research techniques and methods. It addresses the elements that make up formal research, including the proposal, a variety of methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must also understand the theory that underpins formal research.

The research itself is dependent on the learner, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas of content within the programme of study to form a holistic piece of work that makes a positive contribution to the learner's area of interest. Learners should seek approval from their tutors before starting the study.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand how to formulate a research specification
- 2 Be able to implement the research project within agreed procedures and to specification
- 3 Be able to evaluate the research outcomes
- 4 Be able to present the research outcomes.

Unit content

1 Understand how to formulate a research specification

Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references from primary sources eg questionnaires, interviews; secondary sources, eg books, journals, internet; scope and limitations; implications eg resources

Hypothesis: definition; suitability; skills and knowledge to be gained; aims and objectives; terms of reference; duration; ethical issues

Action plan: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy

Research design: type of research eg qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables

2 Be able to implement the research project within agreed procedures and to specification

Implement: according to research design and method; test research hypotheses; considering test validity; reliability

Data collection: selection of appropriate tools for data collection; types eg qualitative, quantitative; systematic recording; methodological problems eg bias, variables and control of variables, validity and reliability

Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variable; trends; forecasting

3 Be able to evaluate the research outcomes

Evaluation of outcomes: overview of the success or failure of the research project (planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s))

Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research

4 Be able to present the research outcomes

Format: professional delivery format appropriate to the audience; appropriate media

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how to formulate a research specification	1.1 formulate and record possible research project outline specifications 1.2 identify the factors that contribute to the process of research project selection 1.3 undertake a critical review of key references 1.4 produce a research project specification 1.5 provide an appropriate plan and procedures for the agreed research specification
LO2 Be able to implement the research project within agreed procedures and to specification	2.1 match resources efficiently to the research question or hypothesis 2.2 undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 record and collate relevant data where appropriate
LO3 Be able to evaluate the research outcomes	3.1 use appropriate research evaluation techniques 3.2 interpret and analyse the results in terms of the original research specification 3.3 make recommendations and justify areas for further consideration
LO4 Be able to present the research outcomes	4.1 use an agreed format and appropriate media to present the outcomes of the research to an audience

Guidance

Links

This unit may be linked to single or several units in the programme, depending on the research topic and the context of the learner's area of learning. It can be linked to *Unit 17: Work-based Experience* and gives learners the opportunity to undertake research in the same organisation in which they undertook their placement.

Essential requirements

Tutors will need to establish the availability of resources to support the independent study before allowing the learner to proceed with the proposal.

Employer engagement and vocational contexts

Centres should try to establish relationships with appropriate organisations in order to bring realism and relevance to the research project.

Unit 5: Marketing in Travel and Tourism

Unit code: R/601/1744

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to understand the concepts, principles and role of marketing and the marketing mix, and gain skills to use the promotional mix in travel and tourism.

- **Unit abstract**

The aim of this unit is to develop learners' understanding of the key concepts and principles of marketing as they apply to the travel and tourism sector. The unit aims to equip learners with the knowledge and understanding of the key factors affecting marketing environments and the role of marketing in different industries within the travel and tourism sector.

The focus of this unit is initially on marketing at a strategic level before moving on to the functional and operational aspects of marketing as the unit progresses. Learners will investigate the implications for marketing in today's competitive and service-based sector and will have the opportunity to develop practical skills of marketing.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the concepts and principles of marketing in the travel and tourism sector
- 2 Understand the role of marketing as a management tool in travel and tourism
- 3 Understand the role of the marketing mix in the travel and tourism sector
- 4 Be able to use the promotional mix in travel and tourism.

Unit content

1 Understand the concepts and principles of marketing in the travel and tourism sector

Core concepts: concepts eg marketing concept and orientation, customer needs, wants and demands, products (and services) and markets, value, customer satisfaction and the exchange process, changing emphasis of travel and tourism marketing

Marketing environment: micro environment eg the tourism organisation, suppliers, intermediaries, customers, competitors; macro environment eg demography, economy, society, technology, politics, culture, tourism systems and destinations

Consumer markets: factors eg tourist motivations and determinants, models of consumer behaviour, consumer decision process, types of buyer behaviour, value-chain, customer value and satisfaction

Market segmentation: principles eg segmentation, targeting and positioning, segmentation bases, geographic, psychographic, demographic, behavioural, life-cycle stage, income, gender, geo-demographic, integrated methods, simple multivariate, advance multivariate, multistage, tourist typologies

2 Understand the role of marketing as a management tool in travel and tourism

Strategic planning: role eg strategic plans, Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, the concept of the product life cycle (PLC)/tourist area life cycle (TALC), Boston Matrix, strategic and tactical objectives, Ansoff's matrix, competitive advantage

Marketing research and market information: importance for eg travel and tourism managers, market information systems, defining the market, measuring current demand and tourism trends, the marketing research process, forecasting and demand measurement

Marketing and society: influence on eg society, social responsibility and ethics, regulations and public policy, the impact of marketing on society, consumerism, environmentalism, legal considerations, sustainability

3 Understand the role of the marketing mix in the travel and tourism sector

Role: key issues; importance of service sector

Marketing mix: product; price; place

Product: elements eg product features, advantages and benefits, tangible, intangible and service elements, product classification, product mix and portfolio analysis, product life cycle, product development and formulation, individual tourism business product, total tourism product (TTP), product differentiation and branding

Pricing: elements eg role of price in the marketing mix, price setting considerations, cost classification, factors affecting pricing decisions, approaches to pricing, cost-plus pricing, break-even pricing, value-based pricing, pricing strategies

Place: elements eg distribution channels, location and access, principals and intermediaries, channel behaviour and the organisation, vertical marketing, channel objectives and strategy, physical distribution and logistics

Service sector mix elements: elements eg the nature and characteristics of services, internal marketing, interactive marketing, service quality, people, partnerships, programming, packaging

4 Be able to use the promotional mix in travel and tourism

Promotional mix: nature and role eg public relations, selling, advertising and sales promotion, direct marketing, internet and online promotion, integrated communications, communication channels, promotional mix decisions, budgetary considerations, monitoring and evaluating promotions

Advertising and public relations: principles eg objectives, methods, reach, frequency, impact, creating copy, costs and budgeting, media planning, public relations activities and tools, limitations, evaluation, role of agencies

Sales promotion and personal selling: skills eg aims and objectives, reasons for growth of sales promotion and merchandising, points of sale, methods of sales promotion used in travel and tourism, importance of travel and tourism brochures, personal selling functions

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the concepts and principles of marketing in the travel and tourism sector	1.1 discuss the core concepts of marketing for the travel and tourism sector 1.2 assess the impact of the marketing environment on individual travel and tourism businesses and tourist destinations 1.3 discuss the factors affecting consumer motivation and demand in the travel and tourism sector 1.4 analyse the principles of market segmentation and its uses in marketing planning
LO2 Understand the role of marketing as a management tool in travel and tourism	2.1 analyse the importance of strategic marketing planning for a selected travel and tourism business or tourist destination 2.2 discuss the relevance of marketing research and market information to managers in the travel and tourism sector 2.3 assess the influence of marketing on society
LO3 Understand the role of the marketing mix in the travel and tourism sector	3.1 discuss issues in the product, price and place elements of the marketing mix 3.2 assess the importance of service sector mix elements to the travel and tourism sector 3.3 apply the concept of the total tourism product to an individual tourism business or tourist destination
LO4 Be able to use the promotional mix in travel and tourism	4.1 assess the integrated nature and role of the promotional mix 4.2 plan and justify an integrated promotional campaign for a travel and tourism business or destination

Guidance

Links

This unit can be linked successfully with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 7: Sustainable Tourism Development*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 11: Travel and Tourism Entrepreneurs*
- *Unit 17: Work-based Experience*
- *Unit 22: Public Relations and Promotions in Travel and Tourism.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- F4: Develop and review a framework for marketing
- F9: Build your organisation's understanding of its market and customers.

Essential requirements

For many learners this unit will provide their first contact with the main aspects of marketing theory applied to the travel and tourism sector. As such the unit may be delivered as a stand-alone package, but the recommendation is that centres attempt to integrate this unit into the programme as a whole. As marketing underpins business operations, this should be achievable without difficulty. Current trends, issues and innovations must be used to identify the application of marketing principles and techniques.

Tutors must take a practical, sector-related approach to the delivery of this unit. This may be achieved by a combination of visiting speakers, visits to businesses, residential visits and international exchanges.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board, and a resort rep/resort manager.

Sustained links with travel agencies may support further units as well as work placement opportunities.

Unit 6: Contemporary Issues in Travel and Tourism

Unit code: Y/601/1745

QCF level: 4

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to gain understanding of current issues and trends, and the impacts of and responses to change in travel and tourism.

- **Unit abstract**

This unit allows learners to develop research skills within the context of a travel and tourism topic of personal interest which may not be covered elsewhere on the qualification programme.

The unit introduces learners to current issues and trends in the travel and tourism sector. Throughout the research and investigation of current issues and trends in the travel and tourism sector learners will develop understanding of how the sector responds to change and the impacts of change on the travel and tourism sector.

The unit has a practical focus that enables learners to develop the skills required before undertaking small-scale projects. Learners should be able to justify their choice of issue prior to exploring the issue in some depth. Throughout the research and investigation learners will develop knowledge and understanding of particular key issues within the sector.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand current issues in the travel and tourism sector
- 2 Understand current trends in the travel and tourism sector
- 3 Understand how the travel and tourism sector responds to change
- 4 Understand the impacts of change on the travel and tourism sector.

Unit content

1 Understand current issues in the travel and tourism sector

Issues currently driving change: issues/factors as current at time of delivery; need for increased security; advancements in technology (security and anti-terrorism measures); state of the economy; rise and fall of inflation; emergence of new markets; impact of the Eurozone; low cost cruise/airlines; increased environmental awareness; responsible tourism; health issues; appropriate research methods; current national and international legislation

2 Understand current trends in the travel and tourism sector

Key trends: in domestic and inbound tourism; in UK outbound tourism; causes; specialist/niche markets eg adventure tourism, extreme/sports tourism, rural/agro tourism, gastro tourism, dark tourism, medical tourism, green tourism, grey tourism, faith tourism; growth industries; reasons for growth; types of tourism that are increasing in popularity; reasons for increase in popularity

Techniques for analysing trends: analysing and evaluating data (quantitative, qualitative, primary and secondary); drawing conclusions; potential impacts of trends; trend data sources

3 Understand how the travel and tourism sector responds to change

Response preparation: current situation; past examples; internal and external business environments; PEST/SWOT; macro and micro environments; argument based on use of data interpretation and analysis; potential ways forward; improvements

Response to change: adapting and creating new products and services; marketing plan (short or long term, mission statement, aims and objectives); marketing strategy; marketing mix (product, price, promotion, place); product life cycle; brand development; changes to business practices

4 Understand the impacts of change on the travel and tourism sector

Impacts of change: on sector structure (mergers, acquisitions, liquidations, formation of consortia); on businesses; on products and services; on employment levels

Consequences of failing to respond to change: reduced sales and profitability; profit margins; change in attitudes (customers, suppliers, competitors); negative impact on image of product/service and/or business

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand current issues in the travel and tourism sector	1.1 analyse issues currently driving change in the travel and tourism sector 1.2 analyse different current issues using appropriate methods and resources
LO2 Understand current trends in the travel and tourism sector	2.1 evaluate current trends influencing change in the travel and tourism sector 2.2 analyse a current trend using appropriate techniques and resources
LO3 Understand how the travel and tourism sector responds to change	3.1 analyse how travel and tourism businesses could respond to change 3.2 develop strategies on how selected travel and tourism businesses could respond to change 3.3 justify strategies for how selected travel and tourism businesses could respond to change
LO4 Understand the impacts of change on the travel and tourism sector	4.1 analyse the impacts of issues and trends that drive change in the travel and tourism sector 4.2 discuss the likely consequences of businesses failing to respond to market changes

Guidance

Links

This unit provides an opportunity for learners to explore any travel and tourism issue that attracts their attention. Therefore, it links with all units.

This unit maps to the following Management NVQ unit:

- A2: Manage your own resources and professional development.

Essential requirements

Learners must keep up to date with current issues that may influence the travel and tourism sector. They must be encouraged to engage in regular research through a variety of sources, eg reading quality newspapers and trade journals, watching news and current affairs programmes on the television etc.

Sufficient time must be built into the teaching schedule to allow learners to undertake the necessary research into at least two current issues.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about current issues and trends in the travel and tourism sector. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of how the travel and tourism sector responds to change and the impacts of change on the sector.

Unit 7: Sustainable Tourism Development

Unit code: D/601/1746

QCF level: 5

Credit value: 15

- **Aim**

The aim of this unit is for learners to gain understanding of the rationale and different approaches to tourism planning and development, sustainable tourism, current issues and impacts of tourism.

- **Unit abstract**

This unit aims to increase learners' awareness of the need to plan and manage tourism at all levels within an international, national, regional and local framework. Emphasis is placed on current trends in planning for tourism development in a range of destinations. The stages in the planning process are identified and learners will be encouraged to apply theoretical models to practical case studies and site visits.

The principles and philosophy of sustainable development are introduced in this unit and learners will be required to show an in-depth understanding of issues such as carrying capacities, environmental impact and the guest-host relationships as they relate to current tourism initiatives, eg access, conservation, enclave tourism.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the rationale for planning in the travel and tourism industry
- 2 Understand different approaches to tourism planning and development
- 3 Understand the need for planning for sustainable tourism
- 4 Understand current issues related to tourism development planning
- 5 Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations.

Unit content

1 Understand the rationale for planning in the travel and tourism industry

Rationale: to achieve the determined objectives eg improved employment opportunities, protection and conservation of wildlife, landscape, co-ordination between public/private partners, to maximise benefits, provide infrastructure, co-ordinate development, consumer protection; involvement of stakeholders eg developers, tourism industry, tourists and host community; public/private partnerships and advantages/disadvantages of; effective use of resources eg infrastructure; natural, cultural, heritage, human resources

2 Understand different approaches to tourism planning and development

Planning: environmental; economic; social; international; national; regional; local; strategic; short term; qualitative; quantitative; methods of measuring tourism impact eg Cambridge Economic Impact Model (STEAM), Environmental Impact Studies, Pro Poor Tourism; Responsible Tourism, interactive planning systems and processes

Development: preservation, conservation, new build

3 Understand the need for planning for sustainable tourism

Sustainable tourism: definitions eg Brundtland Report (1987), Triple Bottom Line, World Travel and Tourism Council (WTTC) Principles for Sustainable Development (1995)

Principles: planning considerations, benefits to the environment, the host community, the tourism industry, the visitor; factors of supply of facilities and resource weighed against demand; proposed developments eg infrastructure required; interdependence eg of society, economy and the natural environment; citizenship eg rights and responsibilities, participation and cooperation; future generations; sustainable change eg development

4 Understand current issues related to tourism development planning

Current issues: conflict eg tension between the planner, tour operator, tourist, government, developer, local community, guest-host relationship; impacts eg economic, social, environmental; access eg balance of supply and demand, imposition of limits, pressure on finite resources; enclave tourism eg advantages and disadvantages to the local community, moral and ethical issues of enclave tourism

5 Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations

Socio-cultural: social change, changing values, crime and gambling, moral behaviour, change in family structure and roles, tourist/host/relationships, provision of social services, commercialisation of culture and art, revitalisation of customs and art forms, destruction and preservation of heritage

Environmental: types of conservation and pollution eg air, visual, noise etc, land use, ecological disruption, pressures on infrastructure and finite resources, erosion, preservation of environment eg national parks, drainage, irrigation

Economic: generation of employment, provision of foreign exchange, multiplier effect of tourism as contribution to the balance of payments, economic leakage, development of the private sector, foreign ownership and management

Developing countries: countries eg India, Thailand, Jordan

Emerging destinations: destinations for medical tourism eg India, Thailand, Hungary; other destinations eg Bulgaria, Qatar, Shanghai

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the rationale for planning in the travel and tourism industry	1.1 discuss how stakeholders can benefit from planning of tourism developments with reference to a current case study 1.2 discuss the advantages and disadvantages of public/private sector tourism planning partnerships drawing on a current example
LO2 Understand different approaches to tourism planning and development	2.1 analyse features of tourism development planning at different levels 2.2 evaluate the significance of interactive planning systems and processes in tourism developments 2.3 evaluate different methods available to measure tourist impact
LO3 Understand the need for planning for sustainable tourism	3.1 justify the introduction of the concept of sustainability in tourism development 3.2 analyse factors that may prevent/hinder sustainable tourism development 3.3 analyse different stages in planning for sustainability
LO4 Understand current issues related to tourism development planning	4.1 evaluate methods of resolving a conflict of interests to ensure the future wellbeing of a developing tourism destination 4.2 analyse the implications of balancing supply and demand 4.3 evaluate the moral and ethical issues of enclave tourism
LO5 Understand the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations	5.1 compare current issues associated with tourism development in a developing country and an emerging destination where the impacts of tourism are different 5.2 evaluate, with recommendations, the future development of tourism in these destinations

Guidance

Links

This unit has links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 4: Research Project*
- *Unit 6: Contemporary Issues in Travel and Tourism*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 9: Tourist Destinations*
- *Unit 15: Resort Management.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates.

Essential requirements

Tutors must make considerable use of case studies (educational, TV current affairs and travel videos) and texts to bring the planning issues to life. Learners must be strongly encouraged to become familiar with the Brundtland Report and with various definitions of 'sustainable tourism' and 'responsible tourism'.

Tutors must make use of local case studies and guest speakers from interested/involved organisations. There are a number of examples throughout the UK of planned urban regeneration schemes, new hotel/country club/health club developments, airport extensions and upgrades, new tourism attractions have benefited from interactive planning processes, public/private partnerships and the adoption of sustainable principles. These must be studied as examples of best practice and will support the theoretical study of tourism planning processes, systems, models and techniques.

Learners will need to analyse different stages in planning for sustainability and apply the stages to a case study/destination that has been through such a planning process.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and particularly the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about current issues related to tourism development planning. Sustained links with the travel agency may support further units as well as work placement opportunities. A talk by a representative of the local tourist board would help learners' understanding of different approaches to tourism planning and development, the need for planning for sustainable tourism and the socio-cultural, environmental and economic impacts of tourism in developing countries and emerging destinations.

Where possible, learners should undertake visits to relevant destinations in the UK and abroad.

Unit 8: Legislation and Ethics in the Travel and Tourism Sector

Unit code: H/601/1747

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the legal and regulatory framework, health, safety, security and consumer protection laws and business ethics in travel and tourism.

- **Unit abstract**

This unit gives learners an insight into the legal and moral issues that permeate the travel and tourism sector. It is further intended to provide an introduction to the legal and regulatory framework that is necessary for effective operation within a number of industries within the travel and tourism sector.

Learners will interpret and apply a range of regulations and legislation within the appropriate vocational context. They will explore the legal and regulatory framework utilising real cases and consider the impact of important precedents.

Learners will also have the opportunity to explore the place of business ethics in the travel and tourism sector. They will consider a range of current ethical dilemmas and the role of business ethics in the mitigation of these. Learners will conclude by applying the principles of business ethics in producing a corporate social responsibility policy for a travel and tourism business.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the legal and regulatory framework in the travel and tourism sector
- 2 Understand legislation and regulations relating to health, safety and security in the travel and tourism sector
- 3 Understand consumer protection legislation in relation to the travel and tourism sector
- 4 Understand the role of business ethics in the travel and tourism sector.

Unit content

1 Understand the legal and regulatory framework in the travel and tourism sector

Legal framework: applicable laws and regulations

Regulatory framework: bodies eg Strategic Rail Authority (SRA), Health and Safety Executive (HSE), Health and Safety Commission (HSC), Maritime Authorities, International Air Transport Association (IATA), Air Travel Operators' Licensing (ATOL), Civil Aviation Authority (CAA), Association of British Travel Agents (ABTA); role and regulatory powers eg arbitration service and codes of conduct

Processes: types eg legal/regulatory, criminal/civil, contract/tort/legislation, industrial tribunal, ombudsman eg rail, Advisory, Conciliation and Arbitration Service (ACAS), courts or organisations involved in determining outcomes

Structures: types eg Magistrates Court, County Court, Crown Court, High Court, Court of Appeal (Civil and Criminal), Supreme Courts, Constitutional Courts; roles of those involved eg solicitors, barristers

Transport law: surface and sea transport eg Carriage of Passenger by Road Act 1974, Athens, Geneva and London Conventions (limits of liability), passenger charters of UK rail/coach companies; air transport conventions and protocols eg Warsaw (1929), Hague (1955) Tokyo (1963) and Montreal (1975), Denied Boarding Compensation Schemes, European Union (1997)

2 Understand legislation and regulations relating to health, safety and security in the travel and tourism sector

Health, safety and security: current relevant domestic and European legislation eg Health and Safety at Work Act 1974, Occupiers Liability Act 1984, data protection, duty of care and vicarious liability

Equality law: current relevant legislation eg Sex Discrimination Act 1975, Race Discrimination Act 1976, Employment Protection (Consolidation) Act 1978, Disability Discrimination Act 1995 and Employment Act 2002, Human Rights Act 1998

Impacts of legislation and regulations: purpose of key legislation and regulations; EU Directives; health and safety; fair trading; equality and diversity legislation; data protection; employment law; national and local level

3 Understand consumer protection legislation in relation to the travel and tourism sector

Contract law: legislation relating to eg contracts for supply of goods, contracts for provision of services, contracts related to package holidays, valid contracts, unfair contracts, laws of agency

Consumer protection: legislation relating to eg Trades Description Act 1968, Consumer Protection Act 1987, the Package Travel, Package Holidays and Package Tours Regulations 1992, torts of negligence and nuisance, duty of care, vicarious liability and 'Uberrimae Fidei'

Accommodation services: types eg definition of a hotel/inn, rights of refusal (eg Hotel Proprietors Act 1956), principles of food hygiene regulations (eg Food Act 1984)

4 Understand the role of business ethics in the travel and tourism sector

Business ethics: benefits of, responsibility and business, employment ethics, finance and investment ethics, ethics of advertising, green issues in business, international business/global ethics and the ethical consumer

Ethical theory: reason for ethics, overlap between law and ethics, law as reflecting society's minimum norms and standards of business conduct, ethical and unethical eg Kant, Utilitarian and natural law, ethical dilemmas in travel and tourism eg marketing tourism responsibly, supporting local economies and political regimes, using resources economically etc, reconciling business life with moral values eg whistle blowing etc

How to be ethical: responding to ethical consumerism, environmental and social auditing, developing codes of practice, the role of Corporate Social Responsibility (CSR) eg sustainability, accountability, business conduct, community involvement, corporate governance, environment, human rights, marketplace/consumers and workplace/employees

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the legal and regulatory framework in the travel and tourism sector	1.1 explain the legal and regulatory framework of the travel and tourism sector 1.2 discuss surface, sea and air transport law in relation to the carriage of passengers within the legal and regulatory framework
LO2 Understand legislation and regulations relating to health, safety and security in the travel and tourism sector	2.1 evaluate the impacts of the principles of health, safety and security legislation on the travel and tourism sector 2.2 analyse legislation that relates to equality
LO3 Understand consumer protection legislation in relation to the travel and tourism sector	3.1 explain contract legislation in relation to travel and tourism customers 3.2 explain consumer protection legislation in relation to travel and tourism customers
LO4 Understand the role of business ethics in the travel and tourism sector	4.1 analyse ethical dilemmas faced by the travel and tourism sector 4.2 analyse the Corporate Social Responsibility (CSR) policy of a specified travel and tourism business

Guidance

Links

This core unit introduces the legal, regulatory and moral framework of the travel and tourism sector and as such helps underpin all units in the programme, particularly:

- *Unit 5: Marketing in Travel and Tourism*
- *Unit 14: Tour Operations Management*
- *Unit 16: Passenger Transport Operations*
- *Unit 18: Human Resource Management for Service Industries.*

This unit maps to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- E5: Ensure your own actions reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility.

Essential requirements

Learners must be introduced at an early stage to vocationally based legal text books that include a number of relevant cases. This will enable learners to study the legal and regulatory framework via real examples and will demonstrate to them the effects of these landmark cases on the travel and tourism industry. Learners must be encouraged to keep abreast of current cases that affect the sector via quality newspapers, journals and the media. These rulings must be integrated in the delivery strategy to ensure currency.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, a legal adviser, local travel agencies, tourist attractions and the local tourist board.

Learners could, for example, meet with employers from a local travel agency to learn about the legislation that affects the travel and tourism sector. Sustained links with an organisation in the travel and tourism sector may support further units as well as work placement opportunities.

Learners would benefit from visiting a law court and talk to officials about the role of the courts. Tutors could also encourage learners to become student members of professional organisations such as the Institute of Travel and Tourism and the Tourism Society.

Unit 9: Tourist Destinations

Unit code: K/601/1748

QCF level: 4

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to gain understanding of UK and worldwide destinations, their cultural, social and physical features, their characteristics and issues affecting their popularity.

- **Unit abstract**

This unit introduces learners to the main UK and worldwide tourist destinations in terms of visitor numbers and income generation and their location. Learners will look into the cultural, social and physical features of those destinations and the issues and trends that affect their popularity, as part of the essential selling skills and knowledge needed by managers within the travel and tourism sector.

Through studying visitor numbers, statistics and other relevant data, learners should be more aware of past issues affecting tourism, enabling them to appreciate the impact they can have on a destination and its continued popularity.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the scope of key UK and worldwide tourist destinations
- 2 Understand the cultural, social and physical features of tourist destinations
- 3 Understand how the characteristics of destinations affect their appeal to tourists
- 4 Understand issues likely to affect the popularity of tourist destinations.

Unit content

1 Understand the scope of key UK and worldwide tourist destinations

Main destinations: by income generated, visitor numbers and tourism statistics

Tourist destinations: major tourist destinations selected from UK, Europe and the rest of the world

Generators: source of tourists

2 Understand the cultural, social and physical features of tourist destinations

Cultural: resources eg museums, monuments, churches, megaliths, festivals, food, drink, music

Social: social groups eg national, regional, religious; needs of different customer groups; impact of tourism on resources and the local community; carrying capacity; sustainability; local and national government policies; alternatives to mass market

Physical: landscape eg geology of lakes, mountains, coastline, profile of beaches, flora and fauna, preferences of landscape; effects of people and the need for conservation eg urban infrastructure, water supply, sanitation, transport networks

3 Understand how the characteristics of destinations affect their appeal to tourists

Economic characteristics: economic growth and development; the process of economic development in countries eg pre-industrial society, industrial to a service economy; components of gross domestic product; provision of consumer goods; exportation of primary products; fluctuation of process in export markets; dependency on industrial countries; tourism as an economic alternative

Physical characteristics: physical conditions eg poor urban infrastructure, lack of clean water supply, inadequate sanitation, lack of utilities, poor transport network

Social characteristics: eg population pressures, infant mortality, life expectancy, migration from rural to urban living, levels of poverty, construction and roles of family units, quality of life, incidence of disease, literacy levels, role of women and children

Political characteristics: forms of government eg absolutist, democratic, emergent democracy, tribal, theocratic; corruption, international links; use of tourism as a political tool eg Cuba, Burma

Destinations: selected from UK, Europe and the rest of the world, leading destinations, developing destinations

Appeal: popularity, change in visitor numbers, types of visitor eg business, pleasure, visiting friends and relatives; change, product life cycle

4 Understand issues likely to affect the popularity of tourist destinations

Issues: eg climate, global warming, Arctic flows, ocean current, natural disasters, natural phenomena; sustainability; political eg use of tourism as a political tool, human rights, growth of nationalism and religious fundamentalism; terrorism; economics; trade links, sports links, linguistic links, ethical, role of the media, conflict with agriculture

Popularity: visitor numbers, statistics, economic data; tourist generation eg factors determining demand, reason for growth; world distribution – domestic and international

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the scope of key UK and worldwide tourist destinations	1.1 analyse main tourist destinations and generators of the world in terms of visitor numbers and income generation 1.2 analyse statistics to determine tourism destination trends and predict future trends
LO2 Understand the cultural, social and physical features of tourist destinations	2.1 analyse cultural, social and physical features of tourist destinations explaining their appeal to tourists 2.2 compare features of developing and leading tourist destinations
LO3 Understand how the characteristics of destinations affect their appeal to tourists	3.1 compare the appeal of current leading tourist destinations with that of currently developing tourist destinations 3.2 evaluate how characteristics of a tourist destination affect its appeal
LO4 Understand issues likely to affect the popularity of tourist destinations	4.1 analyse issues that affect the popularity of tourist destinations 4.2 discuss the potential for responsible tourism to enhance the host community at worldwide tourist destinations

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 4: Research Project*
- *Unit 6: Contemporary Issues in Travel and Tourism*
- *Unit 13: Special Interest Tourism*
- *Unit 14: Tour Operations Management*
- *Unit 15: Resort Management.*

This unit maps to the following Management NVQ unit:

- B2: Map the environment in which your organisation operates.

Essential requirements

Any evidence submitted for criteria requiring the practical demonstration of skills, eg presentations or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how the specific criteria have been met.

The assessment strategy must be designed to suit the needs of individual learners and the local work environment of the country in which they are studying. Assessment must encourage learners to apply and reflect on their studies within and across units.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local tour operators or the tourist board. Learners could, for example, meet with a representative from a national tourist board to learn about the features and characteristics of and issues affecting their country.

It would be beneficial for learners to visit tour operators or have a talk from a tourist board representative. Tutors must also encourage learners to become student members of professional organisations such as the Institute of Travel and Tourism and the Tourism Society. If a visit to another country is planned as part of the programme, then the experience of this visit would enhance the delivery of this unit. Local tourist board officials should then be encouraged to discuss the topics with the learners.

Unit 11: Travel and Tourism Entrepreneurs

Unit code: H/601/1750

QCF level: 5

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to gain understanding of skills and characteristics of entrepreneurs, the development of enterprises and gain skills to prepare business start-up plans.

- **Unit abstract**

This unit focuses on the entrepreneurs and their enterprises that have had an impact on the travel and tourism sector in recent decades. The unit provides opportunities for learners to examine the skills and characteristics required of a successful entrepreneur and to assess their own ability to be enterprising in the sector.

Learners will investigate successful entrepreneurial enterprises to consider their development and the factors that led to their success.

Learners will have the opportunity to demonstrate their own entrepreneurial skills by developing a concept that they have researched and by producing a start-up plan for its introduction.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand skills and characteristics of a travel and tourism entrepreneur
- 2 Understand the development of enterprises in the travel and tourism sector
- 3 Be able to prepare a business start-up plan for a niche market within a travel and tourism context.

Unit content

1 Understand skills and characteristics of a travel and tourism entrepreneur

Characteristics of entrepreneurs: features eg risk taking, opportunist, self-motivation, people person, goal setting, perseverance, dealing with failure, initiative, tolerance uncertainty, using feedback, flexibility, innovative, understanding of the business environment, vision, passion, obsessive commitment

Skills: abilities eg time management, financial and market awareness, commitment, assertiveness, communication, planning, target setting, problem solving, decision making, creativity, selling, leadership, entrepreneurial skills

Self-appraisal: personal SWOT; personal action plan to achieve objectives that relate to the personal skills and characteristics of entrepreneurs

2 Understand the development of enterprises in the travel and tourism sector

Development of enterprises: back of an envelope idea; growth; competitors; opportunities; trends; diversification; exploiting new technology; Porter's five forces; the vision; refugees from large companies eg downshifting; support; sources of funding eg family, friends, redundancy packages; buy-outs; venture capital; re-mortgaging; banks; grants

3 Be able to prepare a business start-up plan for a niche market within a travel and tourism context

Start-up: description of the business eg micro-, small-, medium-sized business; aims and objectives; features; unique selling point; product and/or service; market analysis eg competition, target market, market segmentation; marketing strategy; operations; financial data; resources; ethics; persuasion; consultation eg experts; entrepreneurs; business links eg chamber of commerce; advisory/regulatory bodies; constraints; prototypes

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand skills and characteristics of a travel and tourism entrepreneur	1.1 discuss skills needed for successful entrepreneurship 1.2 produce a self-appraisal that identifies strengths and weaknesses and strategies for development benchmarked to a successful entrepreneur
LO2 Understand the development of enterprises in the travel and tourism sector	2.1 analyse the development of an entrepreneurial enterprise 2.2 evaluate factors that have led to the success of an enterprise
LO3 Be able to prepare a business start-up plan for a niche market within a travel and tourism context	3.1 evaluate sources of finance and support available to enterprises in the travel and tourism sector 3.2 develop and justify the potential for success of a concept for an enterprise in a travel and tourism context 3.3 present a persuasive business start-up plan

Guidance

Links

This unit can be linked successfully with:

- *Unit 3: The Developing Manager*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 13: Special Interest Tourism*
- *Unit 17: Work-based Experience.*

This unit maps to the following Management NVQ units:

- A1: Manage your own resources
- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- F9: Build your organisation's understanding of its market and customers.

Essential requirements

Learners must be encouraged to keep up to date with current issues within the travel and tourism environment throughout the delivery of the unit by reading trade journals, quality newspapers and electronic media.

Employer engagement and vocational contexts

Visiting speakers from a wide variety of backgrounds and areas should be used throughout the delivery of this unit. It would be invaluable if travel and tourism entrepreneurs and small business people could visit to encourage, motivate and share experiences with learners. Small business advisers and representatives from other suitable organisations should also be encouraged to act as advisers where appropriate.

A number of case studies and interviews (either written or audio-visual) should be used, particularly when looking at learning outcomes 1 and 2. There should be an emphasis on success, failure and risk so that learners can appreciate that these are intrinsic to many entrepreneurial people and enterprises.

Learners would benefit from taking general psychometric and entrepreneurial personality tests in order to develop a reflective approach in identifying personal strengths and weaknesses and putting forward strategies for development.

Unit 12: Hospitality Provision in the Travel and Tourism Sector

Unit code: K/601/1751

QCF level: 4

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to gain understanding of the role of the hospitality industry, the impact of integration, and gain skills to plan hospitality businesses.

- **Unit abstract**

This unit introduces learners to the diversity of the hospitality industry and enables them to investigate the hospitality industry in a travel and tourism context.

Learners will consider the impact of integration on the hospitality industry and the possible future implications of this in a broader context.

Learners are provided with the opportunity to select an area of interest to design and develop in an outline format, bringing together theory and practice in the creative design of a hospitality business reflecting current trends and the needs of selected customer groups.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the role of the hospitality industry within the travel and tourism sector
- 2 Understand the impact of integration within the hospitality industry
- 3 Be able to plan the development of hospitality businesses.

Unit content

1 Understand the role of the hospitality industry within the travel and tourism sector

Composition of the hospitality industry: hotels (1 star to 5 star, budget hotels, bed and breakfast); restaurants (fast food, cafes, coffee shops, mainstream, fine dining); pubs and bars (managed houses, tenanted or leased pubs, freehouses); nightclubs; contract food service providers (catering outsourced to a contract food service provider); hospitality services (catering managed in-house); membership clubs; events

Travel and tourism sector: travel services; tourism services; conferences and events; visitor attractions; accommodation services; passenger transport

Interrelationships between hospitality and travel and tourism: the role of hospitality in underpinning many types of travel and tourism eg business travel, aviation, conferences and exhibitions, visitor attractions, theme parks

2 Understand the impact of integration within the hospitality industry

Integration: history and development of horizontal and vertical integration, integration via major organisations (ownership)

Impacts: fewer major organisations, reduction of independent businesses, economies of scale, control of subsectors, increase in market share, standardisation, improved quality

Implications: importance of branding and pricing policies, independent establishments joining associations to compete with the larger organisations, control and manipulation of the market, increased globalisation of the industry

3 Be able to plan the development of hospitality businesses

Development: concept, market research, target market, location, scale, funding, products and services eg menu, licensing

Design: ambiance, culture, brand, interior, exterior, functional areas, customer flows; link to target market, customers with individual needs

Operation: staffing by functional areas, specialist qualifications, staffing issues related to seasonality, compliance with legislation, promotional activities, pricing

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the role of the hospitality industry within the travel and tourism sector	1.1 discuss the interrelationships between hospitality and wider travel and tourism businesses
LO2 Understand the impact of integration within the hospitality industry	2.1 analyse the implications of integration to the hospitality industry 2.2 discuss how integration has affected a hospitality business
LO3 Be able to plan the development of hospitality businesses	3.1 develop a rationale for a selected project clearly justifying decisions linked to target market 3.2 develop a plan for a hospitality business including the operational requirements of the business' organisational structure in relation to human resource allocation

Guidance

Links

This unit links with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 17: Work-based Experience.*

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates.

Essential requirements

Learners must have access to business sections of the quality press to ensure currency in terms of mergers and integration that can change on a daily basis.

The unit requires a delivery strategy that examines hospitality in a global social and economic context, facilitating discussion and exploration of changing society and how hospitality has and may in the future respond to these challenges.

Employer engagement and vocational contexts

A team of employers could be identified to support the different units. Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

Learners will benefit from visits to, or speakers from, a range of hospitality types from cafes to hotels etc. They should be encouraged to consider the importance of hospitality as a form of secondary spend to maximise revenue, for example via a cafe in a visitor attraction.

Unit 14: Tour Operations Management

Unit code: T/601/1753

QCF level: 4

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of the tour operators industry, the stages involved in creating holidays, brochures and methods of distribution used to sell holidays, and strategic decision making.

- **Unit abstract**

Learners will investigate the tour operators industry of the travel and tourism sector, including the different types of operator, their products and services, the scale of the industry and how it has been affected by trends and developments. Management issues will be covered by examining strategic and tactical decision making in order to develop learners' decision-making skills.

Learners will explore the stages involved in creating a holiday and develop skills associated with determining a selling price for a holiday from given information.

The role of the brochure will be reviewed against the introduction of new methods of promoting holidays. Learners will also review distribution methods used by tour operators to sell holidays, including the traditional use of travel agencies and the emergence of methods such as the internet and television.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the tour operators industry within the travel and tourism sector
- 2 Understand stages involved in creating holidays
- 3 Be able to review brochures and methods of distribution used to sell holidays
- 4 Understand strategic and tactical decision making for tour operators.

Unit content

1 Understand the tour operators industry within the travel and tourism sector

Tour operators: as defined by EU Package Travel Directive; different types of tour operators including outbound operators, domestic operators, incoming operators, specialist operators, direct sell operators

Industry: identification of major tour operators including their origins, ownership, market segments, competition, identification of specific operators within each category; scale eg number of passengers carried, market share, turnover; products and services to meet different markets; vertical and horizontal integration in leading operators; impact of integration; European and global links; trends to include changing trends in holidays (eg mass market tourism to customisation, product range, all-inclusive holidays), expansion of the cruise market; environmental awareness of tour operators, responsible tourism; effect of economy and other external factors eg discounting, emergence of e-commerce, budget airlines; role of trade bodies including The Travel Association (ABTA), Association of Independent Tour Operators (AITO), Federation of Tour Operators (FTO), UKInbound, the UK Civil Aviation Authority (CAA)

2 Understand stages involved in creating holidays

Stages: steps eg market research; planning and scheduling; forecasting; contracting eg allocation, commitment, ad hoc, time series charters, split charters, ad hoc chartering, scheduled services, using air brokers; costing the holiday (fixed and variable costs, direct and indirect costs, load factors, mark-up, profit margins, seasonal flexing, competitive pricing, skimming, special offers, discounting strategies, currency exchange eg forward buying of currency, interest earning, cash flow); timescales

3 Be able to review brochures and methods of distribution used to sell holidays

Brochures: recognition of the planning issues including deciding the format (content, structure, style, paper quality, size), based on product, target market and budget, determining print specifications, print run, multiple editions; timescales and stages of production including creative brief, copywriting, proofing, colour proof, printing; brochure launch; recognition of legal implications; other formats eg CD, video, internet, intranet, television; examination of distribution channels eg direct mail, specialist carriers, haulier, consolidated delivery companies, travel agencies, intensive/selective distribution systems; racking agreements

Methods of distribution: methods eg direct sell, agencies, call centres, internet, teletext, telephone

4 Understand strategic and tactical decision making for tour operators

Strategic: examination of strategic decisions eg volume, pricing strategies, surcharge policy, positioning and image/branding, choice of product in relation to customer portfolio, distribution decisions; investment funded by capitalisation eg cruise ships and aircraft

Tactical: responses eg triggered by competition, price wars, external factors; decisions eg fluid pricing, yield management, maximising occupancy of contracted beds, utilisation of coach and aircraft seats, consolidations; tactical marketing eg discounting, late sales

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the tour operators industry within the travel and tourism sector	1.1 analyse the effects of current and recent trends and developments on the tour operators industry
LO2 Understand stages involved in creating holidays	2.1 assess the stages and timescales involved in developing holidays 2.2 evaluate the suitability of different methods of contracting for different components of the holiday and different types of tour operator 2.3 calculate the selling price of a holiday from given information
LO3 Be able to review brochures and methods of distribution used to sell holidays	3.1 evaluate the planning decisions taken for the design of a selected brochure 3.2 assess the suitability of alternatives to a traditional brochure for different types of tour operator 3.3 evaluate the suitability of different methods of distribution used to sell a holiday for different types of tour operator
LO4 Understand strategic and tactical decision making for tour operators	4.1 evaluate the strategic decisions made by different types of tour operator 4.2 compare the tactical decisions that could be taken by a selected tour operator in different situations

Guidance

Links

This unit can be offered as a stand-alone unit. However, it could be delivered first or simultaneously if offered with *Unit 15: Resort Management*.

This unit can also be linked successfully with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 5: Marketing in Travel and Tourism*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 13: Special Interest Tourism*
- *Unit 21: Incoming and Domestic Tourism*.

This unit maps to the following Management NVQ units:

- B1: Develop and implement operational plans for your area of responsibility
- B2: Map the environment in which your organisation operates
- F4: Develop and review a framework for marketing.

Essential requirements

The assignments must encourage learners to research extensively and independently, to appreciate how the industry has developed, the size, scale and complexities of tour operators today, and to examine the implications of current trends and decision making for the industry.

It is essential that a visit to at least one tour operator is organised, supported by a variety of guest speakers, to enable learners to gather sector-specific information which cannot be found elsewhere.

Given the diversity of the tour operators' industry, it is important that learners are given first-hand experience of different types of tour operator to support learning. This can be achieved by using specialist guest speakers and through visits to tour operators to support independent research and delivery.

Employer engagement and vocational contexts

The unit requires a visit to at least one tour operator.

The unit requires a series of presentations from visiting speakers in the industry, from whom specific information can be gained.

Visits to tour operators and talks by tour operating personnel would help to support knowledge and understanding for others units within the qualification. Aspects of core subjects such as marketing and finance would be included automatically on a well-structured visit to a tour operator, while specialist subjects including overseas resort management could be covered in some depth with selected operators. An integrative approach to visits and industry guest speakers should be explored to ensure maximum benefit is derived from such activities.

Unit 15: Resort Management

Unit code: A/601/1754

QCF level: 5

Credit value: 15

- **Aim**

The aim of this unit is to enable learners to gain understanding of the function and structure of resort operations, quality systems and procedures and management issues relating to incidents.

- **Unit abstract**

This unit is designed to develop learners' understanding of the complexities of the management of a tour operator's resort operations. Learners will investigate the function and structure of tour operators. Their research will consider different types of tour operators and develop their understanding of how the operation is organised to meet the needs of a variety of tour operators that are providing very different types of holiday programmes in different locations.

Learners will examine the role and impact of quality systems and procedures in relation to services, health and safety and the legal environment. They will examine the importance and effectiveness of these systems in different types of tour operator.

Learners will explore a range of incidents and their effect on the resort office and tour operator. They will examine procedures used to manage a range of incidents and how they are guided by government and trade associations.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the function and structure of resort operations
- 2 Understand the role and impact of quality systems and procedures
- 3 Understand the management issues relating to incidents.

Unit content

1 Understand the function and structure of resort operations

Function: coordination and provision of services with suppliers; customer service, customer information; communication (between a country, resort office; resort based representatives; suppliers; customers), legal requirements eg health and safety, contracts, provision of service, meeting local laws; profit margins and budgets, setting and achieving targets; training personnel; differences between the different types of tour operator; understanding the role of handling agents

Structure: different structures for different types of tour operation eg summer and winter sun programmes, programmes for developed and developing countries, camping and self-catering programmes, sports programmes; specialist programmes eg sailing, trekking; other elements of structure eg job titles, seniority, lines of communication, line management, links with head office and other offices

2 Understand the role and impact of quality systems and procedures

Quality systems and procedures: health and safety eg ensuring that health and safety standards are achieved and maintained, audits and checks are undertaken, reporting of and dealing with irregularities including documentation, communication and efficiency to minimise disruption, conflict and critical incidents; legal eg responsibilities including consumer protection legislation, contract law, relevant regulations and appropriate local laws; contractual obligations, reporting and dealing with irregularities; guidelines; codes of conduct; services eg reporting and dealing with irregularities, documentation, minimise disruption, conflict and critical incidents; training of personnel

3 Understand the management issues relating to incidents

Types of incidents: natural incidents eg hurricanes, avalanches, floods and fire; transport incidents eg crashes, hijacks, unsuitable vehicles; medical incidents eg food poisoning, Legionnaire's disease, typhoid outbreak; political problems eg civil disputes, riots, strikes; accommodation issues eg safety, fire

Management of incidents: appropriate guidelines; role and function of personnel, duty office; decision making; liaison and communication with external organisations, affected customers and families, other passengers; contingency planning; internal communication channels, media coverage

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the function and structure of resort operations	1.1 analyse the function of the resort operations of tour operators 1.2 analyse the structure of the resort offices of different types of tour operator
LO2 Understand the role and impact of quality systems and procedures	2.1 discuss how effective quality systems and procedures affect legal and conflict situations 2.2 analyse the impact of quality systems and procedures implemented by a specified tour operator on its operations
LO3 Understand the management issues relating to incidents	3.1 analyse incidents that could affect the operation of a resort 3.2 evaluate the procedures to be implemented by a tour operator to deal with different incidents 3.3 discuss how procedures to be implemented by a tour operator link with guidelines of trade associations and government bodies

Guidance

Links

This unit can be linked with:

- *Unit 1: The Travel and Tourism Sector*
- *Unit 5: Marketing in Travel and Tourism*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 13: Special Interest Tourism*
- *Unit 14: Tour Operations Management*
- *Unit 17: Work-based Experience*
- *Unit 21: Incoming and Domestic Tourism.*

This unit maps to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- D6: Allocate and monitor the progress and quality of work in your area of responsibility
- E5: Ensure your own actions reduce risks to health and safety
- E6: Ensure health and safety requirements are met in your area of responsibility
- F3: Manage business processes
- F5: Resolve customer service problems
- F6: Monitor and solve customer service problems
- F7: Support customer service improvements
- F8: Work with others to improve customer service
- F11: Manage the achievement of customer satisfaction.

Essential requirements

This unit complements *Unit 14: Tour Operations Management*. It is essential that learners understand the functions of tour operators so that they can appreciate the role and purpose of the resort office and identify the interrelationships and interdependencies of functions with those of the operation.

Employer engagement and vocational contexts

Guest speakers who have been involved in resort management could be invited to give details of the structure, role and purpose of the resort operation and to give learners an appreciation of the different structures adopted by different types of tour operator. For example, the structure and organisation of the operation for a camping tour operator, a long-haul tour operator and a mass-market tour operator are significantly different. Learners will also benefit from a visit to a tour operator.

For learning outcome 3 it is desirable for learners to have access to the duty office and/or discussions with the duty office manager. If this is not possible, a guest speaker who is or has been involved in crisis management procedures will further support evidence for this learning outcome.

Tutors should have experience of working at a senior level within this industry and preferably have some managerial experience.

The most desirable and beneficial method of study for this unit is for learners to visit a destination with a tour operator. On site, they will be able to appreciate the complexities of resort management and the importance of providing a quality experience for the customer. Aspects of core subjects such as marketing, finance, human resources management and customer service would be included automatically on a well-structured visit with a tour operator to a holiday destination.

Unit 18: Human Resource Management for Service Industries

Unit code: J/601/1756

QCF level: 5

Credit value: 15

- **Aim**

This unit enables learners to gain understanding of human resource management, employee relations and employment law, recruitment and selection, and training and development in service industries.

- **Unit abstract**

This unit looks at the key elements in human resource management.

Learners will investigate employment law and how it affects service industries businesses. They will also investigate the current state of employee relations in service industries.

Learners will examine the practicalities of the recruitment and selection process in order to develop the skills required to effectively administer this human resources function.

Learners will investigate training and development in service industries businesses to determine the contribution they make to an effective business.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand human resource management
- 2 Understand the effect of employee relations and employment law on service industries businesses
- 3 Understand the recruitment and selection process
- 4 Understand training and development in service industries businesses.

Unit content

1 Understand human resource management

Human resource management: concept of human resource management (HRM) eg planning and forecasting, recruitment process, contracts of employment, deployment and monitoring of employees, training and development, budget monitoring, relationships; role and purpose of HRM, soft HRM, hard HRM

Human resource planning: planning eg the creation of the human resource plan, analysing demand and supply, internal and external factors influencing human resource planning, human resource planning in a changing environment

2 Understand the effect of employee relations and employment law on service industries businesses

Employee relations: unionisation eg structure, culture, collective bargaining, negotiation, consultation; employee participation, involvement and conflict management, empowerment; grievance procedures, disciplinary procedures

Employment law: employment legislation eg Employment Relations Act, Employment Rights Act; equal opportunities; contracts of employment including termination eg resignations, redundancy procedure, ill health retirements, retirement, dismissal, maternity and paternity rights, parental leave; tribunals, Advisory, Conciliation and Arbitration Service (ACAS)

3 Understand the recruitment and selection process

Recruitment: effects eg factors affecting the labour market, organisational needs analysis, job analysis, job design, organisational needs, job descriptions, person specifications, methods of recruitment advertising

Selection: process eg selection methods and practices, barriers to effective selection, evaluating recruitment and selection processes, application form design, applicant information packs, shortlisting, interview methods, interviewing skills

4 Understand training and development in service industries businesses

Training and development: effects eg link between induction programmes and training, the role and need for training, training versus development debate, types of training and development activities, training needs analysis, use of appraisals and target setting, benefits of training and development, barriers and attitudes to training, competency-based training, evaluation of training against overall organisational objectives

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand human resource management	1.1 analyse the role and purpose of human resource management in a selected service industry 1.2 justify a human resources plan based on an analysis of supply and demand for a selected service industry business
LO2 Understand the effect of employee relations and employment law on service industries businesses	2.1 assess the current state of employment relations in a selected service industry 2.2 discuss how employment law affects the management of human resources in a selected service industry business
LO3 Understand the recruitment and selection process	3.1 discuss a job description and person specification for a selected service industry job 3.2 compare the selection process of different service industries businesses
LO4 Understand training and development in service industries businesses	4.1 assess the contribution of training and development activities to the effective operation of a selected service industry business

Guidance

Links

This unit links with:

- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 17: Work-based Experience.*

This unit maps to the following Management NVQ units:

- B8: Ensure compliance with legal, regulatory, ethical and social requirements
- B11: Promote diversity in your area of responsibility
- D3: Recruit, select and keep colleagues
- D7: Provide learning opportunities for colleagues.

Essential requirements

This unit is best delivered as a stand-alone unit, as much of the information needed is fairly specific and technical, although learners should be encouraged to bring their own experiences of employment into the classroom.

A practical approach must be adopted, where learners are encouraged to seek their own evidence from businesses with which they are in contact. Note that an independent approach is vital for learners to achieve the higher grade. Where examples are given from the business, learners must be coached to identify both practical issues, for example levels of staff sickness, and theoretical issues such as models for motivating staff.

Many large businesses are able to provide case studies that include organisational structures and many of these can be downloaded from the internet.

Employer engagement and vocational contexts

Given that learners need to gather information that may be sensitive for many businesses, tutors must ensure that contacts are made well in advance with businesses that are prepared to cooperate, to give learners the best opportunity to carry out their research.

The centre's personnel manager (or equivalent) or a representative from the local authority would be a good guest speaker to give learners a background in human resource management practices.

Unit 22: Public Relations and Promotions in Travel and Tourism

Unit code: L/601/1760

QCF level: 5

Credit value: 15

● Aim

This unit enables learners to gain understanding of public relations in travel and tourism, the use of media, apply public relations skills and create a public relations plan.

● Unit abstract

The unit explores the role of public relations (PR) in the travel and tourism sector, considering its importance as a promotional tool.

Learners will be given the opportunity to develop the skills that enable them to effectively undertake PR activities in a travel and tourism context. Skills include written and oral as well as customer service.

Learners will explore the different types of media that are used as part of a PR plan and will learn which media are most appropriate in different situations.

The ability to construct a PR plan will also be developed through the delivery and assessment of this unit.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the role and importance of effective public relations for travel and tourism businesses
- 2 Be able to apply public relations and promotions skills within a travel and tourism context
- 3 Understand the use of media in public relations applied to travel and tourism
- 4 Be able to create a public relations plan in a travel and tourism context.

Unit content

1 Understand the role and importance of effective public relations for travel and tourism businesses

Role: relationship to marketing and advertising; publics eg community, distributors, suppliers, stakeholders, employees and potential employees, investors, consumers and users, the media, opinion leaders, unions, regulators; purpose eg internal/external functions, in-house and consultancy PR, communication channels; the interaction of PR with other management functions eg the role of PR in support of the organisation's strategy/vision

Importance: promotional tool; effective internal and external communication; awareness eg charity work, explaining objectives, public consultation, communicating change; identifying, establishing and maintaining publics/customers, credibility, perception, relationship building, planned communication, managing crisis, obtaining and maintaining sponsors, corporate identity, reputation, ethics

2 Be able to apply public relations and promotions skills within a travel and tourism context

Public relations and promotions skills: written eg writing brochures, leaflets, newsletters, letters, news releases, feature articles, interviews, puffery; selling and persuasion eg presentations, product launches, events, exhibitions, awareness raising, lobbying, influencing, networking; using electronic media eg website management, emails, mobile phones; customer relations eg conflict handling, crisis communication, contingency planning, formulating responses, reviewing and implementing emergency plans, creative communication strategies

3 Understand the use of media in public relations applied to travel and tourism

Types of media: types eg print, broadcasting, electronic

Use: editorials, editorial promotions eg competitions, feature opportunities, photo-calls, press conferences, infotainment; educational visits eg product launches, press junkets, 'jollies'; press events eg the press conference, press reception; news manipulation, image manipulation, bias, authenticity

4 Be able to create a public relations plan in a travel and tourism context

Public relations plan: plan eg Jefkins model; appreciation of the situation eg initial research, turning a negative into a positive, short-term plan and longer-term planning linked to corporate plan; definition of objectives eg identify issues and key messages, clarify objectives; definition of publics eg means of reaching key audiences, realistic and achievable, selection of media and techniques; planning of a budget; assessment of results

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the role and importance of effective public relations for travel and tourism businesses	1.1 evaluate the role of public relations within the travel and tourism sector as a promotional tool 1.2 analyse publics within a travel and tourism context 1.3 discuss the importance of public relations to travel and tourism businesses
LO2 Be able to apply public relations and promotions skills within a travel and tourism context	2.1 apply a range of public relations and promotions skills to a travel and tourism context
LO3 Understand the use of media in public relations applied to travel and tourism	3.1 analyse media used in public relations 3.2 assess the relationship between public relations and the media 3.3 evaluate the appropriateness of media used with different public relations techniques in travel and tourism contexts
LO4 Be able to create a public relations plan in a travel and tourism context	4.1 produce a public relations plan which identifies objectives and key publics 4.2 review the effectiveness of the public relations plan

Guidance

Links

This unit links with:

- *Unit 5: Marketing in Travel and Tourism*
- *Unit 6: Contemporary Issues in Travel and Tourism*
- *Unit 8: Legislation and Ethics in the Travel and Tourism Sector*
- *Unit 10: Business Health Check*
- *Unit 11: Travel and Tourism Entrepreneurs.*

This unit maps to the following Management NVQ units:

- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- F6: Monitor and solve customer service problems
- F8: Work with others to improve customer service.

Essential requirements

This unit complements *Unit 5: Marketing in Travel and Tourism*. It is important to define the role of public relations in the travel and tourism sector and to emphasise the relationship it has with the wider marketing function within organisations.

Case studies that demonstrate successful and unsuccessful public relations campaigns must be used where appropriate to enable learners to explore the planning and implementation of public relations and promotions in travel and tourism.

Employer engagement and vocational contexts

To bring the unit to life, it would be useful to arrange visiting speakers early in the delivery of this unit. Speakers could include in-house public relations practitioners and consultants, journalists and travel editors, marketing managers, press and publicity officers, and representatives from regional and national tourist boards.

Learners must be aware of, generate and maintain their own public relations profile in dealing with external agencies throughout their studies, eg whilst on placement, networking, representing the institution at conferences, on study visits etc.

Unit 23: Personal and Professional Development

Unit code: T/601/0943

QCF level: 5

Credit value: 15

- **Aim**

This unit aims to help the learner become an effective and confident self-directed employee. This helps the learner become confident in managing own personal and professional skills to achieve personal and career goals.

- **Unit abstract**

This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. It also aims to develop learners' ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

Its emphasis is on the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their learning, be involved with teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand how self-managed learning can enhance lifelong development
- 2 Be able to take responsibility for own personal and professional development
- 3 Be able to implement and continually review own personal and professional development plan
- 4 Be able to demonstrate acquired interpersonal and transferable skills.

Unit content

1 Understand how self-managed learning can enhance lifelong development

Self-managed learning: self-initiation of learning processes; clear goal setting eg aims and requirements, personal orientation achievement goals, dates for achievement, self-reflection

Learning styles: personal preferences; activist; pragmatist; theorist; reflector eg reflexive modernisation theory; Kolb's learning cycle

Approaches: learning through research; learning from others eg mentoring/coaching, seminars, conferences, secondments, interviews, use of the internet, social networks, use of bulletin boards, newsgroups

Effective learning: skills of personal assessment; planning, organisation and evaluation

Lifelong learning: self-directed learning; continuing professional development; linking higher education with industry, further education, recognition of prior learning, apprenticeships, credit accumulation and transfer schemes

Assessment of learning: improved ability range with personal learning; evidence of improved levels of skill; feedback from others; learning achievements and disappointments

2 Be able to take responsibility for own personal and professional development

Self-appraisal: skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills

Development plan: current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan

Portfolio building: developing and maintaining a personal portfolio

Transcripts: maintaining and presenting transcripts including curriculum vitae

3 Be able to implement and continually review own personal and professional development plan

Learning styles and strategies: types of styles; awareness of personal style; impact of personal style and interactions with others

Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals

Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims targets; establishing and recognising strengths and weaknesses; directions for change; cycles of activity (monitoring, reflecting and planning)

4 Be able to demonstrate acquired interpersonal and transferable skills

Transferable skills: personal effectiveness (ability to communicate effectively at all levels, initiative, self-discipline, reliability, creativity, problem solving)

Verbal and non-verbal communication: effective listening, respect of others' opinions; negotiation; persuasion; presentation skills; assertiveness; use of ICT

Delivery formats: ability to deliver transferable skills using a variety of formats

Working with others: team player; flexibility/adaptability; social skills

Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how self-managed learning can enhance lifelong development	1.1 evaluate approaches to self-managed learning 1.2 propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 evaluate the benefits of self-managed learning to the individual and organisation
LO2 Be able to take responsibility for own personal and professional development	2.1 evaluate own current skills and competencies against professional standards and organisational objectives 2.2 identify own development needs and the activities required to meet them 2.3 identify development opportunities to meet current and future defined needs 2.4 devise a personal and professional development plan based on identified needs
LO3 Be able to implement and continually review own personal and professional development plan	3.1 discuss the processes and activities required to implement the development plan 3.2 undertake and document development activities as planned 3.3 reflect critically on own learning against original aims and objectives set in the development plan 3.4 update the development plan based on feedback and evaluation
LO4 Be able to demonstrate acquired interpersonal and transferable skills	4.1 select solutions to work-based problems 4.2 communicate in a variety of styles and appropriate manner at various levels 4.3 evaluate and use effective time-management strategies

Guidance

Links

This unit links with:

- *Unit 24: Employability Skills.*

This unit maps to the following Management NVQ units:

- A2: Manage your own resources and professional development
- A3: Develop your personal networks
- D2: Develop productive working relationships with colleagues and stakeholders
- D9: Build and manage teams
- D12: Participate in meetings
- E11: Communicate information and knowledge.

Essential requirements

Activities in this unit could be part of the mainstream academic activity and could be integrated into the whole programme of study. Learners will benefit if there are established links with the learning outcomes of other units and if review meetings were held regularly.

A personal development portfolio or progress file should be put together comprising information and personal records 'owned' by the learner, including the planning and monitoring of progress towards the achievement of personal objectives. The format for this could be web based, paper based or an alternative method. Potentially this could form the basis of an extended account of a lifelong record of learning and achievement.

Tutors should be aware that textbooks are frequently updated and that they should use the latest editions where available. This is a practical unit and textbook materials should be used for reference purposes.

Employer engagement and vocational contexts

Employers could help tutors, for example, with the planning of programmes of learning, or provision of visits, guest speakers and mentors. They could also help to design assessment activities.

The delivery of this unit would be enhanced by employer engagement involving, for example, local travel agencies, tourist attractions and the local tourist board.

Sustained links with travel agencies may support further units as well as work placement opportunities.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at a pass grade (see section *Rules of combination for the BTEC Level 4 and 5 Higher National qualifications*). The Rules of combination have been summarised below:

BTEC HND Diplomas

To achieve the qualification a learner must:

- x achieve at least 240 credits at or above the level of the qualification
- x achieve a minimum of 125 credits at Level 5 or above.

The best valid combination of units is used to calculate the overall grade, e.g. if a learner has completed more than the minimum number of optional units at the appropriate level the best performance from these will be used.

All learners will receive a Notification of Performance showing all unit grades whether or not they were included in the calculation for the overall grade.

Qualification grades above pass grade

BTEC HND Diplomas

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND, credits at Level 5 or above from both the HNC and HND can contribute to the best 75 credits of the overall HND grade. Note that for HND learners, level 4 units do not count towards the qualification grade.

Calculation of the BTEC HND qualification grade is based on the learner's best performance in units at or above the level of the qualification – i.e. **only units at level 5** can be counted towards the value of 75 credits:

- x The best 75 credits must come from a maximum of 240 credits as a valid rule of combination
- x The units from which the 75 best credits are selected come from the whole qualification including the mandatory core credit, but must be level 5 units or above.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.



Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

Unit credit points for specified unit grades at Level 5 only

Unit points per credit		
Pass	Merit	Distinction
0	1	2

BTEC Level 5 HND overall qualification grades

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Annexe gives examples of how qualification grades are calculated.

Annexe

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

So a 15 credit unit awarded a merit grade will gain 15 points.

Qualification grades

BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Examples for the HND Diploma:

The tables below give examples of how the overall grade is determined.

Only points from units at or above the level of the qualification can be counted towards the grade.

Examples used are for illustrative purposes only. Other unit combinations are possible.

Example 1: Achievement of an HND Diploma with a pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	P	X	(15)
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	30
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	P	0	
Unit 7	Mandatory core unit	5	15	M	1	15
Unit 8	Mandatory core unit	5	20	P	0	
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	P	0	
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	15
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	15
Qualification grade totals		Min 125 at level 5	245			60

Count the points from level 5 units for the best 75 credits
 X these units are **below** the level of the HND Diploma so not counted for grading

The learner has sufficient points for a pass grade.

Example 2

Achievement of an HND Diploma with a Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	M	1	15
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	40
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	M	1	(15)
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	5	10	D	2	20
	Qualification grade totals	Min 125 at level 5	260			105

The learner can be considered for a merit: only count the points from **the best 75** credits from a valid combination of 240 credits X these units are **below** the level of the qualification so **cannot** be counted for grading The best 75 credits include both mandatory core and optional units () these units are not counted in the overall score

The learner has sufficient points for a merit grade.

Example 3

Achievement of an HND Diploma with a distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	D	X	
Unit 4	Mandatory core unit	4	15	D	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	D	2	30
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	30
Unit 20	Specialist unit	5	15	D	2	30
Unit 21	Specialist unit	5	15	D	2	30
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	4	15	P	X	
Qualification grade totals		Min 125 at level 5	245			150

The learner can be considered for a distinction: only count the points from level 5 units for the best 75 credits from a valid combination of **240** credits
 () these units are not counted in the overall score
 X not counted as **below the** level of the qualification.

The learner has sufficient points for a distinction grade.

