Heworth Grange School Subject Curriculum Intent

Travel and Tourism - Our Curriculum

Learn

Travel and Tourism is one of the UK's largest sectors, employing over 2.5 million people. Therefore the travel and tourism sector is vital to the UK economy. There are several types of tourism with many industries working together to provide products and services for this sector. The sector demands independent, passionate, motivated and proactive employees to drive the future success of Travel and Tourism. These are the types of learners that the Business and Applied Learning department aim to produce.

The BTEC First Award in Travel and tourism that we follow in the department enables our learners to develop these all important transferable skills. The way in which the course is designed allows an opportunity for practical application alongside conceptual study. This is achieved by involving local travel and tourism businesses throughout the study to bring the course alive.

The curriculum is delivered through internal assignments and tasks in addition to an external exam. It is specifically designed to give learners a taste of the sector and the skills needed; as well as confidence to take their next steps in their future. The course is made up of four units that encourage learners to explore, develop and apply their subject knowledge. In unit 1 learners gain an understanding of the travel and tourism sector, how the industries work together and how they are effected by the developments in technology. Unit 2 examines the UK's most popular tourist destinations and their importance. Unit 3 is a synoptic unit that investigates the travel and tourism customer and their experience. It is here learners gain an understanding of customer service and the skills needed in their future career. The final unit explores international visitor attractions, this unit opens up a world of different cultures, traditions, landscapes and experiences hopefully instilling in our learners the want to travel.

An assessment plan is designed by the Lead Internal Verifier (LIV) at the start of the course to show the order of delivery and assignment deadlines set for the internal units. The BTEC First Award in Travel and Tourism is synoptic therefore the LIV must follow the recommendations set by Pearson regarding the rules of delivery. In addition the two exam windows need to be taken into account during the planning stages. Learners are issued with a BTEC Travel and Tourism handbook that explains the nature of the BTEC course, course structure, assessment deadlines, assessment rules, appeals procedure and general information regarding plagiarism. PowerPoint presentations are used to deliver each element of the unit content, visits to local travel and tourism businesses are carried out and guest speakers are invited into school.

Required key skills that we want learners to develop are embedded into all BTEC courses, this is achieved by the vocational nature of BTEC. The course is structured in the following way so that learners develop key skills needed to succeed in a highly competitive business world. The BTEC First Award in Travel and Tourism is a practical introduction to the travel and tourism sector and how it works, the various employment opportunities and the reasons why tourist destinations are so important to a country's economy. The course has three internally assessed units, and one externally assessed. These units build on each other to motivate our learners by helping them put what they have learned into practice and grow in confidence. The BTEC First Award is nearing its end date so the department will need to start planning for the new BTEC Tech Award in the near future.

The teaching staff within the department structure all lessons in the following way:
- a bell activity/retrieval practise upon room entry – consolidation of previous lessons and demonstrating understanding of key terminology.
- the learning intention – overall aim for the lesson
- the success criteria – what the learners will be able to do by the end of the lesson
- the bigger picture – the purpose of their learning and how it links with the required specification content
- the starter – introduction of topic or concept
- main activity – activities linked to assessment criteria clearly showing stretch and challenge
- plenary – review and consolidation

The rationale behind the department's lesson structure is to promote a culture of high expectations from our learners. We want the learning experience in the department to offer stretch and challenge to promote enthusiasm for the subject and enjoyment in learning. The learners are familiar with the structure and high expectations within the department from all staff therefore behaviour and engagement levels are well managed.

A positive teacher and learner relationship, where clear boundaries are set, expectations for learners are high and frequently communicated ensure learner engagement. Using a variety of teaching and learning activities in the classroom also help to engage and motivate the learners. The department use a lot of modelling in the lessons using past and current learner work to show what success looks like, this is also key in motivating and guiding learners to reach their maximum potential. The head of department is employed by Pearson as a Standards Verifier (SV) for the BTEC First Award in Travel and Tourism. The experience and knowledge gained from this is invaluable to ensuring high standards in internal assessments are met by our learners. The department also regularly use the schools praise and reward system by issuing praise points and sending postcards home to parents.

The transparent nature of the BTEC grading system allows clear identification of the learners target grades based on previous attainment. Once these have been identified the staff within the department can differentiate the learning activities to accurately target each learner at their specific level and design appropriate stretch and challenge. The BTEC First Award in Travel and Tourism is graded from Pass level 2 to Distinction level 2 therefore the learners can achieve within a wide range of attainment, written into the course there is also a fall back achievement at Level 1 Pass. The most able learners are stretched because their teachers have high expectations at all times. The department model and encourage high standards of work; that is possible due to the members of staff's deep knowledge of the course and expected standards, helped by their employment with Pearson as SVs. Lots of Peer Assessment is carried out within the department so that the learners are fully aware of expected standards. Travel and Tourism vocabulary is used by staff and modelled to encourage learners to also use the specific language. The classrooms both have key vocabulary displays to ensure learners are immersed into the business and tourism language.

The low ability pupils are supported with their learning with the use of differentiation as they are guided to complete the assessment criteria appropriate for their level. In addition to this help sheets are utilised when carrying out assessment tasks and these learners receive additional support within the classroom. This is usually from their classroom teacher but also from in class support depending if the learner is entitled to this. Deep questioning in the classroom is also a tool used to stretch and challenge the learners, the department use techniques such as think time, white boards and shoulder partners to encourage the learners to develop appropriate responses to questions posed.

It is vital that opportunities for learning outside of the classroom are provided to our learners to ensure they see what actually happens within the real world. The BTEC First Award is split into four units:
Unit 1 The UK Travel and Tourism Sector – For this unit the department have links with Hays Travel who do a guest speaker spot and have also provided us with lots of information about their business.
Unit 2 Travel and Tourism Destinations – The focus of the internal assessment is York, the learners plan, take part in and evaluate a day trip to York. By doing this the learners experience travel outside their usual place of residence, it is usually their favourite part of the course.
Unit 3 The Travel and Tourism Customer Experience - A trip to Beamish Museum is in the planning stages where a visit and customer service talk is delivered.
In the future, once the staffing in the department is stable, the department are keen to plan a residential trip open to all learners within the department. Fundraising and department funds will be used to help subsidise this trip for PP and learners from low income families. This will not only enrich the delivery of the course but it will also enhance the social skills of the learners.

Believe
The culture within the Business and Applied Learning department is very important to ensure our learners have high aspirations within the subject. The staff all carry out roles in other areas outside of the school this provides contacts that prove invaluable in gaining experience in the business world. These contacts can be called upon when learners need relevant works experience to help them further their studies and/or future careers. The department also keep in touch with several ex pupils who have gone on to pursue careers in the travel world. They range from cabin crew,

travel agents and even Cinderella from Disneyland Paris. These ex pupils are always keen to come into school and talk to the current learners about their experiences.

The strong teacher pupil relationships provide a nurturing experience for the learners but at the same time the high expectations and clear boundaries and assessment deadlines encourage learners to do well. The department try to create a more business like environment where independence and self-motivation is encouraged. This in turn develops the confidence and resilience of our learners. The nature of feedback provided to learners in BTEC courses is very clear and prescriptive. When completing assessed activities the learners must make sure that they hit assessment deadlines. Work is marked by the teacher on first submission then written feedback given to the learner. The learners then have 15 days to improve their work before the final deadline. This provides the learners with the opportunity to reflect upon their work and act upon constructive feedback given thus developing their resilience.

Barriers to learning will be identified in the classroom delivery of the component content well before any assessed element is issued. This will be identified by the Peer and Self-Assessment carried out as well as the end of component review tests in addition to MOCK exams for the examined component. Where barriers are identified additional help will be given to the learner and/or they may be invited to intervention sessions.

All staff within the department will have an Active Learning File that clearly identifies characteristics of the classes they teach. This will include data from ClassCharts identifying groups of learners for example SEND and PP. Once these are identified the staff can then ensure adequate interventions are in place to make sure the appropriate progress is made by these learners.

The personal skills that the department want to develop in our learners are; critical thinking and problem solving, collaboration, adaptability, initiative and entrepreneurialism, effective communication, analysis and an enquiring mind. These are widely considered to be the skills needed for learners to be competitive in today's world. The nature of the BTEC First Award in Travel and Tourism that the department offers is embedded with opportunities for the development of these skills.

Achieve
High achievement is very important to the department and always has been however in recent years we have experienced severe staffing problems. This has meant that staff main focus was getting all learners to achieve their MEG grade, this was at the detriment to the more capable learners achieving their BEG. Although results have been good it is not what the ethos of the department demands. Hopefully with a more stable staff next academic year we will see progress levels at their highest for some time.

The department use the school's Behaviour Policy consistently to encourage high aspirations in our learners by awarding praise points. In addition we send texts home and postcards to alert parents of excellent behaviour, work ethic and achievement. We nominate our learners for pastoral prizes when they are given in assemblies and in addition to this we often run our own departmental competitions.

Literacy is embedded in every lesson and in every classroom with the use of key vocabulary in bell activities or plenaries. Also each classroom has key vocabulary displayed around the classroom. Numeracy skills are developed through the whole course as use of market research data and tourism statistics are analysed frequently.

Curriculum Organisation

Unit 1 The UK Travel and Tourism Sector

Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy

Topic A.1 Types of tourism
Learners must know the meaning of the following terms and understand the differences between them. They must be able to recognise and give examples of each type of tourism:
● domestic tourism: definition – taking holidays and trips in your own country
● outbound tourism: definition – travelling to a different country for a visit or holiday
● inbound tourism: definition – visitors from overseas coming into the country.

Topic A.2 Types of travel
Learners will understand the different types of, purposes of and reasons for travel. They must be able to recognise and give examples of each of the following types of travel and be able to explain reasons for the different types of travel:
● leisure travel: day trips, short breaks, holidays, visiting friends and relatives (VFR), staycations, special events
● business travel: meetings, incentive, conference and events (MICE)
● specialist travel: adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism.

Topic A.3 Principles of sustainable tourism
Learners will understand the meaning and principles of sustainable tourism. They will understand the reasons organisations and destinations encourage and develop sustainable tourism. Learners will be able to explain the different ways sustainable tourism can be achieved by organisations and within destinations. Learners will be able to suggest ways to achieve sustainable tourism and evaluate possible benefits in different contexts.
● definition: meeting the needs of present tourists and local communities while protecting the natural, historical and cultural environment for the future
● principles: tourism attempting to make as low an impact on the environment and local culture as possible, while helping to generate future employment for local people
● benefits: environmental protection, reduced energy consumption, reduced waste, links with the local community, competitive edge, image, cost savings.

Topic A.4 The importance of the travel and tourism sector to the UK economy
Learners will understand the different economic effects of travel and tourism. They will be able to interpret data relating to inbound and domestic tourism in the UK. Learners will be able to apply their knowledge of economic effects to different contexts and be able to discuss, analyse and/or evaluate these effects. They will learn that some economic effects may be negative. They will be able to interpret data, in terms of:
● employment: the meaning of direct employment (created by travel and tourism organisations), the meaning of indirect employment (created to supply and support travel and tourism organisations), including examples and situations that may create indirect employment
● gross domestic product (GDP):
o the value of a country's economy
o a measure of all goods and services over a specific time tourist numbers and the value of tourism spend:
– inbound tourism – the number of inbound tourists, type of trip, length of stay, overnight trips, type of accommodation, and their associated spend
– domestic tourism – the number of domestic tourist, type of trip, length of stay, overnight trips, type of accommodation and their associated spend
– understanding the economic contribution of tourism in different regions of the UK
– identifying visitor expenditure, number of trips taken.
● definition of economic multiplier effect:
o direct spending by tourists, circulated throughout the economy on indirect products and services
o impact on direct and indirect employment
● total value of goods and services (GDP) and the way in which growth/investment in one area tends to lead to growth and new jobs in another (the multiplier effect)
● infrastructure development – tourism growth/decline.

Learning aim B: Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships

Topic B.1 Industries in the travel and tourism sector
Learners will understand the different types of industries that make up the travel and tourism sector. They will understand and recognise the different types of organisations within each industry and be able to explain the differences between them. They will be able to identify examples of different types of organisations and identify and describe their roles and examples of the products and services they offer. Learners will be able to explain how the products and services offered are suitable for different types of customers, and understand how new and updated products and services can encourage new and/or repeat customers. Learners will be able to explain the advantages and disadvantages of examples of products and services offered by each industry in order to evaluate the best options for customers.
● Tour operators:
o types – domestic, outbound, inbound
o role – to assemble and operate component parts of holidays as a package for retail travel agents or direct sales
o products and services provided – package holidays, accommodation, travel, transfers, excursions, other services.
● Travel agents:
o types – multiples, independent, online
o role – to provide expert advice and guidance, arranging and booking trips,
excursions and package holidays or individual components
o products and/or services provided – information; foreign exchange; sales and
booking service for packaged holidays, accommodation, flights, transfers and ground transport, excursions, tickets, insurance, ancillary services.
● Online travel services:
o comparison sites - specialist websites for flights, hotels, rental properties, transport, events; travel agency services.
● Passenger transport:
o types – road, rail, air, sea, regional, national, global
o role – to provide transport from one location to selected destination, safety
o products and/or services provided – transport, hospitality, entertainment, information and advice.
● Accommodation:
o types – hotels, motels, guest houses/bed and breakfast, apartments, youth hostels, caravans, chalets, camping, holiday cottages, holiday parks)
o role – to provide a range of accommodation options, services and facilities
o products and/or services:
– serviced (room, concierge, restaurant, bar, housekeeping, leisure, conferences)
– non-serviced (room, self-catering facilities)
– youth hostels (dormitory/shared rooms, private rooms, self-catering facilities, information and advice, social areas, meals)
– camping, caravan sites, holiday parks (tent and mobile caravan pitches, static
caravan hire, lodge and chalet accommodation, entertainment and hospitality, sports and recreation)
o location (rural, urban).
● Visitor attractions:
o type – natural, purpose-built, heritage
o role – to provide entertainment, education, recreation, fun, hospitality, other visitor facilities
o products and/or services – information and interpretation, rides, exhibits, events, tours and guides, educational talks, hospitality and catering, souvenirs.
● Arts and entertainment:
o types – special events, festivals, theatre
o role – to entertain, inform
o products and/or services – live entertainment, music and dance, hospitality and catering, merchandise.
● Tourism development and promotion:
o types – national and regional tourism agencies, tourist and visitor information
centres, national and local government departments
o role – encourage visitors, increase tourism revenue, promote special events, market and promote the UK, its regions and destinations, provide information, advice and guidance
o products and/or services – information, literature, souvenirs and merchandise, visitor centres, industry representation.

Topic B.2 Key organisations in the travel and tourism sector

Learners will understand the purpose of some of the key organisations within the travel and tourism sector, and be able to explain their benefits to customers and industries within the sector.

Learners will be able to identify each of the following organisations and explain how each carries out its role in relation to customers as well as the industries within travel and tourism. They will recognise examples of the products and services offered and be able to explain how these relate to the organisations' purpose.

● Trade and professional bodies:

o types – Civil Aviation Authority (CAA), Office of Rail Regulation (ORR), the Association of British Travel Agents (ABTA), the Association of Independent Tour Operators (AITO), UKinbound

o role – regulation and protection, member representation, liaison with government

o products and/or services – dealing with consumer complaints/arbitration, advice and support, representation, insurance, repatriation, licensing.

● Ancillary organisations:

o types – car hire, travel insurance, airport services, event booking, product comparison providers

o role – supporting services for tourists and travellers

o products and/or services – car hire, insurance, parking, lounges, information and advice.

Topic B.3 Types of organisation in the travel and tourism sector

Learners will understand and be able to identify the characteristics and main functions of each of the following types of organisations that operate within the travel and tourism sector. They will recognise examples of organisations and be able to explain their functions and how they are achieved.

● Private:

o characteristics – organisations owned or controlled by private individuals or shareholders

o functions – sales of goods and services to make a profit, maximise sales revenue, increase market share, support members.

● Public:

o characteristics – funded and sometimes owned by central and local government

o functions – to provide a service, regulation, to educate, promote and/or inform.

● Voluntary:

o characteristics – independent organisations; funded by membership, donations, grants, sales of products and services

o functions – to provide a service, provide/sell products, support members, promote a particular cause, educate and inform.

Topic B.4 The interrelationships between travel and tourism organisations

Learners will understand how and why travel and tourism organisations interrelate and be able to describe and identify examples of the following types of interrelationships. They will be able to apply their understanding of interrelationships to different contexts. Learners will understand the differences between types of interrelationships and be able to explain the possible advantages and disadvantages for organisations of each the following interrelationships:

● common ownership, corporate groups (vertical integration – where a business at one point of the chain of distribution purchases or acquires a business at a higher or lower level of the chain of distribution/horizontal integration – where businesses at the same level in the chain of distribution merge together or are purchased by another business)

● commercial partnerships (separate organisations working together for a common venture).

Advantages for organisations of corporate groups/common ownership/commercial partnerships including:

● marketing and promotion

● increase sales and income

● provide good customer care

● economies of scale

● shared resources

● wider customer base.

Disadvantages for organisations of corporate groups/common ownership/commercial partnerships including:

● size of operation

- less customer choice
- loss of personalised customer care
- inflexibility.

Learning aim C: Understand the role of consumer technology in the travel and tourism sector

Topic C.1 The role of consumer technology
Learners will understand that some technology is for consumer use. They will be able to identify and give examples of different consumer technologies used in the travel and tourism sector. They will understand the possible applications of the following types of consumer technology in different contexts. Learners will be able to identify and explain how some consumer technology can change the customer experience, increase customer numbers/sales, promote products and services and help organisations meet customer expectations. Learners will be able to apply their understanding and explain the possible advantages and disadvantages of each technology for different types of customers and/or travel and tourism organisations in different contexts including:
- airports (self-service check-in, security)
- visitor attractions (multi-media, interpretation, online bookings)
- accommodation (entertainment, communication, online bookings)
- mobile applications (communication of information, booking, comparison)
- electronic and mobile ticketing (e-tickets, m-tickets)
- websites (reviews, booking, virtual tours).

Unit 2 – UK Travel and Tourism Destinations

Learning aim A: Know UK travel and tourism destinations and gateways

Topic A.1 UK travel and tourism categories
Learners will be able to accurately locate examples of travel and tourism destinations, from each destination category, gateway airports and major sea ports. Learners will also need to locate motorways and rail lines with destinations connected by them.
- capital cities, e.g. London, Edinburgh, Cardiff, Belfast
- seaside resorts, e.g. Brighton, Weston-super-Mare, Scarborough
- countryside areas, such as:
o national parks, e.g. Snowdonia, Cairngorms, Exmoor, Peak District, New Forest
o Areas of Outstanding Natural Beauty, e.g. Isles of Scilly, Causeway Coast, Kent Downs, Cotswolds
- cultural and/or historical destinations, e.g. Stratford-upon-Avon, Londonderry, Liverpool, Edinburgh.

Topic A.2 UK gateway airports and UK seaports
It is also essential to know about how to get to and from destinations, including the use of airports and seaports:
- UK airports, e.g. London Heathrow, Birmingham International, East Midlands and identify their three-letter identification codes
- UK passenger seaports between UK and the Republic of Ireland, and UK and Europe, e.g. Dover, Holyhead, Portsmouth, Larne.

Topic A.3 Road and rail travel
Air and sea are not the only ways to travel, and knowledge of the UK road and rail networks is also essential.
- Road:
o motorways, e.g. M1, M62
o coach and bus, e.g. National Express, Stagecoach.
- Rail:
o rail lines, e.g. East Coast mainline, South West mainline, Midland mainline
o major stations, e.g. London St Pancras International, Manchester Piccadilly, Birmingham New Street.

Topic A.4 Examples of UK travel
Examples of typical routes by road, rail and air within and out of the UK (departure points, destinations, timings).

Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors

Topic B.1 Appeal of UK destinations
Learners will understand how different types of destinations, including seaside resorts, town or city destinations and countryside areas can appeal to different types of visitors.
Features:
● visitor attractions – e.g. National Trust and English Heritage properties, theme parks, museums, historical sites, heritage sites and wildlife parks
● natural features – e.g. mountains, beaches, lakes, rivers and coasts
● accommodation – e.g. hotels, guesthouses, bed and breakfast, self-catering, camping and caravanning, holiday parks and boats
● facilities – e.g. sport and leisure facilities, shopping, restaurants
● arts and entertainment – e.g. theatres, art galleries, exhibitions, local festivals/events
● sightseeing – e.g. guided tours, ghost walks, boat trips, road trains
● transport links – e.g. rail, road, air and sea links where applicable.

Topic B.2 Types of visitors
There are lots of different types of visitor, and each type has different characteristics and different needs.
● Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors, inbound visitors.
● The needs and characteristics of different types of visitor in relation to the appeal of
UK destinations.

Topic B.3 Increasing appeal
Learners will understand ways in which tourist destinations can increase their appeal to different types of visitors in order to make and justify recommendations.
● Ways of increasing appeal, e.g. improvement of facilities to cater for a specific customer type, or better transport facilities to encourage incoming visitors of specific types, cost.

Learning aim C: Plan UK holidays to meet the needs of different visitors

Learners will use sources of information to carry out research into holiday plans for different visitor types and produce itineraries which meet customer needs. They will justify the choices made within itineraries and analyse ways that they could be adapted to meet the needs of different visitor types.

Topic C.1 Sources of information
● Sources of information, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.

Topic C.2 UK holiday planning
● Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors, inbound visitors.
● The needs and characteristics of different types of visitor, in relation to planning holidays.
● Planning:
o visitor requirements
o preferred dates/time of year
o travel requirements, e.g. air, cruise, rail, combination
o accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis
o motivation, e.g. relaxation, activity, culture, special occasion
o features, e.g. natural features, cultural features, facilities and services
o budget.
● Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.

Enter Unit 1 Exam June

Year 11

Unit 3 The Travel and Tourism Customer Experience

Learning aim A: Investigate travel and tourism customer service

Topic A.1 What is 'customer service'?
Learners will know the main aims of customer service for travel and tourism organisations. They will understand how these customer service aims relate to the size and type of the organisation.
● Definition: customer service is the provision of service to customers before, during and after a purchase/service.
● The aims of customer service (which vary depending on the organisation) include:
o meeting customer needs
o meeting organisational targets, e.g. visitor numbers, bookings, sales
o increasing profits
o creating new business
o encouraging repeat business.

Topic A.2 Different organisations in the travel and tourism industry
Within travel and tourism there are many different types and sizes of organisation.
Learners will need to understand how the customer service provision of organisations is related to the type and size of an organisation.
● Size of organisation:
o small – fewer than 50 employees
o medium – fewer than 250 employees
o large – more than 250 employees.
● Type of organisation:
o private, e.g. tour operators, accommodation providers, visitor attractions, airlines
o public, e.g. visitor attractions, tourist information centres (TICs), Visit Britain, Visit Scotland, Visit Blackpool, World Tourism Organisation
o voluntary, e.g. charities.
● Relationship between customer service aims and size and type of an organisation.

Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector

Topic B.1 Customer types
Learners will understand how travel and tourism organisations meet and respond to the needs of different customer types, including internal and external customers.
● Internal customers:
o colleagues and staff with whom you work closely
o supervisors and managers
o directors and owners
o staff at other branches
o suppliers.
● External customers:
o existing or new
o individuals and single customers
o groups, which may be organised groups
o families
o couples
o those with special interests
o business people
o different age groups
o different cultures/ethnicity
o those with additional physical needs.

Topic B.2 Needs of different types of customer
● Products and services to meet specific needs e.g. accommodation, facilities
● Accurate information, e.g. giving directions, signposting to facilities, price, availability, product knowledge.

● Health, safety and security.
● Assistance, e.g. with luggage, with language, for parents with young children or babies, elderly customers.
● Advice may be needed, e.g. the suitability of a tourist attraction, how to obtain a visa, solving problems or issues, matching suitable destinations to customer needs.
● Specific needs, e.g. induction loop, disabled access.
● Unstated needs including providing products and services as booked.

Topic B.3 Responding to customer needs
● Making suitable recommendations in response to enquiries e.g.:
o destinations with features that appeal to customers and which are appropriate to
customer needs, e.g. appropriate visitor attractions, transport links
o products and services to meet customer needs, e.g. accommodation, facilities, meeting a specific need
● Written requests in the form of an email for information, a completed booking form or a letter.
● Verbal requests, either face to face or over the telephone.
● Recognising unstated needs, e.g. parents with a baby may need priority boarding on a flight if they are travelling with a pushchair; a customer with reduced mobility may need ground-floor accommodation at a hotel and disabled access for a wheelchair.

Topic B.4 Exploring expectations of different types of customer in the travel
and tourism sector
Learners will understand how organisations meet and exceed customer expectations.
● Meeting expectations, including level of products, level and efficiency of service.
● Exceeding expectations, including over and above what is expected, pre-empting needs and solving problems for the customer.

Learning aim C: Understand the importance of customer service to travel and tourism organisations

Topic C.1 Customer service
Learners will understand the skills needed to deliver customer service. They will compare the skills required by different types of travel and tourism organisations.
● Skills and techniques:
o skills and techniques needed to provide excellent customer service in different situations, e.g. patience, empathy, active listening when dealing with different situations, showing sensitivity towards different customer types, use of correct language in all situations
o teamwork impact on customer service, e.g. working as a team and supporting each other when dealing with customers can boost morale and ensure that customers receive the best service.
● Policies and standards:
o key customer service policies and procedures, e.g. complaints policy, mission statement
o customer service standards setting and maintenance.
● Impacts:
o impact of product and service knowledge on customer service delivery, e.g. lack of product and service knowledge may impact on the service provided to customers and complaints may follow if customers do not get the information they require; excellent product and service knowledge will encourage customers to repeat business, i.e. stay loyal as well as recommend products and services to others.
● Technology:
o the role of technological developments in improving the customer experience, e.g. self-check-in at airports and online check-in have reduced queuing time for short-haul flights and business travellers, meaning that people are happier with the service they have received; online booking systems mean that commission charges paid to travel agents can be passed on as a discount to customers who book direct with tour operators; helping customers to save money will enhance the customer experience.

Topic C.2 Impact of excellent and poor customer service on travel and tourism organisations
Learners will understand and assess the impact of excellent and poor customer service on travel and tourism organisations, including the effects of customer service on internal and external customers. They will recommend improvements to customer service.
● Increased/decreased sales.
● Number of complaints.

- New customers.
- Number of compliments.
- Repeat business/brand loyalty.
- Staff turnover.
- Referred business.
- Job satisfaction.

Enter Unit 1 exam January

<u>Unit 4 International Travel and Tourism Destinations</u>

Learning aim A: Know the major international travel and tourism destinations and gateways

Learners will be able to accurately locate major gateways from different continents. They will be able to locate different types of major European and worldwide destinations. They will use this information to explain typical air travel routes in relation to European and worldwide tourism.

Topic A.1 International destinations
When considering international travel and tourism it is essential to know the continents
and regions:
- Europe
- Africa
- North America
- South America
- Asia
- Australasia
- Arctic/Antarctic
- regions – European, worldwide (outside of Europe).

Topic A.2 Major gateways
It is essential to know about major international gateways:
- airports, e.g. London Heathrow, Budapest Ferenc Liszt, New York John F Kennedy
- three-letter codes, e.g. LHR, BUD, JFK
- train terminals, e.g. St Pancras International (UK), Gare du Nord (Paris, France), Penn Station (New York, USA), Sirkeci (Istanbul, Turkey)
- seaports (passenger ferry or cruise ports), e.g. Bilbao (Spain), St Malo (France), Miami (USA).

Topic A.3 Types of destination
International travel and tourism requires knowledge about different European and worldwide destinations.
- European destinations:
o summer destinations, e.g. Benidorm, Algarve, Faliraki
o year-round destinations, e.g. Playa de las Americas, Paphos, Madeira
o winter sports, e.g. Chamonix, Zermatt, Sauze d'Oulx, Lillehammer
o countryside area, e.g. Lake Garda, Black Forest, Bernese Oberland
o city breaks, e.g. Barcelona, Paris, Prague
o cruise areas, e.g. Aegean, Mediterranean, Norwegian fjords.

- Worldwide destinations:
o beach resort, e.g. Palolem (Goa, India), Bondi beach (Sydney, Australia)
o city breaks, e.g. New York, Cape Town, Istanbul
o islands, e.g. Jamaica, Mauritius, Ko Samui
o winter sports, e.g. Aspen, Banff, Nagano
o UNESCO World Heritage Sites, e.g. The Great Wall, Great Barrier Reef, Grand Canyon.

Topic A.4 Examples of international travel routes
Examples of typical routes of European and worldwide air travel (departure points, destinations, air carriers, timings):

● e.g. Newcastle Airport (NCL) to Bangkok International Airport (BKK), stopping at Dubai Airport (DXB) using Emirates airline, departing 13:35 on Thursday 21 June arriving 12:25 Friday 22 June.

Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor

Topic B.1 Features
Learners will explore how the features of different European and worldwide destinations contribute to their appeal for different visitor types.
● natural features, e.g. climate, mountains, lakes, rivers, forests, beaches
● local attractions, e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events
● accommodation, e.g. hotels, campsites, apartments, villas, youth hostels
● facilities and services, e.g. local transport, shops, markets, nightlife, sport and leisure, sightseeing opportunities, restaurants, weddings
● cultural features, e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions, language
● special interest tourism, e.g. health tourism, religious tourism, music, sport, volunteering.

Topic B.2 Types of visitor
The needs and characteristics of different types of visitor in relation to the appeal of international destinations:
● types of visitor, e.g. families, groups, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs.

Learning aim C: Be able to plan international travel to meet the needs of visitors

Learners will demonstrate their understanding by producing suitable itineraries which meet the needs of different visitor types based on selected European and worldwide destinations. They will be able to explain how and why the itineraries meet visitor needs, suggesting ways they could be adapted for different types of visitors.
● Information sources, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.
● Types of visitor, e.g. groups, families, solo travellers, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs.
● Needs and characteristics of different types of visitor, in relation to planning holidays.
● Planning:
o visitor requirements, e.g. preferred dates/time of year
o travel requirements, e.g. air, cruise, rail, combination
o accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis, e.g. full-, half-board
o motivation, e.g. relaxation, activity, culture, special occasion
o features, e.g. natural features, cultural features, facilities and services
o budget.
● Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.