

SPECIFICATION



BTEC Tech Award in TRAVEL AND TOURISM

Level 1 / Level 2

First teaching September 2018 | First certification July 2020

ISSUE 4



Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

Specification

First teaching September 2018

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8.

To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the travel and tourism sector

The travel and tourism sector is the UK's third-largest employer, accounting for 9.5 per cent of total employment. Tourism is one of the fastest-growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7.1 per cent) of UK GDP. In 2016, travel and tourism contributed 10.2 per cent of the world GDP, and the sector now supports 292 million people in employment – that's one in ten jobs worldwide. The World Travel and Tourism Council's latest annual research shows travel and tourism's contribution to world GDP outpaced the global economy for the sixth consecutive year in 2016, rising to a total of 10.2 per cent of world GDP (US \$7.6 trillion). The outlook for the travel and tourism sector in 2017 remains robust and it will continue to be at the forefront of wealth and employment creation in the global economy.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 57
The points thresholds have been updated in the Calculation of grade table.	Page 58
Example 2 has been updated as a Merit award.	Page 59
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 63

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Issue 2 and Issue 3 changes

Summary of changes made between Issue 2 and Issue 3	Page number
Reference to learners in Northern Ireland and Wales was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
A correction has been made to the number of marks for the external assessment.	Pages 3 and 23
A correction has been made to the date of the first assessment availability of the external assessment.	Pages 3, 23 and 55
A table of <i>Key terms typically used in assessment</i> has been added to the externally assessed component to ensure consistency in teaching and assessment.	Page 32
Reference to CCEA Regulation and Qualifications Wales was included in Section 8, paragraph 2.	Page 57
Corrections have been made to <i>Examples of grade calculations based on table applicable to registrations from September 2017</i> .	Page 59

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1 Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism (Qualification Number: 603/3038/7), is for learners who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Learners will develop:

- knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism
- skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers
- attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

This Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts, with the opportunity for them to practically apply their knowledge and skills through project work such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of travel and tourism post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the travel and tourism sector.

2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal
2	Influences on Global Travel and Tourism	48	1/2	External
3	Customer Needs in Travel and Tourism	36	1/2	Internal Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the travel and tourism sector, and specialist skills and techniques in research and communication at Levels 1 and 2.

Internal assessment

Components 1 and 3 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

the development of core knowledge and understanding of travel and tourism organisations, tourist destinations, and the needs of different travel and tourism customers

- the development and application of skills such as researching types of tourist destination and holiday
- reflective practice through carrying out research on travel and tourism products and services to make recommendations to meet customer needs
- the ability to apply knowledge and understanding of travel and tourism to a variety of contexts, including factors influencing tourism and the impact of tourism on a variety of destinations.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

External assessment

There is one external assessment. *Component 2: Global Influences on Travel and Tourism* requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations and destination management to travel and tourism contexts.

The design of this external assessment ensures that there is sufficient stretch and challenge. It is based on key tasks that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge.

The external assessment takes the form of a set task/external assessment, taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Component	Description of assessment	Availability
Component 2: Influences on Global Travel and Tourism	<ul style="list-style-type: none"> • The external assessment will be set and marked by Pearson and completed under supervised conditions. • It will be completed in two hours within the period timetabled by Pearson. • It is worth 70 marks. 	February and May from May 2019 onwards

Internal synoptic assessment

There is one internal component, *Component 3: Customer Needs in Travel and Tourism*, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component 3 requires learners to apply their knowledge and understanding of travel and tourism customer trends and customer needs and requirements, and to draw on their understanding of travel and tourism organisations, features of destinations, types of visitor, travel, holiday and accommodation, factors influencing travel and tourism and how organisations respond to these factors. They will apply their knowledge and understanding to specific contexts.

The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory components in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification.

Examples of this include:

- drawing knowledge and understanding of the types and purpose of travel and tourism organisations from Component 1 when investigating how organisations use market research to identify and respond to travel and tourism customer trends
- drawing on knowledge from Component 1 of visitor types when investigating customer needs and requirements
- drawing on knowledge from Component 1 of the features of destinations that appeal to different visitors when planning holidays to meet needs and requirements
- drawing on knowledge from Component 2 of the factors influencing tourism and the response to organisations to these factors when investigating travel and tourism customer trends and how organisations respond to these trends
- drawing on knowledge from Component 2 on sustainability when considering travel and tourism customer trends including greater awareness of responsible tourism and the impact of tourism on the environment and the provision of products such as eco-holidays.

Language of assessment

Assessment of the internal and external components for this qualification will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see *Section 9*.

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum, using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment, in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification-grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

Internal components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
Learning aims	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Essential information for setting assignments	This gives you information on how full assignments can be developed for each learning aim.
Assessment criteria	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
Essential information for assessment decisions	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see <i>Section 10</i> .

External components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
Summary of assessment	Sets out the type of external assessment used and the way it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the externally-set assessment. Content will be sampled through the external assessment over time.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

Component 1: Travel and Tourism Organisations and Destinations

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors.

Introduction

There are many organisations involved with different aspects of travel and tourism, including travel agents, tour operators, transport and accommodation providers and visitor attractions. In this component, you will learn about the wide range of different travel and tourism organisations and their aims such as making a profit, providing services, promoting a cause or contributing to the community. You will explore how different travel and tourism organisations work with each other to offer products and services, and the importance of the travel and tourism sector to the UK economy, including direct and indirect contributions.

People travel for different reasons, including leisure, business and to visit friends and relatives. Tourist destinations are likely to have several features that appeal to visitors such as coastal scenery, beaches, different types of accommodation and local attraction. They are often easy to travel to with a choice of transport options. You will gain an understanding of the different types of travel and tourism and the features of destinations that appeal to visitors.

This component will give you an understanding of the role of different travel and tourism organisations, and the features and appeal of tourist destinations. You will develop transferable skills such as research skills, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning aims

- A** Investigate the aims of UK travel and tourism organisations
- B** Explore travel and tourism and tourist destinations.

Teaching content

Learning aim A: Investigate the aims of UK travel and tourism organisations

A1 Travel and tourism organisations

Learners will be able to describe the type and purpose of different travel and tourism organisations. They will understand how the purpose of each organisation contributes to the travel and tourism sector.

- Tour operators – assemble and operate component parts of holidays as a package for travel agents to sell, or operate a direct sales service to customers such as package holidays, transport, accommodation, excursions.
- Travel agents, including business and retail – give expert advice and guidance; arrange and book trips, excursions, flights and package holidays for customers; arrange and book ancillary services, including car hire, insurance, foreign exchange.
- Accommodation providers – provide a range of accommodation options, services and facilities.
- Tourist attractions – provide recreation, entertainment, education, tourist facilities.
- Tourism promotion – such as tourism agencies, regional tourist boards, tourist information centres; provide information, advice and guidance to visitors, encourage visitors.
- Transport facilities and providers, gateways and terminals – provide safe transport from one destination to another, can include additional services such as catering, entertainment.
- Conference and events management – to book/provide venue and services such as administration, promotion, equipment hire for a conference or event.
- Regulators – regulate the industry and protect customers, give customers advice and support, representation, repatriation, licensing, deal with customer complaints/arbitration
- Travel and tourism trade associations – ABTA – represent travel agents and tour operators.

A2 Ownership of travel and tourism organisations

Learners will know the different types of ownership of travel and tourism organisations and will understand how each type of ownership affects the function and aims of an organisation.

- Private – owned or controlled by private individuals or shareholders, e.g. travel agencies, accommodation providers, transport providers; common ownership, e.g. tour operators and travel agents under the same ownership.
- Public – funded and sometimes owned by central and local government, e.g. tourist information centres, national tourism agencies, museums.
- Voluntary – independent organisations funded by membership donations, grants, sales of products, services – e.g. conservation charities.

A3 Aims of travel and tourism organisations

Learners will understand the different aims of travel and tourism organisations, and how the aims interrelate.

Learners will understand how UK travel and tourism organisations contribute to the UK economy. They will understand how the sector provides direct and indirect employment, and how growth or decline in tourism can affect infrastructure.

- Financial aims:
 - selling of goods and services to make a profit
 - increasing sales and maximising sales revenue
 - increasing market share

- o reducing losses
- o controlling costs
- o breaking even
- o managing assets.
- Strategic aims:
 - o corporate social responsibility, sustainability, e.g. managing tourism to protect the environment, to contribute to the local community.
 - o expanding
 - o diversifying
 - o competing
 - o providing high-quality services and products
 - o providing value for money
 - o generating customer loyalty
 - o raising brand awareness.
- Meeting regulatory standards, e.g. standards regulated by the Civil Aviation Authority (CAA) or the Office of Rail and Road (ORR).
- Contribution of travel and tourism organisations to the UK economy:
 - o providing employment:
 - direct employment created by travel and tourism organisations
 - indirect employment created to supply and support travel and tourism organisations
 - o how direct spending by visitors circulates throughout the economy on indirect products and services, therefore impacting on direct and indirect employment (economic multiplier effect)
 - o the contribution of tourism to gross domestic product (GDP):
 - inbound tourism – the number of inbound visitors and their associated spend
 - domestic tourism – the number of overnight trips and the associated spend
 - o how tourism growth or decline affects infrastructure development, e.g. a growth in tourism can result in improved transport links and facilities for visitors.

A4 How travel and tourism organisations work together

Learners will understand the different ways in which travel and tourism organisations work together. They will understand the reasons for working together to better meet organisational aims.

- Ways of working together – learners will know the meaning of the following terms:
 - o integration – horizontal integration, vertical integration
 - o partnerships – public and private sector, voluntary and private sector, public and voluntary sector, e.g. partnerships between VisitBritain and global travel providers to promote the UK as a destination
 - o interdependencies.
- How organisations work together, e.g.:
 - o hotels offering reduced admission to visitor attractions
 - o tour operators working with hotels and airlines to assemble holiday packages
 - o tour operators working with tourist boards to promote destinations.
- Reasons for working together:
 - o marketing and promotion can be carried out jointly
 - o customer care can be provided centrally
 - o can lead to increased sales and income
 - o cutting costs, e.g. shared resources, economies of scale
 - o access to customer databases may lead to a wider customer base/new markets.

Learning aim B: Explore travel and tourism and tourist destinations

B1 Types of tourism

Learners will need to know the meaning of the following terms:

- visitor – someone making a visit to a main destination outside their usual environment and for less than a year for any main purpose, including holidays, leisure, business, health and education
- tourist – someone travelling for leisure
- domestic – taking holidays and trips in own country
- outbound – travelling to a different country for a visit or holiday
- inbound – visitors from overseas coming into the country.

B2 Tourist destinations

Learners will be able to describe the following types of UK tourist destination and give examples of the different features that would appeal to different types of visitor. Learners will evaluate how far the different features of a destination contribute to its appeal for visitors.

- Types of tourist destination:
 - coastal areas, including seaside resorts
 - countryside areas, including National Parks, Areas of Outstanding Natural Beauty (AONB), lakes, forests, wilderness, mountains
 - towns and cities, including capital cities, historic and cultural.
- Types of visitor, e.g.:
 - individuals
 - couples
 - families
 - groups
 - domestic visitors
 - inbound visitors
 - customers with specific needs, e.g. different languages or cultures; visual, hearing or mobility needs.
- Features of destinations:
 - geographical features and natural attractions, e.g.:
 - oceans, seas, rivers, canals, lakes
 - mountains, hills, woodland, parks, nature reserves
 - caves, waterfalls
 - coastal areas, islands
 - visitor attractions, e.g.:
 - purpose built, natural
 - theme and water parks
 - historical sites such as castles, stately homes, walls, ruins
 - wildlife and nature such as marine world, zoo, safari park
 - arts and entertainment such as sports stadiums/events, theatres, art galleries, museums, festivals, exhibitions, local events
 - facilities:
 - sports facilities
 - shopping, including specialist, local, outlets, markets
 - catering, including restaurants, cafes, bars
 - activity and adventure centres

- o climate:
 - how climate/weather can lead to peak/off seasons at a destination
 - how the climate and weather of a destination could affect the types of holiday and activity on offer by tourist destinations
 - how climatic conditions/seasonal variations affect the appeal of a destination.

B3 Reasons for travel

Learners will be able to understand and give examples of each of the following reasons for travel.

- Leisure travel, e.g. day trips, holidays, visiting friends and relatives (VFR).
- Business travel, e.g. meetings, conferences.
- Modes of transport – the advantages and disadvantages of the following types of transport, and why visitors may choose one form of transport over another:
 - o air, including short haul, long haul, domestic, outbound
 - o rail, including channel tunnel
 - o sea, including ferries, boats, ships
 - o road, including coach, car, taxi
 - o making links between choice of transport, types of visitor and their reasons for travel.

B4 Types of holiday

Learners will be able to describe the following types of holiday and will be able to explain why particular types of holiday may be offered in a tourist destination, making links to features such as geographical features and visitor attractions, and why different holidays may appeal to different types of visitor.

- Package and all-inclusive such as summer sun, winter sun.
- Independent/tailor made.
- Multicentre, fly-drive or self-drive.
- Short breaks such as city breaks, spa breaks, activity breaks.
- Touring such as cruises, river, rail and coach.
- Specialist/niche such as sports, cultural, educational, wellbeing, adventure, eco-holidays.
- Voluntary work, conservation.
- Holiday parks.

B5 Types of accommodation

Learners will be able to identify and describe the following types of accommodation available in a tourist destination. They will evaluate how far the type of accommodation available in a destination contributes to its appeal for visitors.

- Types of accommodation:
 - o types, e.g. hotels, motels, guest houses, bed and breakfasts, apartments, bunk barns, holiday cottages, chalets, villas and apartments, log cabins, youth hostel, eco-lodges
 - o touring, e.g. tents, touring caravans, motorhomes, boats
 - o facilities – serviced, non-serviced, all inclusive, self-catering.

COMPONENT 1: TRAVEL AND TOURISM ORGANISATIONS AND DESTINATIONS

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of the types of travel and tourism organisations and their aims, types of travel and tourism, and the types of visitor destination and their features.

You may choose to deliver this component alongside *Component 2*. Assignments can focus on each learning aim or you can combine them within components.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See specification *Section 5* for more information.

Learning aim A: Investigate the aims of UK travel and tourism organisations

Description

Learners will investigate one named travel and tourism organisation, choosing one of the types listed in the content.

Learners will investigate the aims, ownership, type and purpose of the organisation. They will also investigate how the organisation works with other organisations and how this may help the organisation in meeting its aims.

Example task/s

With reference to a named travel and tourism organisation, learners will:

- describe the ownership, type and purpose of the organisation
- explain the organisation's aims
- explain how the organisation works with other organisations to meet its aims
- assess how working with other organisations helps the organisation to meet its aims.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- extended writing, blog or PowerPoint® presentation with speaker notes
- a recorded discussion with the teacher.

Learning aim B: Explore travel and tourism and tourist destinations

Description

Learners will research a UK tourist destination. They will consider the features affecting the appeal of the destination such as the transport links, attractions and types and range of holidays available there.

Example tasks

Learners should select a UK tourist destination to investigate.

With reference to the destination, learners will:

- identify the type of destination
- describe the features of the destination that appeal to the visitors, for example geographical features, accommodation available, accessibility, facilities, local tourist attractions
- describe the types of visitor at the destination
- describe their reasons for travel
- evaluate how the features increase the appeal of the destination for visitors.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- extended writing
- blog
- PowerPoint® presentation
- information pack or brochure for visitors.

Any of the above could include an annotated map of the destination.

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate the aims of UK travel and tourism organisations				
<p>A.1P1 Identify the ownership, type, purpose and limited aims of a travel and tourism organisation.</p> <p>A.1P2 Identify some ways that the organisation works with other organisations to help it meet its aims.</p>	<p>A.1M1 Outline the type, ownership, purpose and some aims of a travel and tourism organisation.</p> <p>A.1M2 Describe ways in which the organisation works with others to help it meet its aims, including brief examples.</p>	<p>A.2P1 Describe the type, ownership, purpose and main aims of a travel and tourism organisation.</p> <p>A.2P2 Explain how working with other organisations helps the organisation meet its aims, including relevant examples.</p>	<p>A.2M1 Discuss the aims of the organisation and how working with other organisations enables it to meet its aims.</p>	<p>A.2D1 Assess the extent to which an organisation meets its aims through working with other organisations.</p>
Learning aim B: Explore travel and tourism and tourist destinations				
<p>B.1P3 Identify the type of destination and some of its features that appeal to visitors.</p> <p>B.1P4 Identify the types of visitor who visit the destination and some of their reasons for travel there.</p>	<p>B.1M3 Outline some features of the chosen destination that appeal to visitors.</p> <p>B.1M4 Outline some types of visitors who visit the destination and some of their reasons for travel, with brief examples.</p>	<p>B.2P3 Explain how the main features of the chosen destination appeal to visitors.</p> <p>B.2P4 Describe the types of visitor who visit the destination and their reasons for travel, with detailed examples.</p>	<p>B.2M2 Discuss how the features of the chosen tourist destination contribute to its appeal for visitors.</p>	<p>B.2D2 Evaluate the appeal of the chosen tourist destination for different types of visitor.</p>

COMPONENT 1: TRAVEL AND TOURISM ORGANISATIONS AND DESTINATIONS

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies either: all Level 1 Merit criteria or all Level 1 Pass criteria and B.2P3, B.2P4.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies either: all Level 2 Merit criteria or all Level 2 Pass criteria and B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* of the specification for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Investigate the aims of UK travel and tourism organisations

Evidence for the assignment: learners will provide details about a real travel and tourism organisation, for example a named travel agents or tourist attraction. Learners will provide information on the ownership, type and purpose of the organisation, its aims, and how it works with at least two other travel and tourism organisations.

Level 2 learners will clearly show how working with other organisations helps the named organisation to meet its aims.

Level 1 learners will outline the ownership and purpose and at least one aim of the organisation. They will be able to identify at least two other organisations that it works with.

Evidence may take the form of an information pack, a presentation with speaker notes, or a recorded discussion with the teacher.

For Level 2 Distinction: learners will draw on all their information to consider in detail how the organisation works with at least two other organisations, and how these relationships help it meet its purpose and aims. Learners will make clear links, showing how working with other organisations helps the organisation to achieve its aims. Learners will support their account with carefully selected and detailed examples in order to reach valid conclusions.

For Level 2 Merit: learners will consider how the organisation works with at least two other organisations, making clear links to show how this helps the organisation achieve its purpose and aims. Learners will support their work with relevant examples but may not draw their information together to reach a conclusion.

For Level 2 Pass: learners will give a clear account of the ownership, purpose and main aims of the organisation. They will explain how the organisation interrelates with at least two other travel and tourism organisations and how this helps the organisation to meet its aims, supporting their work with relevant examples. Learners will make mainly clear links to support their explanation.

For Level 1 Merit: learners will give an outline description of the ownership type and purpose of the organisation and at least one of its aims. They will briefly describe how the organisation works with at least two other travel and tourism organisations, and will support their work with brief examples to show how this helps the organisation to achieve its aims. However, some links may be unclear. Learners' work will lack detail and may be in a bulleted format.

For Level 1 Pass: learners will identify the purpose and at least one aim of the organisation. They will identify how the organisation works with at least two other travel and tourism organisations. However, little further description or explanation will be given, or links or examples may be unclear or irrelevant. Learners may present work in a bulleted or list format.

Learning aim B: Explore travel and tourism and tourist destinations

Evidence for the assignment: learners will research a UK tourist destination and will show their understanding of how the features of the destination contribute to its appeal for visitors.

Level 2 learners will be able to identify the type of destination and describe all its relevant features, showing how far these contribute to the destination's appeal for visitors. They will describe the main types of visitor and their reason for travel, including types of passenger transport to the destination and holidays taken.

Level 1 learners will be able to identify the type of destination and will outline some of its features, including how visitors can access it and types of holiday they can take there. They will give examples of some types of visitor with their reasons for travel.

For Level 2 Distinction: learners will bring together all of the information about their chosen UK destination and carefully consider how far its features contribute to its appeal for visitors. They will consider the type of tourist destination, its transport links, types of holiday available and its main features such as geographical features, visitor attractions, accommodation types and facilities. They will clearly show the importance of each feature in contributing to the appeal of the destination, showing clear links. Learners will be able to reach a justified conclusion on how the features increase the destination's appeal.

For Level 2 Merit: learners will carefully consider the type and features of the selected destination, including its transport links, types of holiday visitors could take, and any geographical features, local visitor attractions, types of accommodation and facilities. Learners will use detailed examples to clearly show the importance of the features in contributing to the destination's appeal, although they may not reach conclusions on which features are most important.

For Level 2 Pass: learners will explain the appeal of the destination's main features such as visitor attractions, accommodation and facilities. They will give reasons or relevant examples to show how these features contribute to the destination's appeal for visitors. Learners will make links between the features and the destination's appeal but some links may be unclear. They will give clear details of the main types of visitor to the destination and their reasons for travel, including types of passenger transport used and holiday taken, for example couples visiting by car for a city break or individuals visiting by train for a business conference.

For Level 1 Merit: learners will briefly describe the features of the chosen destination such as visitor attractions, accommodation and facilities, and how visitors can access the destination. The features that learners select should be relevant in contributing to the destination's appeal, although learners may not make clear links. Learners will briefly describe some examples of at least two types of visitor and their reasons for travel, including types of passenger transport the visitors could use to reach the destination and holidays they could take there. Learners may present work in a bulleted or list format.

For Level 1 Pass: learners will state the type of destination and some of its features such as local visitor attractions and accommodation. Some features given may be unclear or irrelevant. Details will be lacking and learners will make no links between the destination's features and its appeal for visitors. Learners will identify at least two types of visitor who travel to the destination, with their reasons for travel. Learners may present work in a bulleted or list format.

Resource requirements

For this component, learners must have access to:

- internet connection and digital resources for research
- local travel or tourism organisations to investigate.

Component 2: Influences on Global Travel and Tourism

Levels: **1/2**

Assessment type: **External**

Guided learning hours: **48**

Component in brief

Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Introduction

There are many factors that may influence global travel and tourism, and they are constantly changing. For example, severe weather events, political and economic factors, and the publicity a destination receives can all affect the decisions visitors make and the way some travel and tourism organisations operate. Tourism can have a positive and a negative impact on local communities, the economy and the environment, and the issue of sustainability is a concern for many destinations, organisations and governments.

In this component, you will consider the factors that may influence travel and tourism and the ways that travel and tourism organisations, destinations and governments respond to these influences and their reasons. For example, to maintain sales and income, diversify economies, increase tourist numbers or reassure visitors. You will explore the possible impacts of tourism such as leakage, habitat loss and employment creation, and consider ways these can be managed by destinations, organisations and governments. You will investigate how tourism may bring change to destinations over time and how destinations can encourage, manage and develop tourism.

You will develop skills in analysing information and making recommendations for a specific purpose, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Summary of assessment

This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The number of marks for the assessment is 70. The paper will contain a number of short- and long-answer questions that will assess learners' understanding of factors influencing tourism in global destinations, the impact of tourism on global destinations, sustainability and destination management.

The assessment availability is twice a year in February and May/June. The first assessment availability is May 2019. Sample assessment materials will be available to help centres prepare learners for assessment.

COMPONENT 2: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

Assessment objectives

AO1 Demonstrate knowledge of the factors influencing travel and tourism organisations, destinations, visitors and the potential impacts of tourism on destinations

AO2 Demonstrate understanding of the factors influencing travel and tourism organisations, destinations, visitors, the potential impacts of tourism on destinations and sustainable tourism

AO3 Make connections between influencing factors on global travel and tourism, the potential impacts of tourism on destinations, and destination management

AO4 Analyse information to make recommendations on how to manage tourism in global destinations

Essential content

A Factors that influence global travel and tourism

Learners will understand the positive and negative influences of different factors on global travel and tourism, and how these factors can affect global tourist destinations and travel and tourism organisations. They will also learn about the factors that influence visitors and how these may affect their choice of destination. Learners will understand the types of organisation that may respond to different factors and the ways in which they may respond. They will be able to relate these factors to specific contexts, including organisations, visitors and destinations.

Learners will need to interpret data and graphical information in relation to these factors. The data or information may be presented as a bar chart, pie chart or scatter chart. Types of data include:

- exchange rates
- visitor numbers
- employment data.

A1 Factors influencing global travel and tourism

Learners will understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. They will learn that some factors can have a positive effect, while others have a negative effect.

Learners will understand the factors that can influence visitors, including their choice of global destination.

- Economic factors – an understanding of how:
 - recession/boom can affect the amount of money people are willing to spend on holidays and travel
 - levels of employment affect the levels of disposable income that people have to spend on holidays, travel costs and living costs within the destination
 - changing cost of fuel can affect travel costs
 - fluctuations in currency exchange rates affect the affordability of destinations.
- Political factors – an understanding of how:
 - different types of legislation and regulations can be used for visitor security, equality, customer financial protection, developing services and facilities, controlling development; health and safety laws, employment laws, planning laws
 - trade, airport and other taxes can affect the cost of travel and visitor numbers to a destination
 - passport and visa/entry requirements can affect visitor numbers to a destination
 - governments promote tourism through funding and tax incentives to encourage tourism development
 - political instability, civil unrest and war can result in disruption, cancelled holidays, business failure, poor image.
- Natural disasters – an understanding of:
 - natural disasters – earthquakes, volcanic eruptions, tsunami, sink holes
 - severe weather events – flooding, drought, fires, landslides, hurricanes, tornadoes, avalanches, snow storms
 - possible effects - impact on local business, infrastructure, business operations, disruption/cancellation for visitors, repatriation, evacuation.
- Media, publicity and image: an understanding of:
 - types of media – newspaper reports, online reviews, travel blogs, use in film or TV drama, media coverage of international and sporting events
 - how media exposure of global destinations can affect visitor numbers.

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- Safety and security concerns – an understanding of:
 - risks relating to personal safety and security in an unfamiliar environment, including theft, accidents, getting lost
 - safety measures implemented by authorities and travel providers and in place on transport and at terminals and their influence on visitors – delays, inconvenience, reassurance of security
 - the need for visitors to be aware of guidance relating to individual safety and security when in global destinations – times and areas to avoid when going out, keeping possessions safe, being aware of risks due to unfamiliarity of destination, including safety of natural environment
 - possible effects of safety and security concerns on the appeal of global destinations.
- Health risks and precautions – an understanding of:
 - infectious diseases and illnesses – malaria, yellow fever, cholera, tetanus, typhoid, norovirus – symptoms, vaccinations
 - how to take precautions and preventative measures against these illnesses and diseases – clothing, medicines, equipment, appropriate insurance, hygiene, food and drink choices
 - how health risks could lead to bad publicity for global destinations and travel and tourism organisations
 - how the need to take precautions could influence visitor choice of destination or holiday.

A2 Response to factors

Learners will understand the different types of organisation that might respond to these influencing factors. They will know the names of key organisations involved in travel and tourism and will understand the ways in which these organisations respond.

- Travel and tourism organisations – an understanding of possible responses, including:
 - adapting and developing new products and services
 - adapting operational procedures
 - reviewing destinations offered
 - reviewing price structures – adjusting pricing to maintain visitor numbers, attract different types of visitor
 - managing public relations.
- Government: local, regional, national – an understanding of possible responses, including:
 - providing public with up-to-date information
 - imposing travel restrictions
 - promoting a positive image
 - encouraging employment
 - improving infrastructure
 - introducing or tightening of security measures.
- Voluntary organisations – an understanding of possible responses, including:
 - promoting sustainability, conservation and protection
 - campaigning for governments to affect change
 - raising awareness of issues – ethical, environmental
 - raising funds.

B Impact of travel and tourism and sustainability

Learners will understand the possible negative and positive impact of tourism and visitor activities on global destinations. They will learn about the different types of impact that may affect local communities and environments at global destinations.

Learners will know about the issue of sustainability. They will gain an understanding of how some global destinations aim to minimise the negative impacts of tourism and maximise the positive impacts of tourism to achieve sustainable tourism. They will know that sustainable tourism includes low-impact tourism that protects the natural, cultural and heritage environments for future generations. They will understand how governments and travel and tourism organisations can achieve sustainable tourism while meeting the needs of present generations.

B1 Possible impacts of tourism

Learners will understand the possible positive and negative impacts of tourism on destinations. Some global destinations may be more vulnerable to these impacts than others for a variety of reasons including the impact of incoming visitors on the local community, the contribution of tourism to the local economy and how tourism can both help to protect and threaten the environment.

- Social impact of tourism:
 - possible negative impact of tourism on local communities – disruption to everyday life, loss of culture, resentment towards visitors, increased crime, staged authenticity, exploitation of locals, loss of traditional lifestyles
 - possible positive impact of tourism on local communities – improved quality of life, access to facilities, improved transport and infrastructure, including healthcare and improved cultural awareness.
- Economic impact of tourism:
 - possible negative impact of tourism on the economy – low-paid jobs, seasonal unemployment, leakage, increased cost of living
 - possible positive impact of tourism on the economy – employment opportunities, training and education, multiplier effect, foreign currency earnings, contribution to taxes and GDP.
- Environmental impact of tourism:
 - possible negative impact on the environment – loss of habitats, loss of wildlife, threatened species; increased pollution, including noise, air, water; overcrowding, traffic congestion, reduced biodiversity, environmental degradation; erosion to footpaths, riverbanks, lakeshores
 - possible positive impact on the environment – conservation, including protection of wildlife, protected areas, national parks; environmental education, creation of open spaces, improved street furniture; regeneration, including urban renewal and the reuse of traditional buildings for new activities.

B2 Sustainability and managing social impacts

Learners will understand the ways that social impacts can be managed in a sustainable way including:

- Educating visitors to encourage them to reduce their negative impacts on the local community and culture – how to behave and dress appropriately without causing offence to local communities; how to show respect for traditions and religions; how to avoid conflict.
- How infrastructure development can benefit local people.
- Including local communities in decision making.
- Partnership projects where local communities have a share or ownership of a resort/lodge and provide staffing.
- Introducing tourist taxes and using the money for community projects.

COMPONENT 2: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

B3 Sustainability and managing economic impacts

Learners will understand how:

- tourism can provide employment and training opportunities for local people, and give them access to higher-paid jobs and education
- visitors can be encouraged to support local communities by buying local produce, crafts and food, and using local transport
- governments can restrict the involvement of foreign-owned companies, all-inclusive resorts and staff to benefit the local economy
- visitor spend can be increased and retained.

B4 Sustainability and managing environmental impacts

Learners will understand how:

- visitors are managed – restricting the number of visitors allowed into a destination at a particular time, controlling movements, direction of flow – issuing visas and permits, maximum limits
- traffic can be managed – restricting the amount of traffic allowed into a destination, providing affordable and frequent public transport, adequate parking and facilities, park and ride schemes
- visitors are encouraged to use alternate types of transport – hybrids, green and electric-powered transport
- planning is controlled – building regulations, planning permission, size and location of developments, maintain local style in scale and design
- legislation and regulations encourage sustainability and reduce the environmental impact of tourism
- visitors are educated on how they can reduce their impact on the local environment and ways to contribute towards looking after it
- resources are controlled responsibly, including waste management, energy and water supplies – restricting fountains and water features that do not recycle water, limit the amount of pools
- natural areas vulnerable to the high volume of visitors are protected by creating nature/marine reserves, limiting or preventing access
- visitors are educated on the wildlife, natural world and special qualities of the environment – guides.

C Destination management

Learners will understand that global destinations may change over time and that tourism may be managed and developed differently, depending on whether the destination is recently emerging or an established, mature destination. They will understand the role of different organisations involved in managing and developing tourism, and the importance of partnership working. Learners will understand how these partnerships work together to promote destinations, attract investment, manage destinations and develop new tourism products and services.

C1 Tourism development

Learners will understand that the appeal and characteristics of some global destinations may change over time. They will understand that increased numbers of visitors and the development of visitor facilities, amenities and infrastructure may influence destinations negatively or positively. They will learn the different stages of the Tourist Area Life Cycle (TALC). They will understand the suitability of emerging and mature destinations for different holiday and visitor types.

- Stages of tourism development as suggested by Butler's Tourist Area Life Cycle (TALC) model.
- Stages – exploration; involvement; development; consolidation; stagnation; decline/rejuvenation.
- Emerging destinations – destinations that have recently (within the last ten years) grown in popularity and have a growth rate of visitor arrivals of over 4% year on year.
- Characteristics of emerging destinations may include:
 - visitors seek adventure, 'authentic' experience, culture or nature based
 - may be difficult for overseas visitors to access
 - transport links likely to be undeveloped
 - basic infrastructure – energy, water, waste disposal
 - local people may not have access to healthcare and education
 - unspoilt natural and cultural features are the main attraction
 - local communities follow traditional lifestyles
 - seek to develop tourism to boost economies, raise living standards
 - low volume of visitors – may have to make own travel arrangements
 - limited awareness of the destination globally.
- Mature destinations – destinations that have been popular for over twenty years with growth rates of visitor arrivals around 2% year on year.
- Characteristics of mature global destinations may include:
 - high volume/mass tourism with organised package holidays
 - fully integrated transport links
 - fully developed infrastructure
 - may be a strain on resources such as water
 - natural and cultural features may be damaged, diluted, overwhelmed by tourism
 - established season
 - extensive advertising of the destination, which is well known globally
 - standard of visitor facilities may become run down
 - local economy is reliant on tourism
 - may be some conflict between locals and visitors.

C2 The role of local and national governments in destination management

Learners will understand the important role of governments in developing and encouraging tourism as well as destination management. They will learn the reasons that governments may have for developing tourism to maximise the positive impacts. Roles include:

- considering travel restrictions, security measures and entry requirements, including passport and visa requirements
- improving transport links and networks – road, rail, air, sea, gateways and hubs; and infrastructure – energy supply, water supply, waste disposal
- supporting, approving and controlling the development of facilities and tourism infrastructure
- improving communication links – accessibility to the internet, Wi-Fi
- attracting funding from outside investors or the private sector

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- providing funding for new initiatives in transport, events, training and infrastructure projects that support the local community and/or protect the environment
- managing destinations by ensuring tourism development is sustainable – helps local communities benefit from tourism through employment, business initiatives, promoting 'support local' schemes; reduces possible negative impacts of tourism
- managing tourism development through taxes, rules and legislation.

C3 The importance of partnerships in destination management

Learners will understand that partnerships between organisations can help ensure destinations are managed effectively for the benefit of visitors, local communities and environments, and for the future. They will learn about partnerships between different organisations and sectors within travel and tourism, the reasons organisations form partnerships and the advantages and disadvantages of partnership working.

- Types of partnership and their purpose.
- Public and private sector – new tourism developments such as hotel funded by private sector, local authority may require restrictions on design, size and scale.
- Voluntary and private sector – private sector may assist with the costs of promoting or running an event and in return receive positive publicity.
- Public and voluntary sector – to promote good causes, raise awareness, educate and inform by sharing skills and resources.
- Destination management organisations – bring a range of different organisations together to form a partnership and work together on a major project, which may be short term or temporary – for the benefit of the destination, raise profile, launch new products, marketing, funding, sponsorships, major events.
- Possible advantages of partnerships:
 - shared resources/skills/expertise
 - new ideas
 - shared costs
 - increased coverage/publicity/profile.
- Possible disadvantages of partnerships:
 - conflicting aims and priorities
 - less flexibility
 - slows down decision-making process
 - difficulty in responding quickly to changes/events.

Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

Level 1 Pass

Learners will demonstrate basic knowledge and understanding of the factors that influence travel and tourism organisations, and visitors. They can identify how factors influence tourism, and how organisations and visitors respond to these factors.

Learners will demonstrate basic knowledge and understanding of the impact of tourism on destinations. They can identify whether the impact is positive or negative and how the impact can be managed in a sustainable way.

Learners can make basic observations on given information on destinations and can make partial connections between the factors influencing tourism to destinations, the impact of tourism on destinations and the response of organisations to manage this impact.

Learners are able to make basic recommendations on how destinations can manage and develop tourism, without justification.

Level 2 Pass

Learners will demonstrate knowledge and understanding of the factors that influence travel and tourism organisations and visitors. They can explain how factors influence tourism, and how organisations and visitors respond to these factors.

Learners will demonstrate knowledge and understanding of the impact of tourism on destinations. They can explain whether the impact is positive or negative and how it can be managed in a sustainable way.

Learners can interpret given information to make valid connections between the factors influencing tourism to destinations, the impact of tourism on destinations and the response of organisations to manage this impact.

Learners can make some valid recommendations on how destinations can manage and develop tourism, with some justification of their recommendations.

Level 2 Distinction

Learners will demonstrate a high level of knowledge and understanding of the factors that influence travel and tourism organisations and visitors, and how organisations and tourists respond to these factors.

Learners will demonstrate a high level of knowledge and understanding of the impact of tourism on destinations. They can assess whether the impact is positive or negative and how it can be managed in a sustainable way.

Learners will demonstrate a high level of ability to analyse given information and data. They can explain in detail, connections between the factors influencing tourism to destinations, the impact of tourism on destinations and the response of organisations to manage this impact.

Learners can produce clear and valid recommendations on how destinations can manage and develop tourism. They can make valid conclusions with clear, realistic and convincing justifications.

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Command verb	Definition
Analyse	Examine (something) methodically (e.g. break down into its component parts) and in detail, typically in order to explain, interpret or communicate something.
Assess	Give careful consideration to the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Complete	Complete a table to categorise/classify.
Define	Give the meaning of a term or phrase.
Describe	Give an account of something, such as steps in a process or characteristics of something. The response should be developed, but does not require justification or reasoning.
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Explain	Provide reasoning to justify or exemplify a point. The response should be developed using linked points providing reasoning/justification.
Evaluate	Consider various aspects of a subject's qualities in relation to its context, such as strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgment supported by evidence which will often be in the form of a conclusion.
Give/Name/State	Provide an accurate piece of information.
Identify	Provide or select an answer from information given in the question.
Match	Learners match between 2 sets of options.
What/When/Which/Why	Learners identify which option is correct from the given options.

Component 3: Customer Needs in Travel and Tourism

Levels: **1/2**

Assessment type: **Internal synoptic**

Guided learning hours: **36**

Component in brief

Learners will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences.

Introduction

The travel and tourism sector has to meet the needs and preferences of many different types of customer. This can include customer needs such as wanting a holiday at a certain time of year or within a certain budget, and preferences such as individuals wanting an adventure holiday and families wanting a beach and activities for young children. Customers may also have other considerations when making travel and tourism choices, such as safety and security. In this component, you will investigate how market research is used by travel and tourism organisations to identify trends such as types of holiday taken, when they are taken and where. You will consider how organisations respond to these trends to meet customer needs and preferences.

You will learn about the basic and specific travel and tourism needs of different types of customer and the factors that can influence their needs and preferences. You will also learn how travel and tourism organisations meet these needs and preferences by offering a variety of products and services, including different types of holiday and accommodation. You will apply your understanding by selecting products and services and planning a holiday to meet the needs of specific customers.

In this component, you will have the opportunity to apply learning from Components 1 and 2 when considering how organisations use research to identify and respond to tourism trends and when selecting and planning products, services and holidays to meet customer needs and preferences. You will develop transferable skills, such as research and analysis, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Synoptic assessment

This component builds on knowledge, understanding and skills acquired and developed in *Components 1* and *2*, and includes synoptic assessment. Learners will apply their knowledge and understanding from Components 1 and 2 including types and purpose of travel and tourism organisations, visitor types, features of destinations, factors influencing tourism and sustainability.

Learning aims

- A** Investigate how organisations identify travel and tourism trends
- B** Explore how to meet the needs and preferences of travel and tourism customers.

Teaching content

Learning aim A: Investigate how organisations identify travel and tourism trends

A1 Types of market research

Learners will know the meaning of the different types of market research carried out by organisations. They will understand when different types of research are used and the types of information they are used for.

- Primary research – research carried out by an organisation normally for their own needs, e.g. holiday questionnaires, focus groups, surveys.
- Secondary research – information compiled from sources outside the organisation, such as trade journals and government statistics, and professional association publications, e.g. data on inbound tourist numbers compiled by VisitBritain.
- Qualitative – opinions, feelings, comments and emotions that may provide an insight into a customer's position.
- Quantitative – values and amounts that can be used for statistical analysis.

A2 How travel and tourism organisations use research to identify customer needs

Learners will understand how travel and tourism organisations carry out and use market research to identify types of customer and customer needs. Learners will also learn how organisations use this information to provide a variety of services and products to meet customer needs, and thus financial and strategic aims. Learners will understand how the findings of market research are used to:

- identify customers and a range of customer needs, e.g. needs of families with children, lone travellers, business travellers
- inform product and service development – grouping customers in market segments or target markets to provide a matching product/service, e.g. by age, gender, lifestyle, geographical location
- inform development or adaptation of the products and services according to new customer needs or changing customer needs, e.g. providing kids' clubs or crèche facilities for families with children
- measure customer satisfaction – to ensure customers continue to buy the products and services.

A3 Travel and tourism customer trends

Learners will understand the importance to travel and tourism organisations of identifying changing trends in people's travel and tourism habits so that they can identify changing, new or emerging markets and develop products for these markets. Learners will know the types of trend that organisations monitor, including:

- how organisations identify trends, e.g.:
 - own market research
 - national statistics
 - published information from competitors
 - public organisations (national tourist boards).

- travel and tourism trends:
 - reasons for travel – business, leisure including types of holidays, e.g. adventure, volunteering, conservation
 - the proportion of people making trips, taking holidays
 - the number of visitors to different destinations including identifying emerging destinations
 - types of trip or holiday being taken, including growth in popularity of holiday types, e.g. eco-friendly holidays
 - how people are booking trips or holidays, e.g. face to face with travel agent, online via booking website, mobile app
 - which types of holiday or destination are most popular with certain age groups, e.g. city breaks, beach holidays
 - average costs of travel, holidays, accommodation, how this relates to employment patterns
 - the number of holidays taken by different age groups
 - regional variations in types of holiday taken
 - how the impact of tourism on destinations affects customer trends, e.g. environmental considerations.

A4 Customer needs, preferences and considerations

Learners will understand the different needs, preferences and considerations of travel and tourism customers, which can lead to travel and tourism trends, and how customer needs, preferences and considerations can influence the products and/or services they select. Learners will have the opportunity to apply learning from Components 1 and 2 when considering how customers select destinations to visit or products, such as holidays and accommodation, or the factors influencing tourism when looking at customer considerations.

- Customer travel and holiday needs:
 - dates influencing the time of year that people can travel and the length of stay they can take, e.g. families with school-age children will be restricted to school holidays, retired couples will have more flexibility
 - travel requirements and accessibility of destinations such as road, air, rail, cruise
 - accommodation requirements – type, standard, meal arrangements
 - available budget affecting the amount people are willing to pay and the type of holiday people can afford, keeping within budget, offering discounts
 - purpose of travel affecting choice of destination and type of holiday, e.g. relaxation, activity, culture, special occasion
 - specific needs, e.g. access for people with disabilities at hotel
 - unstated needs, e.g. families with babies or customers with reduced mobility.
- Desirable preferences:
 - responsible tourism, e.g. environmentally friendly, minimising carbon footprint
 - convenience of travel and destination – destination routes, departure times and frequency, on-board services, transfer times, journey time, transport infrastructure within destination, e.g. availability of local public transport
 - flexibility and how this might vary for different customers, e.g. individuals and families may want flexible mealtimes at hotel, tour groups may need to keep to a schedule
 - practical assistance available, e.g. with luggage, language, boarding.
- Lifestyle factors that influence customer choice – paid holidays, working patterns, disposable income, amount of leisure time.
- Other customer considerations:
 - image of destination in media, positive promotion of destination
 - safety and security of destination, including personal safety, terrorist attacks, political factors
 - effect of natural disasters on destination
 - health, outbreaks of infectious diseases
 - impact of tourism on a destination, e.g. environment, culture.

Learning aim B: Explore how to meet the needs and preferences of travel and tourism customers

B1 Providing travel and tourism products and services to meet different customer needs and preferences

Learners will understand that travel and tourism organisations need to offer a range of products to meet the requirements and preferences of different types of customers, in order to meet financial and strategic aims. Learners will assess how a variety of products or services provided by travel and tourism organisations meet the needs and preferences of different customers.

This includes:

- providing a range of holidays to meet a variety of customer needs and preferences, e.g. responsible tourism, package, all inclusive, tailor-made, special interest, family-friendly cruises, 'glamping', short breaks, multicentre, targeted at families, couples, lone travellers
- providing a range of accommodation, e.g. budget hotels, luxury hotels, holiday parks, youth hostels
- providing a range of activities, e.g. excursions, sporting activities, dance classes, special events
- tailor-made facilities and amenities, e.g. play areas, crèche, gym, beauty salon, barbecue area
- meeting other customer needs and preferences, e.g. green tourism, conservation volunteering, cultural activities, adventure tourism.

B2 Planning a holiday to meet customer needs and preferences

Learners will understand how holiday packages are put together to meet the needs and preferences of specific customers. They will research products and services to plan a holiday for a specific customer or group of customers.

- Assessing general and specific customer needs from information provided.
- Researching suitable destinations – sources of information, e.g. websites, guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres.
- Information to include in plan:
 - destination, including features that would appeal to customer
 - holiday type
 - accommodation
 - travel arrangements and times
 - cost breakdown and total costs
 - times and dates of travel
 - activities, excursions
 - health risks and precautions
 - safety and security concerns.
- Presenting plan in written format.
- Providing accurate information and advice on why the destination and holiday will meet customer needs and preferences.
- Overcoming objections and resolving problems, e.g. change of dates, change of accommodation.
- Showing understanding towards different types of customer and their needs and preferences.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of how organisations use research to identify trends and factors influencing customer options. Learners will investigate products and services to meet the requirements of different customers and will plan a holiday to meet customer needs. Information on market research trends and news about new products and services can be found on the internet, for example on tour operator's or visitor attraction websites. Speakers from local organisations may also be a source of information, and learners could prepare questions to ask.

You may choose to deliver this component alongside *Component 1*. Assignments can focus on each learning aim or you can combine them within or across components.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Investigate how organisations identify travel and tourism trends

Description

Learners will examine how market research is carried out by a travel and tourism organisation, this can be the same organisation investigated in Component 1.

Learners will explain how the organisation uses market research information to identify customer trends.

Learners will show their understanding of how the organisation has responded to travel and tourism trends by adapting products or services to meet customer needs and preferences.

Example task/s

- Identify the market research methods used by the organisation.
- Explain how the market research information is used by the travel and tourism organisation to determine trends.
- Explain how the organisation has adapted a product or service in response to a trend shown by market research to meet customer needs, preferences and considerations.
- Assess how organisations have used market research to meet customer needs, preferences and considerations.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- extended writing
- a PowerPoint® presentation with speaker notes
- a recorded discussion with the teacher.

Learning aim B: Explore how to meet the needs and preferences of travel and tourism customers**Description**

Teachers will give learners scenarios of different customers. Learners will research and analyse the needs and preferences of two different types of customer, for example a lone traveller, and a family with school-age children, and will select products and services to meet the needs and preferences of each customer.

For **one** of these scenarios, learners will then research suitable destinations and plan a holiday of at least two nights.

Example task/s

For **both** scenarios:

- describe the needs and preferences of the chosen customers
- identify travel and tourism products and services to meet the customer's needs and preferences
- Explain how the selected products and services would meet the needs and preferences of the chosen customers.

For **one** of these scenarios:

- analyse and assess the needs and preferences of a selected customer
- plan a holiday to meet the needs and preferences of the customer
- justify why the planned holiday meets customer needs and preferences.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- an information pack for customers
- a holiday plan with justification
- a PowerPoint^R presentation with speaker notes.

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate how organisations identify travel and tourism trends				
<p>A.1P1 Identify how a selected travel and tourism organisation uses market research to identify customer trends.</p> <p>A.1P2 Identify how the organisation has responded to customer trends to meet customer needs, preferences and considerations.</p>	<p>A.1M1 Outline how a selected travel and tourism organisation uses market research to identify customer trends.</p> <p>A.1M2 Outline how the organisation has responded to customer trends to meet customer needs, preferences and considerations, with brief examples.</p>	<p>A.2P1 Explain how a selected travel and tourism organisation uses market research to identify customer trends.</p> <p>A.2P2 Explain how the organisation has responded to customer trends to meet customer needs, preferences and considerations, with relevant examples.</p>	<p>A.2M1 Discuss how the travel and tourism organisation has responded to information about customer trends to adapt its products and services to meet customer needs, preferences and considerations, with detailed examples.</p>	<p>A.2D1 Assess how effectively the travel and tourism organisation has responded to information about customer trends to adapt its products and services to meet customer needs, preferences, and considerations, with detailed and relevant examples.</p>
Learning aim B: Explore how to meet the needs and preferences of travel and tourism customers				
<p>B.1P3 Suggest travel and tourism products or services to meet some needs and preferences of customers in given scenarios.</p> <p>B.1P4 Prepare a basic holiday plan that meets some customer needs and preferences for a given scenario.</p>	<p>B.1M3 Outline products or services to meet some needs and preferences of customers in given scenarios, with brief examples.</p> <p>B.1M4 Prepare an outline holiday plan that meets most of the customer needs and preferences for a given scenario.</p>	<p>B.2P3 Explain how selected products or services will meet most needs and preferences of customers in given scenarios, with valid examples.</p> <p>B.2P4 Prepare a holiday plan that meets most customer needs and preferences for a given scenario.</p>	<p>B.2M2 Analyse customer needs and preferences to select appropriate products and services, and produce a detailed holiday plan that meets all customer needs and preferences, with valid reasons.</p>	<p>B.2D2 Assess customer needs and preferences to select appropriate products and services, and produce a considered holiday plan that meets all customer needs and preferences, justifying decisions made.</p>

COMPONENT 3: CUSTOMER NEEDS IN TRAVEL AND TOURISM

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies either: all Level 1 Merit criteria or all Level 1 Pass criteria and B.2P3, B.2P4.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies either: all Level 2 Merit criteria or all Level 2 Pass criteria and B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions. Learners will be expected to draw on their knowledge from Components 1 and 2, including type and purpose of organisations, reasons for travel, different destinations, holidays and accommodation, and factors that influence travel and tourism, for example economic and political factors, health, safety and security.

Learning aim A: Investigate how organisations identify travel and tourism trends

Evidence for the assignment: learners will investigate how a travel and tourism organisation carries out market research to find out about customer travel and tourism trends. Learners should ensure that the organisation they select enables them to access relevant information.

Level 2 learners will assess how the travel and tourism organisation uses market research to identify trends and subsequently customer needs, preferences and considerations. Learners will show how the organisation has responded to trends shown through market research, for example by introducing a new type of holiday or accommodation. Learners should draw on their learning from components 1 and 2, including different types of travel and tourism organisations and their aims, the appeal of destinations to different visitor types, the factors influencing tourism and how organisations respond to these factors, and the impacts of tourism.

Level 1 learners will briefly describe how travel and tourism organisations use market research to identify trends and how an organisation has responded to trends to meet customer needs, preferences and considerations. However, detail will be lacking or links will be unclear.

For Level 2 Distinction: learners will draw information together to assess how the organisation has used market research information on travel and tourism customer trends to adapt products and services. They will assess how effectively the organisation used the market research to identify travel and tourism customer trends. Learners will support their work with detailed examples, showing how the organisation has responded to trends to meet customer needs, preferences and considerations, for example by reducing prices or by introducing new destinations, or new types of product such as 'green' holidays, or services such as green transport options or a crèche for young children. They will make detailed and clear links between the type and purpose of the organisation and how it responded to tourism trends to meet customer needs, preferences and considerations.

For Level 2 Merit: learners will consider how the organisation has used market research information to identify travel and tourism customer trends. They will be able to show how the organisation has responded to trends to meet customer needs, preferences and considerations shown by the research, such as introducing a new type of holiday, destination, activity or facility. Learners will make clear links between type and purpose of organisation and how it responded to trends to meet customer needs, preferences and considerations, although they may not reach a conclusion.

For Level 2 Pass: learners will give a clear account of how the organisation has used market research to identify travel and tourism customer trends, such as destinations visited by a specific age group. They will show how the organisation has responded to the research, such as offering discounted prices, different destinations, new types of holiday, for example adventure holidays, holidays at different times of year. Learners will support their work with valid reasons, making clear links between the type and purpose of organisation and how it has responded to trends to meet customer needs, preferences and considerations.

COMPONENT 3: CUSTOMER NEEDS IN TRAVEL AND TOURISM

For Level 1 Merit: learners will briefly describe the methods of market research an organisation uses to identify travel and tourism trends, including whether it is primary or secondary research and how it is collected. They will briefly explain how the organisation responded to travel and tourism customer trends shown by the research, such as introducing a new type of holiday for a specific group of customers. Learners should be able to name some customer needs, preferences and considerations but may not make clear links to customer trends shown by the research.

For Level 1 Pass: learners will identify types of market research used by the organisation, such as customer questionnaires or tourist data, and will be able to say whether this is primary or secondary. They will identify how the organisation responded to travel and tourism customer trends shown in market research and will be able to identify some customer needs preferences and considerations, but they will make little attempt to link these to the market research trends.

Learning aim B: Explore how to meet the needs and preferences of travel and tourism customers

Evidence for the assignment: teachers will give learners scenarios to choose from, covering different types of customer. The scenarios should include enough detail for learners to identify the customer type and their needs, such as any restrictions on when they might go away and any budget restrictions and preferences, such as interests.

For example, the scenarios could include a family with a young child who has just started school and a baby, who are looking for a relaxing holiday, or a retired couple who take a number of short breaks a year and enjoy shopping and visiting new places, or an environmentally conscious individual who is looking for a holiday with plenty of outdoor activities.

Learners will examine the needs and preferences of at least two different customers from **two** scenarios. Learners will analyse the needs of each customer in the scenarios and suggest the travel and tourism products or services that could meet their needs.

Learners will then prepare a holiday plan for **one** of the scenarios.

Learners should select a destination and plan a holiday of at least three days for the customer(s). The plan should include:

- dates of arrival and departure
- travel method with timings
- accommodation details
- features of destination suitable for customer, such as facilities, activities and attractions in the area
- health concerns and precautions
- safety and security considerations.

Level 2 learners will consider the needs and preferences of the different customers and recommend appropriate products or services. They will produce a holiday plan that meets customer needs and preferences, with valid reasons. Learners should draw on their learning from Components 1 and 2, including how the features of destinations appeal to different visitor types, the factors influencing tourism and the impact of tourism.

Level 1 learners will consider the needs of the different customers and suggest products or services to meet some of their needs and preferences. They will prepare a brief holiday plan that meets some of the customer needs and preferences.

For Level 2 Distinction: learners will carefully consider the needs and preferences of the customers, including needs such as preferred dates and travel requirements, and preferences such as an interest in culture and more unusual destinations, assistance with luggage or flexible mealtimes. They will consider relevant factors that might influence customer needs and preferences, such as their budget and the amount of leisure time they have. Learners will reach justified conclusions and will recommend travel and tourism products or services that fully meet the customer needs. They will justify their chosen products or services with carefully considered reasons.

Learners will show that they have considered all customer needs and preferences when planning their recommended holiday for one of the scenarios. They will show that they have reflected on the suitability of their recommended holiday by giving justified reasons for decisions taken, for example showing how the holiday includes responsible tourism if the customer has an interest in the local environment or culture.

For Level 2 Merit: learners will examine the needs and preferences of the customers and will clearly show the interrelationship between customer needs and preferences and the recommended products or services. Learners will support their work with detailed examples.

Learners will produce a detailed holiday plan for one of the scenarios that meets all customer needs and preferences.

Learners will give valid reasons for their recommended holiday, making appropriate links with the customer needs given in the scenario, for example showing how an emerging destination would be appropriate for a customer who likes exploring new places and how the features of the destination would appeal to the customer.

For Level 2 Pass: learners will give a clear account of the needs and preferences of the customers, such as when they can holiday and how long for, their budget and departure times. Learners will explain the needs and preferences of the customers, giving relevant reasons such as the influence of work patterns on when they can take a holiday. Learners will select products and services that meet the needs and preferences of the customers, and they will use relevant examples to support their work and explain why their recommendations are suitable.

Learners will prepare a holiday plan for one of the scenarios that meets most needs of the customer. They will be able to explain how their holiday meets the needs and preferences of the customer by giving valid reasons and examples.

For Level 1 Merit: learners will briefly describe some of the needs of the customers, including some needs and preferences, and suggest some products or services to meet customer needs for each scenario. Learners will support their work with appropriate examples. However, details may be lacking and some needs may be omitted or links made between customer needs and the recommended products or services may be unclear.

Learners will prepare a brief holiday plan, although some details may be omitted or unclear.

For Level 1 Pass: learners will state the types of customer and identify some of their needs and preferences, including at least one need and one preference. They will suggest at least one product or service per scenario to meet customer needs, briefly stating why customer needs will be met. Learners' work will lack detail and may be presented in bulleted or list format.

Learners will prepare a holiday plan for one of the scenarios that meets some customer needs and preferences, although little detail will be given or some details omitted such as timings. Learners will be able to state how the plan meets some customers' needs and preferences.

Links to other units

The table below illustrates how knowledge, understanding and skills from units across this qualification could be integrated in the delivery of this unit and therefore support learners in making a synoptic response.

Component	Synoptic links to Unit 3: Meeting Customer Needs in Travel and Tourism
<p>Component 1: Travel and Tourism Organisations and Destinations</p> <p>A1 Travel and tourism organisations</p> <p>A4 How travel and tourism organisations work together</p> <p>B2 Tourist destinations</p> <p>B3 Reasons for travel</p> <p>B4 Types of holiday</p> <p>B5 Types of accommodation.</p>	<ul style="list-style-type: none"> • When investigating how travel and tourism organisations use market research and respond to trends shown by market research, learners can draw on their understanding of the types and purpose of travel and tourism organisations. • When investigating travel and tourism trends, learners can draw on their understanding of: <ul style="list-style-type: none"> ○ types of tourism ○ types of visitor ○ features of destinations ○ reasons for travel. • When analysing and assessing the needs, preferences and considerations of different travel and tourism customers, learners can draw on their understanding of: <ul style="list-style-type: none"> ○ types of visitor ○ features of destinations ○ reasons for travel. • When selecting products and services and producing a holiday plan to meet customer needs, preferences and considerations, learners can draw on their understanding of: <ul style="list-style-type: none"> ○ travel and tourism organisations ○ features of destinations ○ reasons for travel – modes of transport ○ types of holiday ○ types of accommodation.

Component	Synoptic links to Unit 3: Meeting Customer Needs in Travel and Tourism
<p>Component 2: Influences on Global Travel and Tourism</p> <p>A1 Factors influencing global travel and tourism</p> <p>A2 Response to factors</p> <p>B1 Possible impacts of tourism</p> <p>B2 Sustainability and managing social impacts</p> <p>B4 Sustainability and managing environmental impacts</p> <p>C1 Tourism development</p>	<ul style="list-style-type: none"> • When investigating market research information, learners can draw on their skills in interpreting data and graphical information. • When considering travel and tourism trends, learners can draw on their understanding of factors influencing global travel and tourism. • When considering how a travel and tourism organisation has responded to research to meet trends, learners can draw on their understanding of ways that travel and tourism organisation might respond to influencing factors. • When analysing and assessing the needs, preferences and considerations of travel and tourism customers to select products and services and plan a holiday to meet customer needs and preferences, learners can draw on their understanding of factors influencing tourism and how organisations respond to these factors. • When identifying travel and tourism trends in research information, learners may draw on their knowledge of sustainable tourism when considering emerging trends and environmental considerations.

COMPONENT 3: CUSTOMER NEEDS IN TRAVEL AND TOURISM

Resource requirements

For this component, learners must have access to the internet and appropriate resources to research different types of travel and tourism products and services, and types of holiday.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

How does this qualification contribute to Key Stage 4 learning?

This qualification provides opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of travel and tourism organisations and their aims, features of tourist destinations, travel and tourism trends and customer requirements.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example communication skills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Internal assessment

Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available on our website. When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

In this qualification, there are two internally-assessed components. These will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. These will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

Operating internal assessment

The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce
- if a component contains synoptic assessment the planned components must allow learners to select and apply their learning using appropriate self-management of tasks.

The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments.

Full definitions of types of assessment are given in *Appendix 1*. Some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility for completing tasks completely and correctly. The differences include:

- at Level 1 – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information
- at Level 2 – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

Level 2 Distinction	A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"> • outstanding performance that addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.
Level 2 Merit	A learner has shown high performance across the component through either : <ul style="list-style-type: none"> • having satisfied all the Level 2 Merit criteria for all learning aims or • having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.
Level 2 Pass	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing coverage and understanding of content at a good standard and appropriate skill demonstration.
Level 1 Merit	A learner has shown an acceptable standard across the component, addressing a range of content and demonstrating some understanding through either : <ul style="list-style-type: none"> • having satisfied all the Level 1 Merit criteria for all learning aims or • having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.
Level 1 Pass	A learner must satisfy all Level 1 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing basic knowledge and ability to complete routine tasks.
U	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence, based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances, and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The BTEC Tech Award suite has an externally-assessed component that comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. The external assessment is rigorous but fully valid as a preparation for progression to vocational qualifications.

This section gives an overview of the key features of the external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* in Component 2 sets out the specific arrangements for the external assessment. The assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the assessment during the period timetabled by Pearson.

Timing of external assessment

The external assessment for this qualification is available in February and May from May 2019 onwards. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the external assessment and whether learners are likely to benefit more from a resit or from having a longer period to prepare.

Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of the external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**
this is the completion of assessment in formal invigilated examination conditions
- **medium control**
this is completion of assessment, usually over a longer period of time, which may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.
- Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking and awarding grades

Marking

Pearson will mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: qualifications.pearson.com (search for *key dates*).

8 Final grading and awarding

Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, set out later in this section, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction*. The table shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be available in the latest version of the specification on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

U	0
Level 1 Pass	12-17
Level 1 Merit	18-23
Level 1 Distinction	24-29
Level 2 Pass	30-35
Level 2 Merit	36-41
Level 2 Distinction	42-48

Calculation of qualification grade table

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be available on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	External	Level 1 Merit	18
3	Internal	Level 1 Merit	15
		Level 1 Pass	42

Example 2: Achievement of an Award with a Level 2 Merit grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		Level 2 Merit	101

Example 3: An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	External	U	0
3	Internal	Level 2 Merit	29
		U	58

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments*.

The Pearson *Equality and diversity policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed components*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Enquiries and appeals about Pearson vocational qualifications policy* document.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any component or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see the document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document, available on our website.

Note that the procedures we ask you to adopt vary between components that are internally assessed and those that are externally assessed.

Internally-assessed components

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed components

External assessment means all aspects of components that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2a* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas for how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

High-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- student textbooks in ebook and print formats
- teacher support, including slides and interactive activities via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms used to define the requirements in the components.

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Adequate	Acceptable in quality or quantity.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant, and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe exactly the nature, scope or meaning of something.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Term	Definition
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.

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