Qualification Specification:

OCN NI Level 2 Diploma in Travel and Tourism

- **Qualification No: 610/2677/3**

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format and scope	v2.0- May 2025

2. Contents

OCN NI Level OCN NI Level 2 Diploma in Travel and Tourism
Qualification No. 610/2677/3
Updated: 10 July 2025 v2.0   3

OCN NI Level OCN NI Level 2 Diploma in Travel and Tourism
Qualification No. 610/2677/3
Updated: 10 July 2025 v2.0   4

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Diploma in Travel and Tourism.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the **OCN NI Level 2 Diploma in Travel and Tourism.**

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These includes guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering this qualification must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualification.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1   Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets:** These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Specimen Assessment Materials:** These have been designed to work in conjunction with the learning content for each individual unit and assist learners to provide evidence which enables them to meet each assessment criteria.

- **Qualification Support Pack:** A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators:** OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors:** Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level OCN NI Level 2 Diploma in Travel and Tourism
Qualification Number: 610/2773/X

Operational start date: 15 May 2023
Operational end date: 30 April 2028
Certification end date: 30 April 2030

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

8.2   Travel and tourism

This qualification has been mapped to National Occupational Standards including the following:

[PPLTT46 Generate increased travel and tourism sales - National Occupational Standards (ukstandards.org.uk)](ukstandards.org.uk)

[PPLTT49 Develop and maintain relationships with face-to-face customers tourism operations - National Occupational Standards (ukstandards.org.uk)](ukstandards.org.uk)

[PPLTT52 Develop and maintain relationships with remote customers - National Occupational Standards (ukstandards.org.uk)](ukstandards.org.uk)

[PPLTT61 Use social media to communicate with customers in travel and tourism - National Occupational Standards](#)

5.3   Grading

Grading for this qualification is Pass/Merit/Distinction/Fail.

5.4   Qualification's Aim and Objectives

Qualification's Aim
The aim of the OCN NI Level 2 Diploma in Travel and Tourism is to enable learners to develop a broad range of travel and tourism knowledge and related skills.

Qualification's Objectives
The objectives of the OCN NI Level 2 Diploma in Travel and Tourism are to enable learners to gain knowledge and skills relating to the following:

- the travel and tourism industry
- customer service for travel and tourism
- marketing and digital media for travel and tourism
- a practical travel and tourism project
- component sectors within the travel and tourism industry

5.5   Target Learners

The OCN NI Level 2 Diploma in Travel and Tourism is targeted at learners who wish to gain employment within the travel and tourism industry or progress to further studies in travel and tourism.

5.6   Entry Requirements

Learners must be at least 16 years of age.

5.7   Progression

The OCN NI Level 2 Diploma in Travel and Tourism will enable learners to progress to higher level qualifications including relevant Level 3 Further Education, Level 3 Apprenticeships or into employment.

5.8   Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4   Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of travel and tourism including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience working in the travel and tourism industry.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5   Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.

- **Relevant Industry Experience:** A minimum of three years of practical experience in the travel and tourism industry is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessor's Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 IQA Requirements

The IQA plays a crucial role in the Centre's internal quality assurance processes. The Centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The IQA for this qualification must meet the following criteria:
- **Relevant Industry Experience:** A minimum of three years of practical experience in travel and tourism is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **IQA Expertise:** IQAs should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQAs Qualification:** IQAs should hold or be currently undertaking a recognised IQA's qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Diploma in Travel and Tourism will enable learners to build the skills and knowledge required to work in the travel and tourism industry. Learners will develop an understanding of effective customer service skills, global holiday destinations, visitor attractions and the role of holiday representatives. The qualification will also enable learners to develop practical employability skills and supports progression to higher level qualifications within this area.

7.2 Qualification Level

In the context of the OCN NI Level 2 Diploma in Travel and Tourism it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 2 which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)
This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)
These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Diploma in Travel and Tourism	
Total Qualification Time (TQT):	480 hours
Total Credits Required:	48 credits
Guided Learning Hours (GLH):	360 hours

7.4 How to Achieve the Qualification

To achieve the OCN NI Level 2 Diploma in Travel and Tourism learners must successfully complete a total of 48 credits including all four mandatory units – 16 credits, plus an additional 32 credits from any of the optional units.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is an holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in Appendix 1 of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, IQAs, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Diploma in Travel and Tourism
Total Qualification Time (TQT) for this qualification: 480 hours
Guided Learning Hours (GLH) for this qualification: 360 hours

To achieve the OCN NI Level 2 Diploma in Travel and Tourism learners must successfully complete a total of 48 credits including all four mandatory units – 16 credits, plus an additional 32 credits from any of the optional units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory units					
Y/650/7206	CBG208	Travel and Tourism Industry	4	30	Two
A/650/7207	CBG209	Customer Service for Travel and Tourism	4	30	Two
D/650/7208	CBG210	Marketing for Travel and Tourism	4	30	Two
F/650/7209	CBG211	Practical Travel and Tourism Project	4	30	Two
Optional units					
K/650/7210	CBG212	Exploring Local Holiday Destinations	4	30	Two
L/650/7211	CBG213	Exploring Global Holiday Destinations	4	30	Two
M/650/7212	CBG214	Working in Airline and Airport Services	8	60	Two
R/650/7213	CBG215	Working in Cruise Services	8	60	Two
T/650/7214	CBG216	Working in Tour Guiding	8	60	Two
Y/650/7215	CBG217	Working as a Holiday Representative	8	60	Two
A/650/7216	CBG218	Working in Hospitality and Reception Services	8	60	Two
D/650/7217	CBG219	Working in Visitor Attractions	8	60	Two
F/650/7218	CBG220	Working in Leisure and Business Travel Services	8	60	Two
H/650/7219	CBG221	Working in Visitor Information and Promotional Services	8	60	Two

9.1   Unit Grading Structure

Each unit will be graded as Pass/Merit/Distinction/Fail. All units are internally assessed within this qualification, and each unit has specified assessment criteria at the Pass, Merit and Distinction unit grades.

Unit grading matrix
• A learner will be considered to have failed a unit if they do not achieve all the pass assessment criteria in that unit • To achieve a pass in a unit the learner must have successfully completed all the pass assessment criteria in that unit • To achieve a merit in a unit the learner must have successfully completed all the pass and merit criteria in that unit • To achieve a distinction in a unit the learner must have successfully completed all the pass, merit and distinction criteria in that unit

9.2   Qualification Grading Structure

The OCN NI Level 2 Diploma in Travel and Tourism will be graded overall as follows:

→ Fail
→ Pass
→ Merit
→ Distinction

9.3   Rationale for Grading Across the Units

Learners who have not achieved a pass in all of the required units for the qualification will be considered to have failed.

Learners achieving a pass should have a sound knowledge and understanding of the area being assessed, the majority of assessment criteria (AC) are at pass level. Learners meeting all learning outcomes at pass standards stated in the AC in a unit will gain a pass for that unit.

Learners achieving a merit will have demonstrated that they can complete more complex tasks beyond the pass level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit standards stated in the AC in a unit will gain a merit for that unit.

Learners achieving a distinction will have demonstrated they can complete more complex tasks at a consistently high level, beyond the merit level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit and distinction standards stated in the AC in a unit will gain a distinction for that unit.

9.4   Calculation of the Qualification Grade

The grades are attained by gaining points for the successful achievement of each unit and the aggregation of those points and conversion to a qualification grade. The following table details the points allocated for pass, merit and distinction for each of the units within the qualification.

Unit Title	Unit Code	Credit Value	Points per unit grade		
			Pass	Merit	Distinction
Travel and Tourism Industry	Y/650/7206	4	30	40	50
Customer Service for Travel and Tourism	A/650/7207	4	30	40	50
Marketing for Travel and Tourism	D/650/7208	4	30	40	50
Practical Travel and Tourism Project	F/650/7209	4	30	40	50
Exploring Local Holiday Destinations	K/650/7210	4	30	40	50
Exploring Global Holiday Destinations	L/650/7211	4	30	40	50
Working in Airline and Airport Services	M/650/7212	8	60	80	100
Working in Cruise Services	R/650/7213	8	60	80	100
Working in Tour Guiding	T/650/7214	8	60	80	100
Working as a Holiday Representative	Y/650/7215	8	60	80	100
Working in Hospitality and Reception Services	A/650/7216	8	60	80	100
Working in Visitor Attractions	D/650/7217	8	60	80	100
Working in Leisure and Business Travel Services	F/650/7218	8	60	80	100
Working in Visitor Information and Promotional Services	H/650/7219	8	60	80	100

The points per unit are added up and then converted to a qualification grade using the following table:

Points for the Qualification Grade Conversion

Points range - Certificate	Grade
360 - 430	P
440 - 550	M
560 and above	D

10. Unit Content

Title	Travel and Tourism Industry
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG208
Unit Reference No	Y/650/7206
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to understand the main types of tourism and the reasons why people travel. The learner will examine the impacts of travel on destinations and the contribution that it makes to the economy.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand the main types of tourism and the reasons people travel.	1.1. Describe the main types of tourism. 1.2. Describe the reasons why people travel.		
2. Understand the role of different organisations within the travel and tourism industry.	2.1. Describe the role of different organisations within the travel and tourism industry.	2.M.1 Describe the products and services offered to customers by at least two of the organisations identified within AC 2.1.	
3. Understand how tourism impacts destinations and contributes to the economy of a country.	3.1. Describe how tourism impacts different destinations. 3.2. Describe different ways tourism contributes to the economy of a country.	3.M.1 Compare two different tourist destinations and assess the impact on the economy of each.	3.D.1 Assess ways to further improve the tourism economy of the destinations identified in AC 3. M.1.
4. Be aware of emerging trends currently affecting the travel and tourism industry.	4.1. Describe emerging trends currently affecting the travel and tourism industry.	4.M.1 Compare two different emerging trends and how they may impact positively and negatively on the travel and tourism industry.	4.D.1 Analyse how the travel and tourism industry are addressing the emerging trends identified in AC 4.M.I.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Travel and Tourism Industry

1. Understand the main types of tourism and the reasons people travel.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research into the main types of tourism and the reasons people travel.
	
	• Types of Tourism
	
	    o Domestic
	    o Inbound/incoming
	    o Outbound
	
	• Reasons for Travel
	
	    o Leisure
	    o Business
	    o VFR (Visiting friends and family)
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Describe the main types of tourism.
	
	Learners will carry out guided research to investigate the key types of tourism with explanations for all and at least three examples of each.
	
	1.2. Describe the reasons people travel.
	
	Learners will carry out guided research to understand the reasons why people travel with explanations for all and at least three examples within each category.

2. Understand the role of different organisations within the travel and tourism industry.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research to understand the role of different organisations within the travel and tourism industry.
	
	• Travel and Tourism Organisations
	
	    o Transport
	    o Accommodation
	    o Attractions
	    o Ancillary services
	    o Tour operators
	    o Travel agents
	    o Tourism development and promotion organisations
	    o Regulatory bodies
	
	Sufficiency (pass)
	Assessment Criteria:
	
	2.1. Describe the role of different organisations within the travel and tourism industry.

		Learners will carry out guided research to understand and describe the role of each of the types of organisations within the travel and tourism industry. **Sufficiency (merit)** Assessment criteria: 2.M.1 Describe the products and services offered to customers at two of the organisations identified within AC 2.1. Learners will carry out guided research to investigate in detail, two organisations within different categories of the travel and tourism industry, including the products and services offered by each.

3.	Understand how tourism impacts destinations and contributes to the economy of a country.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and guided research to support learners in investigating how tourism impacts destinations and contributes to the economy of a country.
		
		• Impacts on a Destination
		
		    o Economic
		    o Environmental
		    o Cultural
		    o Positive
		    o Negative
		
		• Contribution to the Economy
		
		    o Direct economic impact
		    o Contribution to GDP
		    o Jobs
		    o Spending by domestic visitors; inbound visitors
		
		Sufficiency (pass)
		Assessment Criteria:
		
		3.1. Describe how tourism impacts different destinations.
		
		Learners will carry out guided research to investigate in general how tourism impacts destinations both positively and negatively.
		
		3.2. Describe different ways tourism contributes to the economy of a country.
		
		Learners will carry out guided research to investigate in general, how tourism contributes to the economy of a country.
		
		Sufficiency (merit)
		Assessment Criteria:
		
		3.M.1 Compare two different tourist destinations and assess the impact on the economy of each.

		Learners will carry out guided research to compare two different tourist destinations and assess the impact of tourism on the economy of each. One destination should be overseas and the other can be in the UK or overseas. **Sufficiency (distinction)** Assessment Criteria: 3.D.1 Assess ways to further improve the tourism economy of destinations identified in AC 3.M.1. Learners will carry out guided research to assess ways in which the tourism economy of the destinations investigated in 3.M.1 could be further improved. A study visit or guest speaker from the local tourist board or Council tourism department would be useful in completing this criterion.

4.	Be aware of emerging trends currently affecting the travel and tourism industry.	**Scope**
		
		Teaching will cover:
		Content will include guided research into the emerging trends currently affecting the travel and tourism industry.
		
		• Emerging Trends
		
		    o Sustainable Tourism
		    o Experiential Travel
		    o Wellness Tourism
		    o Digital and Smart Tourism
		    o Adventure and Niche Tourism
		    o Bleisure Travel
		    o Resilience Tourism
		
		Sufficiency (pass)
		Assessment Criteria:
		
		4.1. Describe emerging trends currently affecting the travel and tourism industry.
		
		Learners will carry out guided research into a range of emerging trends currently affecting the travel and tourism industry.
		
		Sufficiency (merit)
		Assessment criteria:
		
		4.M.1 Compare two different emerging trends and how they may impact positively and negatively on the travel and tourism industry.
		
		Learners will carry out guided research to compare two different emerging trends currently affecting the travel and tourism industry including how they may impact positively and negatively.
		
		Sufficiency (distinction)
		Assessment criteria:
		
		4.D.1 Analyse how the travel and tourism industry is addressing the emerging trends identified in AC 4.M.1.

	Learners will carry out guided research to analyse ways in which the travel and tourism industry is addressing the emerging trends identified in AC 4.M.1.

Title	Customer Service for Travel and Tourism
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG209
Unit Reference No	A/650/7207
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to explore the products, services and facilities of travel and tourism organisations to meet and exceed customer needs and expectations.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand the importance of effective customer service in the travel and tourism industry.	1.1. Describe the importance of effective customer service in the travel and tourism industry.	1.M.1. Describe the importance of identifying appropriate products and services to meet the needs and wants of different types of customers within the travel and tourism industry.	
2. Understand the use of digital customer service skills in the travel and tourism industry.	2.1. Describe the use of different digital customer service skills and associated technologies within the travel and tourism industry.	2.M.1. Compare the benefits of two of the digital customer service skills and technologies identified in AC 2.1.	2.D.1 Assess a new digital customer service technology for a given travel and tourism organisation and how it may improve customer service.
3. Be able to deliver effective customer service skills for travel and tourism.	3.1. Demonstrate effective customer service skills using appropriate communication and interpersonal skills in three given travel and tourism scenarios.	3.M.1. Assess own communication and interpersonal skills demonstrated in AC 3.1 identifying areas for improvement.	3.D.1 Develop a personal action plan to address the areas for improvement identified in AC 3.M.1.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Customer Service for Travel and Tourism

1. Understand the importance of effective customer service in the travel and tourism industry.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research into customer service provision in the travel and tourism industry. Learners may also use their own experiences of their part-time jobs or work experience to explore the subject. They should investigate a range of travel and tourism organisations to understand what constitutes poor, acceptable, good and excellent standards of service.
	
	• Customer Service including:
	
	    o First impressions of the company and staff
	    o Organisational efficiency
	    o Speed and accuracy of service
	    o Consistency
	    o Products and services offered
	    o Meeting customer needs
	    o Offering information and advice
	    o Handling problems and complaints
	    o Meeting and exceeding customer expectations
	
	• Importance including:
	
	    o To the organisation including:
	       • retaining existing customers
	       • gaining new customers
	       • loyalty
	       • increasing sales
	    o To the customer including:
	       • meeting needs
	       • exceeding expectations
	    o To the employee such as:
	       • job satisfaction
	       • job security
	
	• Customer Types including:
	
	    o Individuals
	    o Families
	    o Groups
	    o Leisure
	    o Business
	    o Bleisure
	    o Customers with additional needs
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Describe the importance of effective customer service in the travel and tourism industry.
	
	Learners will carry out guided research to investigate and describe the importance of effective customer service in the travel and tourism industry. They should be encouraged to research a variety of local travel and tourism organisations, using websites, listening to guest speakers and taking part in study visits. First impressions, company image, organisational efficiency,

		speed and accuracy of service and products and services offered could be examined.

		• Products and Services
		
		    o Transport
		    o Accommodation
		    o Entertainment
		    o Food and Beverage
		    o Ancillary Services including:
		        ▪ Insurance
		        ▪ Information
		        ▪ advice
		    o Technology including:
		        ▪ online booking platforms
		        ▪ mobile apps
		        ▪ virtual tours
		
		Sufficiency (merit)
		Assessment Criteria:
		
		1.M.1 Describe the importance of identifying appropriate products and services to meet the needs and wants of different types of customers with the travel and tourism industry.

2.	Understand the use of digital customer service skills in the travel and tourism industry.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and guided research to understand the use of digital customer service skills in the travel and tourism industry. Digital customer service should be explained as the process of responding to customer questions and concerns via digital channels such as email, live chat, texting, and social media.
		
		• Digital Customer Service Technologies including:
		
		    o Email
		    o Social media platforms
		    o SMS messaging
		    o Live chat and chatbots
		    o Self-help centres
		    o CRM systems including customer data management
		    o Automated booking systems
		
		• Digital Customer Service Skills including:
		
		    o Expertise in use of technologies
		    o Product knowledge
		    o Good digital media etiquette
		    o Speed
		    o Attentiveness
		    o Multi-tasking including handling multiple channels
		    o Problem solving

| | | **Sufficiency (pass)**
Assessment Criteria:

2.1. Describe the use of different digital customer service skills and associated technologies within the travel and tourism industry.

Learners will carry out guided research to understand and describe the use of different digital technologies within the travel and tourism industry. They should be encouraged to research the use of digital customer service in a range of travel and tourism organisations. Guest speakers and taking part in study visits would also prove useful.

Sufficiency (merit)
Assessment criteria:

2.M.1 Compare the benefits of two of the digital customer service skills and technologies identified in AC 2.1.

Learners will carry out guided research to investigate in detail, two of the digital technologies identified in AC 2.1 within two different travel and tourism organisations, discussing the customer service skills required by each.

2.D.1 Assess a new digital customer service technology for a given travel and tourism organisation and how it may improve customer service.

Learners will carry out guided research to identify and assess a new digital customer service technology for a given travel and tourism organisation and explain how it may improve customer service. |
| 3. | Be able to deliver effective customer service skills for travel and tourism. | **Scope**

Teaching will cover:

Content will include teaching and guided research to enable the learner to understand the practical aspects of delivering customer service in travel and tourism situations including the communication and interpersonal skills required.

• Interpersonal Skills including:

 o Communication
 o Empathy
 o Emotional intelligence
 o Listening
 o Problem solving
 o Teamwork
 o Respect

• Communication Skills including:

 o Clarity and volume
 o Confidence
 o Positive body language
 o Eye contact |

	o Active listening o Adapting to the visitor/audience o Friendliness o Offering and receiving feedback o Responsiveness **Sufficiency (pass)** Assessment Criteria: 3.1. Demonstrate effective customer service skills using appropriate communication and interpersonal skills in three given travel and tourism scenarios. Learners will be provided with three scenarios. They should plan role-plays in pairs or small groups to fulfil the briefs, provide written notes and carry out the role-plays, observed by the assessor. Assessor observation feedback will be provided. Video evidence could be used if desired. **Sufficiency (merit)** Assessment Criteria: 3.M.1 Assess own communication and interpersonal skills demonstrated in AC 3.1 identifying areas for improvement. Learners will reflect on own work for AC 3.1 and examine assessor observation. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication and interpersonal skills delivered in the scenarios and identify areas for improvement. **Sufficiency (distinction)** Assessment Criteria: 3.D.1 Develop a personal action plan to address the areas for improvement identified in AC 3.M.1. Learners should carry out research to establish how to implement the areas for improvements identified in 3.M.1 including additional training in certain areas, gaining qualifications and practice.

Title	Marketing for Travel and Tourism
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG210
Unit Reference No	D/650/7208
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to understand the principles of marketing travel and tourism organisations.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand the principles of marketing in the travel and tourism industry.	1.1. Describe the principles of marketing used by travel and tourism organisations to meet different marketing objectives.	1.M.1 Assess the positive impact of the principles described in AC 1.1 in meeting marketing objectives for a given travel and tourism organisation.	
2. Understand the use of promotional materials, activities and brand image for travel and tourism organisations.	2.1. Describe how promotional materials, activities and brand image are used by different travel and tourism organisations.	2.M.1 Describe the importance of planning promotional activities and the use of materials to meet the objectives of a given travel and tourism organisation.	2.D.1 Describe factors that may affect the success of travel and tourism promotional activities.
3. Be able to create appropriate promotional materials for travel and tourism organisations.	3.1. Design and create appropriate promotional materials for a given travel and tourism organisation including brand image.	3.M.1 Assess the effectiveness of the promotional materials designed and created in AC 3.1 identifying areas for improvement.	3.D.1 Develop a distribution plan for the promotional materials created in AC 3.M.1.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Marketing for Travel and Tourism

1. Understand the principles of marketing in the travel and tourism industry.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research into the marketing mix and the factors that influence marketing decisions and support the achievement of organisational objectives in the travel and tourism industry.
	
	• Principles of Marketing
	
	    o Product
	    o Price
	    o Place
	    o Promotion
	
	• Marketing Objectives
	
	    o Increase profitability
	    o Increase market share
	    o Build company image
	    o Challenge the competition
	    o Enter a new market
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Describe the principles of marketing used by travel and tourism organisations to meet different marketing objectives.
	
	Learners will carry out guided research to investigate the definition of marketing and the key aspects of the marketing mix as applied to the travel and tourism industry. They should be encouraged to research how the 4 Ps are used to meet the objectives of travel and tourism organisations.
	
	Sufficiency (merit)
	Assessment Criteria:
	
	1.M.1 Assess the positive impact of the principles described in AC 1.1 in meeting marketing objectives for a given travel and tourism organisation.
	
	Learners will investigate a chosen travel and tourism organisation to assess how it has successfully used the key principles of marketing to achieve its marketing objectives. Listening to guest speakers and taking part in study visits would prove particularly useful for this research.

2. Understand the use of promotional materials, activities and brand image for travel and tourism organisations.	**Scope** **Teaching will cover:** Content will include teaching and guided research to understand the use of promotional materials, activities and brand image for travel and tourism organisations.

	- Promotional Materials, Activities, Brand Image - Advertisements through print, T.V., radio and social media - Billboards - Pop-ups - Outdoor and transport - Launch events - Free gifts - Prize draws - Competitions - Responsible / environmentally friendly attitude - Factors Affecting Promotional Activity Success - Clarity of objectives - Understanding of target audience - Quality of message - Timing - Channel selection **Sufficiency (pass)** Assessment Criteria: 2.1. Describe how promotional materials, activities and brand image are used by different travel and tourism organisations. Learners will carry out guided research into how travel and tourism organisations in general, use promotional materials, activities and brand image to achieve marketing objectives. **Sufficiency (merit)** Assessment criteria: 2.M.1 Describe the importance of planning promotional activities and the use of materials to meet the objectives of a given travel and tourism organisation. Learners will carry out guided research to investigate in detail the promotional activities (including use of materials) of a given travel and tourism organisation to identify how planning these effectively helps to meet its objectives. Listening to guest speakers and taking part in study visits would prove particularly useful for this research. 2.D.1 Describe factors that may affect the success of travel and tourism promotional activities Learners will carry out guided research to investigate the key factors which could affect the success of promotional activities.
3. Be able to create appropriate promotional materials for travel and tourism organisations.	**Scope** **Teaching will cover:** Content will include teaching and guided research to enable the learner to understand the variety of promotional materials used in the travel and tourism industry and create appropriate materials to meet marketing

objectives. Learners will also be supported in understanding the key elements of marketing distribution in order to develop a distribution plan for materials created.

Sufficiency (pass)
Assessment Criteria:

3.1. Design and create appropriate promotional materials for a given travel and tourism organisation including brand image.

Learners will be provided with the objectives to be achieved from the promotional materials and will then decide on the promotional techniques and materials to be used. They should produce three different types of promotional material and be able to explain how the material meets the objective(s). Materials produced should ensure balance between creativity and fitness for purpose. The materials should be attractive and well-presented and must remain informative and fulfil the requirements of any promotional material in terms of ability to meet objectives.

Sufficiency (merit)
Assessment Criteria:

3.M.1   Assess the effectiveness of the promotional materials designed and created in AC 3.1 identifying areas for Improvement.

Learners will reflect on own work for AC 3.1. With assessor guidance as to what questions to pose, learners will use the above to assess the effectiveness of the promotional materials created and identify areas for improvement.

Sufficiency (distinction)
Assessment Criteria:

3.D.1   Develop a distribution plan for the promotional materials created in AC 3.M.1.

Learners will be guided in the function and format of a promotional distribution plan and will develop a suitable plan for their promotional materials created in 3.M.1.

Title	Practical Travel and Tourism Project
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG211
Unit Reference No	F/650/7209
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to plan, set objectives, and monitor goals. The learner will be required to present their travel and tourism project to a given audience.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be able to research and plan for a travel and tourism project.	1.1. Research different opportunities for a travel and tourism project to include purpose, aims and objectives for a given client brief. 1.2. Use research carried out in AC 1.1 to select and justify an appropriate travel and tourism project for a given client brief. 1.3. Create a plan for the travel and tourism project selected in AC 1.2 for a given client brief.	1.M.1 Research and investigate different travel options for the travel and tourism project identified in AC 1.2. 1.M.2 Describe how the travel and tourism project identified in AC 1.2 may be adapted to meet the needs of clients with special requirements.	
2. Be able to carry out a travel and tourism project.	2.1. Carry out and monitor the travel and tourism project, considering timescales, information needed, and skills required.	2.M.1 Carry out and monitor the travel and tourism project, showing independence and initiative.	
3. Be able to present a travel and tourism project to a given audience.	3.1. Present the travel and tourism project plan created in AC 1.3 to a given audience using an appropriate delivery method addressing questions.	3.M.1 Assess own presentation techniques following feedback of the presentation carried out in AC 2.1 identifying areas for improvement.	3.D.1 Evaluate the travel and tourism project in AC 2.1 including how it met the client brief taking into account positive and negative feedback and areas for improvement.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Practical Travel and Tourism Project

1. Be able to research and plan for a travel and tourism project.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research into potential opportunities for a travel and tourism project. Learners could produce outcomes in the form of a power point presentation delivered to the class or other relevant stakeholders. The work should include a range of opportunities identified with purpose, aims and objectives clearly identified for a given client brief and learners will be supported in understanding the process of creating a project plan.
	
	• Project plan opportunities
	
	    o Travel planning
	    o Consumer motivation
	    o Dynamic vs traditional packaging
	    o Trends such as medical tourism, bleisure tourism
	    o Tour planning
	
	• Project plan components
	
	    o Overview including project name, description, objectives, scope
	    o Timelines including start and end dates, milestones, reviews
	    o Tasks
	    o Resources
	    o Team and roles
	    o Risk management
	    o Communication plan
	    o Evaluation and monitoring
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Research different opportunities for a travel and tourism project to include purpose, aims and objectives for a given client brief.
	
	Learners will carry out guided research into various project opportunities for a given client brief, producing a power point presentation section including purpose, aims and objectives. Leaners should be steered towards project opportunities which consider the requirements of 1.M.1 and 1.M.2.
	
	1.2. Use research carried out in AC 1.1 to select and justify an appropriate travel and tourism project for a given client brief.
	
	Learners will develop the work carried out in 1.1 to select and justify a suitable project which will be further developed, adding this information to the power point generated for AC 1.1. Leaners should be steered towards project opportunities which consider the requirements of 1.M.1 and 1.M.2.
	
	1.3. Create a plan for the travel and tourism project selected in AC 1.2 for a given client brief.

		Learners will develop the work carried out in AC 1.2 to create a plan for the travel and tourism project selected, including all key aspects of an effective project plan. Leaners should be steered towards planning for a project which takes into account the requirements of 1.M.1 and 1.M.2. **Sufficiency (merit)** Assessment Criteria: 1.M.1 Research and investigate different travel options for the travel and tourism project identified in AC 1.2. Leaners should be encouraged to consider that travel options depend on the type of project opportunity selected. 1.M.2 Describe how the travel and tourism project identified in AC 1.2 may be adapted to meet the needs of clients with special requirements. Learners should be guided in how to adapt the project to meet the needs of clients with special requirements.

2.	Be able to carry out a travel and tourism project.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and guided research to understand how to conduct and monitor a travel and tourism project, considering timescales, resources needed and skills required.
		
		• Project management resources
		
		    o Human
		    o Financial
		    o Logistical
		    o Technology
		    o Research resources
		    o Marketing and promotional materials
		    o Legal and safety requirements
		
		• Project management skills
		
		    o Planning
		    o Problem solving
		    o Time management
		    o Communication
		    o Cultural awareness
		    o Marketing skills
		    o Use of technology
		    o Creativity
		
		Sufficiency (pass)
		Assessment Criteria:
		
		2.1. Carry out and monitor the travel and tourism project, considering timescales, information needed, and skills required.

		Learners will carry out and monitor the project selected, taking inro account timescales, information needed, and skills required. This work could be presented in the form of a power point for ease of delivering the information to an audience (AC 3.1). Learners should be encouraged to bear in mind that carrying out this work satisfactorily, showing initiative and independence, will achieve the Merit grade. **Sufficiency (merit)** Assessment criteria: 2.M.1 Carry out and monitor the travel and tourism project, showing independence and initiative.

3.	Be able to present a travel and tourism project to a given audience.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and support to enable the learner to present the travel and tourism project plan created in AC 1.3 to a given audience, which could be classmates or other stakeholders. Learners could present the project plan in power point format and should use appropriate presentation skills and be able to answer questions relating to the plan.
		
		Sufficiency (pass)
		Assessment Criteria:
		
		3.1. Present the travel and tourism project plan created in AC 1.3 to a given audience using an appropriate delivery method addressing questions.
		
		Learners will carry out guided reflection to consider what questions might arise from an audience listening to the presentation. They will be given the opportunity to present the information to a selected audience who will be primed to ask relevant questions. Assessors will provide written feedback on the presentation.
		
		• Presentation techniques
		
		   o Be concise
		   o Use voice effectively including volume, speed, tone
		   o Use strong positive body language
		   o Produce an interesting slide deck
		   o Don't overload slides with information (use notes for extra information)
		   o Give the audience something extra
		   o Start strong
		   o Prepare well
		   o Provide a good summary
		   o Rehearse
		
		Sufficiency (merit)
		Assessment Criteria:
		
		3.M.1 Assess own presentation techniques following feedback of the presentation carried out in AC 2.1 identifying areas for improvement.

	Learners will reflect on own work for AC 3.1 and use assessor feedback following the presentation to assess their own presentation techniques and identify areas for improvement.
	Sufficiency (distinction)
	Assessment Criteria:
	3.D.1 Evaluate the travel and tourism project in AC 2.1 including how it met the client brief considering positive and negative feedback and areas for improvement.
	Learners will gather feedback from the audience, use assessor feedback and carry out own reflection to evaluate the travel and tourism project in AC 2.1 to identify how it met the client brief and identify areas for improvement.

Title	Exploring Local Holiday Destinations
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG212
Unit Reference No	K/650/7210
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to investigate local holiday destinations including their appeal, transport hubs and gateways.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be aware of local holiday destinations including gateways, transport hubs.	1.1. Identify different types of local holiday destinations. 1.2. Describe local transport gateways and hubs for the holiday destinations identified in AC 1.1.	1.M.1 Plan transport routes for two different local holiday destinations including suitable gateways and hubs.	
2. Understand the appeal of different local holiday destinations for visitors and tourists.	2.1. Describe the appeal of at least two different local holiday destinations for visitors and tourists.	2.M.1 Compare the appeal of two different local holiday destinations for a given group of visitors and tourists.	2.D.1 Assess how one of the local holiday destinations identified in AC 2.M.1 may improve the appeal to a wider visitor and tourist market.
3. Be able to create a travel plan to visit a local holiday destination which meets the needs and requirements of visitors and tourists.	3.1. Create a travel plan to visit a given local holiday destination which meets the needs and requirements of visitors and tourists.	3.M.1 Create a detailed travel plan for a given group of visitors and tourists which meets their additional needs and requirements when travelling to and visiting a local holiday destination.	

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Exploring Local Holiday Destinations

1. Be aware of local holiday destinations including gateways, transport hubs.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research into local holiday destinations, gateways and transport hubs. Learners should be introduced to different types of tourist destination in their home country and the diverse motivations of the domestic and inbound visitors who decide to travel to specific locations. Content will also include gateways offering visitors convenient entry points and allowing authorities to monitor and control movements of people in and out of the country.
	
	• Types of Holiday Destination
	
	    o City
	    o Coastal
	    o Cultural/historical
	    o Countryside
	
	• Transport Gateways and Hubs
	
	    o Airports
	    o Seaports
	    o Train/Bus Stations
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Identify different types of local holiday destinations.
	
	Learners will carry out guided research to be able to identify the key holiday destinations in a local area including all types listed. Learners should understand the features of each type of holiday destination.
	
	1.2. Describe local transport gateways and hubs for the holiday destinations identified in AC 1.1.
	
	Learners will carry out guided research to add transport gateways and hubs for the holiday destinations identified in AC 1.1. This could be presented on a clear map with accompanying explanatory narrative.
	
	Sufficiency (merit)
	Assessment Criteria:
	
	1.M.1 Plan transport routes for two different local holiday destinations including suitable gateways and hubs.
	
	Learners will develop on the work carried out in AC 1.1 and AC 1.2 to select two local holiday destinations from different types listed and plan transport routes including suitable gateways and hubs.

| 2. Understand the appeal of different local holiday destinations for visitors and tourists. | **Scope**

Teaching will cover:

Content will include teaching and guided research to understand the appeal of different local holiday destinations for inbound and domestic visitors, such as visitor attractions, sporting venues, culture and heritage, shopping, food and drink. Guest speakers from a tourism development body could explain the main appealing features of a destination and the typical profile of the tourists that visit it. An educational visit to a local destination to carry out an investigation would also be useful.

• Appeal

    o Location / accessibility
    o Cultural heritage
    o Natural beauty
    o Entertainment / activities
    o Cuisine
    o Weather
    o Affordability
    o Marketing / promotion

Sufficiency (pass)
Assessment Criteria:

2.1. Describe the appeal of at least two different local holiday destinations for visitors and tourists.

Learners will carry out guided research into two different holiday destination types to describe how and why they appeal to inbound and domestic visitors.

Sufficiency (merit)
Assessment criteria:

2.M.1 Compare the appeal of two different local holiday destinations for a given group of visitors and tourists.

Learners will carry out guided research into two different holiday destination types (not those selected for AC 2.1) to compare how and why they appeal to a specific group of inbound or domestic visitors.

Sufficiency (distinction)
Assessment criteria:

2.D.1 Assess how one of the local holiday destinations identified in AC 2.M.1 may improve the appeal of a wider visitor and tourist market.

Learners will develop on the work carried out for AC 2.M.1 to assess how one of the local holiday destinations identified may improve the appeal to a wider visitor and tourist market. |

3.	Be able to create a travel plan to visit a local holiday destination which meets the needs and requirements of visitors and tourists.	**Scope** **Teaching will cover:** Content will include teaching and guided research to enable the learner to create a travel plan to visit a local holiday destination which meets the needs and requirements of visitors and tourists. Learners should develop on information gathered for learning outcomes one and two, and carry out further research into transport options, entertainment/attractions, food etc. The travel plan should be clear and detailed and to achieve 3.M.1, should include products and services to meet additional needs. **Sufficiency (pass)** Assessment Criteria: 3.1. Create a travel plan to visit a given local holiday destination which meets the needs and requirements of visitors and tourists. Learners will carry out guided research to enable them to develop a detailed travel plan which meets the requirements of a given group of inbound or domestic visitors to visit a local holiday destination. **Sufficiency (merit)** Assessment Criteria: 3.M.1 Create a detailed travel plan for a given group of visitors and tourists which meets their additional needs and requirements when travelling to and visiting a local holiday destination. Learners will develop on the work carried out for AC 3.1 and research additional needs for the group of visitors. Additional needs and how they can be met in the chosen holiday destination, should be added to AC 3.1 work.

Title	Exploring Global Holiday Destinations
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG213
Unit Reference No	L/650/7211
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to investigate global holiday destinations including their appeal, transport hubs and gateways.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Be aware of global holiday destinations including gateways and transport hubs.	1.1. Identify different types of global holiday destinations. 1.2. Describe transport gateways and hubs for global holiday destinations identified in AC 1.1.	1.M.1 Plan transport routes for two different global holiday destinations including suitable gateways and hubs.	
2. Understand the appeal of different global holiday destinations for visitors and tourists.	2.1. Describe the appeal of at least two different global holiday destinations for visitors and tourists.	2.M.1 Compare the appeal of two different global holiday destinations for a given group of visitors and tourists.	2.D.1 Assess how one of the global holiday destinations identified in AC 2.M.1 may approve the appeal to a wider visitor and tourist market.
3. Be able to create a travel plan to visit a global holiday destination which meets the needs and requirements of visitors and tourists.	3.1. Create a travel plan to visit a given global holiday destination which meets the needs and requirements of visitors and tourists.	3.M.1 Create a detailed travel plan for a given group of visitors and tourists which meets their additional needs and requirements when travelling to and visiting a global holiday destination.	

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Exploring Global Holiday Destinations

1. Be aware of global holiday destinations including gateways and transport hubs.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research to provide learners with a sound geographical awareness on a global scale, of the location of key types of holiday destination and how to access them using gateways and transport hubs. Learners should be introduced to research sources including websites, maps, globes, brochures and timetables and should be aware of major international gateways across the world's continents.
	
	• Types of Holiday Destination including:
	
	    o Beach areas
	    o Areas of natural beauty
	    o Cities and towns
	    o Cultural/historical destinations
	    o Winter sports destinations
	    o Destinations with specific attractions
	
	• Transport Gateways and Hubs including:
	
	    o Airports
	    o Seaports
	    o Bus and train stations
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Identify different types of global holiday destinations.
	
	Learners will carry out guided research to be able to identify key global holiday destinations including all types listed. Learners should understand the features of each type of holiday destination.
	
	1.2. Describe local transport gateways and hubs for global holiday destinations identified in AC 1.1.
	
	Learners will carry out guided research to explain transport gateways and hubs and provide examples of gateways and transport hubs for each type of global destination listed and covering all continents.
	
	Sufficiency (merit)
	Assessment Criteria:
	
	1.M.1 Plan transport routes for two different global holiday destinations including suitable gateways and hubs.
	
	Learners will develop on the work carried out in AC 1.1 and AC 1.2 to select two global holiday destinations from different types listed and plan transport routes including suitable gateways and hubs.

2.	Understand the appeal of different global holiday destinations for visitors and tourists.	**Scope** **Teaching will cover:** Content will include teaching and guided research to understand the appeal of different global holiday destinations for different types of visitors. Features could include climate, natural features, attractions, culture and facilities. - Appeal - Location / accessibility - Cultural heritage - Natural beauty - Entertainment / activities - Cuisine - Climate - Affordability - Marketing / promotion **Sufficiency (pass)** Assessment Criteria: 2.1. Describe the appeal of at least two different global holiday destinations for visitors and tourists. Learners will carry out guided research into two different holiday destination types to describe how and why they appeal to visitors and tourists. **Sufficiency (merit)** Assessment criteria: 2.M.1 Compare the appeal of two different global holiday destinations for a given group of visitors and tourists. Learners will carry out guided research into two different holiday destinations; comparing how and why they appeal to a specific group of visitors and tourists. **Sufficiency (distinction)** Assessment criteria: 2.D.1 Assess how one of the global holiday destinations identified in AC 2.M.1 may improve the appeal to a wider visitor and tourist market. Learners will develop on the work carried out for AC 2.M.1 to assess how one of the global holiday destinations identified may improve the appeal to a wider visitor and tourist market.
3.	Be able to create a travel plan to visit a global holiday destination which meets the needs and requirements of visitors and tourists.	**Scope** **Teaching will cover:** Content will include teaching and guided research to enable the learner to create a travel plan to visit a global holiday destination which meets the needs and requirements of visitors and tourists. Learners should develop information gathered for learning outcomes one and two, and carry out

further research into transport options, entertainment/attractions, food etc. The travel plan should be clear and detailed and to achieve 3.M.1, should include products and services to meet additional needs.

- Typical Travel Plan elements

    o Dates
    o Duration
    o Party details and size
    o Customer type
    o Purpose of trip
    o Costs
    o Gateways/Hubs
    o Travel arrangements/Transport methods
    o Trips /tours
    o Accommodation
    o Transfers -

Sufficiency (pass)
Assessment Criteria:

3.1. Create a travel plan to visit a given global holiday destination which meets the needs and requirements of visitors and tourists.

Learners will carry out guided research to enable them to develop a detailed travel plan which meets the requirements of visitors and tourists to visit a given global holiday destination.

Sufficiency (merit)
Assessment Criteria:

3.M.1 Create a detailed travel plan for a given group of visitors and tourists which meets their additional needs and requirements when travelling to and visiting a global holiday destination.

Learners will develop on the work carried out for AC 3.1 and research additional needs for the group of visitors. Additional needs and how they can be met in the chosen holiday destination, should be added to AC 3.1 work.

Title	Working in Airline and Airport Services
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG214
Unit Reference No	M/650/7212
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities within airline and airport services and the skills required to work within this sector.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities within airline and airport services.	1.1. Compare different job opportunities for employment within airline and airport services including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work in airline and airport services.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles within airline and airport services.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1 identifying and analysing own development needs.
3. Understand how airline and airport products, services and facilities meet passenger needs and expectations.	3.1. Describe different types of airline and airport passengers and their needs and expectations. 3.2. Describe different products, services and facilities provided by commercial airlines and airports to meet passenger needs and expectations.	3.M.1 Describe how commercial airlines and airports may adapt products, services and facilities to meet the needs of passengers with special requirements.	
4. Be able to deliver effective customer service skills within the airline and airport industries to improve the passenger experience.	4.1. Demonstrate effective customer service skills using appropriate communication and interpersonal skills in three given airline and airport scenarios, including the use of appropriate documentation.	4.M.1 Assess own communication and interpersonal skills demonstrated in AC 4.1 identifying areas for improvement.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Working in Airline and Airport Services

1. Understand different employment opportunities within airline and airport services.	**Scope**
	
	Teaching will cover:
	
	Content will include the key types of airline and airport employment opportunities available within the sector, main responsibilities and progression routes:
	
	• Airline Employment Opportunities
	
	    o Pilot
	    o Cabin crew
	    o Sales and marketing
	    o Engineering / technical roles
	
	• Airport Employment Opportunities
	
	    o Passenger service agent for check-in and boarding
	    o Air traffic controllers
	    o Security
	    o Lounge staff
	    o Bus drivers
	    o Retail
	    o Catering and hospitality
	
	• Main Responsibilities (dependent on job roles)
	
	    o Passenger and crew safety
	    o Managing the technical operation of the aircraft including flight path information, weather forecasts, aircraft details, fuel management, liaison with air traffic control and writing reports
	    o Dealing with passenger queries
	    o Handling problems
	    o Checking in and boarding passengers
	    o Planning schedules and rosters
	    o Marketing
	    o Passenger movement throughout various parts of the airport
	    o Cargo handling
	    o Retail and sales operations
	    o Housekeeping
	
	• Responsibilities to:
	
	    o Passengers
	    o Colleagues
	    o The airport and airline management
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Compare different job opportunities for employment in airline and airport services including the main responsibilities of each.

		Learners will carry out guided research to investigate two airline and four airport employment opportunities (jobs). Guest speakers, videos, educational visits or the opportunity to interview airline and airport employees would provide useful information. Additional research, including examination of job advertisements websites, will provide information on the roles and responsibilities of the various jobs. There should also be some comparisons made between job roles to achieve the pass grade.
		
		 • Progression Routes
		
		     o Upwards
		     o Sideways
		     o Into other jobs using the same skills
		
		 Sufficiency (merit)
		 Assessment criteria:
		
		 1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.
		
		 Learners will identify possible progression routes for two of the job roles identified above (one from airlines and one from airports), including progression routes which involve promotion and routes into other similar job roles which make use of the same skills.

2.	Understand the necessary entry requirements, skills and qualities required to work in airline and airport services.	**Scope**
		
		 Teaching will cover:
		
		 Content will include providing learners with an understanding of the entry requirements, skills and qualities required for at least two of the airline and airport roles researched in AC 1.1.
		
		 • Entry Requirements
		
		     o Qualifications
		     o Experience
		     o Ability to carry out the role including a Driver's License, travelling distance from the airport and ability to obtain airport ID
		
		 • Skills
		
		     o Technical skills for professional roles such as pilot and engineer
		     o Communication skills
		     o Interpersonal skills
		     o Customer service
		     o Organisational skills
		     o IT
		     o Ability to work quickly
		     o Attention to detail
		     o Safety awareness

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    o Multi-tasking
    o Flexibility
    o Language skills

- Qualities

    o Friendly and approachable
    o Confidence
    o Empathy
    o Adaptability
    o Enthusiastic
    o Team worker
    o Ability to use own initiative

Sufficiency (pass)
Assessment Criteria:

2.1. Describe the entry requirements, skills and qualities required for two different job roles within airline and airport services.

Learners will carry out guided research into the job roles of two different types of hospitality and reception jobs including entry requirements, skills and qualities required for the roles.

Sufficiency (merit)
Assessment criteria:

2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.

Learners will be guided in the purpose of and how to carry out a personal skills audit. They will conduct a personal skills audit to establish their own level in terms of the skills required for one of the job roles examined in AC 2.1.

Sufficiency (distinction)
Assessment criteria:

2.D.1 Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs.

Following on from 2.M.1, learners will explain, based on their skills and qualities, why they would be suited to the role. They should also examine their areas of weakness, explaining why these would be a drawback in the role and finally identify the areas where they could improve and develop in order to be effective in the role.

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3. Understand how airline and airport products, services and facilities meet passenger needs and expectations.

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Scope

Teaching will cover:

Content will include a range of products, services and facilities offered by airport and airline services to meet passenger needs and expectations.

- Products, Services and Facilities - Airports

    o Parking and transportation
    o Check in
    o Baggage handling

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- Security
- Lounges
- Food and beverage services
- Products and services to meet the additional needs of customers including mobility support, facilities for children, hearing loops and braille for signage
- Business services
- Shopping

- Products, Services and Facilities – Airlines

  - Range of destinations and frequency of flights
  - Booking facilities including choosing seats, online check-in and baggage policies
  - Lounge access
  - Quality of check-in and passenger support
  - Services for passengers with special needs
  - Aircraft comfort including seats, food and beverages, In-flight entertainment, wi-fi and charging ports
  - Baggage claim procedures
  - Feedback and complaints handling mechanisms

- Airport and Airline Passengers

  - Leisure passengers
  - Business passengers
  - Frequent flyers
  - Passengers with special needs
  - Families travelling with small children
  - Groups
  - Senior passengers

Sufficiency (pass)
Assessment Criteria:

3.1. Describe different types of airline and airport passengers and their needs and expectations.

Learners will identify a range of passenger types and carry out guided research to understand the needs and expectations of each. In addition, learners will research relevant airline and airport products, services and facilities to meet the needs and expectations of a given selection of passenger types.

3.2. Describe different products and services and facilities provided by commercial airlines and airports to meet passenger needs and expectations.

Learners will carry out guided research to describe the different products, services and facilities provided by commercial airlines and airports to meet passenger needs and expectations.

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<td>Sufficiency (merit)
Assessment criteria:

3.M.1   Describe how commercial airlines and airports may adapt products, services and facilities to meet the needs of passengers with special requirements.

Learners will carry out guided research to understand the needs of customers with special requirements related to mobility, hearing, sight and other relevant issues and to explain how airline and airport services may adapt to meet their passenger requirements.</td>
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<td>4.   Be able to deliver effective customer service skills within the airline and airport industries to improve the passenger experience.</td>
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Scope

Teaching will cover:

Content will include teaching and guided research to enable the learner to understand the practical aspects of working in airline and airport services, including demonstrating effective customer service skills in three scenarios and completing relevant documentation.

- Customer Service Skills (dependent on job role)

  - Greeting customers
  - Providing check-in and boarding services
  - Providing information
  - Answering queries
  - Handling problems
  - Carrying out retail sales
  - Food and beverage delivery
  - Aircraft on board services
  - Providing security services

- Communication Skills

  - Confidence
  - Positive body language
  - Eye contact
  - Clear speech
  - Empathy
  - Problem solving
  - Active listening
  - Time management
  - Emotional intelligence

Sufficiency (pass)
Assessment Criteria:

4.1. Demonstrate effective customer service skills using appropriate communication and interpersonal skills in three given scenarios.

Using well designed role-play scenarios, in small groups, learners will prepare and deliver appropriate role-plays. Accompanying paperwork should be included. In addition, the assessor will provide observation feedback on the role-plays. Video and audio evidence could be used if desired.

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| | **Sufficiency (merit)**
Assessment criteria:

4.M.1 Assess own communication and interpersonal skills demonstrated in AC 4.1 identifying areas for improvement.

Learners will reflect on own role-play performances and examine assessor observation feedback. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication and interpersonal skills delivered during the role-plays and identify areas for improvement.

Sufficiency (distinction)
Assessment criteria:

4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

Learners should carry out research to establish how to implement the areas improvements identified in 4.M.1 including additional training in certain areas, gaining qualifications and practice. |

Title	Working in Cruise Services
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG215
Unit Reference No	R/650/7213
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities within cruise services and the skills required to work within this sector.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities within the cruise industry.	1.1. Compare different job opportunities for employment within cruise services including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work in cruise services.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles within cruise services.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1. identifying and analysing own development needs.
3. Understand how cruise products, services and facilities meet passenger needs and expectations.	3.1. Compare different cruise experiences and areas cruise companies operate within. 3.2. Describe different types of cruise passengers and their needs and expectations. 3.3. Describe different products, services and facilities provided by cruise companies to meet passenger needs and expectations.	3.M.1 Describe how cruise companies may adapt products, services and facilities to meet the needs of passengers with special requirements.	

4. Be able to deliver effective customer services skills within the cruise industry to improve the passenger experience.	4.1. Demonstrate effective customer service skills using appropriate communication and interpersonal skills in three given cruise scenarios including consideration of the passenger brief.	4.M.1 Assess own communication and interpersonal skills demonstrated in AC 4.1 identifying areas for improvement.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Working in Cruise Services

1. Understand different employment opportunities within the cruise industry.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research into the broad types of cruise industry employment opportunities as well as the main responsibilities and progression routes. Learners should be made aware of the different types of cruises available and how the type of cruise and size of ship can affect employment opportunities.
	
	• Cruise industry on-board employment opportunities
	
	   o Deck and engineering roles including deck hands, navigational officers, first officers, engineers, and electricians
	   o Hotel and housekeeping operations including concierge, housekeeping staff, waiting staff and chefs
	   o Entertainment and activities roles including entertainers, fitness and spa staff, casino staff and cruise director.
	   o Guest services and sales such as guest relations officers, shore excursions managers and retail staff
	   o Medical and safety roles including doctors, nurses and safety officers
	   o IT and communications roles
	
	• Cruise industry shore employment opportunities
	
	   o Cruise sales agents
	   o Marketing specialists
	   o Travel agents
	
	• Main Responsibilities (dependent on the role)
	
	   o General ship maintenance
	   o Technical operations
	   o Engine and electrical maintenance
	   o Delivering and managing guest services
	   o Providing guest information and assistance with special requests
	   o Serving meals and restaurant management
	   o Preparing food
	   o Providing and overseeing entertainment and leisure activities such as excursions, theatre and classes
	   o Handling passenger concerns and complaints
	   o Organising and selling shore excursions for passengers
	   o Managing onboard shops
	   o Responsibility for passenger and crew care and health
	   o Ensuring that safety drills and emergency procedures are followed
	   o Overseeing the ship's technology infrastructure
	   o Managing internal and external communications
	   o Sales of cruise packages to customers
	   o Promotion of cruise lines through advertising and social media

	• Responsibilities to:
	
	    ○ Passengers
	    ○ Colleagues
	    ○ The company employer
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Compare different job opportunities for employment within cruise services including the main responsibilities of each.
	
	Learners will carry out guided research to investigate at least four cruise services roles. Guest speakers, videos or the opportunity to interview a relevant person would provide useful information. Additional research, including examination of job advertisements and websites, will provide information on the roles and responsibilities of the various jobs. There should also be some comparisons made between job roles to achieve the pass grade.
	
	• Progression routes
	
	    ○ Upwards
	    ○ Sideways
	    ○ Into other jobs using the same skills
	
	Sufficiency (merit)
	Assessment criteria:
	
	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.
	
	Learners will identify possible progression routes for two of the job roles identified above, including progression routes which involve promotion and routes into other similar job roles which make use of the same skills.

2. Understand the necessary entry requirements, skills and qualities required to work in cruise services.	**Scope**
	
	Teaching will cover:
	
	Content will include providing learners with an understanding of the entry requirements, skills and qualities required for at least two of the cruise services job roles researched in AC 1.1.
	
	• Entry requirements
	
	    ○ Qualifications
	    ○ Experience
	    ○ Visas
	    ○ Licences

- Skills

  - Technical depending on the job role such culinary, creative, language and maritime
  - Communication
  - Interpersonal
  - Customer service
  - Adaptability
  - Flexibility
  - Teamwork
  - Presentation
  - Problem solving

- Qualities

  - Positive image
  - Confidence
  - Well organised
  - Energetic
  - Resilience
  - Cultural awareness
  - Use of initiative

Sufficiency (pass)
Assessment Criteria:

2.1. Describe the entry requirements, skills and qualities required for two different job roles within cruise services.

Learners will carry out guided research into the roles of two different types of cruise services jobs including entry requirements, skills and qualities required for the roles.

Sufficiency (merit)
Assessment criteria:

2.M.1   Carry out a personal skills audit for a given job role identified in AC 2.1

Learners will be guided in the purpose of and how to carry out a personal skills audit. They will conduct a personal skills audit to establish their own level in terms of the skills required for one of the job roles examined in AC 2.1.

Sufficiency (distinction)
Assessment criteria:

2.D.1   Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs.

Following on from 2.M.1, learners will explain, based on their skills, why they would be suited to the role. They should also examine their areas of weakness, explaining why these would be a drawback in the role and finally identify the areas where they could improve and develop their qualifications to become fully effective in the role.

3. Understand how cruise products, services and facilities meet passenger needs and expectations.	**Scope**
	Teaching will cover:
	Content will include providing learners with an understanding of the main types of cruise experience available, the most popular cruise destinations and a range of products and services offered within cruise services to meet customer needs and expectations.
	• Cruise experiences

	o Ocean
	    o River
	    o Luxury
	    o Themed
	    o Adventure
	    o Yacht
	    o Family
	    o Mini
	    o Mega

	• Cruise areas

	o Mediterranean
	    o Caribbean
	    o Northern Europe and the Baltics
	    o South Pacific and Australia
	    o Asia
	    o Alaska
	    o South America and Antarctica
	    o Hawaii and the Pacific coast

	• Products and Services

	o Accommodation
	    o Dining
	    o Entertainment
	    o Recreation
	    o Shore excursions
	    o Shopping
	    o Children's clubs
	    o Laundry

	Sufficiency (pass) Assessment Criteria:
	3.1. Compare different cruise experiences and areas cruise companies operate within.
	Learners will carry out guided research to identify and compare a range of potential cruise experiences, including the main cruise areas of the world.
	3.2. Describe different types of cruise passengers and their needs and expectations.

		Learners will carry out guided research to identify and describe the main types of cruise passenger and their needs and expectations. 3.3 Describe different products, services and facilities provided by cruise companies to meet passenger needs and expectations. Learners will carry out guided research to identify the different products and services provided by cruise companies and describe how they meet passenger needs and expectations. **Sufficiency (merit)** Assessment criteria: 3.M.1 Describe how cruise companies may adapt products, services and facilities to meet the needs of passengers with special requirements. Learners will carry out guided research to understand the needs of passengers with special requirements related to mobility, hearing, sight and other relevant issues and to explain how cruise companies may adapt to meet their passenger's requirements.

4.	Be able to deliver effective customer services skills within the cruise industry to improve the passenger experience.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and guided research to enable the learner to understand the practical aspects of working in cruise services, including using appropriate communication and interpersonal skills to improve the passenger experience.
		
		• Interpersonal Skills
		
		   o Communication
		   o Empathy
		   o Emotional intelligence
		   o Listening
		   o Problem solving
		   o Teamwork
		   o Respect
		
		• Communication Skills
		
		   o Clarity and volume
		   o Confidence
		   o Positive body language
		   o Eye contact
		   o Active listening
		   o Adapting to the passenger/audience
		   o Friendliness
		   o Offering and receiving feedback
		   o Responsiveness
		
		Sufficiency (pass)
		Assessment Criteria:
		
		4.1. Demonstrate effective customer service skills using appropriate communication and interpersonal skills in three given cruise scenarios including consideration of the passenger brief.

Learners will be provided with three scenarios, each including a specific passenger brief. They should plan role-plays in pairs or small groups to fulfill the briefs, provide appropriate written notes and carry out the role-plays, observed by the assessor. Assessor observation feedback will be provided. Video evidence could be used if desired.

Sufficiency (merit)
Assessment criteria:

4.M.1   Assess own communication and interpersonal skills demonstrated in AC 4.1 identifying areas for improvement.

Learners will reflect on own work for AC 4.1 and examine assessor observation feedback. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication and interpersonal skills delivered in the scenarios and identify areas for improvement.

Sufficiency (distinction)
Assessment criteria:

4.D.1   Develop a personal action plan to address the areas for improvement identified in AC 4.M.1

Learners will carry out guided research to establish how to implement the areas for improvements identified in 4.M.1

Title	Working in Tour Guiding
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG216
Unit Reference No	T/650/7214
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities within the tour guiding sector and the skills required to work within this sector. The learner will also be required to plan and deliver a guided tour of at least 20 minutes duration.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities within the tour guiding sector.	1.1. Compare different job opportunities for employment within the tour guiding sector including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work in the tour guiding sector.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles in the tour guiding sector.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1 identifying and analysing own development needs.
3. Understand how tour guiding experiences meet customer needs and expectations.	3.1. Describe different tour guiding experiences and how these meet customer needs and expectations.	3.M.1 Describe how tour guiding experiences may be adapted to meet the needs of customers with special requirements.	

4. Be able to plan and deliver a guided tour, demonstrating effective customer service and presentation skills.	4.1. Plan a guided tour with commentary of at least 20 minutes to meet the needs of a given group of customers, taking account of the necessary health and safety considerations and evaluation methods. 4.2. Deliver the guided tour planned in AC 4.1 demonstrating effective communication and presentation skills, responding to customer questions.	4.M.1 Assess own communication and presentation skills demonstrated during the guided tour delivered in AC 4.2 identifying areas for improvement. 4.M.2 Evaluate the guided tour delivered in AC 4.2 taking account of customer feedback and satisfaction.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1. 4.D.2 Make any amendments to the guided tour planned in AC 4.1 taking account of customer feedback and satisfaction.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Working in Tour Guiding

1. Understand different employment opportunities within the tour guiding sector.	**Scope**
	
	Teaching will cover: The content will include the following types of tour guides and the different employment opportunities available within the sector, including the key responsibilities and progression routes where applicable, for each including:
	
	• Types of Tour Guides
	  o Local guides
	  o Regional guides
	  o International guides
	  o Site guides
	  o Step on guides
	
	• Employment Opportunities
	  o City walking tours
	  o Food and drink tours
	  o Historical tours
	  o Coach tours
	  o Museum tours
	  o Adventure tours
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Compare different job opportunities for employment within the tour guiding sector including the main responsibilities of each.
	
	• Local Guides may provide tours including:
	  o walking tours
	  o culinary tours
	  o historical tours
	  o bike tours
	  o specialist tours
	• Regional guides may provide tours including:
	  o regions such as the Lake District or the Causeway Coast, using coach travel and visiting key destinations on a given route
	• International guides may provide tours including:
	  o across a range of countries through Europe, escorting groups for a period of time and managing all aspects of the tour
	• Site guides may provide tours including:
	  o in specific sites such as museums or visitor attractions
	• Step on guides may include – guides providing short tours for groups of visitors arriving at a destination.
	
	Employment Opportunities may include the following and local examples may be used:
	• City walking tours - tour of a city area, taken on foot and led by an expert tour guide. Tours usually last between 1 and 3 hours and cover multiple sites.
	• Culinary tours – tour of an area designed to introduce visitors to the history and traditions of a population through their food culture. A culinary tour includes food and beverage tasting related to a theme.
	• Historical tours – tour of an area with the primary purpose of exploring the history and heritage delivered by tour guides with expert knowledge of the tangible and intangible heritage of the area/site.

		• Coach tours – tour of an area/region following a scheduled itinerary, including multiple stops at sites of interest where an expert tour guide provides interesting and relevant commentary. Tours usually last a full day or half day
		• Museum tours – tour of a museum (indoor/outdoor), following a scheduled itinerary and led by an expert guide, usually employed by the museum, providing interesting and relevant commentary relating to artefacts / exhibitions.
		• Adventure tours – tours involving challenging oneself against elements such as water and mountains and requiring extensive planning.
		
		• Main responsibilities
		   ○ Organising and leading tours
		   ○ Time management
		   ○ Following schedules and itineraries
		   ○ Knowledge
		   ○ Customer service
		   ○ Health and safety
		   ○ Ambassador
		
		Sufficiency (merit)
		Assessment criteria:
		
		1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.
		
		Learners will identify possible progression routes for two types of tour guides including progression routes which involve guiding over a broader geographical area, promotion and routes into other similar job roles which make use of the same skills.

2.	Understand the necessary entry requirements, skills and qualities required to work in the tour guiding sector.	**Scope**
		
		Teaching will cover:
		
		Content will include the entry requirements, skills and qualities required to work in the tour guiding sector
		
		• Entry requirements may include the following:
		   ○ Qualifications
		   ○ Licenses
		   ○ Insurance
		   ○ Knowledge
		   ○ Physical fitness
		
		• Skills
		   ○ Mukti-tasking
		   ○ Time management
		   ○ Projection
		   ○ Research
		   ○ Knowledge and expertise
		   ○ Communication
		   ○ Interpersonal
		   ○ Multi-lingual
		   ○ Organisational

- Qualities
  - Confidence
  - Empathy
  - Patience
  - Optimism
  - Flexibility
  - Humour
  - Energy
  - Assertiveness

Sufficiency (pass)
Assessment Criteria:

2.1. Describe the entry requirements, skills and qualities required for at least two different job roles in the tour guiding sector.

- Research may include the following:
  - GSCEs or equivalent in English, Maths, History, Business Studies, Travel & Tourism, Languages
  - Accredited qualifications (including various levels if applicable) available for tour guides in their own region and how these qualifications can be obtained.
  - In-house qualifications offered to tour guides including site-specific qualifications and training
  - Public liability insurance as an entry requirement into the tour guiding sector and how this is obtained
  - Key skills required for each of the job roles identified including:
    - time management
    - multi-tasking
    - research skills
    - expert knowledge of the given site/ area/ topic
    - strong communication and interpersonal skills
    - organisational skills
    - languages

Sufficiency (merit)
Assessment criteria:

2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1

Complete personal skills audit using template attached.

Sufficiency (distinction)
Assessment criteria:

2.D.1 Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs.

Examine areas of weakness

Identify how areas for weakness may be improved

3.	Understand how tour guiding experiences meet customer needs and expectations.	**Scope**
		
		Teaching will cover:
		
		Content will include an understanding of key types of tour guiding experiences as well as main customer types and their needs and expectations
		
		• Tour guiding experiences may include*:*
		  o Sight-seeing tour – a general city tour taking in the top visual priorities
		  o Cultural / historical tour – an area or city tour with a focus on a specific topic such as architecture or museum /stately home guided tour, industrial heritage, historical graveyard
		  o Adventure tour – hiking, guided cycling tours
		  o Specialty tour – food tour, foraging tour, art tour
		
		• Customer types may include:
		  o Individuals – locals or overseas visitors travelling alone, in couples or small groups
		  o Groups – larger groups either on coach or walking, possibly on bigger tours such as a cruise
		  o Families – with children of varying ages
		  o Specialist groups - experts, tourism promoters, educational groups
		
		• Needs and expectations may include:
		  o Clear instructions – before, during and after the tour about key elements of the tour, start and end point, duration, route, comfort stops
		  o Facilities/ sites to suit the group
		  o Expertise – up to date, interesting, sufficient knowledge for the given group
		  o Variety in content and delivery
		  o Value for money
		  o Appropriate time to examine sites /artifacts
		  o Hospitality, shopping and extended services
		  o Expertise
		  o Personalized and professional delivery
		  o Innovation and adaptability – particularly if the original tour/route is not available
		  o Attention to the protection of natural resources
		
		• Special requirements may include:
		  o Mobility
		  o Sight
		  o Hearing
		  o Special needs
		
		Sufficiency (pass)
		Assessment Criteria:
		
		3.1. Describe different tour guiding experiences and how these meet customer needs and expectations.
		• Guiding experiences may include:
		  o General sight-seeing tours such as a city tour walking or bus tour taking in a brief summary of the top visual priorities
		  o Cultural / historical tours which focus on an area or city taking in specific topics such as architecture, history or industrial heritage.

	It could also include a museum, graveyard or stately home guided tour
	   ○ Adventure tours such as hiking, guided cycling tours
	   ○ Specialty tours such as food tours, pub tours, foraging tours, art tours
	
	  • Customer needs and expectations may include:
	   ○ start time and location
	   ○ tour duration and route
	   ○ what to bring such as clothing and footwear
	   ○ suitability of tour for mobility
	   ○ health and safety instructions
	   ○ comfort stops times and availability
	   ○ Information provided during the tour
	   ○ Appropriate activities for families
	   ○ Key points of interest for visiting tourism professionals
	   ○ Expertise in the given area/topic
	   ○ Variety in content and delivery
	   ○ Value for money
	   ○ Good timekeeping
	   ○ Knowledge of extended services
	
	Sufficiency (merit)
	Assessment criteria:
	
	3.M.1 Describe how tour guiding experiences may be adapted to meet the needs of customers with special requirements.
	
	  • Learners will carry out research which may include the following:
	   ○ Mobility requirements
	   ○ Sight requirements
	   ○ Hearing requirements
	   ○ Special needs requirements

4. Be able to plan and deliver a guided tour, demonstrating effective customer service and presentation skills.	**Scope**
	
	Teaching will cover:
	
	Learners will evidence their ability to plan and deliver a guided tour, demonstrating effective customer service and presentation skills
	
	Guided tour
	Sightseeing tour in an area or site such as city centre location, town or village, city quarter, historical site such as museum or cemetery
	Including 20 minutes of prepared commentary (excluding walking between sites if there are multiple topics).
	
	  • Delivery should include:
	   ○ Individual learner tours delivered within the timeframe, without the use of notes
	   ○ Include a clear welcome, introduction, housekeeping Health and Safety, an interesting and sufficient commentary and a strong finale.
	   ○ Including the safe management of the group between sites
	   ○ Handling questions competently.

- Evaluation
  - Examination of effective communication and presentation skills for a tour guide and assessing own skills in this context
  - Use of assessor observation and customer (peer) feedback to assist in self-evaluation

- Action Plan
  - Plan for self-development following evaluation of tour delivered in light of assessor and customer feedback.

Sufficiency (pass):
Assessment criteria:

4.1   Research and write a 20-minute tour commentary for an agreed site/area
- Learners will deliver a confident and interesting tour to a group of selected customers
- Gather feedback and carry out evaluation including tutor observation.

Sufficiency (merit)
Assessment criteria:

4.M.1 and 4.M.2
Examine tutor observation and customer feedback, identifying areas for improvement. Evaluate findings to improve future tours.

Sufficiency (distinction)
Assessment criteria:

4.D.1 and 4.D.2 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1. Use feedback to review the tour planned, identifying improvements.

Title	Working as a Holiday Representative
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG217
Unit Reference No	Y/650/7215
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities as a holiday representative and the skills required to work within this sector.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities as a holiday representative.	1.1. Compare different job opportunities for employment as a holiday representative including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work as a holiday representative.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles as a holiday representative.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1 identifying and analysing own development needs.
3. Understand how holiday representatives meet holiday guest needs and expectations.	3.1. Describe different products, services and facilities offered by different categories of holiday representatives to meet the needs and expectations of different types of holiday guests.	3.M.1 Describe how holiday representatives may adapt products, services, and facilities to meet the needs of holiday guests with special requirements.	
4. Be able to deliver effective customer service skills as a holiday representative to meet guest needs and improve the holiday experience.	4.1. Demonstrate effective customer service skills using appropriate communication and presentation skills in the following scenarios: a) arrival and transfer b) welcome meeting c) promotion of products and services 4.2. Complete the necessary	4.M.1 Assess own communication and presentation skills demonstrated in AC 4.1 identifying areas for improvement.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M1.

	documentation relating to destination requirements and guest needs.		

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Working as a Holiday Representative
1. Understand different employment opportunities as a holiday representative.	**Scope** **Teaching will cover:** Content will include following types of holiday representative and the various employment opportunities available within the sector, main responsibilities and progression routes: - Holiday Representatives and Employment Opportunities - Resort / property 18-30s - Ski - Transfer - Children's - Main Responsibilities - Meet and greet - Transfers - Coach commentaries - Welcome meetings - Noticeboards - Information booklets / websites - Health and safety checks - Property visits - Looking after guests - Managing and facilitating children's clubs - Managing and facilitating ski arrangements - Selling excursions - Administration and paperwork - Dealing with non-routine incidents such as accidents, illness, lost passports, crime incidents - Handling complaints - Responsibilities to: - Guests - Colleagues - Suppliers - The Organisation **Sufficiency (pass)** Assessment Criteria: 1.1. Compare different job opportunities for employment as a holiday representative including the main responsibilities of each. Learners will carry out guided research to investigate as a minimum, the holiday representative roles identified and the organisations providing job opportunities. Guest speakers, videos or the opportunity to interview a holiday representative would provide useful information. Additional research, including examination of job advertisements and tour operator websites, will provide information on the roles and responsibilities of various

holiday representatives. There should also be some comparisons made between job roles to achieve the pass grade.

- Progression routes

  - Upwards
  - Sideways
  - Into other jobs using the same skills

Sufficiency (merit)
Assessment criteria:

1.M.1   Summarise the possible progression routes for at least two different job roles identified in AC 1.1.

Learners will identify possible progression routes for two types of holiday representatives including progression routes which involve working over a broader geographical area, promotion and routes into other similar job roles which make use of the same skills.

| 2. | Understand the necessary entry requirements, skills and qualities required to work as a holiday representative. | **Scope**

Teaching will cover:

Content will include providing learners with an understanding of the entry requirements, skills and qualities required for at least two of the holiday representative job roles researched in AC 1.1.

• Entry requirements

   o Qualifications
   o Academic qualifications
   o Licenses / visas
   o Insurance
   o Knowledge
   o Physical fitness
   o Experience

• Skills

   o Mukti-tasking
   o Time management
   o Projection
   o Knowledge
   o Communication
   o Interpersonal
   o Multi-lingual
   o Administrative
   o Problem solving

• Qualities

   o Confidence
   o Assertiveness
   o Empathy
   o Adaptability
   o Humour
   o Energy
   o Team worker |

		o Use of initiative
		Sufficiency (pass) Assessment Criteria: 2.1. Describe the entry requirements, skills and qualities required for at least two different holiday representative roles Learners will carry out guided research into the job roles of two different types of holiday representative including entry requirements, skills and qualities required for the roles. **Sufficiency (merit)** Assessment criteria: 2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1 Learners will be guided in the purpose of and how to carry out a personal skills audit. They will use the template provided to conduct a personal skills audit to establish their own level in terms of the skills required for one of the job roles examined in AC 2.1. **Sufficiency (distinction)** Assessment criteria: 2.D.1 Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs. Following on from 2.M.1, learners will explain, based on their skills, why they would be suited to the role. They should also examine their areas of weakness, explaining why these would be a drawback in the role and finally identify the areas where they could improve and develop (e.g. expanded knowledge, experience/ management training /language skills / further qualifications / presentation coaching etc) in order to become fully effective in the role.

3.	Understand how holiday representatives meet holiday guest needs and expectations.	**Scope**
		
		Teaching will cover:
		
		Content will include at least the holiday representative types identified in AC 1.1, a range of holiday guest types and their related needs and expectations.
		
		• Holiday Representative Types
		
		    o Resort / property
		    o 18-30s
		    o Ski
		    o Transfer
		    o Children's representative
		
		• Holiday Guest Types

	o Couples/ Individuals / Adults o 18-30s o Families o Guests with special needs including mobility, sight, hearing, educational o Guests with specific expectations including golf groups, luxury product guests **Sufficiency (pass)** Assessment Criteria: 3.1. Describe different products, services and facilities offered by different categories of holiday representatives to meet the needs and expectations of different types of holiday guests. Learners will identify a range of guest types and carry out guided research to understand the needs and expectations of each. In addition, learners will research suitable products / services / facilities to meet the needs and expectations of a given selection of guest types. **Sufficiency (merit)** Assessment criteria: 3.M.1 Describe how holiday representatives may adapt products, services and facilities to meet the needs of holiday guests with special requirements. Learners will carry out guided research to understand the needs of holiday guests with special requirements related to mobility, hearing, sight and other relevant issues and to explain how holiday representatives may adapt to meet their guest requirements.

4. Be able to deliver effective customer service skills as a holiday representative to meet guest needs and improve the holiday experience.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research to enable the learner to understand the practical aspects of working as a holiday representative, including preparing and delivering a transfer speech and a welcome meeting (in role-play situations).
	
	• Presentation Skills
	    o Meet and greet
	    o Welcome
	    o Preparing coach commentary
	    o Preparing welcome meeting information
	    o Advertising the welcome meeting
	    o Use of visual aids
	    o Answering queries
	    o Effective sales of products and services such as excursions
	
	• Communication Skills
	    o Clarity
	    o Confidence
	    o Effective preparation
	    o Positive body language
	    o Eye contact

- Administration
  - Flight manifest
  - Rooming lists
  - Excursion sales paperwork

Sufficiency (pass)
Assessment Criteria:

4.1. Demonstrate effective customer service skills using appropriate communication and presentation skills in the following scenarios: arrival and transfer, welcome meeting and promotion of products and services.

Using well designed role-play scenarios, Individually or in small groups, learners will prepare and deliver a transfer speech and a welcome meeting. Evidence produced should include a copy of the transfer speech and a detailed plan for the welcome meeting including the promotion of products and services.

4.2. Complete the necessary documentation relating to destination requirements and guest needs.

Accompanying paperwork should be included, such as flight manifests, rooming lists, maps, visual aids, excursion booking form/receipt.

In addition, the assessor will carry out observations of the role-plays and include this documentation. Video and or audio evidence could be used if desired.

Sufficiency (merit)
Assessment criteria:

4.M.1 Assess own communication and presentation skills demonstrated in AC 4.1 identifying areas for improvement.

Learners will reflect on own role-play performances and examine assessor observation. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication and presentation skills delivered during the role-plays and to identify areas for improvement.

Sufficiency (distinction)
Assessment criteria:

4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1

Learners should carry out research to establish how to implement the areas improvements identified in 4.M.1 including additional training in certain areas, gaining qualifications and practice.

Title	Working in Hospitality and Reception Services
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG218
Unit Reference No	A/650/7216
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities in hospitality and reception services and the skills required to work within this sector.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities in hospitality and reception services.	1.1. Compare different job opportunities for employment working in hospitality and reception services including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work in hospitality and reception services.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles within hospitality and reception services.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1 identifying and analysing own development needs.
3. Understand how hospitality and reception products, services and facilities meet customer needs and expectations.	3.1. Describe products, services and facilities offered by different hospitality and reception services to meet customer needs and expectations.	3.M.1 Describe how hospitality and reception services may adapt products, services and facilities to meet the needs of customers with special requirements.	
4. Be able to deliver effective customer service skills when providing hospitality and reception services to improve the customer experience.	4.1. Demonstrate effective customer service skills using appropriate communication, interpersonal and presentation skills when providing hospitality and reception services in three given scenarios. 4.2. Complete the necessary documentation relating to	4.M.1 Assess own communication, interpersonal and presentation skills demonstrated in AC 4.1 identifying areas for improvement.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

OCN NI Level OCN NI Level 2 Diploma in Travel and Tourism

Qualification No. 610/2677/3

	hospitality and reception services.		

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Working in Hospitality and Reception Services

1. Understand different employment opportunities in hospitality and reception services.	**Scope**
	
	Teaching will cover:
	
	Content will include following types of hospitality and reception employment opportunities available within the sector, main responsibilities and progression routes:
	
	• Hospitality and Reception Employment Opportunities
	
	    o Hotel receptionist
	    o Housekeeper
	    o Room service attendant
	    o Porter
	    o Waiting staff
	    o Maintenance staff
	    o Administration and accounts
	
	• Main Responsibilities
	
	    o Greeting guests
	    o Checking guests in / out
	    o Handling calls
	    o Looking after guests needs
	    o Cleaning and servicing accommodation
	    o Supervising cleaning staff
	    o Checking fixtures for damage and dealing with repairs
	    o Handling complaints
	    o Serving food and drinks
	    o Explaining menus
	    o Carrying out administration and finance tasks
	
	• Responsibilities to:
	
	    o Guests
	    o Colleagues
	    o The Organisation
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Compare different job opportunities for employment in hospitality and reception services including the main responsibilities of each.
	
	Learners will carry out guided research to investigate as a minimum, the hospitality and reception roles identified, and the types of organisations providing job opportunities. Guest speakers, videos or the opportunity to interview a hotel receptionist, housekeeper etc. would provide useful information. Additional research, including examination of job advertisements and hospitality provider websites, will provide information on the roles and responsibilities of the various jobs. There should also be some comparisons made between job roles to achieve the pass grade.

	• Progression routes
	
	    o Upwards
	    o Sideways
	    o Into other jobs using the same skills
	
	Sufficiency (merit)
	Assessment criteria:
	
	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.
	
	Learners will identify possible progression routes for two of the job roles identified above, including progression routes which involve promotion and routes into other similar job roles which make use of the same skills.

2. Understand the necessary entry requirements, skills and qualities required to work in hospitality and reception services.	**Scope**
	
	Teaching will cover:
	
	Content will include providing learners with an understanding of the entry requirements, skills and qualities required for at least two of the hospitality and reception job roles researched in AC 1.1.
	
	• Entry requirements
	
	    o Qualifications
	    o Experience
	
	• Skills
	
	    o Communication
	    o Interpersonal
	    o Customer service
	    o Organisation
	    o IT
	    o Ability to work quickly
	    o Attention to detail
	    o Safety procedures i.e. cleaning, serving food etc.
	    o Mukti-tasking
	    o Flexibility
	
	• Qualities
	
	    o Positive image
	    o Confidence
	    o Empathy
	    o Adaptability
	    o Energy
	    o Team worker
	    o Use of initiative
	
	Sufficiency (pass)
	Assessment Criteria:
	
	2.1. Describe the entry requirements, skills and qualities required for at least two different hospitality and reception roles

OCN NI Level OCN NI Level 2 Diploma in Travel and Tourism
Qualification No. 610/2677/3
Updated: 10 July 2025 v2.0   88

Learners will carry out guided research into the job roles of two different types of hospitality and reception jobs including entry requirements, skills and qualities required for the roles.

Sufficiency (merit)
Assessment criteria:

2.M.1. Carry out a personal skills audit for a given job role identified in AC 2.1

Learners will be guided in the purpose of and how to carry out a personal skills audit. They will use the template provided to conduct a personal skills audit to establish their own level in terms of the skills required for one of the job roles examined in AC 2.1.

Sufficiency (distinction)
Assessment criteria:

2.D.1 Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs.

Following on from 2.M.1, learners will explain, based on their skills, why they would be suited to the role. They should also examine their areas of weakness, explaining why these would be a drawback in the role and finally identify the areas where they could improve and develop (e.g. additional experience/ management training / further qualifications etc. in order to become fully effective in the role.

3. Understand how hospitality and reception products, services and facilities meet customer needs and expectations.	**Scope**
	
	Teaching will cover:
	
	Content will include a range of products and services offered by different hospitality and reception services to meet customer needs and expectations including:
	
	• Products and Services
	
	    o Check-in and out services
	    o Types of Accommodation
	    o Leisure services including a Spa and Gym facilities
	    o Food and beverage services
	    o Products and services to meet specific customer needs including connecting rooms, vegetarian and children's menus
	    o Business services
	
	Sufficiency (pass)
	Assessment Criteria:
	
	3.1. Describe different products, services and facilities offered by hospitality providers to meet the needs and expectations of different types of holiday guests.

Learners will identify a range of guest types and carry out guided research to understand the needs and expectations of each. In addition, learners will research relevant hospitality and reception products and services facilities to meet the needs and expectations of a given selection of guest types.

Sufficiency (merit)
Assessment criteria:

3.M.1   Describe how hospitality and reception services may adapt products, services and facilities to meet the needs of customers with special requirements.

Learners will carry out guided research to understand the needs of customers with special requirements related to mobility, hearing, sight and other relevant issues and to explain how hospitality and reception services may adapt to meet their customer requirements.

4. Be able to deliver effective customer service skills when providing hospitality and reception services to improve the customer experience.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided research to enable the learner to understand the practical aspects of working in hospitality and reception services, including demonstrating effective customer service skills in three scenarios and completing relevant documentation.
	
	• Customer Service Skills
	
	    o Greeting customers
	    o Providing check-in and out services
	    o Providing information about the accommodation, facilities for customers with special needs
	    o Answering queries
	    o Explaining products and services such as menus
	    o Providing additional information such as local shopping or tourist attractions
	
	• Communication Skills
	
	    o Clarity
	    o Confidence
	    o Positive body language
	    o Eye contact
	
	• Documentation
	
	    o Booking forms
	    o Food orders
	    o Bills
	    o Receipts
	
	Sufficiency (pass)
	Assessment Criteria:
	
	4.1. Demonstrate effective customer service skills using appropriate communication and presentation skills in the following scenarios: check in for a family group who have booked adjoining rooms, welcome and seating of customers in a restaurant, taking an order for food and

providing the bill at the end of the meal and handling a basic complaint in either a hotel or restaurant setting.

Using well designed role-play scenarios, in small groups, learners will prepare and deliver the above role-plays.

4.2. Complete the necessary documentation relating to the above customer scenarios.

Accompanying paperwork should be included such as the accommodation booking form, menu, food order and bill.

In addition, the assessor will carry out observations of the role-plays and include observation documentation. Video and audio evidence could be used if desired.

Sufficiency (merit)
Assessment criteria:

4.M.1   Assess own communication and presentation skills demonstrated in AC 4.1 identifying areas for improvement.

Learners will reflect on own role-play performances and examine assessor observation. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication and presentation skills delivered during the role-plays and to identify areas for improvement.

Sufficiency (distinction)
Assessment criteria:

4.D.1   Develop a personal action plan to address the areas for improvement identified in AC 4.M.1

Learners should carry out research to establish how to implement the areas improvements identified in 4.M.1 including additional training in certain areas, gaining qualifications and practice.

Title	Working in Visitor Attractions
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG219
Unit Reference No	D/650/7217
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities when working in visitor attractions and the skills required to work within this sector.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities when working in visitor attractions.	1.1. Compare different job opportunities for employment when working in different visitor attractions including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work in visitor attractions.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles when working in visitor attractions.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1 identifying and analysing own development needs.
3. Understand how the products, services, and facilities at visitor attractions meet visitor needs and expectations.	3.1. Describe different products, services and facilities offered by different types of visitor attractions including the use of digital customer service and interactive technologies to meet visitor needs and expectations.	3.M.1 Describe how visitor attractions may adapt products, services and facilities to meet the needs of visitors with special requirements.	
4. Be able to deliver effective customer service when delivering visitor information at different visitor attractions.	4.1. Demonstrate effective customer service skills using appropriate communication, interpersonal and presentation skills when providing visitor information at different visitor attractions.	4.M.1 Assess own communication, interpersonal and presentation skills demonstrated in AC 4.1 identifying areas for improvement.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Working in Visitor Attractions

1. Understand different employment opportunities when working in visitor attractions.	**Scope**
	
	Teaching will cover:
	
	Content will include the key types of visitor attraction employment opportunities, main responsibilities and progression routes.
	
	• Employment Opportunities
	
	    o Visitor guiding
	    o Marketing
	    o Reception and administration
	    o Managing activities
	    o Facilities management
	    o Education
	    o Shop and cafe
	
	• Main Responsibilities
	
	    o Meet and greet
	    o Provide guided tours
	    o Organise and lead activities
	    o Selling the visitor attraction to the public and tour operators
	    o Administration including managing the booking system and taking payments
	    o Human resources
	    o Sales and marketing
	    o Handling complaints
	
	• Responsibilities to:
	
	    o Visitors
	    o Colleagues
	    o The Organisation
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Compare different job opportunities for employment when working in different visitor attractions including the main responsibilities of each.
	
	Learners will carry out guided research to investigate a range of job opportunities in visitor attractions, including selecting three local visitor attractions to report on. Guest speakers, videos or the opportunity to visit attractions would provide useful information for the tasks. Additional research, including examination of job advertisements and visitor attraction websites, will provide information on the roles and responsibilities of the various job roles. There should also be some comparisons made between job roles to achieve the pass grade.

		• Progression routes o Upwards o Sideways o Into other jobs using the same skills **Sufficiency (merit)** Assessment criteria: 1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1. Learners will identify possible progression routes for two visitor attraction job roles, including progression routes which involve promotion, a sideways move and routes into other similar job roles which make use of the same skills.
2.	Understand the necessary entry requirements, skills and qualities required to work in visitor attractions.	**Scope** **Teaching will cover:** Content will include providing learners with an understanding of the entry requirements, skills and qualities required for at least two visitor attraction job roles researched in AC 1.1. • Entry requirements o Qualifications o Knowledge o Physical fitness o Experience • Skills o Mukti-tasking o Time management o Projection o Knowledge o Communication o Interpersonal o Administrative o Problem solving o Specific skills relating to the visitor attraction • Qualities o Confidence o Assertiveness o Empathy o Adaptability o Humour o Energy o Team worker o Use of initiative

Sufficiency (pass)
Assessment Criteria:

2.1. Describe the entry requirements, skills and qualities required for at least two visitor attraction roles

Learners will carry out guided research into the job roles of two different types of visitor attraction job roles including entry requirements, skills and qualities required for the roles.

Sufficiency (merit)
Assessment criteria:

2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1

Learners will be guided in the purpose of how to carry out a personal skills audit. They will use the template provided to conduct a personal skills audit to establish their own level in terms of the skills required for one of the job roles examined in AC 2.1.

Sufficiency (distinction)
Assessment criteria:

2.D.1 Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs.

Following on from 2.M.1, learners will explain, based on their skills, why they would be suited to the role. They should also examine their areas of weakness, explaining why these would be a drawback in the role and finally identify the areas where they could improve and develop in order to become fully effective in the role.

3.	Understand how the products, services, and facilities at visitor attractions meet visitor needs and expectations.	**Scope** **Teaching will cover:** Content will include an investigation into the key products, services and facilities offered by different types of visitor attractions including the use of digital customer services and interactive technologies to meet visitor needs and expectations.

- Visitor Attractions

  - Built
  - Natural
  - Events

- Products, Services and Facilities

  - Gallery or exhibition site such as Titanic Belfast, Victoria and Albert Museum
  - Natural attractions such as Giant's Causeway, Lake District
  - Events such as Glastonbury, Out to Lunch Festival
  - Services including tours, interpretative boards/screens, rides, self-guided tours, activities and assistance for non-English speaking visitors
  - Facilities including parking, café, bag storage and opening hours

	• Visitor Needs and Expectations
	
	    o Individuals
	    o Families
	    o Groups
	    o Schools
	    o Non-English-speaking visitors
	    o Visitors with special needs
	    o Quality experience
	    o Customer service
	    o Hospitality
	    o Parking
	    o Interpretation
	    o Use of technology
	
	Sufficiency (pass)
	Assessment Criteria:
	
	3.1 Describe different products, services and facilities offered by different types of visitor attractions, including the use of digital customer service and interactive technologies to meet visitor needs and expectations.
	
	Learners will investigate the products, services and facilities of a range of visitor attractions and carry out guided research to understand the needs and expectations of their visitors. Learners will be supported to include the use of digital customer service and interactive technologies to meet customer needs and expectations.
	
	Sufficiency (merit)
	Assessment criteria:
	
	3.M.1 Describe how visitor attractions may adapt products, services and facilities to meet the needs of visitors with special requirements.
	
	Learners will carry out guided research to understand the needs of visitors with special requirements related to mobility, hearing, sight and other relevant issues and to explain how visitor attractions may adapt to meet their visitor's special requirements.

4. Be able to deliver effective customer service when delivering visitor information at different visitor attractions.	**Scope**
	
	Teaching will cover:
	
	Content will include guided research to enable the learner to understand the practical aspects of delivering effective customer service when delivering visitor information to different visitor attractions.
	
	• Customer Service / Visitor Information
	
	    o Greeting customers
	    o Providing information about the attraction, facilities and assistance for customers with special needs
	    o Answering queries
	    o Explaining products /services
	    o Providing additional information such as local tourist information and shopping.

- Customer Service Skills

    o Clarity
    o Confidence
    o Positive body language
    o Eye contact
    o Knowledge

Sufficiency (pass)
Assessment Criteria:

4.1. Demonstrate effective customer service skills using appropriate communication, interpersonal and presentation skills when providing visitor information at different visitor attractions.

Using well designed role-play scenarios, in small groups, learners will prepare and deliver visitor information in built, natural and event situations. **For learners who have successfully completed Unit Y/650/7215 Working as a Holiday Representative or Unit T/650/7214 – Learning Outcomes 4.1 and 4.2, the evidence for this AC can be uploaded as evidence for the Event situation.**

The assessor will carry out observations of the role-plays and include this documentation. Video and audio evidence could be used if desired.

Sufficiency (merit)
Assessment criteria:

4.M.1   Assess own communication, interpersonal and presentation skills demonstrated in AC 4.1 identifying areas for improvement.

Learners will reflect on own role-play performances and examine assessor observation. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication and presentation skills delivered during the role-plays and to identify areas for improvement.

Sufficiency (distinction)
Assessment criteria:

4.D.1   Develop a personal action plan to address the areas for improvement identified in AC 4.M.1

Learners should carry out research to establish how to implement the areas improvements identified in 4.M.1

Title	Working in Leisure and Business Travel Services
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG220
Unit Reference No	F/650/7218
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities within leisure and business travel services and the skills required to work within this sector.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities within leisure and business travel services.	1.1. Compare different job opportunities for employment within leisure and business travel services including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work in leisure and business travel services.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles in leisure and business travel services.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1 identifying and analysing own development needs.
3. Understand how leisure and business travel products, services and facilities meet customer needs and expectations.	3.1. Describe how different types of leisure and business travel services meet customers' needs and expectations. 3.2. Describe different products, services and facilities provided by leisure and business travel services to meet customer needs and expectations.	3.M.1 Describe how leisure and business travel services may adapt products, services and facilities to meet the needs of customers with special requirements.	
4. Be able to deliver effective customer service skills in leisure and business travel services to improve the customer experience.	4.1. Demonstrate effective customer service skills using appropriate communication, interpersonal and presentation skills in three given leisure and business travel scenarios.	4.M.1 Assess own communication, interpersonal and presentation skills demonstrated in AC 4.1 and AC 4.2 identifying areas for improvement.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

	4.2. Create and present a travel plan for one of the scenarios demonstrated in AC 4.1 in accordance with a given customer brief.		

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice examinations	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

Learning Outcome	Unit: Working in Leisure and Business Travel Services

1. Understand different employment opportunities within leisure and business travel services.	**Scope**
	
	Teaching will cover:
	
	Content will include teaching and guided learning to understand the key types of leisure and business travel employment opportunities available within the sector, main responsibilities and progression routes.
	
	• Leisure and Business Travel Employment Opportunities
	   o Leisure travel agencies including independent, miniple, multiple, e-agent and home-workers
	   o Business travel agencies including independent, national, global, implant and e-agent
	
	• Main Responsibilities
	
	   o Build relationships with customers to understand their needs
	   o Offering expert advice on destinations, accommodation and ancillary services
	   o Book flights, accommodation and ancillary services
	   o Understand and explain complex itineraries
	   o Take payments
	   o Handle complaints
	   o Meet sales targets
	   o Stay up to date with relevant trends in relation to leisure and business travel
	
	• Progression routes
	
	   o Upwards
	   o Sideways
	   o Into other jobs using the same skills
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Compare different job opportunities within leisure and business travel services including the main responsibilities of each.
	
	Learners will carry out guided research to investigate the role and responsibilities of leisure and business travel agents. There should also be some comparisons made between job roles to achieve the pass grade.
	
	Sufficiency (merit)
	Assessment criteria:
	
	1.M.1 Summarise the possible progression routes for both job roles identified in AC 1.1.
	
	Learners will identify possible progression routes leisure and business travel agents, including progression routes which involve promotion and routes into other similar job roles which make use of transferable skills.

| 2. Understand the necessary entry requirements, skills and qualities required to work in leisure and business travel services. | **Scope**

Teaching will cover:

Content will include teaching and guided learning to provide learners with an understanding of the entry requirements, skills and qualities required for the job roles researched in AC 1.1.

• Entry Requirements

    o Qualifications
    o Experience
    o Licences

• Skills

    o Communication
    o Interpersonal
    o Customer service
    o Organisation
    o IT
    o Ability to work quickly
    o Attention to detail
    o Research
    o Numeracy
    o Understanding of destinations and cultural nuances
    o Geographical knowledge

• Qualities

    o Positive image
    o Confidence
    o Active listener
    o Team worker
    o Use of initiative
    o Passion for travel
    o Commitment to staying informed about industry trends

Sufficiency (pass)
Assessment Criteria:

2.1. Describe the entry requirements, skills and qualities required for at two different job roles in leisure and business travel services.

Learners will carry out guided research into the leisure and business travel job roles including entry requirements, skills and qualities required for the roles.

Sufficiency (merit)
Assessment criteria:

2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.

Learners will be guided in the purpose of and how to carry out a personal skills audit. They will conduct a personal skills audit to establish their own level in terms of the skills required for one of the job roles examined in AC 2.1. |

		Sufficiency (distinction) Assessment criteria: 2.D.1 Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs. Following on from 2.M.1, learners will explain, based on their skills, why they would be suited to the role. They should also examine their areas of weakness, explaining why these would be a drawback in the role and finally identify the areas where they could improve and develop in order to become fully effective in the role.

3.	Understand how leisure and business travel products, services and facilities meet customer needs and expectations.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and guided learning to research different types of leisure and business travel services and how they meet customers' needs and expectations.
		
		• Products and Services
		
		    o Information
		    o Transport
		    o Accommodation
		    o Entertainment
		    o Food
		    o Ancillary services including car hire, insurance, excursions, foreign exchange, visas and passport information
		
		Sufficiency (pass)
		Assessment Criteria:
		
		3.1. Describe how different types of leisure and business travel services meet customers' needs and expectations.
		
		Learners will describe how leisure travel services meet the needs of leisure customers and how business travel services meet the needs of customers travelling for business purposes.
		
		3.2. Describe different products, services and facilities provided by leisure and business travel services to meet customers' needs and expectations.
		
		Learners will describe the products, services and facilities provided by both leisure and business travel services to meet the varying needs and expectations of customers travelling for leisure and those travelling for business.
		
		Sufficiency (merit)
		Assessment criteria:
		
		3.M.1 Describe how leisure and business travel services may adapt products, services and facilities to meet the needs of customers with special requirements.

		Learners will carry out guided research to understand the needs of customers with special requirements related to mobility, hearing, sight and other relevant issues, in order to describe how leisure and business travel services may adapt to meet these requirements.

4.	Be able to deliver effective customer service skills in leisure and business travel services to improve the customer experience.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and guided research to enable the learner to understand the practical aspects of working in leisure and business travel services, including demonstrating effective customer service skills in three scenarios and completing relevant documentation.
		
		• Leisure and Business Travel Services
		
		    o Greet customers
		    o Ask appropriate questions to establish customer needs
		    o Offering expert advice on destinations, accommodation and ancillary services
		    o Book flights, accommodation and ancillary services
		    o Plan itineraries
		    o Explain and process payments
		    o Handle queries and complaints
		
		• Communication Skills
		
		    o Clarity
		    o Confidence
		    o Positive body language
		    o Eye contact
		    o Build rapport with customers to understand their needs
		
		Sufficiency (pass)
		Assessment Criteria:
		
		4.1. Demonstrate effective customer service skills using appropriate communication, interpersonal and presentation skills in three given leisure and business travel scenarios.
		
		Individually or in small groups, learners will prepare and deliver three well-designed role-plays to meet given briefs, which will demonstrate effective customer service skills. Accompanying paperwork should be included. In addition, the assessor will provide observation feedback on the role-plays. Video and audio evidence could be used if desired. Two of the role-plays should involve leisure travel and one should involve business travel.
		
		4.2. Create and present a travel plan for one of the scenarios demonstrated in AC 4.1 in accordance with a given customer brief.
		
		Individually, learners will create and present a travel plan for one of the scenarios developed in AC 4.1. This can be presented orally in a role-play situation or in an email to the customer.

Sufficiency (merit)
Assessment criteria:

4.M.1   Assess own communication and presentation skills demonstrated in AC 4.1 identifying areas for improvement.

Learners will reflect on own role-play performances and examine assessor observation feedback. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication and presentation skills delivered during the role-plays and identify areas for improvement.

Sufficiency (distinction)
Assessment criteria:

4.D.1   Develop a personal action plan to address the areas for improvement identified in AC 4.M.1

Learners should carry out research to establish how to implement the areas for improvements identified in 4.M.1

Title	Working in Visitor Information and Promotional Services
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBG221
Unit Reference No	H/650/7219
Learn Direct Code	NK1

Unit purpose and aim(s): This unit will enable the learner to develop an understanding of different employment opportunities when working in visitor information and promotional services and the skills required to work within this sector.

Learning Outcomes	Assessment Criteria = Pass	Assessment Criteria = Merit	Assessment Criteria = Distinction
1. Understand different employment opportunities when working in visitor information and promotional services.	1.1. Compare different job opportunities for employment in visitor information and promotional services including the main responsibilities of each.	1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1.	
2. Understand the necessary entry requirements, skills and qualities required to work in visitor information and promotional services.	2.1. Describe the entry requirements, skills and qualities required for at least two different job roles in visitor information and promotional services.	2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1.	2.D.1 Evaluate your suitability for a job role identified in AC 2.1 identifying and analysing own development needs.
3. Understand how visitor information and promotional services, products and facilities meet visitor needs and expectations.	3.1. Describe different types of visitors and their needs and expectations in relation to information and promotional services. 3.2. Describe different products, services and facilities within visitor information and promotional services including paper based and electronic resources.	3.M.1 Describe how visitor information and promotional services may adapt products, services and facilities to meet the needs of visitors with special requirements.	
4. Be able to deliver effective customer service skills when working in visitor information and promotional services to improve the visitor experience.	4.1. Demonstrate effective customer service skills using appropriate communication, interpersonal and presentation skills in three given visitor information and promotional services scenarios.	4.M.1 Assess own communication, interpersonal and presentation skills demonstrated in AC 4.1 and AC 4.2 identifying areas for improvement.	4.D.1 Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

OCN NI Level OCN NI Level 2 Diploma in Travel and Tourism
Qualification No. 610/2677/3

	4.2. Research and present a visitor experience for one of the scenarios demonstrated in AC 4.1 in accordance with a given customer brief.		

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit: Working in Visitor Information and Promotional Services

1. Understand different employment opportunities when working in visitor information and promotional services.	**Scope**
	
	Teaching will cover:
	
	Content will include the key types of visitor information and promotional services employment opportunities, as well as the main responsibilities and progression routes of each.
	
	• Visitor Information and Promotional Services Employment Opportunities
	
	    o Tourist Information Centre roles
	    o Council tourism roles
	    o Tourist Board roles
	    o Visitor attraction roles
	
	• Main Responsibilities (dependent on the role)
	
	    o Greeting visitors
	    o Handling calls
	    o Providing information and advice
	    o Carrying out administration and finance tasks
	    o Marketing and promotion
	    o Event management
	    o Supporting new tourism businesses
	    o Promoting a destination at home and/or abroad
	
	• Responsibilities to:
	
	    o Visitors
	    o Colleagues
	    o The Organisation
	
	Sufficiency (pass)
	Assessment Criteria:
	
	1.1. Compare different job opportunities for employment in visitor information and promotional services including the main responsibilities of each.
	
	Learners will carry out guided research to investigate four visitor information and promotional services roles. Guest speakers, videos or the opportunity to interview a relevant person would provide useful information. Additional research, including examination of job advertisements and websites, will provide information on the roles and responsibilities of the various jobs. There should also be some comparisons made between job roles to achieve the pass grade.
	
	• Progression Routes
	
	    o Upwards
	    o Sideways
	    o Into other jobs using the same skills

		Sufficiency (merit) Assessment criteria: 1.M.1 Summarise the possible progression routes for at least two different job roles identified in AC 1.1. Learners will identify possible progression routes for two of the job roles identified above, including progression routes which involve promotion and routes into other similar job roles which make use of the same skills.

2.	Understand the necessary entry requirements, skills and qualities required to work in visitor information and promotional services.	**Scope**
		
		Teaching will cover:
		
		Content will include providing learners with an understanding of the entry requirements, skills and qualities required for at least two of the visitor information and promotional services job roles researched in AC 1.1.
		
		• Entry Requirements
		
		  o Qualifications
		  o Experience
		
		• Skills
		
		  o Communication
		  o Interpersonal
		  o Customer service
		  o I.T.
		  o Attention to detail
		  o Presentation
		  o Creativity
		  o Social media
		  o Problem solving
		
		• Qualities
		
		  o Positive image
		  o Confidence
		  o Well organised
		  o Energetic
		  o Team worker
		  o Use of initiative
		
		Sufficiency (pass)
		Assessment Criteria:
		
		2.1. Describe the entry requirements, skills and qualities required for two different job roles in visitor information and promotional services.
		
		Learners will carry out guided research into the roles of two different types of visitor information and promotional services jobs including entry requirements, skills and qualities required for the roles.

		Sufficiency (merit) Assessment criteria: 2.M.1 Carry out a personal skills audit for a given job role identified in AC 2.1. Learners will be guided in the purpose of and how to carry out a personal skills audit. They will conduct a personal skills audit to establish their own level in terms of the skills required for one of the job roles examined in AC 2.1. **Sufficiency (distinction)** Assessment criteria: 2.D.1 Evaluate your suitability for a job role identified in AC 2.1, identifying and analysing own development needs. Following on from 2.M.1, learners will explain, based on their skills, why they would be suited to the role. They should also examine their areas of weakness, explaining why these would be a drawback in the role and finally identify the areas where they could improve and develop, such as additional experience, management training or further qualifications.

3.	Understand how visitor information and promotional services, products and facilities meet visitor needs and expectations.	**Scope**
		
		Teaching will cover:
		
		• Products and Services
		
		    o Visitor information
		    o Booking facility
		    o Retail
		    o Paper-based information including maps and leaflets
		    o Web based information such as websites, Instagram and TikTok
		    o Business support
		    o Destination promotion
		
		Sufficiency (pass)
		Assessment Criteria:
		
		3.1. Describe different types of visitors and their needs and expectations in relation to information and promotional services.
		
		Learners will identify a range of visitor types and carry out guided research to understand the needs and expectations of each.
		
		3.2. Describe different products, services and facilities within visitor information and promotional services including paper based and electronic resources.
		
		Learners will research visitor information and promotion products and services and facilities including paper based and electronic resources.

		Sufficiency (merit) Assessment criteria: 3.M.1 Describe how visitor information and promotional services may adapt products, services and facilities to meet the needs of visitors with special requirements. Learners will carry out guided research to understand the needs of customers with special requirements related to mobility, hearing, sight and other relevant.

4.	Be able to deliver effective customer service skills when working in visitor information and promotional services to improve the visitor experience.	**Scope**
		
		Teaching will cover:
		
		Content will include teaching and guided research to enable the learner to understand the practical aspects of working in visitor information and promotional services including using appropriate communication, interpersonal and presentation skills to improve the visitor experience.
		
		• Interpersonal Skills
		
		   o Communication
		   o Empathy
		   o Emotional intelligence
		   o Listening
		   o Problem solving
		   o Teamwork
		   o Respect
		
		• Communication Skills
		
		   o Clarity and volume
		   o Confidence
		   o Positive body language
		   o Eye contact
		   o Active listening
		   o Adapting to the visitor/audience
		   o Friendliness
		   o Offering and receiving feedback
		   o Responsiveness
		
		• Presentation Skills
		
		   o Written skills
		   o Social media competence
		   o Verbal communication
		   o Voice projection
		   o Body language
		   o Posture
		
		Sufficiency (pass)
		Assessment Criteria:
		
		4.1. Demonstrate effective customer service skills using appropriate communication, interpersonal and presentation skills in three given scenarios.

Using well-designed role-play scenarios, individually or in small groups, learners will prepare and deliver appropriate role-plays. Accompanying paperwork should be included. In addition, the assessor will provide observation feedback on the role-plays. Video and audio evidence could be used if desired.

4.2. Research and present a visitor experience for one of the scenarios demonstrated in AC 4.1 in accordance with a given customer brief

Research and present a written document to match a given brief, for the customers one of the scenario role-plays carried out in AC 4.1.

Sufficiency (merit)
Assessment criteria:

4.M.1   Assess own communication, interpersonal and presentation skills demonstrated in AC 4.1 identifying areas for improvement.

Learners will reflect on own work for AC 4.1 and AC 4.2 and examine assessor observation feedback. With assessor guidance as to what questions to pose, learners will use the above to assess their own communication, interpersonal and presentation skills delivered in the scenarios and identify areas for improvement.

Sufficiency (distinction)
Assessment criteria:

4.D.1   Develop a personal action plan to address the areas for improvement identified in AC 4.M.1.

Learners should carry out research to establish how to implement the areas improvements identified in 4.M.1 including additional training in certain areas, gaining qualifications and practice.

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the IQA to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the IQA prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2   Internal Quality Assurance

The role of the IQA is to ensure appropriate internal quality assurance processes are carried out. The IQA must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The IQA must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

IQAs are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

IQAs will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on internal verification practice, please see the 'OCN NI Centre Handbook'. IQA Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and internal verification team needs to keep effective records.

- The programme must have an assessment and internal quality assessment plan. When producing a plan, they should consider:
  - the time required for training and standardisation activities
  - the time available to undertake teaching and carry out assessment,
  - consider when learners may complete assessments and when quality assurance will take place
  - the completion dates for different assessment tasks
  - the date by which the assignment needs to be internally quality assured
  - sampling strategies
  - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
  - how resubmission opportunities can be scheduled

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 IQA Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal quality assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and IQA documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic 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

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level OCN NI Level 2 Diploma in Travel and Tourism
Qualification Number: 610/2773/X

Operational start date: 15 May 2023
Operational end date: 30 April 2028
Certification end date: 30 April 2030

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Analyse	To examine closely and break into components to enable results to be interpreted and findings presented	The learner will be expected to perform a critical process which will involve closely examining data, breaking it into meaningful components, interpreting the results, and presenting clear findings to inform future decisions and/or draw meaningful conclusions.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Carry Out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.

Complete	To finish a task fully and accurately, producing items or achieving understanding as required by the task objectives.	The learner will be expected to comprehend the task's objectives and what is required to achieve them. This involves following steps accurately, managing time well, and ensuring the final product meets high standards and is completed on time. The learner pays close attention to details throughout the task. This involves being meticulous in performing each part of the task to ensure nothing is overlooked or done incorrectly. The learner produces high-quality items or achieves a thorough understanding as a result of completing the task. The learner reviews the completed task to ensure all objectives are met. This involves evaluating the output for accuracy, completeness, and quality, and making any necessary adjustments or corrections.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Design	To create a detailed plan or blueprint for an item or process, incorporating functional, aesthetic, and practical considerations to meet specific objectives.	The learner will be expected to conduct thorough research and analysis to understand the requirements, constraints, and objectives of the design. This involves gathering relevant information, identifying needs, and defining the problem to be solved. The learner generates ideas and concepts for the design. This involves brainstorming, sketching, and exploring various approaches to meet the design objectives. The learner creates a detailed plan and specifications for the design. The learner develops prototypes or models to test and refine the design. This involves creating preliminary versions of the

		item or process to evaluate its functionality, feasibility, and aesthetics. The learner finalizes the design, ensuring that it meets all requirements and objectives
Develop	The process of creating, improving or expanding something over time.	The learner will be expected to create, enhance or expand something. This may involve creating new ideas, projects or solutions – Improving existing skill, knowledge or products – expanding upon current understand or capabilities to achieve great depth or breath.
Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able to demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Plan	To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives.	The learner will be expected to identify clear and specific objectives for the activity or process. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget. The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives. The learner assesses potential risks and develops strategies to mitigate them. The learner develops a timeline and schedule for the activity or process. The learner documents the planning process and

		the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide.
Present	To effectively communicate and display information or items in a clear, organized, and engaging manner to enhance understanding and convey key messages to an audience.	The learner will be expected to have a thorough understanding of the content being presented. This involves knowing the key points, data, or items and their significance. The learner organises the content logically and coherently. This involves structuring the presentation in a way that flows naturally and is easy for the audience to follow. The learner ensures that the presentation is clear and easy to understand. The learner engages the audience through effective communication techniques. The learner effectively uses visual aids, such as slides, charts, diagrams, or props, to enhance the presentation. The learner presents with confidence and delivers the content smoothly. The learner is able to respond to questions and engage in discussions with the audience.
Research	To systematically investigate and study materials and sources in order to establish facts and reach new conclusions.	The learner will be expected to conduct a structured and methodical approach to defining objectives, gathering data from various sources, systematically investigating and analysing that data, establishing facts, and reaching new conclusions that can inform decision-making and program development
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.

Use	To employ something for a particular purpose; operate a system or process.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.