# GCE Subject Criteria for Applied Travel and Tourism

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# Contents

# The criteria

## Introduction

GCE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCE specifications in a given subject.

They provide the framework within which the awarding organisation creates the detail of the specification.

## Aims and objectives

1.  Subject criteria define the relationship between the AS (3-unit), the AS double award (6-unit), the A level (6-unit) and the A level double award (12-unit).

2.  Any GCE specification that contains significant elements of the subject travel and tourism must be consistent with the relevant parts of these subject criteria. Awarding organisations must ensure that GCE specifications and external assessment approaches are clearly differentiated from other qualifications they offer in this and similar subject(s) at this level.

3.  The titles of the qualifications are:

    ■   Advanced Subsidiary General Certificate of Education in Travel and Tourism;

    ■   Advanced Subsidiary General Certificate of Education in Travel and Tourism (double award);

    ■   Advanced General Certificate in Travel and Tourism;

    ■   Advanced General Certificate in Travel and Tourism (double award).

4.  All specifications in GCE Travel and Tourism should encourage learners to develop broad skills, knowledge and understanding of the travel and tourism industry. They should prepare learners for further study or training in travel and tourism related occupations. They should encourage learners to:

    ■   develop and sustain an interest in travel and tourism and the issues affecting the development of the industry, and its potential effect on employment opportunities;

- develop an understanding of the scale and importance of the travel and tourism industry and the interdependence of its sectors;

- appreciate the importance of the customer to the travel and tourism industry;

- appreciate the importance of host destinations and communities to the travel and tourism industry and the importance of sustainable development;

- appreciate the positive and negative impacts that travel and tourism may have on people, environment and economy;

- develop practical and technical skills relevant to the travel and tourism industry;

- appreciate the global and dynamic nature of the travel and tourism industry; how people, environments and issues change; and how the industry responds to these changes;

- appreciate the impact of information and communication technology (ICT) on the development of the travel and tourism industry and the potential effect on future activities;

- appreciate the significance of values and attitudes of key stakeholders in the travel and tourism industry;

- develop their own values and attitudes in relation to travel and tourism issues;

- apply their knowledge and understanding of travel and tourism, and use skills of research, evaluation and problem solving in vocational contexts;

- plan, prioritise and meet deadlines, and work independently and within teams;

- participate in visits to travel and tourism organisations and destinations.

5.  AS and AS (double award) specifications should focus on developing an understanding of the characteristics of the travel and tourism industry and its individual sectors, and the skills required to operate effectively therein. The acquisition of knowledge and understanding should relate to that required of an employee working at operational level with direct contact with customers.

6.    In addition, A level and A level (double award) specifications should encourage learners to develop a more critical understanding of the travel and tourism industry, and the connections between different parts of the industry, through sustained use of a range of research techniques, and apply this understanding in unfamiliar contexts.

7.    A level and A level (double award) specifications should also encourage an holistic view of the travel and tourism industry and an understanding of the interrelationship and interdependencies of its different sectors. In addition, there should be provision for an in-depth study of one or more sectors and its operation. Specifications should develop skills to deal with complex situations and problems. The acquisition of knowledge and understanding should relate to that required of an employee working at supervisory level.

## Specification content

8.    GCE specifications in Travel and Tourism should build on the knowledge, understanding and skills that may be acquired through level 2 qualifications or through equivalent experience.

9.    All specifications in Travel and Tourism should:

- require study of current issues affecting travel and tourism organisations and the environments within which they work;

- promote an understanding of the dynamic nature of the travel and tourism industry and the impact that ICT has had upon it;

- emphasise the importance of the individual needs of customers and health and safety issues in the industry.

10.    In order that learners gain an holistic understanding of travel and tourism it is essential that each section of knowledge and understanding allows for progression from AS to A2. A2 content will develop higher-level skills and extend beyond AS in terms of depth, complexity and application of knowledge and understanding to the travel and tourism industry. In particular, A2 content should require:

- deeper understanding of the connections between different aspects of travel and tourism;

- greater familiarity with recent ideas, methods and approaches in travel and tourism;

- synthesis of information in various forms and from various sources;

- study at all scales, from local to global, and in a wider range of contexts (places and environments);

- critical analysis, evaluation and understanding;

- greater awareness of the potential and limitations of evidence, approaches, concepts, principles and theories;

- greater awareness that explanations may be partial, tentative and incomplete, and may change over time;

- understanding of how the study of travel and tourism may contribute to the broader curriculum, for example education for sustainable development, citizenship education, and health and safety education;

- greater application of knowledge and understanding in unfamiliar vocational contexts;

- study of more complex concepts, evidence, arguments, situations, issues, interrelationships and interconnections.

11. The core content, which is common to all awarding organisation specifications, is grouped into the following five areas of study:

| Area of study | Amplification |
|---|---|
| 1. The structure of the travel and tourism industry | <ul><li>The nature of travel and tourism</li><li>The development of the travel and tourism industry</li><li>How the key factors in the development have led to the current characteristics</li><li>Different sectors (e.g. principals, tour operators, travel agencies and support services) that make up the structure of the industry</li><li>The roles of the different sectors of the travel and tourism industry</li></ul> |

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| | ■ Key organisations in each sector, their products, services, objectives and values |
| | ■ The relationships between sectors and their interdependency |
| | ■ The local, national and international scale and importance of the travel and tourism industry and its sectors |
| 2. The customer focus | ■ How organisations respond to the individual needs of internal and external customers |
| | ■ Key principles of customer service and how organisations provide excellent customer service |
| | ■ The significance of induction, training and product knowledge of staff in delivering high-quality customer service |
| | ■ The different methods used to set, monitor and measure standards of customer service and their merits, including key factors that are appropriate to different types of organisation |
| | ■ Methods of assessing the effectiveness of customer service within a chosen organisation |
| | ■ Customer service skills and their application to deal with a range of different customer types, including customers with disabilities, and those in different travel and tourism work-related situations |
| | ■ Customer service skills and |

| | |
|---|---|
| | their application to handle complex situations and serious complaints that require a degree of sensitivity and empathy, in different travel and tourism work-related situations |
| 3. Travel destinations | ■ Skills needed to locate key tourist receiving and generating areas<br><br>■ Understanding of tourist movements between generating and receiving areas<br><br>■ The required range of locational knowledge<br><br>■ The key features that give destinations appeal to different types of tourist<br><br>■ Analysis of data to determine the trends in popularity of destinations<br><br>■ The factors likely to affect future popularity and appeal of destinations<br><br>■ The impact of tourism on key destinations and how a sustainable approach to tourism development can be used<br><br>■ Different types of transport and the routes that can link key tourist destinations to the UK and an understanding of their suitability for different types of visitor in different situations |
| 4. Operational practices and procedures in the travel and tourism industry | ■ The technical skills that contribute to operating effectively in travel and tourism organisations, including processing payments, |

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|---|---|
| | recording customer enquiries and information, obtaining and maintaining required resources, and customer and marketing communications, as appropriate |
| | ■ The importance of sales targets and the selling skills required to meet them |
| | ■ An understanding of operational practices in terms of their suitability to meet the needs of the organisation and its customers |
| | ■ An understanding of, and the ability to work to, a budget, developing and maintaining appropriate documentation, and evaluating the impact of failing to maintain a budget on the effectiveness of a project |
| | ■ The legal requirements of the individual when undertaking work-related activities, focusing on health, safety, security and consumer protection legislation, regulations and industry codes of practice, and how these can affect working practices in different sectors of the industry |
| | ■ The key stages of the marketing process, including analysis of internal and external environments, the marketing mix, and market research and organisational objectives. |

| 5. Employment in the travel and tourism industry | <ul><li>The range and the nature of employment opportunities</li><li>The skills and qualities required to work effectively in the travel and tourism industry</li><li>How an evaluation of one's own knowledge, skills and experience can be used to develop a plan for a successful career in the industry</li><li>Key personal skills, with an emphasis on team work and personal development</li><li>An understanding of the management and motivation of a small team working in the travel and tourism industry, with a focus on human resource issues appropriate to supervisory level</li></ul> |
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12. Area of study titles do not necessarily constitute unit titles.

13. The content requirements for each specification are set out below.

- The content of the AS (three-unit) specification is to be selected entirely from each of the five areas of study.

- One half of the content of the AS (double award) specification is to be selected entirely from each of the five areas of study, namely that in the AS (three-unit) specification. The remaining half is to be devised by the awarding organisation.

- At least two-thirds of the content of the A2 part of the A level (six-unit) specification is to be selected from those parts of the five areas of study not included in the AS (three-unit) specifications. Any remaining content is to be devised by the awarding organisation. At least five-sixths of the whole A level (six-unit) specification must be core content.

- At least two-thirds of the content of the A2 part of the A level double award (12-unit) specification comprises those parts of the five areas of study not included in the AS (3-unit) specifications. The remaining content of the A2 part is devised by the awarding organisation. At least seven-twelfths of the whole A level double award (12-unit) specification therefore comprises the core content.

14. Content devised by the awarding organisation may either extend the five areas of study or introduce new areas of study.

15. Specifications must present content in a coherent and appropriate manner, fit for teaching, learning and assessment purposes.

16. All specifications must:

   - include guidance for teachers on the provision of the vocational context;

   - set out for learners the purpose and vocational relevance of the content (knowledge, skills and understanding);

   - set out for learners the knowledge, skills and understanding that they will need to demonstrate to achieve the assessment units;

   - set out for learners the evidence that they will need to produce for the internally assessed units;

   - set out for learners the marking criteria for the internally assessed units against which they will be assessed.

## Assessment objectives

17. All specifications in Travel and Tourism must require learners to demonstrate the following objectives in work-related contexts.

18. The weightings of the assessment objectives must be within the ranges set out below:

| Assessment objective | | Weighting (%) | | |
|---|---|---|---|---|
| | | **AS** | **A2** | **A level / A level (double award)** |
| **AO1** | **Demonstration of knowledge, skills and understanding** Learners demonstrate knowledge and understanding of the specified content, and of related skills, in vocationally related contexts. | 25–35 | 15–25 | 20–30 |
| **AO2** | **Application of knowledge, skills and understanding** Learners apply knowledge and understanding of the specified content, and of related skills, in vocationally related contexts. | 20–30 | 20–30 | 20–30 |
| **AO3** | **Research and analysis** Learners use appropriate research techniques to obtain information and to analyse vocationally related issues and problems. | 20–30 | 20–30 | 20–30 |
| **AO4** | **Evaluation** Learners evaluate information to make judgements, draw conclusions and make recommendations about vocationally related issues and problems. | 15–25 | 25–35 | 20–30 |

## Scheme of assessment

19. Assessment units must be assessed either internally or externally.

20. AS content and A2 content must be assessed separately.

21. In each AS specification, at least one assessment unit must be assessed externally.

22. In each AS double award specification, at least two assessment units must be assessed externally.

23. In each A level specification, at least two assessment units must be assessed externally, one of which must be in A2.

24. In each A level (double award) specification, at least four assessment units must be assessed externally, two of which must be in A2.

25. All specifications must require learners to show their knowledge, skills and understanding in a variety of ways, including extended writing.[1]

26. A level and A level (double award) specifications must include synoptic assessment in A2. Synoptic assessment will be drawn from across the specification.

27. Synoptic assessment involves assessment of learners' ability to draw on their understanding of the connections between different aspects of travel and tourism represented in the specification.

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[1] Any reference to 'writing' or 'written communication' should be interpreted as the production of text by any means, for example pen, word processor and so on.

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