Level 4 Diploma in Management for Travel and Tourism

Objective of the qualification:
• It should available to everyone who is capable of reaching the required standards • It should be free from any barriers that restrict access and progression • It should give equal opportunities for all those wishing to access the qualifications.

Contents

Entry Requirements

These qualifications are designed for learners who are typically aged 18 and above.

The policy regarding access to the qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Entry Requirements

Introduction to Level 4 Qualifications in Management for Travel and Tourism

Our qualifications in Management for Travel and Tourism at Level 4 have been developed to conform to the requirements of the RQF and to meet the requirements of the sector.

These qualifications provide generic management skills for those planning to or working in a management role. The qualifications deliver the skills and knowledge that meet the needs of managers on a domestic and international platform.

We provide a flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have management qualifications, but may have qualifications in other areas and/or prior experience the work place.

Our suite of qualifications is designed to provide:
- maximum flexibility with different sized level 4 qualifications for those who only wish or have the time to initially take smaller qualifications and then build up qualifications over time
- opportunities for learners to develop knowledge and skills, personal qualities and attitudes essential for successful performance in working life
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma

Progression

On successful completion of a Level 4 qualification in Management for Travel and Tourism there are a number of progression opportunities.

Learners may progress to:
- larger qualifications at the same level e.g. from a Certificate to the Diploma or Extended Diploma in Management or a related qualification
- a degree programme in a higher education institution and claim exemptions for some of the units completed

Level 4 Diploma in Management for Travel and Tourism

The Level 4 Diploma in Management for Travel and Tourism is a 60 credit qualification. Learners must complete three mandatory units and one optional unit.

Unit Title	Level	Credit	GLH
Mandatory units			
The Travel and Tourism Sector	4	15	60
Communication Skills	4	15	60
People in Organisations	4	15	60
Optional Units			
Learners must complete a further 1 unit from the list below to achieve a minimum of 60 credits for the Diploma.			
The Management of Visitor Attractions	4	15	60
Passenger Transport Operations	4	15	60
Tourist Destinations	4	15	60
Tour Operations Management	4	15	60
Resort Management	5	15	60
Finance and Funding in the Travel and Tourism Sector	5	15	60
Special Interest Tourism	5	15	60
Sustainable Tourism Development	5	15	60
Applying Promotional Techniques	4	15	60
Customer Relationship Management	4	15	60

Level 4 Certificate in Management for Travel and Tourism

The Level 4 Certificate in Management for Travel and Tourism is a 30 credit qualification. Learners must complete one mandatory unit and a further optional unit.

Unit Title	Level	Credit	GLH
Mandatory			
The Travel and Tourism Sector	4	15	60
Optional			
Communication Skills	4	15	60
People in Organisations	4	15	60

Unit Specifications

Unit Format
Each unit is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title
The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims
The unit aims section summarises the content of the unit.

Unit Code
Each unit is assigned a RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

RQF Level
All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors.

Credit value
The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Learning Outcomes
The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria
The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 5 you would see words such as analyse and evaluate.

Unit Indicative Content
The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

4.24 The Travel and Tourism Sector

Unit aims	This unit aims to develop understanding of the development and structure of the travel and tourism sector and how it is affected by external agencies and factors. An understanding of the impacts of tourism will also be developed.
Unit level	4
Unit code	A/601/1740
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will carry out research into the travel and tourism sector and report on key developments, the structure of the sector and its influences. Learners will analyse the effects of demand and supply and report on the impacts of tourism.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the history and structure of the travel and tourism sector	1.1 Explain key historical developments in the travel and tourism sector 1.2 Explain the structure of the travel and tourism sector
2. Understand the influence of local and national governments and international agencies on the travel and tourism sector	2.1 Analyse the function of government, government sponsored bodies and international agencies in travel and tourism 2.2 Explain how local and national economic policies influence the success of the travel and tourism sector 2.3 Discuss the implications of political change on the travel and tourism sector in different countries
3. Understand the effects of supply and demand on the travel and tourism sector	3.1 Explain factors affecting tourism demand 3.2 Explain how supply has changed to meet the effects of demand
4. Understand the impacts of tourism	4.1 Evaluate the main positive and negative economic, environmental and social impacts of tourism 4.2 Explain strategies that can be used to minimise the negative impacts whilst maximising the positive impacts

Indicative Content

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

Key historical developments

Developments in transport e.g. development of aviation post 1945; introduction of low cost airlines; deregulation of airways; airport expansion; Channel Tunnel; cruise ships; motorway networks; luxury coaches.

- The Grand Tour
- introduction of package holidays
- changes in technology
- government legislation, Development of Tourism Act,1969, Transport Acts, 1980 and 1985

Structure
- private, public and voluntary sectors
- industries within travel and tourism: tour operators, travel agents, accommodation services, passenger transport e.g., rail travel, road travel, aviation and airports, sea travel, public sector, visitor attractions, support services

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

Function of government
- development of tourism policy
- introduction of legislation
- introduction of duties

Government sponsored bodies
- tourism departments e.g. Department of Culture, Media and Sport in the UK
- regional tourist boards
- tourist offices
- development agencies
- local government

International agencies
- European Union
- World Tourism Organisation
- World Travel and Tourism Council
- International Air Transport Association
- International Civil Aviation Authority
- UNESCO

National economic policy
- promotion and support for tourism e.g. through Visit Britain or other national tourist offices
- special events
- transport policy

Local economic policy
- promotion of tourism
- planning
- Grants for tourism development

Implications of political change in different countries
- change in tourism policy
- change in transport policy
- change in duties affecting tourism
- change in visa/entry requirements
- political unrest e.g. Arab Spring
- change in political philosophy e.g change from totalitarian regime to greater levels of democracy and freedom of movement

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

Factors affecting demand

Political and economic factors
- changes in legislation – national and European
- government policy
- events e.g. Olympics
- changes in disposable income
- changes in VAT
- new taxation
- employment levels

Social factors
- demographics
- changes in holiday/leisure patterns
- work patterns
- demand for budget/luxury products

Environmental factors
- air emissions
- carbon footprint
- choice of environmentally friendly providers
- sourcing of products

Technological factors
- improving communication systems
- software for reservations and planning
- easier access e.g. flights

Changes in supply
- luxury hotels
- budget hotels
- different modes of transport e.g. larger aircraft, faster high speed trains, bigger cruise ships
- new destinations
- increased diversity of tour operators e.g. for adventure holidays, personalised holidays, walking/cycling holidays
- city breaks

4. Understand the impacts of tourism

Positive impacts

Economic
- employment- direct and indirect
- tourism revenue – direct and indirect
- foreign exchange
- multiplier effect
- taxes

Environmental
- conservation of historic sites
- eco tourism
- improved infrastructure
- protection of natural environment

Social
- cultural interaction
- education
- preservation of cultural practice e.g. dance

Negative

Economic
- leakage
- movement of population to tourist areas
- artificial inflation
- seasonality

Environmental
- spoiled habitats
- damage to historic sites
- use of natural resources e.g. water

Social

- rise in crime
- rise in prostitution
- local facilities lost to tourism
- commercialisation of culture and reinforcement of stereotypes
- overcrowding

4.5 Applying Promotional Techniques	
Unit Aims	To develop understanding of promotion in business and to practise evaluation of existing campaigns and development of new ones.
Unit Level	4
Unit code	A/503/7079
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the role of promotion in achieving business objectives	1.1 Explain the aims of promotion in business 1.2 Explain how the success of a promotional campaign is measured 1.3 Explain how promotional activities are regulated
2 Understand the range of promotional methods used in business	2.1 Explain the different promotional methods used by business 2.2 Explore current trends in choice of promotional methods 2.3 Analyse the importance of branding in promotion
3 Be able to evaluate an existing promotional campaign for a specific product or service	3.1 Review the objectives of the campaign 3.2 Analyse the promotional mix for the product or service 3.3 Evaluate the choice of media in relation to the target market 3.4 Evaluate the integration of the promotional mix with the other components of the marketing mix
4 Be able to plan a promotional campaign for a specific business or product	4.1 Propose aims and objectives for a promotional campaign 4.2 Justify choice of target market for the promotional campaign 4.3 Devise suitable promotional activities 4.4 Produce a plan for implementation stating how it meets the objectives of the campaign

Indicative Content

1. Understand the role of promotion in achieving business objectives

Aims

- Functions of promotion:persuade, remind, inform, sell, respond to competition, increase market share
- Promotion of corporate identity
- Role within marketing mix
- Positioning

Success criteria
- Increased sales
- Customer recall
- Press coverage
- Customer loyalty

Regulation
- Sale of Goods Act
- Trade Descriptions Act
- Ofcom – role and function
- Advertising Standards authority – role and function

2. Understand the range of promotional methods used in business

Promotional methods
- Above the line/below the line
- Advertising
- Public relations
- Sales promotion
- Sponsorship
- Product placement
- Direct marketing

Current trends
- Social media, Twitter, Facebook, LinkedIn
- Quick response codes
- Smart phone applications
- Text promotions
- Cross media promotions

Branding
- Types of brands
- Brand values
- Premium brands
- Differentiation to market segment
- Role in positioning

3. Be able to evaluate an existing promotional campaign for a specific product or service

Evaluation of a campaign
Campaign objectives

- extend reach
- communicate message about image, new product, new features
- AIDA model e.g. attention, interest, desire, action

Promotional mix
- promotional methods chosen e.g. advertising, personal selling, sales promotion, public relations, corporate image, direct marketing, exhibitions
- marketing mix e.g. product, price, place (distribution), promotion
- Integration/interrelationship with marketing mix e.g. links to price, product development, positioning and distribution channels

Choice of media
- Ability to reach target market
- Frequency
- Likely cost
- Previous results

4. Be able to plan a promotional campaign for a specific business or product

Aims and objectives
- Extend reach
- Communicate message about image, new product, new features
- AIDA model

Choice of target market
- Appropriate for message
- Suitable media chosen
- Suitable activities chosen to appeal to target

Promotional activities
- Use of advertising, below the line promotions and public relations
- Links to corporate identity

Plan implementation
- Target market and coverage
- Timing
- Frequency
- Spend
- Cost versus benefits

4.3 Communication Skills	
Unit Aims	
Unit Level	4
Unit code	L/503/7071
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1 Understand how internal communication takes place within organisations	1.1 Explain the process of communication 1.2 Assess the appropriate use of different modes of communication for different purposes 1.3 Analyse barriers to effective communication within organizations
2 Understand how organisations communicate with customers	2.1 Evaluate formal communication systems used by organisations to communicate with Customers 2.2 Analyse the effectiveness of using social media to communicate with customers 2.3 Assess the images organisations portray through their communications
3 Understand the factors that impact on the effectiveness of communications	3.1 Assess the impact of personal relationships on effective communications 3.2 Assess the impact of non-verbal communication on oral communications 3.3 Assess the impact of technology on oral and written communication 3.4 Review the use of conventions in written Communications
4 Be able to present oral information effectively	4.1 Design an oral presentation for a specified Audience 4.2 Present complex information orally 4.3 Use technology to support presentation skills 4.4 Assess effectiveness of own communication
5 Be able to communicate effectively in writing	5.1 Communicate complex information for specific purposes 5.2 Document a meeting 5.3 Use charts and graphs to convey quantitative Data 5.4 Review written communication

Indicative Content

1. Understand how internal communication takes place within organisations

The process of communication
- A dynamic process
- Sender has an idea
- Idea/message sent
- Message transmitted to receiver
- Receiver gets message
- Receiver gives feedback (responds) to message

Modes of communication
- Written – letters, bulletins, notice boards, updates, newsletter
- face to face /Oral - briefings, appraisal, meetings (departmental, weekly updates, team meetings; interviews, appraisals, disciplinary, sales, annual general meeting (AGM); extraordinary general meeting (EGM),
- Electronic – email, Facebook, twitter, blog

Purposes of communicate
- To provide information, to gain information, to generate ideas, to generate team cohesion, to motivate
- To send information vertically (upward and downward) and horizontally
- Internal communication, external communication
- To provide information formally and informally

Barriers
- Clarity of written/oral message – readability, language, tone
- Technology – poor connections, inappropriate use
- Interpersonal relationships –, personal conflict
- Non-verbal communication

2. Understand how organisations communicate with customers

Formal communications
- Websites, brochures, letters, newsletters, email, emails, telephone calls, face to face, social media

Purpose of communicating by social media
- Generate business
- Network
- Image
- Public relations (PR)
- Remain up to date

Image
E.g. contemporary; traditional; energised; cutting edge;

3. Understand the factors that impact on the effectiveness of communications

Impact of personal relationships
- Team cohesion
- Personal conflict
- Favouritism
- Job satisfaction/dissatisfaction

Impact of non-verbal communication
- Tone of voice, body language
- Negative and positive, reinforcement of oral message/contradiction of oral message
- Active listening and focusing

Impact of technology
- Negative – reliance on technology at meetings/presentations; can create stress;
- Positive – enhance clarity of information , helps reinforce messages, can help those with different learning styles;

Conventions in written communications
- Formal reports, informal reports, emails, letters, texts
- Greetings, sign off, tone, punctuation and grammar, use of first or third person

4. Be able to present oral information effectively

Oral presentation
- Formal presentation to a small group e.g. staff, colleagues, management

Complex information
- General - introductory
- Complex - facts, figures, data

Technology
- Presentation software
- ICT e.g. spread sheets, hand-outs

Effectiveness
- Was intended purpose met?
- Appropriateness of body language
- Audience response
- Quality and appropriateness of information given

5. Be able to communicate effectively in writing

Communicate complex information
- In writing e.g. reports, briefing notes, press releases, social media (e.g. Facebook, twitter and blogs), meeting documentation
- Purpose e.g. to present results to the board, to launch a marketing campaign,

Document a meeting
- agenda, minutes, papers

Quantitative data
- E.g. financial results, sales figures, changes in product features, productivity, energy efficiency
- Review written communication
- For clarity, readability, appropriateness of media, use of visuals (e.g. charts, graphs, pictures); tone language

4.4 People in Organisations	
Unit Aims	This unit aims to develop knowledge of those aspects of organisations that concern and support people. This includes communication practices, teamwork, remote working and other organisational structures. Using this knowledge learners will be able to review the impact of workplace practices on people
Unit Level	4
Unit code	T/503/7078
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand communication practices within organisations	1.1 Analyse the benefits of effective communication to organizations 1.2 Analyse policies and procedures that are used to enhance communication within organizations 1.3 Outline legislation relevant to communication within organizations 1.4 Evaluate how the organisational structure impacts on the communication methods used
2 Understand the principles of effective teamwork	2.1 Assess the benefits of team working to individuals and organisations 2.2 Analyse why teams might fail to meet their objectives 2.3 Evaluate the impact of leadership styles on teamwork
3 Understand the issues associated with remote working	3.1 Explain the implications of the different ways in which people work 'remotely' 3.2 Evaluate common working practices used by those working remotely in different contexts 3.3 Analyse the leadership styles suitable for remote working
4 Understand the structures designed to support people within the workplace	4.1 Explain how HR departments can provide support to people within the workplace 4.2 Assess policies and procedures designed to support people in the workplace 4.3 Assess practices used to support people in the work place
5 Be able to review the impact of workplace practices on people within organisation	5.1 Assess workplace practices that impact on people within organizations 5.2 Make recommendations to improve staff and managers experience of the workplace

Indicative Content

1. Understand communication practices within organisations

Benefits
- Accurate and timely information
- Efficiency
- Good relationships/effective teams
- Morale
- Clear messages
- Customer and supplier relationships

Policies and procedures
- Protocols e.g. for email
- Staff briefings
- Newsletters/posters/bulletins/email groups
- Briefings, regular meetings
- Cascade
- Policies e.g. dealing with the media, confidentiality

Legislation
- Data Protection Act 1998
- Privacy and electronic communication
- Freedom of Information Act
- Equal opportunity
- Confidentiality

Organisational structure
- Flat/tall
- Matrix
- Regional
- Remote offices
- Dotted line reporting

2. Understand the principles of effective teamwork

Benefits
- Synergy
- Motivation
- sense of belonging
- efficiency
- creativity
- being able to utilise individual skills and experience
- opportunity for personal development

Failure of teams
- communication
- absence of individuals
- conflict or conversely desire not to upset other team colleagues
- team make-up
- poor brief
- leadership style

Leadership style

- McGregor theory x/theory y
- Delegation
- Empowerment
- Herzberg – motivators and hygiene factors

3. Understand the issues associated with remote working

Remote working
- working at home
- working from home (home-based)
- regional offices
- virtual working
- global working

Implications
- investment in technology
- feeling remote and lonely
- challenges with communication
- working in different time zones
- different ways of behaving and doing things
- time management and irregular hours

Working practices
- teleconferencing
- Webinars
- flexible hours (e.g. around personal commitments)
- regular updates, meetings
- Skype
- Email
- Travel

Leadership style
- Mc Gregor theory x/theory y empowerment
- Herzberg – motivators and hygiene factors

4. Understand the structures designed to support people within the workplace

Human resources department
- Ensuring the correct policies and procedures are in place
- Assessing developmental needs
- Dealing with disciplinary issues
- Supporting in issues concerning conflict
- Advising managers
- Support for those leaving organisations e.g. retirement, redundancy

Policies and procedures
- Recruitment and selection criteria
- Job descriptions and person specifications
- Contracts of employment
- Flexible working/family friendly
- Termination of employment
- Induction, appraisal, training
- Data protection
- Personal issues e.g. bereavement, pregnancy

Practices
- Coaching
- Mentoring
- Training
- Appraisals
- Performance reviews

5. Be able to review the impact of workplace practices on people within organisations

Workplace practices that impact on people
- Communication protocols
- Team meeting
- Leadership styles
- Flexible /remote working
- Support from HR department
- Possibility for advancement
- Culture of coaching/mentoring
- Culture of fear

Recommendations for improvement
- Reviewing current practice and making proposals for change
- Consultative groups
- Employee representatives on the Board
- Staff surveys
- Outside intervention

4.21 The Management of Visitor Attractions

Unit aims	The aim of this unit is to develop learners understanding of visitor attractions, their appeal and their impacts. Using this understanding, learners will be able to consider the management strategies appropriate to manage visitors and minimise impacts on the environment.
Unit level	4
Unit code	A/503/8149
GLH	60
Credit value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignment according to awarding organisation guidance.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the key features of visitor attractions	1.1 Differentiate between different types of visitor attractions 1.2 Analyse the ownership and key objectives of different types of visitor attractions 1.2 Describe the role of agencies and organisations involved in different types of visitor attractions
2. Understand the appeal of visitor attractions to different visitor types	2.1 Analyse how the needs of different visitor types are met at visitor attractions 2.2 Apply motivational theories to analyse the appeal of different visitor attractions
3. Understand the impacts of visitor attractions	3.1 Analyse the economic impacts of visitor Attractions 3.2 Analyse the impacts of visitor attraction on the environment and local communities
4. Understand the management strategies used at visitor attractions	4.1 Assess management strategies used at visitor attractions 4.2 Analyse the management strategies used at visitor attractions to enhance sustainability

Indicative Content

1. **Understand the key features of visitor attractions**

Types of visitor attractions
Natural: including
- National parks
- Wildlife
- Viewpoints
- Landscapes e.g. mountain ranges, deserts, wetlands
- Outstanding natural phenomena e.g. Grand Canyon, Victoria Falls, Great Barrier Reef,
-

Artificial, manmade or purpose built:
- Cultural resources (ancient and modern culture)
- Religious sites,
- Museums
- Art galleries
- Architecture
- Archaeological sites e.g. Grimes graves o
- Traditions folklore
- Festivals
- Theme parks e.g. Alton Towers, Eden Project
- Sports activities e.g. Olympic and Paralympic events.

Ownership
- public/government owned e.g. English Heritage and National Gallery
- private e.g. Australia Zoos and theme parks
- voluntary sector e.g. National Trust (UK)

Key objectives to include
- Profit
- Conservation
- Preservation, enhancement of local culture and/or heritage
- Revitalisation – attract new business, jobs, revenue, multiplier effect

Agencies and Organisations
- UNESCO – world heritage sites – to protect and preserve heritage
- National Government -- to provide funding for voluntary organisations, designation of protected areas e.g. National Parks, SSSI; revitalisation of an area (new business, jobs, revenue)
- Local government - to process planning regulations
- Private enterprise/ public limited companies –
- Pressure Groups e.g. to protection of local environment
- Local community groups - to raise concerns about impacts
- Other tourism organisations e.g. transport companies, accommodation providers, caterers - to provide associated goods and services

2. **Understand the appeal of visitor attractions to different visitor types**

Visitor types, to include
- Market segmentation: demographic, geographic, psychographic, socio-economic
- Visitor needs: pleasure and enjoyment, practical (e.g. restaurants and comfort facilities, access to transport, pushchairs, wheelchairs, etc.) and added value (e.g. catering for special interest, offering events, activity areas, education facilities) accommodation / transport provision, promotional links e.g. to supermarket store cards,

Motivational Theories

- Physical
- Emotional
- Cultural
- Status
- Personal
- Personal development

3. **Understand the impacts of visitor attractions**

Economic Impacts
- To national economies – enhanced appeal of destinations, increased visitor flows, multiplier effect, costs, income
- To local economies – revenue, jobs (seasonality), multiplier effect, attracting other businesses, costs

Environmental Impacts
- exceeding carrying capacity leading to traffic congestion, overcrowding, queues
- erosion/wear and tear (on buildings, paths, mountain sides)
pollution: litter, noise

4. **Understand the management strategies used at visitor attractions**
Visitor Management Strategies

Managing supply by
- offering flexible capacity e.g. extended opening hours, increased staff levels, additional eating and seating capacity
- managing the environment e.g. by regulated temperatures in historic buildings, darkened rooms to prevent sun damage

Managing demand by
- managing visitor flow e.g. set routes to avoid congestion, timed tickets
- differential pricing strategy, offers to visit off peak times
- targeted marketing

Management strategies to enhance sustainability
- Opening times e.g. seasonal closure to aid recovery of natural habitats, closure one day a week to reduce wear and tear

- Managing demand e.g. visitor flows (see above)

- Increasing supply (see above)

- Marketing, price incentive

- Education of visitors e.g. managing visitor expectations, educating re. their impacts, codes of conducts

- Signage and information e.g. at attraction, en route to attraction

- Use of technology e.g. simulated experiences

Inclusion of local community to prevent local conflict e.g. Masia involved in wildlife preservation

4.20 Passenger Transport Operations	
Unit aims	The aim of this unit is to introduce learners to the environment in which passenger transport providers operate. The learners will gain an understanding of those factors that influence passengers' decisions, how passenger transport providers operate to meet passengers' needs and deal with the complex and ever changing external environment. With this understanding the learner will review the effects of recent developments on passenger transport operations.
Unit level	4
Unit code	M/503/8150
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the influences on passengers travel decisions	1.1 Analyse the factors that influence passengers' choices of transport 1.2 Analyse how transport operators respond to passengers choices
2. Understand key aspects of passenger transport operations	2.1 Explain the operational elements of passenger transport systems 2.2 Evaluate the complexities of operating a transport node
3. Understand the external environment in which transport providers operate	3.1 Describe the regulatory framework in which the transport sector operates 3.2 Evaluate the competitive strategies used to maintain and grow market share
4. Be able to review the effects of recent developments on passenger transport operations	4.1 Assess recent developments that have had an impact on passenger transport operations 4.2 Evaluate the impact of terrorist threats on transport operations 4.3 Evaluate the responses to recent developments by different transport operators

Indicative Content

1. Understand the influences on passengers travel decisions

Factors that influence choice

- Appeal – attractiveness, suitability, status, novelty, affordability, image, safety, passenger facilities
- Convenience - accessibility, departure/arrival points, regularity of service, speed, departure/arrival times, ease of booking, time available for travel
- Prior experience, loyalty
- Price, perceived value
- Purpose of trip – business, leisure, or visiting friends and relatives (VFR)
- Quality, classes offered

Response of transport operators

- Targeted marketing
- Pricing policy
- Choice of departure points/services; choices of ticket purchase methods
- Facilities for different traveller types
- Variable process/offers
- Increased/decreased capacity

2. Understand key aspects of passenger transport operations

Operational elements

- passenger requirements e.g. itineraries, schedules, journey patterns, ticketing requirements, services needed at nodes
- legal and financial aspects - fares, fuels, taxes, licences, health and safety, codes of practice, contracts
- operational plans – staffing levels, service agreements, dealing with rush hour, schedules, capacities, seating
- working with other agencies e.g. BAA, UKBA

Transport nodes (terminals)

- carrying capacities for inflowing, outgoing traffic/passengers, timings, pressures on facilities caused by late departures/early arrivals, access, passenger controls, peaks and troughs, seasonality, impact of weather, emergency procedures/evacuations
- Terminal facilities for passengers: staff, waiting areas, catering facilities, comfort facilities, queue management equipment (e.g. ropes, loud halers) support services, surveillance, VIPs, cleanliness, baggage, signs, access routes, check in ticketing management/handling,
- Other terminal facilities – parking, surveillance, accommodation, travellers services (e.g. currency shops), passport control at borders

3. Understand the external environment in which transport providers operate

Regulatory framework

- Regulatory bodies for road, rail, air, sea
- Key regulatory requirements for road, rail, air and sea travellers
- political agenda e.g. tax, subsidies
- regulatory requirements concerning consumer protection , the environment, diversity and inclusion, health and safety

Competitive strategies
- price e.g. no frills airlines, advance booking train tickets,
- convenience e.g. reduced check in times, taxi service to/from airport, regional airports
- additional services e.g. speedy boarding, VIP lounges, silent carriages/working carriages on trains, meet and greet services, on board entertainment, catering facilities
- quality and image; environmental policies, perceived or actual attitude to customers, community relations,

4. Be able to review the effects of recent developments on passenger transport operations

Recent developments
- environmental pressures and awareness
- diversity of transport
- new markets/destinations
- health issues e.g. SARS, foot and mouth, deep veined thrombosis
- increased customer expectations – of service, on environmental impacts
- pressure on green belt land
- new services, e.g. Cross Rail link, Eurostar, new airports/terminals
- economic pressures

Responses
- development of new markets
- consolidation
- withdrawal of services
- improved process and procedures
- providing new services for travellers e.g. on-board wifi, improved communication
- new designs e.g. for aircraft, rolling stock

Impact of terrorist threats on
- staffing needs
- security measures
- regular reviews of security procedures
- checks on staff
- queue's/longer check in times
- passenger awareness
- need for information
- emergency procedures – with regular reviews and enactments

5.49 Sustainable Tourism Development	
Unit aims	The aim of this unit is to develop knowledge and understanding of the need for sustainable tourism and the role of the planning process to ensure future developments are sustainable for the host communities and their environments. Learners will gain knowledge and understanding of best practice. They will use their knowledge to review the sustainability of a destination and make recommendations to preserve its environmental and social fabric.
Unit level	5
Unit code	T/503/8151
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance
Learning Outcome **The Learner will**	**Assessment Criteria** **The learner can**
1. Understand the planning process in relation to tourism development	1.1 Assess the objectives of planning for tourism development 1.2 Explain the roles of different stakeholders, agencies and organisations involved in the planning process 1.3 Evaluate the different approaches to planning 1.4 Evaluate the tools used to inform the planning process
2. Understand the need for the sustainable development of tourist destinations	2.1 Justify the concept of sustainable tourism development 2.2 Analyse the impacts of tourism on destinations 2.3 Explain why business decisions can create conflict with local people
3. Understand best practice in terms of sustainable development	3.1 Evaluate how negative environmental impacts can be minimised 3.2 Evaluate how negative socio cultural impacts can be minimised 3.3 Evaluate how positive economic impacts can be maximised 3.4 Evaluate how ethical practices can benefit business and customers
4. Be able to review the sustainability of destinations	4.1 Present viewpoints of those involved in destination developments, including host communities 4.2 Make recommendations to preserve the environmental and social fabric of a destination 4.3 Justify your recommendations, using examples of best practice

Indicative Content

1. Understand the planning process in relation to tourism development

Objectives
- Maintain/protect/use cultural diversity, cultural heritage,
- Maintain/protect/use eco systems, unique environments, wildlife, landscape
- Maximise economic advantage e.g. jobs, increased profit, foreign exchange, balance of payments
- improved infrastructure, more facilities for travellers and/or host population
- sustainability, long term gain
- increased income (more visitors/customers),
- image/perception
- co-ordinate development
- Stakeholders
- Travellers/visitors
- Host communities
- Local businesses
- Public and private sector tourism partnerships
- Destination management organizations
- Developers/ international businesses
- Governments
- Travel agencies/companies

Agencies and organisations
- International e.g. UN
- National e.g. government and campaign groups
- Regional e.g. regional government
- Local e.g. local government
- Organisations that drive ethical tourism e.g. Tourism Concern, Responsible Tourism
- Travel companies

Approaches
- Environmental economic, social
- International, national, local
- Strategic, short term
- Quantitative, qualitative

Tools
- Environmental Impact Assessment
- Cost benefit analysis
- Cambridge Economic Impact Model

2. Understand the need for the sustainable development of tourist destinations

Concept of sustainable tourism development
- Principles of sustainable tourism development – re-focusing, adapting, monitoring, governance
- Need for sustainable development of tourist destinations
- Maintain a balance between limits and usage
- Environmental promotion
- Social and Corporate responsibility
- Enhanced integrity of local ecosystems
- Triple Bottom line, Corporate Social Responsibility (CSR), ecological footprint, human capital, natural capital
- Reports and recommendations - Bruntland Report (1987), World Travel and Tourism Council

Impacts
- Negative, positive
- Socio- cultural e.g. tourist host relationships, crime, gambling, changes to sexual attitudes, social change, family values, habitual, educational, commercialisation/destruction of culture, destruction/preservation of heritage
- Economic – increased employment opportunities, Balance Of Payments, multiplier effect, opportunities for local business, foreign exchange; leakages, foreign/multinational ownership, increased income
- Environmental – conservation, preservation destruction; pollution (air noise, environmental) damage to environment/ecology, erosion, natural resources, preservation through National parks, irrigation, Official facts and figures

Business decisions that may cause conflict

- Ownership of developments e.g. leakages of economic benefits/profits overseas
- Environmental costs to destination e.g. environmental damage, over use of fragile eco systems, damage to coral
- Socio-cultural cost to destination e.g. dress, customs, religious taboos, family expectations, sexual norms
- Use of limited resources e.g. water, land, power
- Location of developments e.g. on sacred sights,
- Limited accessibility for host population e.g. to beach, enclave tourism, All-inclusive resorts

Limited opportunity for host population to benefit from developments e.g. all-inclusive resorts.

3. Understand best practice in terms of sustainable development

Measures to minimise negative environmental/sociocultural impacts
- Qualitative measures
- Quantative measures e.g. tourist tax
- Restricted guided tours e.g. to mountain gorillas, fragile environments Land zones
- Environmental friendly polices e.g. not washing towels every day in hotels
- Shows/staged authenticity e.g. of local customs, rituals, dances
- Visa, permits e.g. Antarctica
- Environmental Impact assessment of all activities eg Antarctica

Maximising economic benefits
- Engaging local communities in decision making – empowerment through engagement
- Economic gain through employment and micro-enterprise development;
- Pro poor tourism approach – maximise linkages between local tourist industry and tourist
- Minimise leakages
- Local sourcing of materials and labour
- National and local government involvement

Benefits of ethical practices to businesses/customers
- Improved Image and perception
- competitive advantage
- niche market
- increased demand
- corporate social responsibility agenda

4. Be able to review the sustainability of destinations

Present viewpoints
- Host communities
- Local tourism industry
- Organisations/Activists supporting sustainable tourism
- Developers
- Planners
- Visitors

Recommendations (with reference to LO3)
- Measures to minimise negative environmental / socio cultural impacts
- Maximising economic benefit

Best practice
- Countries, destinations, governments

4.25 Tourist Destinations

Unit aims	To develop an understanding of tourist destinations in the UK and worldwide and knowledge of the cultural, social and physical features of tourist destinations. Also an understanding of the appeal and popularity of tourist destinations and issues that could affect these.
Unit level	4
Unit code	K/601/1748
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessments in accordance with awarding body guidance.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the scope of key UK and worldwide tourist destinations	1.1 Analyse main tourist destinations and generators of the world in terms of visitor numbers and income generation 1.2 Analyse statistics to determine tourism destination trends and predict future trend
2. Understand the cultural, social and physical features of tourist destinations	2.1 Analyse cultural, social and physical features of tourist destinations explaining their appeal to tourists 2.2 Compare features of developing and leading tourist destinations
3. Understand how the characteristics of destinations affect their appeal to tourists	3.1 Compare the appeal of current leading tourist destinations with that of currently developing tourist destinations 3.2 Evaluate how characteristics of a tourist destination affect its appeal
4. Understand issues likely to affect the popularity of tourist destinations	4.1 Analyse issues that affect the popularity of tourist destinations 4.2 Discuss the potential for responsible tourism to enhance the host community at worldwide tourist destinations

Indicative Content

1. Understand the scope of key UK and worldwide tourist destinations

Tourist destinations
- Tourism generators (numbers and spend) e.g. regions, countries cities
- Tourism receivers (numbers and spend)
- International, national, regional generators e.g. regions, countries, cities
- International, national, regional receivers, e.g. regions, countries, cities

Trends
- Growing and declining regions and destinations
- Visitor numbers
- Types of visitor
- Accommodation and travel preferences
- Level of tourist spend

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

Features
- Cultural e.g. history, architecture, art and music, food and drink celebrations and festivals,
- Social e.g. markets, sporting events, communities, other events
- Physical e.g. lakes, mountains, coastline, areas of natural beauty, cities, islands

Features of developing and leading tourist destinations:

- Stage of product life cycle
- Ease of travel to destination
- Available accommodation
- Attractions - man-made and natural
- Tourist infrastructure e.g. tourist information centres
- Leisure facilities and entertainments

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

Appeal

- Developing and leading destinations
- Trends and fashions
- Business and leisure markets
- Costs e.g. cheaper resorts, effects of exchange rates

Characteristics
- Political and governmental issues – form of government etc.
- Economic issues- economic growth, dependency on other countries, economic impact of tourism
- Infrastructure – transport, sanitation etc.
- Public attitudes to tourism
- Conservation and sustainability issues

4. Understand issues likely to affect the popularity of tourist destinations

Issues affecting popularity
- Attitudes to sustainability
- Political unrest
- Natural disasters
- Poor infrastructure
- Political attitudes e.g. on conservation, human rights
- Economic stability
- Exchange rates

Responsible tourism

- Low carbon footprint
- Positive impact on population – enhancing affluence of population
- Low impact on existing industries such as farming, mining etc
- Low impact on cultural identity

4.26 Tour Operations Management	
Unit aims	To develop an understanding of how tour operators create and sell holidays and the strategic decisions involved in managing tour operations.
Unit level	4
Unit code	T/601/1748
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the tour operators industry within the travel and tourism sector	1.1 Analyse the effects of current and recent trends and developments on the tour operators industry
2. Understand stages involved in creating holidays	2.1 Assess the stages and timescales involved in developing holidays 2.2 Evaluate the suitability of different methods of contracting for different components of the holiday and different types of tour operator 2.3 Calculate the selling price of a holiday from given information
3. Be able to review brochures and methods of distribution used to sell holidays	3.1 Evaluate the planning decisions taken for the design of a selected brochure 3.2 Assess the suitability of alternatives to a traditional brochure for different types of tour operator 3.3 Evaluate the suitability of different methods of distribution used to sell a holiday for different types of tour operator
4. Understand strategic and tactical decision making for tour operators	4.1 Evaluate the strategic decisions made by different types of tour operator 4.2 Compare the tactical decisions that could be taken by a selected tour operator in different situations

Indicative Content

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

Tour operations industry

- Different types of tour operators: mass market, specialist interest, activity based, domestic operators, direct selling
- Industry statistics and structure – major operators, independent operators, numbers of passengers/customers, market share, products and services, structure of businesses, role of trade bodies
- Relevant legislation e.g. EU Package Travel Directive definition

Current and recent trends

- Changing market trends – package holidays, bespoke holidays, special interest sector etc.
- Dominance of market by a few operators
- Economic impact, liquidations
- Awareness and concern about environmental impacts
- Impacts of globalization
- Fair trade issues
- Impact of internet and ecommerce
- Customers booking their own holidays/travel arrangements
- Growth of budget airlines
- Regulation and control

2. Understand stages involved in creating holidays

Stages and timescales

- Market research
- Costs and financing
- Seasonal issues
- Different types of holidays
- Planning and forecasting – timescales, finances, components
- Contracting
- Production of sales materials – webpages, brochures, etc.

Contracting

- Air/train transport – chartering, allocations, adhoc
- Accommodation – a 'commitment' contract, allocation, adhoc,
- Issues of currency and exchange rates

Components of the holiday

- Accommodation
- Transport
- Resort services
- Ancillary services

Types of tour operator
- Specialist
- Bespoke
- Mass market/packages

Selling price
- Costs – fixed and variable costs, direct and indirect costs, overheads
- Costing – full absorption, marginal costing, break-even
- Profit margin and mark-up
- Currency issues
- Seasonal pricing
- Looking at competitors
- Load factors

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

Brochure design
- Format of traditional brochure – size, paper quality etc.
- Copy – target customers, photographs, text,
- Practicalities – design, printing, proofs, timescales, print runs
- Legalities – relating to information and pricing options presented

Alternatives
- Web pages
- Television
- CD/DVD formats

Suitability of alternatives to brochure

- Target market
- Products and services etc.
- Margins
- Timescales
- Costs
- Number of anticipated sales

Distribution
- Travel agencies
- Internet direct selling
- Internet agencies
- Mail direct selling
- Telephone selling

4. Understand strategic and tactical decision making for tour operators

Strategic decisions

- Product choices/target markets
- Volume and price decisions
- Pricing strategies and distribution
- Marketing and branding strategy

- Capital investment decisions
- Organisational structure and culture
- Emergency planning

Tactical decisions

- Response to competition e.g. competition pricing
- Maximising room/seat occupancy etc. e.g. using marginal costing
- Staffing decisions
- Marketing methods e.g. special offers, discounts
- Responses to liquidations of competitors
- Relationships with press

5.19 Resort Management	
Unit aims	To develop an understanding of the operations of tour operators within resorts.
Unit level	5
Unit code	A/601/1754
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance. Learners should have access to information relating to real resort operations on which to base their analyses.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the function and structure of resort operations	1.1 Analyse the function of the resort operations of tour operators 1.2 Analyse the structure of the resort offices of different types of tour operator
2. Understand the role and impact of quality systems and procedures	2.1 Discuss how effective quality systems and procedures affect legal and conflict situations 2.2 Analyse the impact of quality systems and procedures implemented by a specified tour operator on its operations
3. Understand the management issues relating to incidents	3.1 Analyse incidents that could affect the operation of a resort 3.2 Evaluate the procedures to be implemented by a tour operator to deal with different incidents 3.3 Discuss how procedures to be implemented by a tour operator link with guidelines of trade associations and government bodies

Indicative Content

1. Understand the function and structure of resort operations

Functions of resort operations

- Provision of services – understanding service offer
- Customer service – standards
- Legal issues – health and safety, local law, contract law (customer and supplier contracts)
- Financial issues – cost levels, profit margins, budgets
- Human resources – staffing issues in resorts – resort representatives, training issues
- Sourcing and supply of resource based services – local trips, guides, special offers etc
- Communication with customer, supplier, organisation head office, handling agents

Types of tour operators
- Activity based
- Summer/winter
- Eco-tourism
- Self catering/hotel/camping/boating
- All inclusive
- Age based e.g. 18-30, over 60s

Structures
- Reporting lines
- Job roles and responsibilities
- Numbers of staff, Communication lines
- Office based/hotel based staff
- Working hours

2. Understand the role and impact of quality systems and procedures

Legal and conflict issues
- Consumer protection
- Contractual obligations
- Health and safety issues
- Industry regulations and guidelines (e.g. ABTA)
- Environmental issues
- Local legislation
- Customer complaints
- Conflict with local law and/or custom
- Codes of conduct

Quality systems and procedures
- Risk assessment procedures
- Documentation
- Quality monitoring and control procedures
- Complaints procedures
- Communication to resolve issues
- Reporting of risks and issues
- Ensuring procedures and policies are in line with legislation and regulations

Impact of quality systems

- Security
- staff confidence
- early resolution of problems
- customer relations/reputation
- clear lines of communication
- clear emergency procedures
- reduced incidence rates

3. **Understand the management issues relating to incidents**

Incidents
- Natural disasters or events e.g. flood, avalanche, hurricanes, earthquake, volcano eruption
- Accidents – accommodation fire, transport crashes etc.
- Illness – food poisoning, outbreak of infection
- Political unrest
- Changes in legislation
- Restrictions on movement e.g. due to disease or political issues

Procedures to deal with incidents

- Emergency and contingency plans
- Staff responsibilities
- Liaison with third parties e.g. government officials, police, emergency services, military, embassy staff
- Reporting responsibilities within organisation
- Accounting for all customers in resort
- Ensuring safety of customers in resort
- Dealing with press and social media
- Liaison with embassy
- Lines of communication

Guidelines
- Industry body guidelines e.g. ABTA, CAA
- Home country government guidelines
- Local government guidelines

5.20 Finance and Funding in the Travel and Tourism Sector

Unit aims	To develop the skills to interpret and apply financial information for management purposes within a travel and tourism business
Unit Level	5
Unit code	J/601/1742
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignment according to awarding organisation guidance. Pricing, costing and financial decision making may be based on real or given scenarios. The financial statements of tourism organisations should be used as the basis of financial analysis.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of costs, volume and profit for management decision making in travel and tourism	1.1 Explain the importance of costs and volume in financial management of travel and tourism businesses 1.2 Analyse pricing methods used in the travel and tourism sector 1.3 Analyse factors influencing profit for travel and tourism businesses
2. Understand the use of management accounting information as a decision-making tool in travel and tourism businesses	2.1 Explain different types of management accounting information that could be used in travel and tourism businesses 2.2 assess the use of management accounting information as a decision-making tool
3. Be able to interpret financial accounts to assist decision-making in travel and tourism businesses	3.1 Interpret travel and tourism financial accounts
4. Understand sources and distribution of funding for public and non-public tourism development	4.1 Analyse sources and distribution of funding for the development of capital projects associated with tourism

Indicative Content

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

Costs and volume
- Direct and indirect costs
- Fixed and variable costs
- Overheads – allocation and apportionment
- Principles of activity based costing
- Opportunity cost
- Volume of sales
- Break-even analysis

Importance of costs and volume
- Sales
- Profit
- Market position
- Image

Pricing methods
- Cost-plus
- Marginal costing/pricing
- Full absorption costing
- Market led pricing
- Seasonal pricing

Factors effecting profit
- Effects of economic environment e.g. recession, boom etc.
- Effects of government policies e.g. taxation on fuels, airport taxes etc.
- Fashions and trends e.g. new products
- Seasonal influences e.g. summer/winter, school holidays, weather
- Social issues – e.g. concern about environment

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

Management accounting information
- Budgets and budgetary control
- Cash flow forecasts
- Management accounts
- Variance analysis
- Statistical information about sales, costs etc.

Decision-making uses
- Raising finance
- Management of working capital
- Forecasting sales/profits/costs
- Investment appraisal
- Assessing profitability
- Evaluating achievement against objectives
- Pricing

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

Financial accounts
- Statement of financial performance (income statement)
- Statement of financial position (balance sheet)
- Statement of cash flows

Interpretation
- Comparisons – year on year, business to business, business to industry averages
- Calculating ratios – profitability, liquidity, efficiency, gearing, investor
- Interpretation of ratios
- Weaknesses of ratio analysis
- Consideration of effects of non-financial factors e.g. social and environmental issues

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

Sources and distribution of funding e.g.
- Banks
- Government funding
- European social funds
- Regional development funds
- Lottery funding
- Venture capitalists
- Internal sources

Types of funding e.g.

- Retained profits
- Debt
- Equity
- Sale and leaseback

Projects e.g.

- Heritage sites
- Tourist information centres
- Activity centres – theme parks, leisure facilities etc.
- Regeneration
- Infrastructure projects

5.21 Special Interest Tourism	
Unit aims	To develop knowledge of special interest tourism and an understanding of its growth in recent years. To understand the customer base, motivations and issues around special interest tourism.
Unit level	5
Unit code	M/601/1752
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessments should follow awarding body guidance

Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the nature and development of special interest tourism	1.1 discuss special interest tourism in terms of product differentiation and tourist types 1.2 Assess the contribution of tourism trends, factors and shifts in holiday interests to special interest tourism development
2. Understand how special interest tourism matches customers products and service	2.1 Evaluate how providers can match products and services to different customer types
3. Understand the appeal and motivation of special interest tourism for customers	3.1 Analyse the appeal to customers of special interest tourism features and benefits 3.2 Evaluate how the motivations of tourists are met by special interest tourism locations and features
4. Understand management needs and issues of special interest tourism	4.1 Evaluate the organisational and support logistics involved in the management of special interest tourism trips 4.2 Assess how operators resolve issues that affect special interest tourism

Indicative Content

1. Understand the nature and development of special interest tourism

Nature of special interest tourism

- Definition: tourism around specialist activities
- Product differentiation: by types of activities (artistic/creative, active/sports, health/relaxation, educational, learning a new skill, hobbies based), by cost, by location, by target market
- Tourist types: differentiation by socio economic groups, experience of travel, education, amount of leisure time
- Provision e.g. niche rather than mass market

Development of special interest tourism

- Demand factors: disposable income, ease of finding information/booking, trends and fashions, increased leisure time, social factors eg increased divorce rate, aging populations
- Supply factors: globalisation, better transport and infrastructure, competition, availability of destinations, internet selling reaching wider markets for niche products

2. Understand how special interest tourism matches customers, products and service

Products and services
- Activities: special interest tours, outdoor activities, hobbies and interests, educational courses, special events (e.g. Olympics)
- Destinations: urban, rural, home or abroad, coast, mountain etc.
- Packages: all inclusive, bespoke, self-catering etc.

Customer types
- Individuals
- Groups
- Families
- Age ranges e.g. elderly, teenage etc.

3. Understand the appeal and motivation of special interest tourism for customers

Features and benefits

- Difference from usual tourism offer
- Can combine destination and interests
- Can offer range of activities for families/groups travelling together
- Opportunity to pursue or learn a skill or take part in an activity

Motivation
- Self-actualisation – reach one's own potential (Maslow's hierarchy of needs)
- Do something different e.g. skiing, watersports, painting
- Learn something new

- To compete
- Meet like-minded people
- To do something dangerous/ thrill seeking / challenging
- Travel that meets social concerns e.g. low carbon footprint
- Remote locations

4. Understand management needs and issues of special interest tourism

Management
- Financial issues: cost, profitability, demand, price
- Human resources: selection of tour leaders, resort representatives and/or instructors
- Legal/regulatory: permits, licences, health and safety rules and issues, access and Visas
- Provision: infrastructure, price, accommodation, transport, equipment required, working with other countries/organizations
- Marketing: identifying customer needs, ensuring customer satisfaction, co-ordination of contributions from different suppliers
- Management of risk

Issues
- Health and safety
- Security
- Environmental impacts
- Cultural impacts
- Social impacts
- Language differences
- Risk

4.6 Corporate Social Responsibility	
Unit Aims	To develop an understanding of CSR issues and impacts of CSR policy.
Unit Level	4
Unit code	A/503/7082
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Learners will be required to demonstrate evidence of understanding corporate social responsibility (CSR) issues and the impact of CSR policies on stakeholders of organisations. They will make recommendations for responsible business practice.
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1 Understand current corporate social responsibility issues facing business	1.1 Define corporate social responsibility (CSR) 1.2 Describe background and changing attitudes to CSR 1.3 Describe the regulatory framework for CSR 1.4 explain environmental issues in CSR 1.5 Explain economic and political issues in CSR 1.5 Explain social and community issues in CSR
2 Understand the impact of corporate social responsibility policy on different stakeholders	2.1 Assess the benefits of CSR to employees 2.2 Analyse the impact of CSR on the supply chain 2.3 Explain how a CSR policy impacts on business performance 2.4 Explain how CSR impacts on marketing strategy 2.5 Assess the potential conflicts which may arise between the needs and expectations of different stakeholders
3 Be able to make recommendations for responsible business practice	3.1 Review the CSR policy of a specific business 3.2 Assess the extent of voluntarism in CSR policy 3.3 Recommend changes to CSR policy to benefit different stakeholders 3.4 Assess the potential impact of changes in CSR on business performance

Indicative Content

1. Understand current corporate social responsibility issues facing business

Definitions
- Behaving responsibly
- Contributing to a better society
- Integrating social and environmental concerns in business
- The Triple Bottom Line – people, planet and profit

Regulatory frameworks
- ISO 26000 Social responsibility – voluntary guidance
- Environmental protection
- Health and safety legislation
- Human rights legislation
- Compliance with employment legislation

Environmental issues
- Recycling policies
- Sustainability
- Use of packaging
- Logistics of delivery, congestion
- Use of scarce resources
- Pollution
- Carbon footprint

Economic and political issues
- Location of suppliers
- Supporting local business
- Supporting developing countries
- Fair trade
- Non acceptance of global agreements e.g. Kyoto

Social and community issues
- Employing socially disadvantaged and disabled people
- Sponsorship
- Encouraging education and training
- Volunteering

2. Understand the impact of corporate social responsibility policy on different stakeholders

Benefits to employees
- Improved working conditions
- Lack of discrimination
- Compliance with legislation
- Whistleblowing policy

Impacts on supply chain
- Ethics in production
- Responsible sourcing
- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

Impacts on business performance
- Improved

Benefits to employees
- Improved working conditions
- Lack of discrimination
- Compliance with legislation
- Whistleblowing policy

Impacts on supply chain
- Ethics in production
- Responsible sourcing
- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

Impacts on business performance
- Improved sales
- Improved profits
- Conflicts of interest between stakeholders
- Competitive edge

Impacts on marketing strategy
- Ethical policies
- Brand differentiation
- Recognition of different cultures
- Cause related marketing campaigns
- Conflicts
- Customers willingness to pay more for ethical products
- Shareholders return on investment
- Increased costs

3. Be able to make recommendations for responsible business practice

Examples of businesses
- Manufacturing
- Financial services
- Hospitality
- Retail
- Not for profit

Voluntarism
- Response to pressure groups
- Effectiveness of voluntary practice

Changes to CSR policy
- Adapting business practice
- Ethical leadership
- Ethics in production and sales
- Engaging in corporate philanthropy
- Codes of conduct
- Environmental reporting

Different stakeholders
- Customers
- Shareholders
- Owners
- Suppliers
- Local communities

Impact of changes
- Enhanced public image
- Increased sales/profits
- Risk management
- Competitive edge

Improved recruitment and retention of staff

4.2 Resource Management	
Unit Aims	The aim of this unit is to provide an overview of the human and physical resources needed in a range of organisations, including those in the primary, service and manufacturing sectors, and provide an understanding of the impact of efficiency on the organisations. Learners will use this knowledge to review the effective use of resources within an organisation.
Unit level	4
Unit code	F/503/7083
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the key features of resource management	1.1 Analyse the differing resource requirements of organisations in different sectors of the economy 1.2 Outline key requirements relevant to resource management in organisations in different sectors of the economy
2 Understand the importance of the effective use of physical resources	2.1 Evaluate how the use of physical resources is monitored and managed 2.2 Evaluate the impact of resource wastage 2.3 Assess the costs of high profile technological failures 2.4 Assess the business case for the use of ethical and sustainable resources
3 Understand how to maximise the effectiveness of human resources	3.1 Assess the need for human resource planning in the workplace 3.2 Using motivational theories, analyse what motivates people 3.3 Evaluate the methods used to monitor and improve employee performance 3.4 Assess the effectiveness of reward systems in different contexts
4 Be able to review the effective use of resources	4.1 Monitor the use of physical resources against performance measures and procedures 4.2 Analyse data on employee performance 4.3 Report on the effective use of human and physical resources 4.4 Make recommendations to improve efficiency

Indicative Content

1. Understand the key features of resource management

Organisations

- Primary e.g. mining,
- Secondary e.g. Manufacturing, electronics, engineering
- Tertiary e.g. service industries e.g. tourism, finance, catering

Resource requirements
- Raw materials
- Equipment
- Human resources/know how
- Technology
- Facilities
- Time
- Transport

Requirements
- Compliance with legislation, codes of practice
- Health and Safety e.g. hazardous substances
- Environmental e.g disposal, impact on environment,
- Employment e.g. diversity and inclusion, health and safety at work
- Storage facilities
- Waste/recycling systems
- Specialist training
- Management information systems

2. Understand the importance of the effective use of physical resources

Monitoring and management of physical resources
- Buying and ordering systems
- Schedules
- Preferred suppliers
- Just-in-time management
- Stock control systems

Impact of resource wastage
- Financial costs, reduced profits
- Need for disposal of excess/out of date stock
- Poor image e.g. public outcry at waste
- Goods not delivered/manufactured/supplied
- Loss of customer base
- Delays in production

Technological failures, for example
- NHS computer system
- Fire service control centre system
- MOD procurement system

The business case
- Business profile/image
- Marketing advantage, competitor advantage
- Ethical and sustainable reasons

3. Understand how to maximise the effectiveness of human resources

Motivational theories
- Herzberg
- McGregor
- Maslow
- Expectancy Theory

Human resource planning
- Respond to change – in the organisation, to external factors
- Staff turnover
- Forecasting HR requirements
- Responding to employment trends
- At micro level – to organise staff e.g. terms of employment, staff rota's, holidays

Monitoring and improving employee performance
- Key performance indicators (KPIs)
- Appraisals
- Statistics e.g. sales figures
- Targets
- Customer feedback
- Training – internal and external

Reward systems
- Performance related pay
- Bonuses
- Advancement/promotion
- Status
- Share options

4. Be able to review the effective use of resources

Physical resources performance measures
- Budget restraints
- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales
- Targets
- Key performance indicators (KPIs)

Data on employee performance

- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales

Report
- Written report or oral report

Recommendations
- Physical resources
- Human resources

4.7 Administrative Services	
Unit Aims	To develop an understanding of the range of administrative services that might be offered to managers or departments within organisations and to develop administrative skills.
Unit Level	4
Unit code	J/503/7084
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Learners will research the range and extent of administrative services and demonstrate administrative skills.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the range and diversity of administrative services	1.1 Explain the different administrative services which may be offered 1.2 Analyse the skills required to be effective in administrative services 1.3 Explain the challenges presented when offering administrative support to more than one manager or department 1.4 Explain the legal requirements relevant to administrative services
2 Be able to develop organisational systems	2.1 Evaluate the different types of filing systems 2.2 Set up and run a filing system 2.3 Set up and use a stock control system 2.4 Use a purchasing system 2.5 Explain the importance of keeping accurate records
3 Be able to support meetings and events	3.1 Plan meetings and events 3.2 Produce documentation for meetings 3.3 Analyse policies and procedures for setting up meetings and events 3.4 Recommend improvements to policies and procedures for setting up meetings and events
4 Understand the importance of effective communication in the workplace	4.1 Evaluate the suitability and effectiveness of different communication systems in the workplace 4.2 Analyse the role of technology in supporting effective communication in the workplace

Indicative Content

1. Understand the range and diversity of administrative services

Administrative services
- Clerical services
- Distributing information
- Supervising junior staff
- Record keeping
- Managing mail
- Diary management
- Supporting meetings/conferences and events
- Payroll
- Reception duties
- Customer service
- Premises management

Skills
- Communication
- Customer service
- IT
- Organisation
- Time management

Challenges
- Managing specific needs of different managers
- Adapting to different management styles
- Planning and prioritizing
- Utilising technology to streamline processes

Legal requirements
- Data Protection Act
- Health and Safety at Work Act e.g. Display Screen Equipment Regulations
- Employment legislation

2. Be able to develop organisational systems

Filing systems
- Electronic /cloud
- Alphabetic
- Geographic
- Numeric
- Chronological
- Subject

Stock control
- Bar coding
- Radio frequency identification
- Just in time
- First in first

Purchasing
- Budget control
- Auditing
- Client relationship

Record keeping
- Sales ledger
- Purchase ledger
- Financial records
- Meeting notes
- Email records

3. Be able to support meetings and events

Meeting and event planning
- Physical or virtual venue
- Bookings
- Catering
- Timings
- Planning to budget
- Promotion/invitation
- Attendees

Meeting documentation
- Agenda
- Minutes
- Distribution lists
- Papers for the meeting

Analysis of policies and procedures for meetings and events
- Type of system
- Ease of use
- Budget versus cost
- Accessibility
- Fitness for purpose
- Reporting lines

4. Understand the importance of effective communication in the workplace

Different communication systems
- Meetings: e.g. team, department, whole organisation
- Meetings schedule
- Telephone
- Email
- Conferences
- Informal

Role of technology in supporting communication
- Internet
- Intranet
- Virtual meetings/conferences
- Strengths and weaknesses of different technologies

4.8 Planning a Work-Based Team Project

Unit Aims	To develop project management skills in the workplace
Unit Level	4
Unit code	
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Learners will be required to develop a proposal for a work based team project, plan the project, implement the plan and evaluate the project.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Be able to develop a proposal for a work based team project	1.1 Identify the aims and objectives of the project 1.2 Propose roles and responsibilities of team members 1.3 Identify constraints on the project 1.4 Propose ways of monitoring and evaluating the project
2 Be able to plan the work based team project	2.1 Plan the physical, financial and human resources needed for the project 2.2 Carry out a risk assessment for the project 2.3 Produce interim and completion timescales for the project
3 Be able to implement the plan for a work based team project	3.1 Carry out the plan according to assigned role and responsibility 3.2 Log activities carried out during the project 3.3 Log problems and solutions encountered during the project
4 Be able to present the results of the work based team project	4.1 Analyse data from the project 4.2 Apply findings from the project 4.3 Use a range of communication skills to present result
5 Be able to evaluate the project against the stated objectives	5.1 Evaluate their own performance 5.2 Evaluate the team's performance 5.3 Make recommendations for improvement for future projects

Indicative Content

1. Be able to develop a proposal for a work based team project

Aims and objectives
- Educational
- Organisational
- Personal development
- Team building
- Specific, measurable, achievable, realistic and timed (SMART)

Roles and responsibilities
- Project management
- Finance
- Legal/regulatory
- Task management
- Reporting

Constraints
- Financial
- Time
- Legal
- Risk
- Physical/resource based

Ways of monitoring the project
- Meetings
- Reporting
- Data analysis
- Interim appraisals

Ways of evaluating the project
- Success criteria
- Self-evaluation
- Peer evaluation
- Tutor evaluation

2. Be able to plan the work based team project

Physical resources
- Centre for project management
- Documentation
- IT facilities
- Telephone

Financial resources
- Budget
- Sources of funding
- Contingency

Human resources
- Allocation of team members' roles
- Job descriptions
- External expertise

Risk assessment
- Identification of risks
- Likelihood of risk
- Severity of risk
- Contingencies

Time management tools
- Critical path analysis
- Gantt charts
- PERT analysis
- Prince

3. Be able to implement the plan for a work based team project

Roles and responsibilities
- Individual assigned tasks
- Support for other team members

Activity log
- Record of tasks and actions during implementation of the project
- Record of problems encountered and actions to resolve

4. Be able to present the results of the work based team project

Data analysis
- Data researched relevant to project
- Sales data
- Production data
- Customer profile data

Application of findings
- Relevance to aims and objectives
- Conclusions
- Supported recommendations

Communication skills
- Oral presentation skills
- Reporting formats
- IT skills
- Use of appropriate media

5. Be able to evaluate the project against the stated objectives

Evaluation methods
- Self-assessment
- Peer assessment
- Evaluation based on teacher assessment

Recommendations
- Ways of working as a team
- Personal performance
- For the organisation

4.10 Planning a New Business Venture

Unit Aims	The aim of the unit is to develop business planning skills. These skills can be applied to either a small micro enterprise or a new venture within an existing company. To use these skills effectively learners will need to develop an understanding of business types and those factors that determine the success or otherwise of any new venture, including research of the market, how to develop the business case and how to pitch it.
Unit Level	4
Unit code	
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the different types of business organisations	1.1 Analyse the potential benefits, limitations and risks associated with different types of business organisations 1.2 Analyse sources of finance for different types of business organisations 1.3 Evaluate the legal considerations relevant to planning a business venture
2 Understand factors that determine market potential	2.1 Analyse market conditions that impact on setting up a new business venture 2.2 Analyse gaps in the market for potential products 2.3 Analyse target markets for a business venture
3 Be able to develop a business case	3.1 Develop the mission, vision, aims and objectives of the business 3.2 Interpret external factors to justify need for your business product 3.3 Specify the business product to meet needs 3.3 Propose business structures and systems that will deliver business aims and objectives 3.4 Produce business planning forecasts based on targets 3.5 Identify business responses if targets not met
4 Be able to pitch a business proposal	4.1 Pitch for funding for a business proposal 4.2 Present documentation to support your pitch

Indicative Content

1. Understand the different types of business organisations

Business types e.g. sole trader, partnerships, companies – unlimited and limited, PLC
- Potential benefits – ownership, control, managing risk
- Potential limitations – growth, image, operations, finance
- Potential risks – unlimited liability, loss of control e.g. to shareholders, closure, bankruptcy/insolvency

Types of business organisations
- Sole trader - Personal finance, savings, profit
- Partnership – profits,
- Unlimited company - Personal finance, savings, profit
- Limited company – profits, share, floating
- PLC – shares, reissues

Sources of finance

- Savings, loans, profit, share capital, floatation, private equity

Legal considerations
- Health and safety
- Environmental
- Employment and redundancy
- Contract
- Insurance

2. Understand factors that determine market potential

Market conditions
- PEST (Political, Economic, Social/Ethical, Technical)
- Competitor analysis e.g. characteristics and strategies of the competition
- estimating the market size
- Gaps
- For the new products or services
- Emerging trends e.g. due to aging population, as a result of new technology
- Changing requirements

Target markets
- Socioeconomic
- Age
- Gender
- Occupation
- Sources of finance
- Special factors
- Personality indicators
- Geographical

3. Be able to develop a business case

Develop vision/aims and objectives (in relation to….)
- Market conditions
- Target market
- Market gaps

External factors
- PEST (political, economic, social, technological)
- Gap analysis
- Market conditions

Specify
- The product e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution and marketing

Business structures and systems
- Organisational structure
- Resource management systems
- Communication and customer service
- Technology requirements/systems

Forecasts
- Financial forecasts
- Physical forecasts
- Sales forecasts
- Short and longer term

Business responses
- Use of contingency funds
- Closure
- Insolvency and bankruptcy
- New markets
- More funding

4. Be able to pitch a business proposal

Pitch
- Present persuasive case
- Provide supporting documentation

Present documentation
- Vision and aims
- Needs and target market
- Business systems
- Forecasts

4.11 Customer Relationship Management	
Unit Aims	To develop an understanding of the scope and importance of CRM and to explore how effective CRM is achieved.
Unit Level	4
Unit code	
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach this unit from a theoretical perspective but examples from organisations are required to help demonstrate the understanding required by the LOs. This is particularly the case for LO4 where the learner will need to relate their work to a specific chosen organisation. In this LO the learner will need to create a plan for improvements so must have detailed information about the chosen organisation.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the importance of customer relationship management to business	1.1 Explain the key aspects of customer relationship management 1.2 Analyse the benefits of good customer relationship management 1.3 Analyse the impact of quality management systems on customer relationship management
2 Understand how good customer relationship management is achieved	2.1 Explain the processes necessary for achieving effective customer relationship management 2.2 Explain the role of internal staff in achieving effective customer relations 2.3 Assess the role of external stakeholders in achieving effective customer relations
3 Understand the use of loyalty schemes in customer relationship management	3.1 Analyse the use of loyalty schemes to gain information about customers 3.2 Explain how the information gained is used to inform marketing and customer service policy
4 Be able to plan improvements to customer relationship management	4.1 Review customer relationship management in an organisation 4.2 Propose improvements to processes for customer relationship management 4.3 Propose improvements to the role of staff in promoting good customer relationships 4.4 Produce a plan for the implementation of improvements

Indicative Content

1. Understand the importance of customer relationship management to business

Aspects
- Definition e.g. strategies to learn more about customers and improve relationships
- Collecting customer information
- Systems to store customer information
- Access to information for appropriate personnel
- Analysis of customer behaviour
- Use of data to inform marketing, customer service and quality systems

Benefits
- Increased profits
- Competitive advantage
- Increased sales due to better understanding of customer requirements
- Effective marketing targeted at known customer profiles
- Personalised approach to customers
- Increased customer satisfaction
- Increased customer retention

Quality Management
- Total quality management
- ISO standards
- Balanced Scorecard

2. Understand how good customer relationship management is achieved

Processes
- Creating a customer culture
- Collecting and processing customer information
- Making systems customer based
- Supporting with effective IT
- Complaints procedures

Internal staff
- Senior management
- IT managers
- Operational managers
- Front line
- Administration

Roles
- Determination of aims and objectives of CRM
- Choice of system
- Implementation and management of system

- Liaison with software suppliers
- Analysis and use of data
- Implementing customer service policies and processes
- Understanding of customer service as a key responsibility
- Role model
- Training

External stakeholders
- Shareholders
- Suppliers
- Community groups
- Customers

Roles

- Agreeing strategies
- Reporting
- Sharing information
- Complying with customer service policies
- Acting in partnership
- Giving feedback

3. **Understand the use of loyalty schemes in customer relationship management**

Information from loyalty schemes
- Purchasing habits
- Opinions
- Preferences
- Profiles of customers

Use of information
- Targeting groups of customers
- Product development to meet customer needs
- Adapting marketing mix
- Personalising marketing
- Choice of media for promotion

4. **Be able to plan improvements to customer relationship management**

Review
- Systems in use
- Current role of staff
- Service policies in use
- Quality benchmarks used
- Quality of customer service
- Available data on customer satisfaction

Potential improvements to processes
- New software systems
- Customer service policies
- Working towards recognised quality standards
- Introduction of mystery shoppers
- Introduction of a CSR department

Potential improvements to the role of staff
- Recruitment of right staff
- Training
- Clear vision and mission
- Appropriate access to customer data

5.7 Employability Skills	
Unit aims	To give learners the opportunity to enhance the employability skills required for effective management.
Unit level	5
Unit code	A/601/0992
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Be able to determine own responsibilities and performance	1.1 Develop a set of own responsibilities and performance objectives 1.2 Evaluate own effectiveness against defined objectives 1.3 Make recommendations for improvement 1.4 Review how motivational techniques can be used to improve quality of performance
2 Be able to develop interpersonal and transferable skills	2.1 Develop solutions to work-based problems 2.2 Communicate in a variety of styles and appropriate manner at various levels 2.3 Identify effective time-management strategies
3 Understand the dynamics of working with others	3.1 Explain the roles people play in a team and how they can work together to achieve shared goals 3.2 Analyse team dynamics 3.3 Suggest alternative ways to complete tasks and achieve team goals
4 Be able to develop strategies for problem solving	4.1 Evaluate tools and methods for developing solutions to problems 4.2 Develop an appropriate strategy for resolving a particular problem 4.3 Evaluate the potential impact on the business of implementing the strategy

Indicative Content

1. Be able to determine own responsibilities and performance

Own responsibilities and performance objectives
- Personal responsibilities: Direct and indirect positive relationships, internal and external communication, adaptability and flexibility, open to learning and development, communication and interpersonal relationships
- Professional responsibilities: business ethics, employment legislation, employment rights and responsibilities, problem solving, decision making
- Performance objectives: Career and professional planning (short, medium and long term planning), targets e.g. for improvement and promotion

Evaluate effectiveness
- Monitoring performance objectives: planning, self-reflection, asking for feedback Self-appraisal and staff appraisal: including uses of performance appraisals salary levels and bonus payments, promotion strengths and weaknesses, training needs, organisational criteria/data

Recommendations for improvement
- Recommendations: including leadership and management development, further and continuing training, communication and interpersonal relationships, time management, stress management, ability to prioritise
- Based on self-knowledge and feedback from others: including staff, management

Motivation and performance
- Motivational techniques: including empowering, incentivising, praise, rewarding, promoting, improving facilities (Herzberg's hygiene factors)
- Application of motivational techniques: including team briefing, appraisal, spending money, empowering
- Quality of performance: including increased productivity, self-motivation and job satisfaction

2. Be able to develop interpersonal and transferable skills

Solutions to workplace problems
- Training: refreshing skills and techniques, development training (CPD),
- Team building: improving staff relations and communication
- Use of professional expertise: external contractors, technical, financial, trouble-shooting expertise
- Additional recruitment: staff, management
- Re-organisation: change of staff and management structure
- Problem solving: problem analysis, researching and information gathering of changes and issues in the workplace, acting on the information, generating solutions, choosing a solution

Communicate in a variety of styles and appropriate manner
- Verbal and non-verbal: open and positive, formal and informal, responsive and pro-active
- Body language: awareness and use of body language
- IT and social media: Email, Skype, Facebook, Twitter, Asynchronous methods Situations: Meetings e.g. management, team briefings and meetings, customer/consumer facing
- Appropriate manner: Interpersonal skills including personal effectiveness, working with others, use of initiative, negotiating skills, assertiveness skills, social skills

Time management strategies
- Strategies: Prioritising workload, setting work objectives, making and keeping appointments, working steadily rather than erratically, not procrastinating, making time for learning, reliable estimate of task time, work-life balance, delegation, communication of workload issues to others Alternative ways
- Changes to: action planning; monitoring and feedback, coaching skills used, ethics, leadership styles, standards set, motivation techniques used, innovation and innovating styles, responsiveness, styles of communication reliability, consistency, procedures used selection of team members eg specialist roles, skill and style/approach mixes, identification of team/work group roles, stages in team development eg team building, identity, loyalty, commitment to shared beliefs

3. **Understand the dynamics of working with others**

Working with others to achieve shared goals
- Roles within a team: Leader, motivator, facilitator, organiser, challenger, co-operator, optimist, pessimist
- Situations: informal and formal settings, team/group purpose

Team dynamics
- Dynamics: positive, negative, easy going, friendly, challenging, conflicting, supportive, management style (e.g. authoritative, consultative, laissez faire), impact on team/levels of motivation, levels of dominance

Alternative ways
- Changes to: action planning; monitoring and feedback, coaching skills used, ethics, leadership styles, standards set, motivation techniques used, innovation and innovating styles, responsiveness, styles of communication reliability, consistency, procedures used selection of team members eg specialist roles, skill and style/approach mixes, identification of team/work group roles, stages in team development eg team building, identity, loyalty, commitment to shared beliefs

4. Be able to develop strategies for problem solving

Tools and methods for developing solutions
- Identification of the problem
  - Definition of the problem
  - Analysis and clarification

- Tools and methods
  - Use of evaluative data and documentation
  - Problem solving methods and tools
  - Verbal and non-verbal information gathering
  - Observation
  - Interviews
  - Focus groups

Strategies for resolving problems
- Strategies
  - Identification of the problem
  - Definition of the problem
  - Analysis and clarification

- Solution methodologies
- Selection of appropriate actions
- Including

- Timescales
- Stages
- Resources required
- Contingencies and risk management
- Assessment of various alternative outcomes to gain a solution

Potential impact on the business of implementing strategies
- Evaluation
  - Based on critical success factors
  - Measurement of solution against specification and desired outcomes
  - Sustainability of problem solving strategy

- Impact:
  - Success or failure e.g. changes to production
  - Growth
  - Innovation
  - Employee/employer satisfaction/motivation
  - Changes to processes and procedures

5.8 Business Ethics	
Unit aims	To provide the learner with an introduction to business ethics and how they are used by businesses to plan and manage their business goals, objectives and activities.
Unit level	5
Unit code	M/601/1024
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand different ethical perspectives in business	1.1 Explain the background and development of theoretical ethical approaches 1.2 Compare and contrast absolute and relative ethics 1.3 Explain the ethical issues which can affect the operational activities of a business
2 Understand business objectives from an ethical perspective	2.1 Explain how business objectives are affected by ethical considerations 2.2 Evaluate the implications for a business and its stakeholders to operate ethically
3 Understand ethics in workplace relationships	3.1 Assess the role of the company acting as moral agent 3.2 Analyse the development of mechanisms for achieving employee involvement and empowerment
4 Be able to assess a current ethical issue in a business	4.1 Research a current ethical issue affecting a selected business 4.2 Report on how the business could improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships 4.3 Design a suitable ethical code

Indicative Content

1. Understand different ethical perspectives in business

The history and development of ethics
- Modern ethics: teleological, deontological, utilitarianism and pragmatic ethics
- Applied ethics: How ethical problems are resolved in the context of the business or corporate and individual conduct
- Normative and descriptive business ethics
- Institutions and frameworks: The Society of Ethics, the European Business Ethics Network (EBEN)

Absolute v. relative ethics
- Public morality and ethical codes
- Absolute v. relative
- Contextual ethics

Ethical issue in business operations
- Values in business activities
- Corporate social responsibility
- Trade
- Workplace and human rights
- Environmentalism and sustainability
- Professional conduct and standards
- Individual responsibility and conduct
- Corporate Governance
- Legal and regulatory compliance

Legal and regulatory compliance

2. Understand business objectives from an ethical perspective

Business objectives and ethics
- Business objectives such as shareholder value, profit, meeting customer and employee expectations, increasing market share etc.

- How these objectives are affected by ethical considerations such as compliance, environment, CSR, human rights, sustainability ethical treatment of suppliers, workers, investors and other stakeholders

Implications for business and its stakeholders
- Stakeholders such as employees, customers, owners, suppliers, wider population
- Implications
  - Designing ethical processes and relationships
  - Responding to ethical pressures
  - Ethical policy
  - Ethics and responsibility reporting
  - Reputation
  - Ethical trade
  - Compliance with legislation and codes of practice

3. Understand ethics in workplace relationships

The business as moral agent
- Stakeholder/business responsibilities, obligations and duties
- Moral obligations
- Psychological contract
- Transparency and accountability

Mechanisms for employee involvement and empowerment
- Employer/employee relations
- Workers councils, employee ownership e.g. John Lewis, unionisation and employer accountability
- Discrimination and human resource policies e.g. equal opportunities
- Individual ethical rights, behaviours and responsibilities

4. Be able to assess a current ethical issue in a business

Research

- Ethical Issues such as globalization, labour issues, outsourcing, fair trade, sustainability, environmentalism, global warming, energy security, access to resources, e.g. water, timber, bio-fuels, community relations, intellectual property, social networking and personal information

- Report on ways to improve such as whistleblowing policies, contribution to the community, ethics in sales and marketing, ethics in IP

- Design of ethical code including ethical auditing for example supply chain; ethical environmental and social reporting; business processes and design; ethical practices, standards and codes of conduct

5.9 Personal and Professional Development	
Unit aims	To develop confidence in the learner to successfully manage their personal and professional skills in order to achieve their career goals
Unit level	5
Unit code	T/601/0943
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how self-managed learning can enhance lifelong development	1.1 Evaluate approaches to self-managed learning 1.2 Propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 Evaluate the benefits of self-managed learning to the individual and organisation
2 Be able to take responsibility for own personal and professional development	2.1 Evaluate own current skills and competencies against professional standards and organisational objectives 2.2 Identify own development needs and the activities required to meet them 2.3 Identify development opportunities to meet current and future defined needs 2.4 Devise a personal and professional development plan based on identified needs
3 Be able to implement and continually review own personal and professional development plan	3.1 Discuss the processes and activities required to implement the development plan 3.2 Undertake and document development activities as planned 3.3 Reflect critically on own learning against original aims and objectives set in the development plan 3.4 Update the development plan based on feedback and evaluation
4 Be able to demonstrate acquired interpersonal and transferable skills	4.1 Select solutions to work-based problems 4.2 Communicate in a variety of styles and appropriate manner at various levels 4.3 Evaluate and use effective time management strategies

Indicative Content

1. Understand how self-managed learning can enhance lifelong development

Self-managed and lifelong learning
- Approaches to learning continuing professional development e.g. off-site training, on-the-job training, mentoring and coaching, research based learning, team learning, professional networks
- Learning theory - Kolb learning cycle; learning styles analysis
- Managing learning - Identifying and setting learning goals and aims; planning how to achieve these, setting timescales and review points
- Industry learning – specific qualifications, training, apprenticeships etc. required and available for specific job roles and where to find information

How lifelong learning might be encouraged
- Explanation of the benefits, incentives such as promotion, time off work to study, payment of fees
- Organisational culture where learning is valued, encouraged and facilitated
- Availability and ease of access, credit accumulation

Benefits of self-managed learning
- Benefits to self – self-confidence, career progression, personal development-improvement in knowledge, understanding and skill
- Benefits to organisation – delivering business results more effectively and efficiently e.g. skilled employees, meets succession planning needs, satisfied employees, staff retention, attracting new employees

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

Skills auditing
- Personal profile
- Identifying skills and attributes – personal skills, industry and job skills, management and leadership skills etc.
- Matching skills and attributes to industry/current job/desired job role, including identification of skill gaps

Personal development needs and activities required to meet them
- Development needs and opportunities available –training available, learning programmes and activities
- Mentoring, coaching
- Career progression, secondments, job swops

Personal development plan
- Setting aims and objectives for a personal development plan, for example identifying the purposes of the development and the goals
- Setting timescales for achievement, monitoring progress with achieving goals
- Action plans

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

Implementing development plans
- Time planning/ planning learning sessions
- Consideration of what forms of training/learning are available and appropriate e.g. short course, distance learning, blended learning, full-time or part-time study
- Organising and undertaking activities
- Availability of funding
- Practical issues – time away from work etc.
- Study skills – note taking, self-assessment

Documenting progress
- Evidence – suitable evidence of formal, informal, on-the-job learning
- Portfolio building: how to build a portfolio; meeting evidence requirements; CVs; transcripts

Reviewing and updating development plans
- Reviewing and evaluating achievements against aims and objectives and timescales
- Reflective learning, reflective diaries
- Obtaining and using feedback
- Evidence of achievements
- Reviewing and amending learning plans
- Building in review dates
- Setting criteria for measuring achievement – for formal and informal development activities

4. Be able to demonstrate acquired interpersonal and transferable skills

Problem identification and solution selection
- Problem identification e.g. relationships with colleagues, line manager, difficulties with aspects of role, interaction with other departments, time management, conflict resolution
- Problem solving
- Taking time to properly understand the problem and clarifying your thinking
- Decision making
- Initiative and taking control of a problem
- Acting within boundaries of own authority

Communication
- Verbal communication skills – speaking skills, discussion skills, presentation skills
- Non-verbal communication – body language, gestures, expressions etc. Using and reading non-verbal signs
- Written communication skills appropriate to the media used e.g. formal reports, emails
- Effective listening skills
- Negotiation skills
- Working effectively with others – team building, discussions, social skills

Time management
- Prioritising work - distinguishing between urgent and important. Taking account of who asks for the work to be completed
- Taking account of availability of others
- Taking account of resources required
- Setting work objectives
- Meeting objectives - estimating times for tasks, using time effectively including planning when particular activities need to be worked on
- Sharing workloads, delegating tasks

5.10 Business Law	
Unit aims	To develop knowledge of some of the main aspects of business law that the learner may encounter as a manager in a business.
Unit level	5
Unit code	R/601/1145
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners should show how the law is applied in given business scenarios.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to apply the main principles affecting the legal relationship between business organisations and between their consumers	1.1 Apply the legal rules on implied terms relating between to the sale of goods and supply of services 1.2 Apply the statutory provisions on the transfer of property and possession 1.3 Evaluate the statutory provisions on buyer's and seller's remedies 1.4 Apply product liability statutory provisions
2 Be able to apply the legal rules on between consumer credit agreements between and agency	2.1 Differentiate between types of credit agreements 2.2 Apply rules, termination rights and default notices in a given scenario 2.3 Differentiate between the different types of agent 2.4 Evaluate the rights and duties of an agent
3 Understand the legal rules relating to between monopolies, mergers and between anti-competitive practices	3.1 Outline monopolies and anti-competitive practice legislation in the UK 3.2 Explain the role of the Competition Commission within the context of monopolies and anti-competitive practices and the UK office of fair trading 3.3 Define dominant positions within the EU common market 3.4 Consider the application of EU exemptions to potentially anti-competitive practices
4 Know the key provisions relating to between intellectual property rights	4.1 Identify differing forms of intellectual property 4.2 Outline the principles relating to the protection of inventions through patent rights and their infringement in a given business scenario 4.3 Describe the principles relating to copyright protection and their infringement in a given business scenario 4.4 Compare and contrast the protection of trademarks and business names

Indicative Content

1. **Be able to apply the main principles affecting the legal relationship between business organisations and their consumers**

Sale of goods and supply of services
*   Contractual basis – basic contract law
*   Relevant case law
*   Relevant legislation e.g. in UK Sale of Good Act 1979
*   Implied terms

Transfer of property and possession
*   Statutory provisions
*   Application of provisions

Remedies for buyers and sellers
*   Remedies available
*   When they are applied
*   Purpose and intention of remedies

Product liability
*   Defective products
*   Tort law in relation to defective products
*   Relevant case law
*   Legislation for protection of consumer e.g. in UK Consumer Protection Act 1987
*   Remedies for consumer

2. Be able to apply the legal rules on consumer credit agreements and agency

Types of credit agreements
*   Definition of consumer credit, restricted and unrestricted use of credit, relevant legislation
*   Types of agreement e.g. with suppliers, with lenders, small agreements, agreements exempt from regulation, linked transactions etc.

Rules, termination rights and default notices
*   Relevant case and contract law
*   Relevant legislation e.g. in UK
*   Consumer Credit Act 1974 Consumer credit licensing requirements
*   Application of rules re: agreement, management, termination, early repayment, default etc.

Agents and agency
*   Definition of agency, agents and principal
*   Types of agents
*   Authority of agents
*   Rights and duties
*   Liability
*   Relevant legislation and case law

3. **Understand the legal rules relating to monopolies, mergers and anti-competitive practices**

UK Monopolies and anti-competitive practice legislation
- Legislation on competition and fair practice
- Definition of monopolies
- Examples of restrictive trade

Competition Commission and UK Office of Fair Trading
- Roles and purpose,
- Director General of Fair Trading
- Limits of authority
- Appeals

Dominant positions in EU
- Treaties
- Impacts of treaty provisions on competition and anti-competitive practice
- Enforcement and/or abuse of dominant positions

Exemptions
- Treaty articles and definitions
- Individual exemptions
- Block exemptions
- Impact of exemptions

4. **Know the key provisions relating to intellectual property rights**

Intellectual property
- Definition
- Types
- Relevance to business
- Ownership

Patents
- Definition of patent
- Legislation
- Registration in UK, EU and internationally, role of patent offices- UK, EU
- Rights related to patents
- What can and can't be patented
- Invention and ownership including patents and employees

Copyright
- Definition of copyright
- Legislation
- What can and can't be copyrighted
- Production and ownership
- Duration
- Protection under copyright

Trademarks and business names
- Definitions of trademarks and business names
- Registration of trademarks and business names
- Rights to use registered trademarks and business names

Infringement of IP rights
Unauthorised use, passing off, hearings and tribunals