

Unit 7: European Destinations

Unit code:	R/600/9492
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

In this unit learners will gain skills to enable them to locate and explore the diverse destinations that make up the European travel market. They will develop their knowledge of the appeal of destinations for different leisure experiences and gain an understanding of the factors affecting the development and decline of selected destinations.

● Unit introduction

Knowledge of the ever-changing European travel market is essential for those planning a career in the travel and tourism sector. Many component industries, such as tour operations, retail travel and aviation, require a sound awareness of locational geography in their employees. They also require a broad understanding of travel opportunities in Europe in terms of key destinations, developing and declining markets. In fact, many employers now test this knowledge and understanding as part of their recruitment process. This unit enables learners to develop the skills and knowledge required and thus enhances their employability.

Learners will locate countries, gateways and key leisure destinations within the European travel market. They will consider the factors that contribute to the appeal of destinations and learn to appreciate the diversity of the European travel market with its contrasting lively summer sun resorts, fashionable cities, relaxing islands and action-packed winter sports resorts.

Learners will examine how the market can be segmented by leisure experience and will explore provision in different countries for different types of customers, thus highlighting the travel and tourism potential of a variety of European countries.

In order to appreciate market trends and changing needs of increasingly discerning travellers, learners will explore developing and declining destinations along with the contributing factors.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to locate gateways and leisure destinations within the European travel market
- 2 Know types of holidays available in Europe to meet differing visitor motivations
- 3 Know factors and features determining the appeal of leisure destinations in the European travel market for UK visitors
- 4 Understand how factors affect the development and decline of the European travel market.

Unit content

1 Be able to locate gateways and leisure destinations within the European travel market

European travel market: European countries; EU countries; Eurozone countries; Schengen countries

Gateways: key airports with three-letter IATA codes eg Malaga AGP; Eurostar termini; ports accessible via direct passenger sailings from UK eg Cherbourg

Leisure destinations: beach resorts eg Benidorm, Rimini; winter sports resorts eg Chamonix, Courmayeur; countryside areas eg Lake Garda, the Black Forest; cities eg Barcelona, Paris, Prague; cruise areas eg the Aegean, Norwegian fjords

2 Know types of holidays available in Europe to meet differing visitor motivations

Destinations: cities; coastal/beach; purpose-built; natural; historical/cultural

Holiday type: short-break; single-centre; twin or multi-centre; cruise; touring

Visitor motivation (from the UK): relaxation; special occasion eg weddings and honeymoons; activities eg trekking, skiing; attractions/entertainment eg theme parks, gambling; culture and history; natural world; other eg media influences, image, shopping, volunteering, education, sport, visiting friends and relatives (VFR)

3 Know factors and features determining the appeal of leisure destinations in the European travel market for UK visitors

Leisure destinations: eg beach resort, winter sports resort, countryside area, city

Accessibility: transport options for UK market (air, sea, rail, road); journey time; transfer time

Climate: eg hours of sunshine, temperature, rain, snow, seasonal variations

Attractions: natural eg beach, sea, mountains, forests, lakes; built eg leisure parks, museums, art galleries, historic buildings; nightlife and entertainment; other eg fashion, shopping,

Cultural: eg lifestyle characteristics, signature food and drink, main religion and behavioural considerations for visitors, cultural events

Economic: eg availability of low-cost travel options, impact of rate of exchange, cost of staying in destination, perceived value for money

Types of visitors (from the UK): solo travellers; couples eg young, empty nesters, retired; families eg with young children, with teenage children; groups eg by age, by event, by shared interest

4 Understand how factors affect the development and decline of the European travel market

Factors: growth of leisure travel eg short breaks, activity holidays; new products and services eg low-cost airlines, new destinations, competition; political eg EU membership, Eurozone, taxes; economic eg increase in disposable income, holiday homes, exchange rates

Development and decline: Butler's Product Life Cycle

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 locate all countries, key gateways and key leisure destinations within the European travel market		
P2 select holidays in European destinations to meet specific motivations	M1 explain how selected holidays meet specific motivations	
P3 describe factors and features that determine the appeal of two leisure destinations in Europe for different types of visitors [CT 1]	M2 explain how different factors and features of selected European leisure destinations appeal to specific types of UK visitors	D1 give detailed and realistic recommendations for how one European leisure destination could increase its appeal for different types of UK visitors
P4 review factors that have contributed to one declining and one developing destination in the European travel market.	M3 analyse reasons for the development and decline of selected destinations in the European travel market.	D2 justify how current factors could impact on the European travel market in the near future.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit gives learners an essential overview of the European travel market and develops a level of knowledge and understanding to enable them to enter the industry at operational level. It may be delivered as a stand-alone unit and learners would benefit from its early inclusion in the programme. The unit provides essential knowledge for successful completion of a range of other units and could be delivered before or alongside *Unit 9: Retail Travel Operations*, *Unit 13: Tour Operations* and *Unit 14: Specialist Tourism*.

The unit supports development of research skills through exploration of travel destinations. Learners should be encouraged to watch travel programmes and read travel articles, magazines, books and brochures. Tutors should ensure that learners are guided to explore a wide range of reference materials to avoid focusing too heavily on one specific source of information. Industry standard reference materials should be used where possible, for example *Columbus World Travel Atlas* and the suite of OAG products.

Learners should be encouraged to develop locational knowledge of countries and gateways via map exercises. The use of blank maps for initial completion, and later as a vehicle for assessment, is good practice. Class exercises to help this knowledge development may include visual identification using large-scale maps and fun quizzes, for example with game show format that may include elimination until only one learner is left. It is vital to vary delivery techniques to enable development of the locational geography that underpins the unit.

The location of countries should include all countries that are part of continental Europe. Learners should also be able to identify the countries of the European Union (EU) including any new member countries, the Schengen countries (who have ratified the Schengen Agreement with reference to removal of most frontier controls) and the Eurozone (EU members that have adopted monetary union).

Coverage of key air gateways should include as a minimum requirement those in France, Spain, Italy, Russia, Austria, Germany, Poland, Greece, Portugal, Turkey, Switzerland, the Netherlands, Croatia, Belgium, Ireland, the Czech Republic, Monaco, Norway, Finland, Romania, Bulgaria, Hungary, Sweden, Cyprus, Denmark, Estonia, Lithuania, Slovenia, the Slovak Republic, Malta and Iceland. IATA codes could be included in all exercises related to locational geography as they underpin the work of the travel and tourism sector in many component industries including aviation, tour operations, retail and business travel. The ability to identify and use IATA codes is a key skill used within the industry. Activities should develop knowledge of car-carrying gateways and Eurostar terminals.

Investigation of tour operators' brochures, destination websites and promotional material will help learners to identify the many different types of holidays available in Europe to meet differing motivations. Groups of learners could be given a specific motivation to investigate so that the specified range is covered. This could culminate in informal presentations and provide a vehicle for further discussion on how selected destinations provide holidays to meet specific motivations.

The appeal of key leisure destinations can be delivered using holiday programmes and promotional videos/DVDs. For the purpose of this unit, a destination may be defined as a resort, city, town, island (eg Malta) or specific area of a country with a gateway serving several resorts (eg Algarve served by Faro).

Learners should be encouraged to carry out research using brochures, gazetteers etc and to share their own personal experiences. Delivery should include as a minimum requirement key examples of leisure destinations within the main receiving areas of France, Spain, Italy, Austria, Greece, Portugal, Turkey, Switzerland, Croatia, Ireland, Bulgaria, Estonia, Serbia, Cyprus, Malta and Norway.

Tutor input with regard to factors that determine the appeal of a destination can be introduced via a case study that enables identification of all aspects of the unit content. This could help to provide a model in terms of the format and range of knowledge required for assessment. Learners should be encouraged to consider how different factors will impact on a destination's appeal to different types of visitor.

Current trends in developing and declining destinations can be introduced via a guest speaker or case studies. Tutors should locate statistics where available. This could be followed by broader discussion and potential market research through learner interviews and/or questionnaires with the trade (eg travel agency personnel) and the travelling public. Learners may concur or refute trends suggested and could be encouraged to suggest further trends for consideration, based on independent research.

Tutors should explain Butler's Product Life Cycle. Case studies can be used in class to examine how destinations, such as Majorca, have evolved through the different stages.

Examples of factors that have affected the development of destinations could include the effect of the growth in budget airlines, which has led to the opening of previously under-visited areas of Central and Eastern Europe, made areas of Northern Europe more affordable (eg Norway) and enabled purchase of holiday homes in key areas (eg Costa Del Sol, Algarve, France, Bulgaria).

Destinations should be examined, for example the emerging importance of Romania, Bulgaria and Slovenia as winter sports destinations; the growing popularity of city breaks with new destinations such as Tallinn and Krakow; growing popularity and frequency of short breaks to beach/winter sports destinations (eg Majorca and the French Alps); the growth of mass-package holidays to Bulgaria; the rediscovery of the former Yugoslavia by the UK market (eg Croatia); the rejection of some traditional destinations in favour of new ones (eg family holiday to Bulgaria rather than Majorca) and the growth of travel to destinations in non-Eurozone countries (eg Turkey, Lithuania) when the pound is weak against the Euro.

Special interest tourism is a key growth area, with health and spa holidays and activity holidays (particularly as a second holiday after a beach destination) growing in popularity.

Frequent travellers and those touring are affected by holidaying in the Eurozone. Tourists are becoming more demanding in terms of quality and facilities available in destinations and some traditional destinations are no longer meeting the standards demanded by the UK tourist (eg the Costa Brava). Furthermore, the impact of adverse publicity in the UK press that resulted in a decline in popularity of some destinations (eg 'lager louts' in Falaraki and drunken stag parties in Riga) has forced those destinations to review their product and markets.

The above examples should not be seen as definitive and should be updated to reflect the impact of geopolitical issues and developments and trends. The focus must be on the impact of the factors relevant at the time on the development of new destinations and the decline of others.

Learners would benefit from visits to or speakers from travel agencies and/or tour operators to give currency with regard to developing and declining destinations and trends. They may also be able to offer industry-specific perceptions with regard to the factors influencing changes in destinations, segmentation and future trends.

The key to successful delivery is to enthuse and challenge learners. Avoid repetition by using a range of practical and fun activities.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and Assignment 1 Sharing leisure experiences in Europe Introduction to Assignment 1
Scope of unit – working in groups – identification of countries of continental Europe, EU countries, Schengen countries and Eurozone countries Produce a class display maps: Europe, EU, Schengen, Eurozone
Presentation/DVD on northern Europe, Scandinavia, Iceland, Baltic countries and Russia Game, eg country dominoes, picture quiz
Assignment 1: Destination Europe (P1) Focus on northern Europe, Scandinavia, Iceland, Baltic countries and Russia Producing maps for assessment: countries, leisure destinations and gateways Feedback on assessment
Brochure review of France, Iberia and Mediterranean Europe Game, eg Knock-out quiz
Assignment 1: Destination Europe (P1) Focus on France, Iberia, and Mediterranean Europe Producing maps for assessment: countries, leisure destinations and gateways Feedback on assessment
Slideshow on Central and Southern Central European and Croatian coast Game, eg Blockbusters or crossword
Assignment 1: Destination Europe (P1) Focus on Central and Southern Central European and Croatian coast Producing maps for assessment: countries, leisure destinations and gateways Feedback on assessment
Introduction to Assignment 2 Discussion into different motivations and types of holidays
Investigation of tour operators' brochures, destination websites and promotional material to find holidays in different countries/destinations to meet differing motivations Discuss findings
Pen portraits – paired work using brochures, websites to recommend holidays destinations in different countries to meet specific motivations Comparing recommendations

Topic and suggested assignments/activities and/assessment

Assignment 2: Leisure Match (P2, M1)

Selecting holidays to meet specific motivations (P2)

Recommending preferred holiday/destination, with explanation (M1)

Feedback on assessment

Introduction to Assignment 3

Class discussion on what makes up the appeal of different types of destinations

DVD on selected destination – discuss appeal

Group activities to examine accessibility of selected destinations

Using timetables, airline, ferry websites, route finding software etc

Discuss findings and how accessibility impacts on appeal

Climate – whole-class task to research climate across Europe in spring, summer, autumn, winter

Discuss impact on appeal at different times of the year for different types of holidays

Researching in small groups using holiday brochures and producing visual display of top natural attractions in Europe, ie best sandy beaches, best surfing beaches, best lakes for water sports, best mountain areas for skiing etc

Paired work to research key built attractions in a selected destination

Produce poster to display findings aimed at a specific type of visitor

Working in pairs or small groups to investigate cultural aspects of different countries

Discuss similarities/differences

Economic features – case studies, newspaper reports/articles on economy, exchange rates etc and other topical aspects

Assignment 3: Great European Destinations (P3, M2, D1)

Carrying out research into the appeal of two destinations. Preparing a display

Feedback on assessment

Introduction to Assignment 4

An overview of Butler's Product Life Cycle – plotting range of destinations on life cycle

Majorca Case study – group work and discussion

Comparison with other Spanish mass market destinations

Examination of impact of budget airlines and popularity of new destinations

Research activities into new routes, new destinations, increase in holiday homes etc

Guest speaker, eg travel agent to talk about changing popularity of European destinations

Review of statistics on emerging and declining destinations. Links to new routes, activity holidays etc

Individual research to identify suitable declining and developing destinations for assessment

Assignment 4: Winners and Losers (P4, M3, D2)

Taking a look at one developing and one declining destination

Producing an article

Feedback on assessment and unit review

Assessment

The assessment criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1; P2 and M1; P3, M2 and D1; P4, M3 and D2. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learners to apply knowledge gained from this unit and reflect on understanding gained from other units.

P1

The evidence for P1 should demonstrate the learner's ability to accurately locate countries, leisure destinations and gateways. Learners may use atlases and other resources, and should be provided with blank outline maps. Continuous rather than summative assessment would be an appropriate strategy. It is suggested that locational geography is assessed in sections eg northern Europe, central Europe etc, making sure all countries have been addressed.

Using outline maps, learners must accurately locate all countries of continental Europe, correctly coding the European Union countries, Schengen countries and Eurozone countries. The location of key gateways should be evidenced in the same format, at least one air gateway, with IATA code per country, one seaport (where applicable) per country, and Eurostar termini appropriate for the ex-UK market.

The location of key leisure destinations should be evidenced in the same format, at least two per country, and the evidence as a whole must cover all leisure destination types, including beach resorts, winter sports resorts, countryside areas, cities and also cruise areas.

P2 – M1

P2 requires learners to select holidays in European destinations to meet differing motivations. Four different motivations must be addressed eg family time, well-being, culture and special occasion. These could be based on simple 'pen portraits', for example a group of women planning a pampering hen weekend (eg spa, well-being, treatments) somewhere less than 2 hours' flight from the UK. For this request and all other requests, learners should select two suitable holidays in different countries to meet the request, giving brief details of the holidays and destinations selected and how they meet the brief.

For M1 learners should choose one preferred holiday for each of the motivations for P2 and explain how it would best meet the brief. For example, if learners had recommended specific holidays in Krakow and Budapest to meet the brief for the pampering hen weekend, they must now select one and explain why it is their recommended choice to meet the brief.

P3 – M2 – D1

The evidence for P3 could take the form of a written assessment or a presentation, seminar or exhibition. Learners are required to select two different types of leisure destinations, each in a different country in the European travel market and describe the factors and features that determine the appeal of the destinations ie accessibility, climate, attractions, cultural and economic. Learner must select their two destinations from the following types: beach resorts, winter sports resorts, countryside areas, cities. The two destinations must be from a different type. Both destinations chosen must offer the opportunity to cover all aspects of the content for P3. When describing the appeal, learners must link this to specific visitor types, highlighting where the destinations have wide appeal to many types of visitor and also specific appeal for example lively nightlife for young people, safe beaches for families etc.

M2 progresses naturally from P3. It requires learners to explain how the factors and features described in P3 appeal to different types of visitor for their two selected European leisure destinations. For both destinations learners should consider at least two different types of customer at this level. For example, Paris has lots of provision for school groups and has ample daytime activities from the cultural (eg the Louvre) to fun activities such as Disneyland Paris. In addition, in the summer a beach area is created on the banks of the river Seine. Travel time is short and can be very cost effective by coach or budget airline. There are three airports with public transport links which along with the metro, mean that a coach is not required once the city is reached. There is a good choice of budget-priced accommodation specifically for students and a range of low-priced fast food outlets. Paris can appeal equally to couples looking for something special and is widely acknowledged as being a romantic city, ideal for honeymooners or couples celebrating an anniversary. It is easily accessible by air by scheduled airline from many regional airports or by Eurostar, making it suitable for short breaks. Paris has a wide range of centrally-located quality accommodation, fine restaurants and international cabarets and entertainment. Couples can wander among the artists in Montmartre, browse through renowned art galleries, take in magnificent views from the top of the Eiffel Tower and relax on cruises on the river Seine. There are also exceptional shopping opportunities ranging from designer fashions to antiques.

In order to achieve D1, learners must choose one of the destinations that they have examined in P3 and M2. They should recommend how the destination could appeal to a different type of visitors than it does currently, therefore increasing its overall appeal. For example, if learners selected Meribel, they could recommend activities that could take place in the winter that would attract non-skiing tourists. At this level, learners' recommendations should be detailed and realistic for use within the travel industry. Learners' recommendations should clearly link to the visitor type(s) they are seeking to attract and could recommend initiatives that have been successful for other similar types of destinations.

P4 – M3 – D2

For P4 learners should carry out research to find one declining and one developing destination in Europe. Learners' evidence should explain how and why they are developing or declining and use Butler's model as part of this process. Learners must also review current factors that are affecting their development or decline.

M3 develops naturally from P4. Learners' evidence must include an analysis of the reasons for the development or decline of the two destinations (one declining and one developing). A typical merit response could include an analysis of how more sophisticated travellers are independently unpackaging the packaged holiday and are no longer attracted in the same numbers to the perceived downmarket sun and sand resorts of the Costa Brava. This decline is spreading onto the Costa Dorada; however, the draw of Port Aventura and Barcelona is helping to slow the pace of negative change in these areas.

For D2, learners' evidence will be evaluative as learners must suggest how current factors could impact on the developing and declining markets of the future. The evidence could suggest potential developing and declining destinations or areas based upon current geopolitical issues. The evidence should reflect the pace of change engendered by current factors and give examples. The evidence should include consideration of the factors and the implications on the future European travel market – a typical distinction response might refer to the impact of the credit crunch and poor exchange rate of the pound against the Euro which can encourage more domestic tourism or travel outside the Eurozone. This could therefore affect the popularity and appeal of these countries to ex-UK tourists. Another example could be that some areas of France have seen a huge increase in visitors due to the routes of low cost airlines, but what happens to them if routes are withdrawn? This could severely affect tourism to the area as well as impacting on people who have purchased holiday homes based on accessibility. At least two current factors should be addressed for D1 and the response should address both potentially declining and developing destinations. The suggestions should be supported by appropriate statistics where applicable, and must be clearly justified.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Assignment 1: Destination Europe	Working in a retail travel agency. Building up personal destination portfolio	Map work
P2	Assignment 2: Leisure Match	Working in a retail agency. Responding to a range of queries (face-to-face, email) to suggest suitable destinations to meet differing motivations	Role plays, with observation records, emails to match motivations/holidays explaining how they meet their needs
M1			
P3	Assignment 3: Great European Destinations	Working in a retail travel agency. Producing a promotional display on European destinations	Producing materials for a display on Great European Destinations
M2		Briefing colleagues on appeal for specific types of visitors	Verbal briefing and recommendations to colleagues
D1		Making recommendations to colleagues for how one destination could increase its appeal	
P4	Assignment 4: Winners and Losers: taking a look at one developing and one declining destination	Responding to a competition in trade press: article on Winners and Losers in the European Travel Market	Article on one declining and one developing European destination, including reasons for decline or development and potential future impact
M3			
D2			

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC travel and tourism sector suite. This unit has particular links with:

Level 2	Level 3
The Nature and Effects of World Travel	Retail Travel Operations
	Investigating the Cruise Industry
	Tour Operations
	Specialist Tourism
	Residential Study Visit in Travel and Tourism

Essential resources

Learners must have access to atlases, holiday brochures, guide books and the internet.

Employer engagement and vocational contexts.

Talks from experienced travel agents/tour operators would support delivery. First hand experience of a European destination could be gained as part of the Residential Study Visit.

Indicative reading for learners

Textbooks

BTEC First Travel Atlas (Columbus, 2006) ISBN 1 846900050

Boniface B and Cooper C – *Worldwide Destinations: Geography of Travel and Tourism* (Butterworth-Heinemann, 2004) ISBN 0750659971

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 1* (Pearson 2010) ISBN 9781846907272

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 2* (Pearson 2010) ISBN 9781846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson 2010) ISBN 9781846907296

James E, Thirlaway J and Woodhouse U – *BTEC National in Travel and Tourism* (Hodder Education, 2007) ISBN 9780340945735

Kerr A, Lindsay V, Sutherland D and Sutherland J – *BTEC National in Travel and Tourism: Book 1* (Edexcel, 2007) ISBN 9781405868075

World Travel Atlas, Tenth Edition (Columbus Publishing, 2006) ISBN 1 902221 93 1

Journals

Travel Trade Gazette

Websites

Air routes	www.flightmapping.com
Columbus World Travel Guide www.theschengenoffice.com	www.worldtravelguide.net
Country maps	www.mapsofworld.com
European tour operators (eg)	www.thomson.co.uk
European tour operators (eg)	www.firstchoice.co.uk
European tour operators (eg)	www.thomascook.com
Ferry routes	www.directferries.co.uk/routes
Foreign and Commonwealth Office	www.fco.gov.uk
National Tourist Offices (eg)	www.austriatourism.com
National Tourist Offices (eg)	www.visit-croatia.co.uk
National Tourist Offices (eg)	www.portugaloffice.org.uk
National Tourist Offices (eg)	www.norway.org.uk

OAG

www.oag.com

Online atlas

www.multimap.com

Rail travel to Europe

www.nationalrail.co.uk

Specialists eg city breaks

www.citiesdirect.co.uk

Specialists eg lakes and mountains

www.inghams.co.uk/lakes

Specialists eg winter sports

www.crystalski.co.uk

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	describing factors and features that determine the appeal of two leisure destinations in Europe for different types of visitors, generating ideas and exploring possibilities [CT 1]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	working in small groups to explore different European destinations and their appeal for different visitors
Self-managers	managing the assessment of the unit

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	exploring factors and features that determine the appeal of two leisure destinations in Europe for different types of visitors
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning the assessment of the unit
Manage information storage to enable efficient retrieval	storing information about factors and features that determine the appeal of two leisure destinations in Europe for different types of visitors
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	exploring European destinations for different types of visitors
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	presenting information about European destinations
Bring together information to suit content and purpose	presenting information about European destinations
Present information in ways that are fit for purpose and audience	presenting information about European destinations
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the appeal of European destinations for different visitors
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	exploring the appeal of European destinations for different visitors
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	describing the appeal of European destinations for different visitors