



ABE Level 3 Award in Travel & Tourism 610/6656/4

ABE Level 3 Award in Hospitality 610/6657/6

ABE Level 3 Certificate in Tourism & Hospitality
610/6658/8

ABE Level 3 Foundation Diploma in Tourism &
Hospitality 610/6659/X

Qualification Specification v1

Version Control

Version and date	Change details	Section
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About ABE

Our Mission

We aim to build trust, resilience and reassurance in global business interactions leading to greater equity within and between nations. Our mission is to empower people to transform their lives and communities through gaining high-quality business, leadership and entrepreneurial skills.

Our Vision

We believe in an open, inclusive, global market economy where everyone benefits from responsible globalisation and trade. We believe that this will create a safer and more prosperous future for all.

ABE Qualifications

Our qualifications are created and designed to respond to the changing demands of business, in the UK and internationally, the pan sector and specialist subject areas. They enable you, through the learning, to develop expertise in particular disciplines with an underpinning focus on business management, leadership and enterprise. They integrate the latest in professional standards and provide opportunities for learners to develop professional knowledge and transferable skills for their current and future careers, they are:

Professional	Our qualifications are designed to give you the knowledge and transferable skills you need to excel in your career journey.
Affordable	ABE is a not-for-profit organisation; as such we endeavour to keep costs to a minimum. Our fast-track routes to degrees are often much less expensive than traditional routes.
Recognised	In addition to respected regulatory authorities, our qualifications are recognised by colleges, universities, employers and governments globally.
Supported	As an ABE learner and centre, you can access resources designed to support your studies and enhance your learning experience.
International	For more than 50 years, learners around the world have been benefitting from ABE qualifications.
Proven	Our learners speak for themselves – see their testimonials on our website. They work in a diverse range of industries and organisations.
Flexible	You can study full time or part time at a pace that suits you. Our qualifications provide expertise in pan sector and specific subject areas which are underpinned by Business Management, Leadership and Enterprise.

Recognition

These ABE qualifications are accredited as part of the Regulated Qualifications Framework (RQF) by Ofqual, the qualifications regulator for England. Internationally ABE has agreements or recognition by regulatory authorities in other countries where we operate, full details can be located on our website.

Progression

ABE qualifications have been designed with progression in mind and, after completing one of our qualifications, learners can progress onto a higher level of study or employment.

ABE offers a full framework of qualifications that have been designed for learners to be able to progress from Level 2 to Level 6.

These qualifications do not have any pre-requisites, and learners are free to start on the Level that best suits where they are in their learning journey and the scope of the academic requirement in each qualification. ABE recommends following the learning of one qualification at a time, but this is not a requirement.

Who is it for?

These qualifications are for learners that are 16 and over. It could be offered to those in employment, higher education or for those wanting to enhance their Continuous Professional Development (CPD).

Entry guidance and criteria

There are no formal entry requirements to study ABE Level 3 Travel, Tourism and Hospitality qualifications; however, there must be a reasonable expectation of success on the programme by assessing a learner's previous qualifications and/or related work experience.

It is a centre's responsibility to use professional and academic judgement when assisting learners in making the decision at which level they should enter ABE programmes.

In order to study successfully for an ABE qualification, you should have an appropriate level of English language skills (reading, writing, speaking and listening). For the ABE Level 3 qualifications, ABE recommends the following standards are met:

- IELTS - 6
- Cambridge ESOL - Cambridge English First- Cambridge English Advanced (points score 196 or above)
- Pearson Test of English Academic (PTE Academic) - 56
- Common European Framework of Reference (CEFR) - B2

Centres can use other English language tests as a measure of a learner's English language skills; but the centre must be satisfied that the score is equivalent to those recommended above.

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions

If a learner holds other qualifications from either another professional body or university which is similar in content and level the learner is registering for, they may qualify for RPL, APL or an exemption from some ABE units.

If learners would like to find out if they qualify for any exemptions before registering for an ABE qualification, please send a letter or an email to admissions@abeuk.com to request a copy of the ABE Exemptions Policy and application form.

A registered learner can find further information on the [ABE Portal](#).

Qualification Structure

ABE Qualification Reference	Unit Title	Level	Credits	GLH
L3ATT	ABE Level 3 Award in Travel & Tourism	3	10	40
L3AH	ABE Level 3 Award in Hospitality	3	10	40
L3CTH	ABE Level 3 Certificate in Tourism & Hospitality	3	30	120
L3FDTH	ABE Level 3 Foundation Diploma in Tourism & Hospitality	3	40	160

See individual qualification sections for any unit Rules of Combination (RoC). Learners must complete all the required units to achieve each qualification, and learners must achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE
3UBCR	Building Customer Relationships in Hospitality & Tourism	3	10	40	Assignment

The objectives of the ABE Level 3 Travel, Tourism and Hospitality suite:-

- The Level 3 qualifications in Travel, Tourism and Hospitality provide learners with a comprehensive introduction to the tourism and hospitality sectors.
- The qualifications are designed to develop a foundational understanding of how these industries operate and interconnect within local and global contexts.
- Learners will study key areas including the structure and significance of the travel and tourism industry, the principles and practices of hospitality operations, current and emerging issues affecting both sectors, and the development of effective customer relationship skills.
- The qualifications aim to prepare learners for entry-level employment or further study within tourism, travel, and hospitality. It also supports the development of transferable skills such as communication, teamwork, and problem-solving, which are essential for success in customer-focused service environments.

Resources for the qualification

For each unit ABE will provide the following learning materials:

- Tutor Guides for centres. (This gives tutor-focused recommendations on how best to teach this syllabus.)
- Study Guides for learners.
- A list of Frequently Asked Questions where applicable.

Assessment

ABE's assessments are specifically designed to fit the purpose and objectives of the qualification. These qualifications are assessed by Assignments and Open Book Exams (OBEs), externally set and marked by ABE. You can find out how each unit is assessed by checking the Unit Specification in this document, or the qualification tables above.

Assignments and OBEs

Assignments are long-form essays that require research into a theme based on the unit content. ABE sets Assignments in the form of an Assignment Brief. Sometimes a scenario and/or templates are provided as well. An organisation context is required. Learners can find the required word count for each Assignment on the front of the Assignment Brief.

Open Book Exams (OBEs) are short form essays. ABE sets OBEs in the form of a Question Paper. An organisation context is required. Learners can find the required word count for each OBE in each Question Paper.

Learners submit Assignments and OBEs to ABE by following the main session timetables for these qualifications. Assessments can be booked in March, May and November. For more information please visit the assessment section of the ABE website; <https://www.abeuk.com/assessments>.

All assignments submitted are marked by ABE. Results are released according to the session Results Days published on the ABE website.

For more information on results release, please consult ABE Website. Centres can find out more information about submitting assessments to ABE in the Centre Delivery Guide.

Marking and moderation

ABE has a broad and varied external academic team with a breadth of experience across the qualification areas and levels. Our external assessment team marks and is very familiar with the format of ABE assessments. ABE has a very robust marking and moderation process: assessments are marked and standardised by our external team, after which they go through two phases of moderation. The results are presented to the Assessment Board for ratification, prior to publishing.

Additional examination requirements

There are no additional examination requirements for this qualification.

Reasonable adjustments and special considerations

ABE has taken steps in the development of this qualification to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations policies are available from the ABE Portal.

Appeals and Enquiries About Results (EARs)

ABE has an appeals procedure that has been written in accordance with the regulatory arrangements in the Ofqual General Conditions of Recognition. Full details of this procedure, including how to make an application, are available on the [ABE Portal](#). You can find further information relating to ABE assessment on the Exam Regulations section of the [ABE website](#).

Grading

To achieve an ABE qualification, you must demonstrate sufficient depth of study and acquisition of knowledge and skills expected for the qualification. You will need to demonstrate your achievement through the assessments set by ABE. On completion of your ABE qualification, you will be awarded an overall qualification grade based on your performance across all your unit assessments.

The following qualification grades are available:		Units will be assessed using the following grading scale:	
Grade		Grade	Boundary
Distinction		Distinction	70 - 100
Merit		Merit	55 - 69
Pass		Pass	40 - 54
Fail		Fail	0 - 39

Calculation of the qualification grade

The overall qualification grade will be calculated based on learner performance at unit level. Each unit carries a maximum of 100 points. The calculation of the overall qualification grade is based on the learner's performance in all units. All units in multi-unit qualifications must be attempted and contribute to your final grade. A minimum of Pass is required for all units to complete the qualification.

ABE Level 3 Travel, Tourism and Hospitality qualifications

Grade	Boundary points threshold
Distinction	140 – 200
Merit	110 – 139
Pass	80 – 109
Fail	0 – 79

Grade descriptors

The table below details the grade descriptors that will be used to make judgements on grade boundaries. These descriptors will also help you to understand what we expect to see in order to achieve each grade.

Level 3

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
Knowledge and understanding of the subject matter			
Lack of, limited or incomplete knowledge and understanding of the subject matter and of appropriate theory and concepts; lack of ability to apply concepts to a relevant context.	Adequate knowledge and understanding of most key areas of the subject matter and of appropriate theory, but with some minor gaps; sometimes able to apply to a relevant context.	Good knowledge and understanding of the subject matter and of appropriate theory; understands how to apply them to a relevant context.	Comprehensive knowledge and understanding of the subject matter and of appropriate theory; consistently able to apply to a relevant context.
Information gathering, use of sources and data			
Lack of, limited or only partially completed evidence of information gathering; limited use of data and of relevant sources.	Adequate evidence of information gathering, use of sources and data; some use of data and of relevant sources.	Clear evidence of a range of information gathering, use of sources and data, used to support answers; good use of data and of relevant sources.	High level of evidence of information gathering, use of sources and data, all of which is relevant and used consistently to support answers.
Application, analysis and interpretation			
Lack of or limited interpretation and application of theory and concepts; weak or missing analysis, justifications and recommendations where relevant.	Adequate interpretation and application of theory and concepts; adequate analysis, justifications and recommendations where relevant.	Good interpretation and application of theory and concepts; generally supported analysis, justifications and recommendations where relevant.	Outstanding interpretation and application of theory and concepts; analysis justifications and recommendations are thorough and consistently supported where relevant.
Professional communication			
Poor or inappropriate standard of presentation, structure and editing; several presentation errors, lacking in relevant examples; poorly referenced.	Adequate and logical presentation, structure and editing; minor errors, generally using relevant examples where appropriate; referencing is generally adequate but inconsistent.	Good standard of presentation, structure and editing; limited number of errors, using relevant examples where appropriate; work is accurately referenced throughout.	Excellent standard of presentation, structure and editing; well-structured and no errors, using highly relevant and topical examples where appropriate; high quality referencing throughout.

Results and certification

The results release date for each session is published on your Portal dashboard and on the Assessment page of the website.

Certificates are usually dispatched two weeks after results have been published. A secondary certificate run is made once all actions after results, such as Enquiries About Results (EARs) or appeals or late marking, have been completed. Transit times vary according to which country you are in.

ABE Level 3 Award in Travel and Tourism

Ofqual reference

610/6656/4

ABE reference

L3ATT

Credit value

10

Operational start date

10th November 2025

Guided Learning Hours (GLH)

40

Total Qualification Time (TQT)

100

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Award in Travel and Tourism are to:

- Develop learners' understanding of the structure, characteristics, and importance of the tourism industry within a global context.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment

Learners must complete the required unit to achieve this qualification and achieve a minimum of a Pass for the unit.

ABE Level 3 Award in Hospitality

Ofqual reference

610/6657/6

ABE reference

L3AH

Credit value

10

Operational start date

10th November 2025

Guided Learning Hours (GLH)

40

Total Qualification Time (TQT)

100

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Award in Hospitality are to:

- Develop learners' understanding of the structure, characteristics, and importance of the hospitality industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTHI	The Hospitality Industry	3	10	40	Assignment

Learners must complete the required unit to achieve this qualification and achieve a minimum of a Pass for the unit.

ABE Level 3 Certificate in Tourism and Hospitality

Ofqual reference

610/6658/8

ABE reference

L3CTH

Credit value

30

Operational start date

10th November 2025

Guided Learning Hours (GLH)

120

Total Qualification Time (TQT)

300

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Certificate in Hospitality, Travel and Tourism are to:

- Develop learners' understanding of the structure, characteristics, and importance of the hospitality and tourism industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.
- Enable learners to explore contemporary issues and emerging trends and challenges that influence tourism destinations and tourism and hospitality businesses.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE

Learners must complete three of the required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Level 3 Foundation Diploma in Tourism and Hospitality

Ofqual reference

610/6659/X

ABE reference

L3FDTH

Credit value

40

Operational start date

10th November 2025

Guided Learning Hours (GLH)

160

Total Qualification Time (TQT)

400

Qualification summary

The purpose of the Level 3 qualifications is to provide learners with the essential knowledge, understanding, and skills required to succeed in the tourism and hospitality industries. The qualification offers a solid foundation for individuals seeking to develop a career in these sectors or progress to higher-level study in related disciplines.

The qualifications aim to:

- Support learners in developing transferable skills such as communication, teamwork, problem-solving, and customer care that enhance employability.
- Offer opportunities for progression to higher education or entry-level roles within tourism, travel, or hospitality organisations.

The additional aims for the ABE Level 3 Foundation Diploma in Hospitality, Travel and Tourism are to:

- Develop learners' understanding of the structure, characteristics, and importance of the hospitality and tourism industry within a global context.
- Provide knowledge of key operational and service areas, including travel, accommodation, food and beverage, and customer service.
- Enable learners to explore contemporary issues and emerging trends and challenges that influence tourism destinations and tourism and hospitality businesses.
- Equip learners with the skills to build and manage effective customer relationships, contributing to service quality and business success.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
3UTTI	The Travel and Tourism Industry	3	10	40	Assignment
3UTHI	The Hospitality Industry	3	10	40	Assignment
3UCIT	Contemporary Issues and Trends in Tourism and Hospitality	3	10	40	OBE
3UBCR	Building Customer Relationships in Hospitality & Tourism	3	10	40	Assignment

Learners must complete four of the required units to achieve this qualification and achieve a minimum of a Pass for each unit.

ABE Unit Number: 3UTTI

Unit Title	The Travel and Tourism Industry
Ofqual Unit Ref	M/651/8338
Unit Purpose & Aim(s)	The aim of this unit is to provide learners with a comprehensive understanding of the concepts, structure, and significance of the travel and tourism industry. It explores the fundamental aspects of travel, tourism, and tourists, and examines the roles and interrelationships of key stakeholders that contribute to the functioning of the industry. Learners will explore the economic, socio-cultural, and environmental impacts of the travel and tourism sector on destinations at local, national, and global levels.
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the meaning of 'tourism' and the stakeholders that comprise the travel and tourism industry	1.1 Explain the concepts of travel, tourism, and tourists 1.2 Describe the stakeholders in the travel and tourism industry	- Travel – movement of people from one place to another (domestic or international) - Tourism – definition: temporary movement of people to destinations outside their usual environment for leisure, business, or other purposes; key elements: travel, stay, activities, and experiences; types of tourism: inbound, outbound, international, domestic; characteristics: temporary, discretionary time, disposable income, non-remunerated (not for earning income at the destination); link to the visitor economy (hospitality, transport, attractions) - Tourists – definitions (UN Tourism and other standard definitions); distinction between tourists (staying at least 24 hours/overnight) and same-day visitors/excursionists; classification of tourists by purpose: leisure, business, cultural, adventure, health/wellness, and other purposes; tourist behaviour and expectations; travellers vs tourists - Private sector organisations – for profit: hotels, guesthouse, airlines, car hire companies, cruise liners, holiday resorts - Public sector organisations – government departments of tourism, destination marketing organisations (DMOs), local councils, and national tourism organisations/boards promoting tourism (e.g., VisitBritain, South Africa Tourism), national parks, museums

		• Voluntary sector (the 'third sector')/non-profit organisations – heritage trusts, cultural bodies, and conservation groups working with attractions, accommodation, and transport providers • Other key stakeholders – employees & trade unions – workforce representing the industry; inter-governmental organisations and industry associations – IATA, WTTC, UN Tourism, UK Hospitality; IATA; OECD; PATA, ETC; RETOSA, and the Caribbean Tourism etc.* Organisation; tourists themselves – as consumers driving demand and shaping industry trends; the host community and the destination environment
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Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand the structure of the travel and tourism industry	2.1 Identify the key components and organisations within the travel and tourism industry their roles within the overall structure 2.2 Explain how the different components of the travel and tourism industry interrelate to provide products and services to customers	• Accommodation sector – providers/suppliers: hotels, backpacker hostels, guesthouses/B&Bs, farmhouses, homestays, campgrounds, holiday parks, Airbnb's • Transportation sector – air, rail, road, sea; scheduled vs charter services; role in enabling access and connectivity • Travel organisers – role as intermediaries between customers and suppliers (tour operators – package holidays, tailor-made travel, specialist operators; role in product development and bundling services; travel agents – retail and online travel agencies (OTAs)) • Visitor attractions – natural, human-made, cultural and social • Commercial and industrial – souvenir shops, manufacturers of goods and services for the travel industry • Support services – tourist guides, travel insurance, travel trade press • Interrelated sectors: tourism, hospitality, and events • Interdependence – failure or disruption in one component (e.g. *, airline strikes, hotel overbookings) impacts other providers and overall customer experience • Partnerships and collaborations – e.g. *, airlines and hotels offering loyalty schemes; attractions partnering with transport providers for discount packages • Customer perspective – seamless journey expected from booking to returning home, requiring coordination across all sectors

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Explore the significance of the travel and tourism industry	3.1 Explain the importance of the travel and tourism industry in terms of its economic, socio-cultural, and environmental impacts at different tourist destinations 3.2 Describe the contribution of the travel and tourism industry to employment, income generation, and community development	• Importance of tourism to tourist destinations (economic, cultural exchange) • Positive and negative economic, socio-cultural, and environmental impacts of tourism • Economic impacts – contribution to GDP (local, national, global); employment creation (direct and indirect jobs); foreign exchange earnings and balance of payments, growth of small and medium-sized enterprises (SMEs); infrastructure investment (transport, accommodation, attractions); multiplier effect – benefits spreading to other sectors (retail, agriculture, construction); seasonality and dependency on tourism revenue • Socio-cultural impacts – preservation of heritage, traditions, and cultural identity; promotion of intercultural understanding and global awareness; support for local arts, crafts, festivals, and traditions; increased community pride and social cohesion; risks of cultural commodification, loss of authenticity, or cultural clashes • Environmental impacts – conservation of natural areas and biodiversity through ecotourism; environmental awareness and sustainable tourism initiatives; protection of landscapes, national parks, and wildlife; pressures on resources (water, energy, land use); pollution (air, noise, litter, waste management issues); erosion; overcrowding and over-tourism impact on fragile ecosystems; climate change linkages – tourism as both contributor (e.g.*, air travel emissions) and victim (e.g.*, rising sea levels, extreme weather) • Direct employment: jobs in hotels, airlines, travel agencies, restaurants, tour operators, and attractions; Indirect employment; supply chain roles (food production, transport, construction, crafts, etc.*); Seasonal and permanent jobs in tourism destinations • Income generation – Foreign exchange earnings from inbound tourism; revenue through taxes, fees, and service charges; increased household income from tourism-related jobs; Multiplier effect: spending by tourists supporting local businesses and suppliers

		Community Development – Infrastructure improvements (roads, airports, public transport, utilities) benefiting residents; support for local entrepreneurship (guesthouses, cultural tours, handicraft sales); enhancement of cultural heritage preservation and pride in local traditions; promotion of sustainable tourism initiatives that improve quality of life; investment in social facilities (healthcare, schools) funded partly by tourism revenue
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***Please note that other examples or references are also acceptable and may be more relevant to the learner’s context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.**

Assessor Guidance

1	Assignment
2	Assignment
3	Assignment

Additional Information

Relationship to National Occupational Standards	
Links (s) to IoL’s Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	08.2 Travel and Tourism

ABE Unit Number: 3UTHI

Unit Title	The Hospitality Industry
Ofqual Unit Ref	R/651/8339
Unit Purpose & Aim(s)	This unit is designed to provide an understanding of the vibrant and dynamic world of hospitality. Learners will explore its importance as a global industry and gain an understanding of the key food, beverage and accommodation operational functions that drive the success of hospitality organisations. The aim is to introduce learners to the scale, scope and diversity of the hospitality sector and the key functions within the core operational areas. On completion of this unit, learners will understand the scale, scope and purpose of the hospitality industry and its vital contribution to the economy and society. They will recognise the operational factors involved in providing accommodation services to guests. Learners will develop an understanding of a range of food and beverage production and service systems, and the factors that determine choice of food and beverage products and services for different customer groups.
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the structure, scale and scope of the hospitality industry	1.1 Define the hospitality industry and identify its core components 1.2 Identify scale and scope of the hospitality industry at a local, national and global level	• Definition: a vibrant and dynamic global industry providing accommodation, food and beverage, travel leisure and event experiences to guests; service-focused, people centred, experience driven; diversity of businesses and roles • Core components: Accommodation (e.g.* hotels, motels, guest houses, hostels, resorts, alternative accommodation); food and beverage (e.g.* restaurants, cafes, bars, contract catering companies, fast food outlets); entertainment and leisure (e.g.* theme parks, casinos, sports venues, event management); meetings and events (e.g.* conference centres, wedding venues, exhibition halls); hospitality services (e.g.* retail, education, government and local authority provision); membership clubs (e.g.* professional or employment association clubs, sporting clubs) private and public sector organisations, interconnected nature of these components within the wider visitor economy

		• Operational areas: Accommodation departments (front office, housekeeping, maintenance), food and beverage (food production, food service), support services (marketing and sales, human resources, finance) • Scale and scope: Number of businesses; number employed; local, national and global scale; direct and indirect economic importance (e.g.* GDP contribution, employment creation, stimulating infrastructure development, economic impact on related industries); seasonal nature; geographic reach; variety of business models (e.g.* luxury, mid-scale, budget, lifestyle brands); business scale diversity (e.g.* independent operators, multinational chains, national chains, franchising); customer reach (e.g.* business travellers, leisure guests, group bookings, international vs domestic markets)
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Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand how accommodation services are organised and delivered	2.1 Examine the operational functions and activities involved in the provision of accommodation operations 2.2 Describe the key processes and procedures involved in delivering accommodation services to guests in a range of hospitality providers	• Range of outlets: Different types of accommodation provider (e.g.* hotels, motels, guest houses, hostels, resorts, alternative accommodation) • Front Office: ○ the guest cycle (e.g.* reservation, arrival, stay, departure) ○ welcoming guests: the first impression ○ customer service and complaint handling ○ reservations and room allocation ○ concierge services • Housekeeping: ○ room and public area cleaning and maintenance ○ laundry and linen management ○ inventory control for cleaning supplies ○ health, safety and security • Maintenance: ○ building planned maintenance and repairs ○ energy management ○ health, safety and security ○ equipment servicing and replacement • Liaison and communication between departments • Staff organisation: structure and roles

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand how food and beverage services are organised and delivered	3.1 Examine the operational functions and activities involved in the provision of food and beverage operations 3.2 Describe the key processes and procedures involved in delivering food and beverage to guests in a range of hospitality providers	• Range of outlets: different types of food and beverage providers (e.g.* restaurants, cafés, pubs, bars, fast food/quick service outlets, fine dining, catering services, corporate hospitality) • Food Production: ○ production systems (e.g.* conventional, centralised, cook chill, cook freeze, sous vide) ○ the production cycle ○ menu planning and recipe development ○ food safety and hygiene compliance ○ inventory management and cost control ○ considerations for choosing method of food production and menu design (e.g.* customer preferences, cost and availability of ingredients, kitchen capacity, staff skill, market trends regulatory requirements) • Food Service: ○ food and beverage service methods (e.g.* table service, counter service, carvery, buffet, cafeteria, silver service, Gueridon, home delivery) ○ customer occasion ○ the service sequence ○ the meal experience ○ health, safety and hygiene ○ considerations for choosing method of food service (e.g.* type of restaurant, location, space, customer type, customer numbers, customer turnover, time available, type of menu, meal occasion, regulatory requirements) • Liaison and communication between departments • Staff organisation (e.g.* staff structure and roles)

***Please note that other examples or references are also acceptable and may be more relevant to the learner's context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.**

Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	07.4 Hospitality and Catering

ABE Unit Number: 3UCIT

Unit Title	Contemporary Issues and Trends in Tourism and Hospitality
Ofqual Unit Ref	A/651/8340
Unit Purpose & Aim(s)	The aim of this unit is to introduce learners to international tourism statistics and data, comparing travel patterns and tourism flows using international and regional data and sources. The unit focuses on the current issues and trends impacting the global tourism and hospitality industry and provides learners with knowledge of the challenges faced by the industry and how these issues influence the popularity of different tourist destinations.
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand travel patterns and tourism data in the global tourism industry	1.1 Identify the sources of tourism data 1.2 Explain the current patterns and travel flows in international and regional tourism	- Travel patterns: - global and regional flows - international tourism flows between countries, in particular the likes of China which is forecast to have a growing outbound tourism market - top 10 tourist-receiving destinations (arrivals) - top 10 tourist-generating destinations - top 10 earners (destinations in terms of US\$ receipts) - top 10 spenders (destinations in terms of US\$ expenditure) - shifting travel patterns (from southern Europe to North Africa, the Middle East) - Inter-governmental organisations UN Tourism, WTTC, and regional (e.g.* PATA, ETC, ATA, RETOSA) tourism data, Eurostat - Data sources: - Websites/tourism data: Inter-governmental UN-Tourism (https://www.untourism.int/), WTTC (wttc.org/), OECD, regional (e.g.* PATA, ETC, RETOSA), and trade organisations (e.g.* IATA) - Statista (statista.com/statisticsworld/) - Wikipedia (Wikipedia.org/) - Online newspaper articles, blogs, and e-newsletters

		○ National Tourist Boards & government agencies (e.g.* Tourism Australia, VisitBritain)
2. Understand the key issues impacting the international tourism and hospitality industry	2.1 Identify the main issues currently affecting the global tourism and hospitality industry 2.2 Explain how these issues influence the popularity of different tourist destinations	● Key issues: ○ wars (Middle East, Russia/Ukraine), civil unrest, terrorism and political instability and impacts of these factors on travel demand ○ barriers to travel, e.g.* entry restrictions, visas, passports, fees, delays ○ fluctuation of monetary exchange rates ○ fluctuating price of oil/fuel ○ changing climate and extreme weather events ○ cyclones, hurricanes, typhoons, and monsoons ○ overtourism ○ the sharing economy (e.g.* Airbnb, Uber, Lyft, Bolt) ○ technology and cyber security ○ labour shortages ○ ethical considerations and exploitation ○ global carbon emissions and/or environmental damage caused by travel

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Understand the key trends influencing the tourism and hospitality industries	3.1 Identify the key trends in the tourism and hospitality industry 3.2 Explain how these trends influence the popularity of different tourist destinations	• Trends: ○ growing tourism markets: halal tourism, wellness tourism/health-oriented tourism, senior tourism ('silver' tourism) market, dark tourism, nature-based tourism, gastronomy/culinary tourism, cycling tourism, luxury tourism, community-based tourism, family holidays, adventure tourism, women's solo travel ○ recovery tourism (post-pandemic or a disaster, war) ○ sustainable tourism businesses ○ digitalisation and changes in tourist behaviour (mobile technology, the influence of social media and social influencers (such as TikTok, YouTube), online booking and travel planning, review sites such as TripAdvisor, Google Reviews) ○ changing channels of distribution (e.g.* home delivery, Booking.com, restaurant booking platforms such as The Fork); sales and marketing media ○ digitalisation and changes in tourist behaviour ○ eco-friendly and environmentally conscious travellers ○ rapid evolution of social media platforms driving purchasing trends among young users, e.g.* TikTok ○ "shoppertainment" ○ the rise in staycationing, workationing/bleisure) ○ Generative AI in travel planning ○ emerging trends in tourist travel mode choice behaviours (e.g.*, slow travel, aviation avoidance, train bragging, micromobility)

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Assessor Guidance	
1	Open Book Exam (OBE)
2	Open Book Exam (OBE)
3	Open Book Exam (OBE)

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	08.2 Travel and Tourism

ABE Unit Number: 3UBCR

Unit Title	Building Customer Relationships in Hospitality and Tourism
Ofqual Unit Ref	D/651/8341
Unit Purpose & Aim(s)	This unit is designed to develop an understanding of how customer relationships contribute to business success and customer satisfaction. Learners will explore how to build and maintain positive relationships, and they will discover why effective customer relationships are essential to customer loyalty, reputation and business success. The unit aims to develop learners' understanding of their role in building and maintaining successful customer relationships and to develop the learners' practical skills in communication, problem-solving and conflict resolution. On completion of the unit, learners will understand the importance of effective customer relationships in hospitality and tourism and to recognise the needs and expectations of different internal and external stakeholders. Learners will also develop the interpersonal and practical skills required to build and maintain positive customers relationships.
Level	3
Credit Value	10
GLH	40
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand the importance of building and maintaining positive relationships with internal and external customers in hospitality and tourism	1.1 Explain why effective customer relationships are essential to organisational success in hospitality and tourism 1.2 Identify the diverse needs and expectations of customers in hospitality and tourism	• Customers: internal (e.g.* team members, managers, owners, investors etc.*), external (e.g.* customers, product/service suppliers, regulatory bodies, the local community, travel intermediaries etc.*) • Importance of effective customer relationships with internal customers: ○ Direct customers and guests: revenue generation and financial performance, repeat business, positive reviews, word-of-mouth referrals, and brand loyalty, competitive advantage, innovation and continuous improvement ○ Suppliers: reliable supply chains, favourable terms, quality and timely delivery of goods and services ○ Regulatory bodies: compliance with laws, maintaining licences, avoiding penalties, enhancing reputation. ○ Local community ○ Travel Intermediaries

		• Importance of effective customer relationships with internal customers: improved communication, teamwork, and staff morale, staff are motivated to deliver excellent service to external customers, consistency of standards, compliance with company values and policies, and faster problem-solving • Diverse needs and expectations: customer segmentation and demographics, cultural & religious needs, accessibility and special needs, purpose of visit/stay, service expectations, factors influencing service expectations (e.g.* previous experience, marketing communication, digital influence, pricing psychology etc.*), technological & digital expectations, emotional /experiential expectations, personal circumstances
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Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand how hospitality and tourism businesses aim to meet the needs and expectations of different customer groups	2.1 Identify the typical challenges that may arise when engaging with customers in hospitality and tourism 2.2 Explain how hospitality and tourism businesses adapt their products, services and operations to meet the needs and expectations of customers	• Challenges: communication barriers (e.g.* language differences, jargon, unclear instructions etc.*), cultural difference, service delivery complications (e.g.* staff shortages, overbooking situations, seasonal capacities, equipment failures, supply chain disruptions, expectation issues etc.*), customer complaints & difficult behaviour, high demand peak times, external factors ○ Adapting products, services, and operations to meet customer needs in hospitality and tourism ○ Gathering feedback from customers/guests, staff, suppliers ○ Monitoring trends and changes in customer behaviour and spend ○ Tailoring customer service for different market segments (e.g.* business vs. leisure, solo vs. group etc.*) ○ Adjusting staffing levels and training to meet peak demand or cultural sensitivity ○ Use of technology – online check-in/out, mobile apps, self-service kiosks, real-time updates ○ Personalising customer experiences and providing responsive customer service ○ Providing fair pay, clear roles and responsibilities, training and career development to staff

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Demonstrate the skills needed to build and maintain effective customer relationships in different hospitality and tourism situations	3.1 Demonstrate appropriate communication and interpersonal skills in interactions with different customer groups 3.2 Apply problem-solving and conflict-resolution techniques to maintain positive customer relationships	• Communication skills: diversity of communication within an organisation, selecting communication models appropriate to intent and content, non-verbal and verbal communication, developing skills for effective listening, questioning technique, written communication, briefing and presentation skills, using information technology to gather data, adapting communication for different audiences, selling skills • Interpersonal skills: building rapport and trust, empathy and sensitivity to customer needs, professionalism, courtesy, and respect, cultural awareness and inclusivity in communication, teamwork • Apply problem-solving and conflict-resolution techniques: identifying customer issues, problem-solving techniques (e.g. * analysing options and selecting solutions, using initiative and creativity within organisational policies and guidelines, follow-up etc. *), clear communication of solutions and next steps to customers, conflict-resolution skills (e.g. * staying calm and professional under pressure, negotiation and compromise, de-escalating tense situations, seeking support etc. *), maintaining records and feedback to inform future practice • Practical application: role-plays, simulations, or real customer interactions within hospitality and tourism

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Assessor Guidance	
1.	Assignment
2.	Assignment
3.	Assignment

Additional Information	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	Not Applicable
Ofqual subject/sector classification	08.2 Travel and Tourism

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