



Apply advanced airfare rules and procedures

D2.TTA.CL2.03

Trainer Guide



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Project Base

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Competency Based Training (CBT) and assessment – An introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a 'unit'.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational safety and health requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an 'element'.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant's competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for participant diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant centred learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /group exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)**Principle of Competency Based Assessment**

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor, who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative assessment tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- Pass Competent (PC)
- Not Yet Competent (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Competency standard

UNIT TITLE: APPLY ADVANCED AIRFARE RULES AND PROCEDURES		NOMINAL HOURS: 50
UNIT NUMBER: D2.TTA.CL2.03		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to construct international airfare itineraries and cost those itineraries applying advanced international airfare rules and procedures.		
ELEMENTS AND PERFORMANCE CRITERIA		UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Confirm client requirements for all purchases 1.1 Identify and confirm <i>needs and preferences of client</i> 1.2 Identify and access <i>appropriate resources</i> to enable processing of client requirements Element 2: Construct mixed class fares 2.1 Identify and confirm <i>availability of mixed class combinations</i> 2.2 Match choice of mixed class fare to identified needs of client 2.3 Ensure fare construction complies with <i>operational requirements</i> 2.4 <i>Calculate mixed fare costs</i> 2.5 Construct and check accuracy and completeness of <i>air itineraries</i>		Unit Variables <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to the application of advanced airfare rules and procedures within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Travel agencies 2. Tour operation <p><i>Needs and preferences of client</i> may relate to:</p> <ul style="list-style-type: none"> • Packages • Budget • Timing and duration • Number of travellers – including considerations applicable to groups, families and individuals • Destinations • Carrier • Quotations and advice supplied to client.

<p>Element 3: Construct airfares incorporating add-ons</p> <p>3.1 Identify and interpret <i>available and applicable add-on flights</i></p> <p>3.2 Ensure fare construction complies with <i>operational requirements</i></p> <p>3.3 <i>Calculate through fare costs including add-ons</i></p> <p>3.4 Construct and check accuracy and completeness of air itineraries</p> <p>Element 4: Prepare international pre-paid ticket advices</p> <p>4.1 Determine <i>the needs and preferences of client</i> for pre-paid ticket advice (PTA)</p> <p>4.2 <i>Select flight and carrier</i> that best meets client needs</p> <p>4.3 <i>Process PTA</i> in accordance with operational requirements</p> <p>4.4 Issue or forward PTA</p> <p>Element 5: Construct round-the-world and round trip itineraries</p> <p>5.1 Identify and confirm needs and preferences of client</p> <p>5.2 Identify and access <i>appropriate resources</i> to enable processing of client requirements</p> <p>5.3 Identify and confirm <i>availability of flights</i> to meet client requirements</p>	<p><i>Appropriate resources</i> may include:</p> <ul style="list-style-type: none"> • Computerised reservation system, including computerised data/information contained within the system • Airline guides • Airline schedules/timetables • Fare manuals • Tariffs from airlines • Tariffs from consolidators • Special bulletins and advisories from airlines and consolidators • General information from airlines • Customer quotations. <p><i>Availability of mixed class combinations</i> must include:</p> <ul style="list-style-type: none"> • Confirming definition and interpretation of mixed class • Identifying carriers who offer this option • Verifying routes to which this option applies • Verifying advanced purchase timelines/dates. <p><i>Operational requirements</i> relates to:</p> <ul style="list-style-type: none"> • Carrier guidelines • Regulatory requirements • Organisational requirements • IATA requirements and procedures, including IATA fare construction rules • Use of correct documentation and/or screens and information fields
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<p>5.4 Ensure fare construction complies with operational requirements</p> <p>5.5 <i>Calculate fare costs</i></p> <p>5.6 Construct and check accuracy and completeness of air itineraries</p> <p>Element 6: Construct fares for open jaw journeys</p> <p>6.1 Identify and confirm needs and preferences of client</p> <p>6.2 Identify and access <i>appropriate resources</i> to enable processing of client requirements</p> <p>6.3 <i>Identify options that enable open jaw journeys</i></p> <p>6.4 Identify and confirm availability of flights to meet client requirements</p> <p>6.5 Ensure fare construction complies with operational requirements</p> <p>6.6 Calculate fare costs</p> <p>6.7 Construct and check accuracy and completeness of air itineraries</p> <p>Element 7: Apply the pricing unit concept to fares</p> <p>7.1 Divide <i>fare journey</i> into individual pricing units</p> <p>7.2 Calculate lowest combination of fares for given pricing units</p>	<ul style="list-style-type: none"> • Checks and calculation requirements, including minimum fare check requirements where applicable to individual booking types, including: <ul style="list-style-type: none"> ▪ Neutral units of construction (NUCS) ▪ Local currency fares (LCF) ▪ Global indicators (GI) ▪ Sold and ticketed inside the country of commencement ▪ Journeys commencing outside the country of sale ▪ Mileage system: <ul style="list-style-type: none"> – Maximum permitted mileages (MPMS) – Ticketed point mileages (TPMS) – Extra mileage allowance (EMA) – Excess mileage surcharges (EMS) ▪ Higher intermediate points (HIPs) ▪ One way backhaul checks (BHC) ▪ Circle trip minimum fare checks (CTM) ▪ Directional minimum checks (DMC) ▪ Country of origin minimum checks (CPM) ▪ Open jaw via country of origin check (COM) ▪ One way sub-journey check (OSC) ▪ Return sub-journey check (RSC) ▪ Re-routing • Application of indirect travel limitation rules, including sector journeys and side-trips.
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<p>Element 8: Maintain client file</p> <p>8.1 Record and update needs and preferences of client</p> <p>8.2 Record <i>itineraries and airfares quoted</i></p> <p>8.3 Generate and issue <i>documents</i> to clients</p> <p>8.4 Record and process <i>changes to bookings</i></p> <p>8.5 Record, up-date and receipt <i>payments</i> made by client</p>	<p><i>Calculate mixed fare costs</i> may include:</p> <ul style="list-style-type: none"> • Referring to relevant carrier schedules/timetables and tariff information • Referring to specials available and packages that apply • Factoring in applicable discounts, where appropriate. <p><i>Air itineraries</i> may include:</p> <ul style="list-style-type: none"> • Name and number of passenger/s – including indication of adults and children • Day and date of travel • From and to destinations • Flight number and carrier, including seat allocation, where applicable • Departure and arrival times • Fare, taxes, fees and charges, including sub-totals and total • Amount paid and amount due, if applicable • Verification of connections and times, where applicable. <p><i>Available and applicable add-on flights</i> may relate to:</p> <ul style="list-style-type: none"> • Add-on tables • Specific flights • Availability • Nominated carriers • Specified routes/destinations • Integration with full packages • Compatibility with nominated class • Prohibition on separate sale
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- Confirming currency of guidelines that apply to add-ons with carriers
 - Individual terms and conditions of carriers.
- Calculate through fare costs including add-ons may include:*
- Determining relevant carrier charges
 - Identifying time of year/seasonal implications and loadings or premiums
 - Identifying current rate for add-ons.
- Select flight and carrier may include:*
- Confirming availability
 - Understanding relevant carrier policies and procedures, including limitations and restrictions
 - Matching timing requirements to flight availability
 - Seat availability
 - Meeting connecting flights
 - Package limitations, where applicable.
- Process PTA may include:*
- Following relevant guidelines, policies and procedures
 - Confirming applicable timeline requirements for booking
 - Verifying agency details with carrier
 - Including services covered by PTAs, including excess baggage, unaccompanied children, oxygen use
 - Obtaining fare quote
 - Applying service charge
 - Raising Miscellaneous Charge Order (MCO).

	<p><i>Availability of flights</i> may relate to:</p> <ul style="list-style-type: none">• Time of travel• Connections• Seat availability• Stop-overs• Time spent at destinations. <p><i>Calculate fare costs</i> may include:</p> <ul style="list-style-type: none">• Referring to relevant carrier schedules/timetables and tariff information• Referring to specials available and packages that apply• Factoring in applicable discounts, where appropriate• Including transfers• Undertaking currency exchange calculations• Determining adult, children and infant rates, including unaccompanied children• Considering special fares, including APEX (advanced purchase)• Including taxes, fees and charges. <p><i>Identify options that enable open jaw journeys</i> may include:</p> <ul style="list-style-type: none">• Considering double open jaw trips• Reading package limitations• Verifying acceptable destinations, en route destinations and countries, including limitations on intra-country and inter-country applications• Conformity with airline and airfare rules, including understanding of the limitations imposed by these• Identifying minimum stay provisions, where applicable
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- Identifying relative distances involved, where applicable
- Catering for circle trips, where necessary.

Fare journey must include:

- Single fare
- Return fare.

Itineraries and airfares quoted may include:

- All types of fares and trips offered by the host enterprise
- Through fares incorporating add-ons
- Mixed class fares
- Round, circle and open jaw trips
- Fares incorporating intermediate points
- Fares incorporating sector journeys and side-trips
- Fares incorporating airport and other taxes.

Documents may include:

- Invoices
- Credit notes
- Receipts
- Confirmation letters
- Itineraries
- Information packs.

	<p><i>Changes to bookings</i> may include:</p> <ul style="list-style-type: none">• Changed arrangements• Cancellations, including the processing of refunds and issuing of credit notes• Verifying alterations with carriers• Confirming alterations with clients and issuing appropriate confirmations and amended documentation. <p><i>Payments</i> may include:</p> <ul style="list-style-type: none">• Credit card• Cash• Personal, business and traveller's cheque• Direct debit, such as electronic funds transfer• Invoice/account• Telephone• E-mail or other electronic transmission. <p>Assessment Guide</p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none">• The enterprise's policies and procedures in regard to operational requirements for applying airfare rules, procedures and documentation• Knowledge of and ability to apply basic research techniques• Ability to perform basic arithmetic calculations• Detailed knowledge of fare construction principles and rules• Ability to identify, access and apply fare-related resources• Ability to identify and interpret airline and other travel codes
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- General knowledge of IATA regulations and requirements
- Ability to convert currencies
- Ability to process payments.

Linkages To Other Units

- Construct and ticket domestic airfares
- Construct and ticket promotional international airfares
- Construct and ticket regular international airfares
- Access and interpret product information
- Process a financial sale transaction
- Promote products and services to customers
- Operate a computerised reservation system
- Access and retrieve computer-based data
- Maintain quality customer/guest service
- Produce documents, reports and worksheets on a computer
- Use common business tools and technology
- Develop and update tourism industry knowledge
- Operate an automated information system
- Produce travel documentation on a computer
- Receive and process reservations
- Source and package tourism products and services
- Source and provide destination information and advice
- Prepare and submit quotations.

	<p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Understanding of organisational and IATA requirements in relation to fare construction • Demonstrated ability to construct a mixed client fare and itinerary to accommodate a nominated set of client requirements • Demonstrated ability to construct a fare and itinerary incorporating add-ons to accommodate a nominated set of client requirements • Demonstrated ability to prepare an international pre-paid ticket advice and itinerary to accommodate a nominated set of client requirements • Demonstrated ability to construct an around-the-world fare and itinerary to accommodate a nominated set of client requirements • Demonstrated ability to construct a fare and itinerary for an open jaw journey to accommodate a nominated set of client requirements • Demonstrated ability to apply the pricing unit concept to a nominated fare journey fare to calculate lowest combination of fares for given pricing units • Demonstrated ability to maintain the client file for a nominated client for a designated series of exchanges and transactions which must include supplying a quotation for a nominated journey, an alteration to the initial booking and receipt for payment. <p>Context of Assessment</p> <p>This unit may be assessed on or off the job:</p> <ul style="list-style-type: none"> • Assessment must ensure practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must be able to demonstrate actual or simulated workplace application of airfare construction in a realistic office environment.
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Resource Implications

- Training and assessment to include access to a real or simulated workplace including actual computerised reservation and ancillary systems, real travel and airfare documentation or screens, real airfare resource material and actual or simulated journeys for use as the basis of developing airfares and itineraries; and access to workplace and industry (IATA) standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Portfolio of itineraries and other documentation
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

	Key Competencies	Level	Examples
	Collecting, organising and analysing information	2	Source fare information; interpret airfare resource material; evaluate options to meet client requirements
	Communicating ideas and information	1	Provide options, advice and assistance to clients; explain client requirements to carriers
	Planning and organising activities	2	Integrate client requirements into a personalised itinerary that meets identified need
	Working with others and in teams	1	Liaise with carriers and other agency staff
	Using mathematical ideas and techniques	2	Calculate airfares, discounts and required checks
	Solving problems	1	Source alternatives for client that enable attainment of identified requirements
	Using technology	2	Use computerised reservation system and communication technologies

Notes and PowerPoint slides

Slide

APPLY ADVANCED AIRFARE RULES AND PROCEDURES

D2.TTA.CL2.03



Slide 1

Slide No	Trainer Notes
1.	<p>Trainer to welcome students to the class.</p> <ul style="list-style-type: none"> • Introduce self and state qualification to teach this unit • Give overview of qualifications and describe industry experience.

Slide

Subject Elements

This unit comprises eight elements:

- Confirm client requirements for all purchases
- Construct mixed class fares
- Construct airfares incorporating add-ons
- Prepare international pre-paid ticket advices
- Construct round-the-world and round trip itineraries
- Construct fares for open jaw journeys
- Apply the pricing unit concept to fares
- Maintain client file



Slide 2

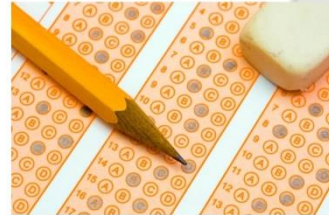
Slide No	Trainer Notes
2.	<p>Trainer advises students this Unit comprises two elements, as listed on the slide explaining:</p> <ul style="list-style-type: none"> ● Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail ● Students can obtain more detail from their Trainee Manual ● The course presents advice and information but where their workplace requirements differ to what is presented, the workplace practices and standards must be observed.

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Workplace observation of practical skills
- Practical exercises
- Formal report from supervisor



Slide 3

Slide No	Trainer Notes
3.	<p>Trainer advises students that assessment for this Unit may take several forms all of which are aimed at verifying they have achieved competency for the Unit as required.</p> <p>Trainer indicates to students the methods of assessment that will be applied to them for this Unit.</p>

Slide

Element 1: Confirm client requirements for all purchases

Performance Criteria for this Element are:

- 1.1 Identify and confirm needs and preferences of client
- 1.2 Identify and access appropriate resources to enable processing of client requirements



Slide 4

Slide No	Trainer Notes
4.	<p>Trainer to relate performance criteria to element 1.</p> <ul style="list-style-type: none"> • Performance criteria is the process by which the students training match the learning element • The element is the skill • To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Confirm client requirements for all purposes the students must be able to:</p> <ul style="list-style-type: none"> • Identify and confirm needs and preferences of client • Identify and access appropriate resources to enable processing of client requirements.

Slide

1.1, 5.1, 6.1 Identify and confirm needs and preferences of client

Needs and preferences of client may relate to:

- Packages
- Budget
- Timing and duration
- Number of travellers – including considerations applicable to groups, families and individuals
- Destinations
- Carrier
- Quotations and advice supplied to client



Slide 5

Slide No	Trainer Notes
5.	<p>Trainer to advise:</p> <p>PC: 1.1, 5.1 & 6.1</p> <p>Needs and preferences of client may relate to:</p> <ul style="list-style-type: none"> ● Packages ● Budget ● Timing and duration ● Number of travellers – including considerations applicable to groups, families and individuals ● Destinations ● Carrier ● Quotations and advice supplied to client. <p>Brainstorm/Class discussion:</p> <ul style="list-style-type: none"> ● Are there any other needs or preferences you would include? ● Ask trainees to work in pairs to role play an initial consultation ● Ask the consultant to ask questions and keep notes to read back to the client to confirm they have understood their needs.

Slide

1.2, 5.2, 6.2 Identify and access appropriate resources to enable processing of client requirements

Resources

- General resources
- Specialist resources for travel industry staff



Slide 6

Slide No	Trainer Notes
6.	<p>Trainer to advise: PC: 1.2, 5.2, 6.2</p> <p><i>General resources</i></p> <p>To construct and calculate international airfares, it will be necessary to have access to a:</p> <ul style="list-style-type: none"> • A computer with internet access • Calendar, Calculator, Pen and paper • World map • Airline websites – these websites are a great source of general information on air travel, as well as the airline's policies. Useful information for the agent and the client will include: <ul style="list-style-type: none"> ▪ Airport information – maps of terminals, facilities ▪ Check-in options and facilities ▪ Baggage restrictions and fees ▪ Special assistance offered for passengers ▪ General policy and travel information.

Specialist resources for travel industry staff

Travel industry enterprises will each develop their own policies and procedures for assisting clients to make international airfare bookings. Enterprises which construct regular airfares will have access to:

- A Computer Reservation System (CRS)
- Airline agency help desks (online and/or phone service)
- The Passenger Air Tariff.

Slide

1.2, 5.2, 6.2 Identify and access appropriate resources to enable processing of client requirements

- Computer Reservation System (CRS)
- Airline agency help desks
- Airline websites
- Passenger air tariff (PAT)



Slide 7

Slide No	Trainer Notes
7.	<p>Trainer to advise:</p> <p>PC: 1.2, 5.2, 6.2</p> <p>Refer to trainee manual and discuss these resources in some detail ensuring all learners understand their functions.</p> <ul style="list-style-type: none"> • Refer to TM and ensure thorough understanding of CRS and its capabilities • Explain help desks and websites with travel agent login • Demonstrate accessing PAT online. <p>Activity</p> <p>Learners to research one Airline website each and present the following information:</p> <ul style="list-style-type: none"> • Airport information – maps of terminals, facilities • Check-in options and facilities • Baggage restrictions and fees • Special assistance offered for passengers • General policy and travel information.

Slide

1.2, 5.2, 6.2 Identify and access appropriate resources to enable processing of client requirements

- Phonetic alphabet
- Airline schedules and flight routes

Example of a Thai Airways timetable from their website:

From China to Bangkok						
Origin	Frequency	Departure	Arrival	Flight No.	Flight Time	Aircraft Type
Beijing	1234567	0650	1105	TG675	5:15	A330
	1234567	1705	2120	TG615	5:15	A330
Shanghai	1234567	0845	1240	TG663	4:55	A330
	1234567	1720	2115	TG665	4:55	A330
Guangzhou	1234567	1440	1700	TG669	3:20	B777-300ER/B777-200
	1234567	2025	2245	TG679	3:20	A330/A333
Kunming	1234567	1520	1635	TG613	2:15	A333
Chengdu	12357	1505	1720	TG619	3:15	B777-300ER/A333
Xiamen	246	1610	1845	TG611	3:35	A333
	7	2005	2240	TG611	3:35	A300-600

Slide 8

Slide No

Trainer Notes

8.

Trainer to advise:

PC: 1.2, 5.2, 6.2

Phonetic alphabet

To avoid confusion with accents and different types of speech and to eliminate spelling mistakes with names and booking details, the phonetic alphabet is routinely used.

The phonetic alphabet is used for communication between staff involved in the airline industry. It is particularly useful when spelling out a client's name over the telephone or when you need to receive or advise a reservation number. An airline or CRS booking number commonly referred to as a PNR or a Reloc is a unique code made up of six letters and numbers. To avoid confusion, the phonetic alphabet is used when staff involved in air travel need to share this information. This will be discussed in more detail in future topics and these terms also appear in the Glossary.

Airline schedules and flight routes

Access to schedules (timetables), fares and information relating to the flights operated by the various carriers is available electronically to travel agents via their Computer Reservation System (CRS) and airline websites.

Activity

In pairs have learners confirm passenger details with each other using their own names.

This activity may also be completed with learners sitting back to back to encourage listening and speaking techniques as specifically needed when communicating via telephone.

Slide

Activity for Element 1 - Confirm client requirements for all purchases

- Please refer to the Work Projects for Element 1



Slide 9

Slide No	Trainer Notes
9.	<p>Ensure learners complete the Work Projects at the end of Element 1. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none"> • Review the Summary page for Element 1 to confirm with learners what has been completed for this Element.

Slide

Element 2: Construct mixed class fares

Performance Criteria for this Element are:

- 2.1 Identify and confirm availability of mixed class combinations
- 2.2 Match choice of mixed class fare to identified needs of client
- 2.3 Ensure fare construction complies with operational requirements
- 2.4 Calculate mixed fare costs
- 2.5 Construct and check accuracy and completeness of air itineraries



Slide 10

Slide No	Trainer Notes
10.	<p>Trainer to relate performance criteria to element 2.</p> <ul style="list-style-type: none"> • Performance criteria is the process by which the students training match the learning element • The element is the skill • To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Construct mixed class fares the students must be able to:</p> <ul style="list-style-type: none"> • Identify and confirm availability of mixed class combinations • Match choice of mixed class fare to identified needs of client • Ensure fare construction complies with operational requirements • Calculate mixed fare costs • Construct and check accuracy and completeness of air itineraries.

Slide

2.1 Identify and confirm availability of mixed class combinations

Identify and confirm availability of mixed class combinations:

- Confirming definition and interpretation of mixed class
- Identifying carriers who offer this option
- Verifying routes to which this option applies
- Verifying advanced purchase timelines/dates

www.qantas.com.au/agents/dyn/qf/fares/routeMapsRead



Slide 11

Slide No	Trainer Notes
11.	<p>Trainer to advise:</p> <p>PC: 2.1</p> <p>Availability of mixed class combinations must include:</p> <ul style="list-style-type: none"> ● Confirming definition and interpretation of mixed class ● Identifying carriers who offer this option ● Verifying routes to which this option applies ● Verifying advanced purchase timelines/dates. <p>Group Activity:</p> <ul style="list-style-type: none"> ● Which carriers offer mixed class tickets? ● Interpret route maps on the following Qantas website: www.qantas.com.au/agents/dyn/qf/fares/routeMapsRead

Slide

2.2 Match choice of mixed class fare to identified needs of client

- Mileage and routing fares
- Itinerary types
- Codeshare flights
- Regular airfare rules
- Booking classes



Slide 12

Slide No	Trainer Notes
12.	<p>Trainer to advise:</p> <p>PC: 2.2</p> <ul style="list-style-type: none"> • Discuss each of the points listed using TM notes • Airfare rules and booking classes is mentioned several times throughout this unit so a thorough discussion at this point would be appropriate. <p>Trainer to provide examples where possible or access appropriate websites or a CRS for demonstration.</p> <p>Group Activity</p> <ul style="list-style-type: none"> • Discuss Itinerary types. Who has experience with flying, booking flights and general travel.

Slide

2.3, 3.2, 5.4, 6.5 Ensure fare construction complies with operational requirements

Operational requirements relates to:

- Carrier guidelines
- Regulatory requirements
- Organisational requirements
- IATA requirements and procedures, including IATA fare construction rules
- Use of correct documentation and/or screens and information fields



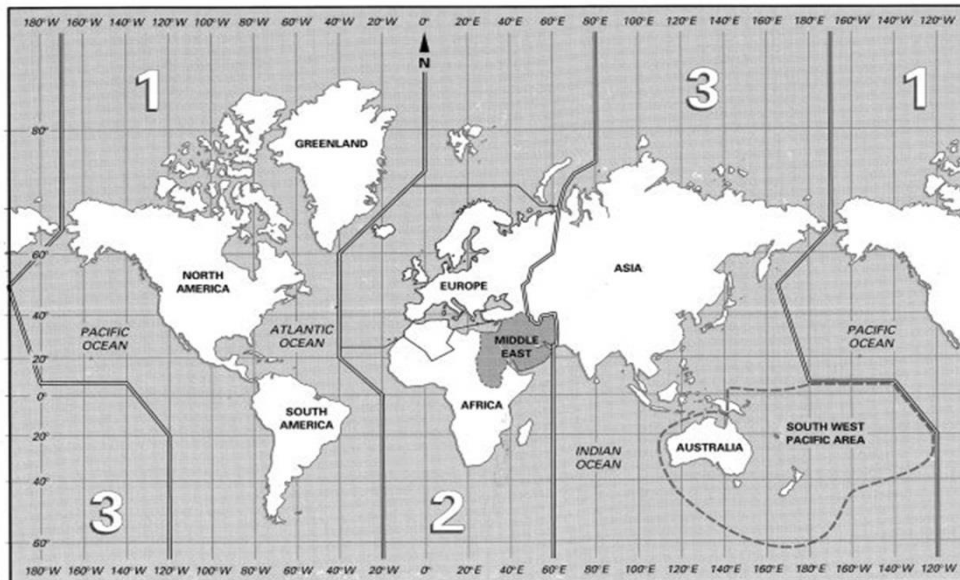
Slide 13

Slide No	Trainer Notes
13.	<p>Trainer to advise:</p> <p>PC: 2.3, 3.2, 5.4, 6.5</p> <p>Operational requirements relates to:</p> <ul style="list-style-type: none"> • Carrier guidelines • Regulatory requirements • Organisational requirements • IATA requirements and procedures, including IATA fare construction rules • Use of correct documentation and/or screens and information fields. • Trainer to provide samples if possible or demonstrate to learners using appropriate websites or CRS.

Slide

2.3, 3.2, 5.4, 6.5 Ensure fare construction complies with operational requirements

IATA Traffic Conference Areas



Slide 14

Slide No	Trainer Notes
14.	<p>Trainer to advise:</p> <p>PC: 2.3, 3.2, 5.4, 6.5</p> <p>An important component of international airfare construction is to consider the whole journey that the passenger wishes to undertake. This includes the airlines flown and the direction of travel across the globe, particularly across the world's oceans. For fare construction purposes, IATA has divided the world into three Traffic Conference areas, numbered TC1, TC2 and TC3.</p> <p>You may also come across the terms "Western Hemisphere" and "Eastern Hemisphere". The world is split into two (uneven) halves:</p> <ul style="list-style-type: none"> • Western Hemisphere: All of Area 1, that is, north, central and south America • Eastern Hemisphere: All of Areas 2 and 3, that is, Europe, Africa, Asia and Australia. <p>Refer to TM and take time to explain these regions. Quiz learners to gauge understanding and further explain as needed.</p> <p>Global Indicators (GI)</p> <p>Take time to carefully explain GI and the various terms as listed in the TM.</p>

Slide

2.3, 3.2, 5.4, 6.5 Ensure fare construction complies with operational requirements

Terminology

- Terms relating to regular airfare construction
- Terms relating to itineraries:
- Terms relating to pricing an itinerary



Slide 15

Slide No	Trainer Notes
15.	<p>Trainer to advise:</p> <p>PC: 2.3, 3.2, 5.4, 6.5</p> <ul style="list-style-type: none"> • Review the terminology listed in the TM. Explain those that are not clear. • Allow time for learners to quiz each other on specific codes, providing the opportunity to verbally identify them.

Slide

2.4, 5.5, 6.6 Calculate mixed fare costs

Calculate mixed fare costs may include:

- Referring to relevant carrier schedules/timetables and tariff information
- Referring to specials available and packages that apply
- Factoring in applicable discounts, where appropriate



Slide 16

Slide No	Trainer Notes
16.	<p>Trainer to advise:</p> <p>PC: 2.4, 5.5, 6.6</p> <p>Calculate mixed fare costs may include:</p> <ul style="list-style-type: none"> • Referring to relevant carrier schedules/timetables and tariff information • Referring to specials available and packages that apply • Factoring in applicable discounts, where appropriate. <p>Group Discussion</p> <ul style="list-style-type: none"> • Fare types. When airlines may discount. Which airlines don't discount.

Slide

2.5, 3.4, 5.6, 6.7 Construct and check accuracy and completeness of air itineraries

Construct and check accuracy and completeness of air itineraries:

- Name and number of passenger/s – including indication of adults and children
- Day and date of travel
- From and to destinations
- Flight number and carrier, including seat allocation



Slide 17

Slide No	Trainer Notes
17.	<p>Trainer to advise:</p> <p>PC: 2.5, 3.4, 5.6, 6.7</p> <p><i>Air itineraries</i> may include:</p> <ul style="list-style-type: none"> • Name and number of passenger/s – including indication of adults and children • Day and date of travel • From and to destinations • Flight number and carrier, including seat allocation, where applicable • Departure and arrival times • Fare, taxes, fees and charges, including sub-totals and total • Amount paid and amount due, if applicable • Verification of connections and times, where applicable. • Discuss enterprise policy and procedure variation. Seek input from learners with some experience. <p>Trainer to provide examples to view and discuss in detail</p>

Slide

Activity for Element 2 - Construct mixed class fares

- Please refer to the Work Projects for Element 2



Slide 18

Slide No	Trainer Notes
18.	<p>Ensure learners complete the Work Projects at the end of Element 2. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none"> • Review the Summary page for Element 2 to confirm with learners what has been completed for this Element.

Slide

Element 3: Construct airfares incorporating add-ons

Performance Criteria for this Element are:

- 3.1 Identify and interpret available and applicable add-on flights
- 3.2 Ensure fare construction complies with operational requirements
- 3.3 Calculate through fare costs including add-ons
- 3.4 Construct and check accuracy and completeness of air itineraries



Slide 19

Slide No	Trainer Notes
19.	<p>Trainer to relate performance criteria to element 3.</p> <ul style="list-style-type: none"> Performance criteria is the process by which the students training match the learning element The element is the skill To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Construct airfares incorporating add-ons the students must be able to:</p> <ul style="list-style-type: none"> Identify and interpret available and applicable add-on flights Calculate through fare costs including add-ons.

Slide

3.1 Identify and interpret available and applicable add-on flights

Available and applicable add-on flights may relate to:

- Add-on tables
- Specific flights
- Availability
- Nominated carriers
- Specified routes/destinations
- Integration with full packages
- Compatibility with nominated class
- Prohibition on separate sale
- Confirming currency of guidelines that apply to add-ons with carriers
- Individual terms and conditions of carriers



Slide 20

Slide No	Trainer Notes
20.	<p>Trainer to advise on each topic as necessary</p> <p>PC: 3.1</p> <p>Available and applicable add-on flights may relate to:</p> <ul style="list-style-type: none"> ● Add-on tables ● Specific flights ● Availability ● Nominated carriers ● Specified routes/destinations ● Integration with full packages ● Compatibility with nominated class ● Prohibition on separate sale ● Confirming currency of guidelines that apply to add-ons with carriers ● Individual terms and conditions of carriers.

Slide

3.1 Identify and interpret available and applicable add-on flights

● Availability

AN25JULSINHKG

1 3K 691 Y4 W4 V4 T4 S4 R4 Q4 SIN 1 HKG 2 0640 1025 3.45

O4 N4 M4 L4 K4 H4

2 SQ 860 F4 P4 A4 Z4 C4 J0 D4 SIN 3 HKG 1 0830 1215 S9 Y9 B9 E9
Q9 N9 V0 T0 M9 H9 W0 L9 K9



Slide 21

Slide No

Trainer Notes

21.

Trainer to advise:

PC: 3.1

Using the example and notes from the TM, explain to learners how to break down and interpret this information.

Group discussion

- Currency codes, airfares and rules.

Slide

3.1 Identify and interpret available and applicable add-on flights

- Neutral Units of Construction - NUCs
- Rates of Exchange (ROE)
- Currency codes

Country	Currency name	Currency code
China	Yuan or Renminbi	CNY
France	Euro	EUR
Hong Kong	Dollar	HKD
Sweden	Kroner	SEK
Malaysia	Malaysian Ringgit	MYR
Morocco	Dirham	MAD
Philippines	Peso	PHP
Singapore	Singapore Dollar	SGD
Thailand	Baht	THB
United States	Dollar	USD
Great Britain	Pound	GBP

Slide 22

Slide No Trainer Notes

22.

Trainer to advise: PC: 3.1

Neutral Units of Construction - NUCs

When constructing regular international airfares, a neutral currency is used. It is referenced as NUC - Neutral Unit of Construction (or Neutral Unit of Currency). This neutral currency has been developed by IATA, specifically for use in international airfare construction.

All regular airfares are published in NUC and can be accessed in a CRS through a Fare Display entry. When constructing an airfare for an itinerary, there are a series of checks that must be conducted. Some of these checks result in a higher airfare needing to be charged. This is referred to as the applicable fare. It is only after determining the applicable airfare that the NUC amount is converted into a real currency using an exchange rate called ROE – Rate of Exchange.

Rates of Exchange (ROE)

The Rates of Exchange are determined by IATA and stored in the CRS. The ROEs are updated quarterly on 01JAN, 01APR, 01JUL and 01OCT, or more frequently if there are significant currency changes during that time.

After constructing an airfare, the agent can do a simple calculation in their CRS to convert NUCs into a real currency. The currency is generally the currency for the first city (country) on the itinerary, or the currency of the country in which the enterprise and CRS are located. For example, a fare from Singapore will be displayed in Singapore dollars. In order to convert NUC to a real currency using the ROE, the agent needs to know the code for the currency. The Galileo entry to convert NUCs using the ROE will be introduced later in this unit.

Currency codes

Each currency code also has an internationally recognised three letter code. Generally, the code will appear in a CRS or on an airline website, before the airfare price to indicate which currency is being quoted.

Some countries choose to use US Dollars (USD) for international airfare calculations due to instability and fluctuations in the local currency.

Activity

Learners to access a currency website and familiarise themselves with popular or common world currencies and their coding. Learners to quiz each other to test their knowledge

Slide

3.3 Calculate through fare costs including add-ons

- Calculate through fare costs including add-ons
- Accessing airfares in Galileo
- Galileo Fare Displays



Slide 23

Slide No	Trainer Notes
23.	<p>Trainer to advise:</p> <p>PC: 3.3</p> <ul style="list-style-type: none"> • Accessing airfares in Galileo • Galileo Fare Displays. <p>Group Discussion/Activity</p> <ul style="list-style-type: none"> • After review of TM notes and discussion of topics listed learners to take time to work in pairs and once again interpret the screens in example 1 and 2 • Review the Return Airfare example in TM and ensure understanding. Again working in pairs, interpret the screen in the example.

Slide

3.3 Calculate through fare costs including add-ons

Mileage information

- Maximum Permitted Mileage
- Excess Mileage Allowance
- Excess Mileage Surcharge



Slide 24

Slide No	Trainer Notes
24.	<p>Trainer to advise:</p> <p>PC: 3.3</p> <p><i>Maximum Permitted Mileage</i></p> <p>When reading a Fare Display, the Maximum Permitted Mileage (MPM) is displayed to indicate the maximum number of miles that can be flown between the origin and destination cities. This MPM must be compared to the number of miles being flown on the itinerary. A CRS can calculate the mileage very simply but it is important for the agent to be able to interpret the information provided. In order to do this, the agent must be aware of the following mileage terms and concepts:</p> <ul style="list-style-type: none"> • MPM – Maximum Permitted Mileage • TPM – Tickets Point Mileage • EMS – Excess Mileage Surcharge • EMA – Excess Mileage Allowance. <p><i>Excess Mileage Allowance</i></p> <p>There will be itineraries where the TPM is higher than the MPM. In this case, in some circumstances there may be a deduction known as an Excess Mileage Allowance (EMA) which can be applied. IATA has determined which itineraries are entitled to this allowance and will deduct miles from the total TPM if the itinerary is eligible for an EMA.</p>

The EMA example we will consider applies for travel within Area 3 only. When an itinerary only involves travel within TC Area 3 and travel is via Delhi and Mumbai, IATA allows an EMA (if required). This is also the case for an itinerary within TC Area 3 which includes travel via both Karachi and Islamabad.

This is best described using an example. In this Galileo screen, the TPM is calculated for a journey from Vientiane to Bangkok to Delhi to Mumbai.

Excess Mileage Surcharge

In the following example, the itinerary is much longer. This is a more realistic example of an itinerary that might be constructed using a regular airfare. The flown itinerary is Jakarta to Manila to Singapore to Dubai to Paris. Encoded, the itinerary is written as: **JKT MNL SIN DXB PAR**. The Global Indicator for this itinerary is EH.

Refer to TM for remainder of notes.

Trainer to provide examples for learners to calculate mileage surcharge.

Slide

Activity for Element 3 - Construct airfares incorporating add-ons

- Please refer to the Work Projects for Element 3



Slide 25

Slide No	Trainer Notes
25.	<p>Ensure learners complete the Work Projects at the end of Element 3. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none">• Review the Summary page for Element 3 to confirm with learners what has been completed for this Element.

Slide

Element 4: Prepare International Pre-paid ticket advices

Performance Criteria for this Element are:

- 4.1 Determine the needs and preferences of client for pre-paid ticket advice (PTA)
- 4.2 Select flight and carrier that best meets client needs
- 4.3 Process PTA in accordance with operational requirements
- 4.4 Issue or forward PTA



Slide 26

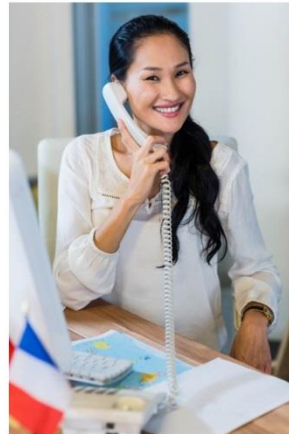
Slide No	Trainer Notes
26.	<p>Trainer to relate performance criteria to element 4.</p> <ul style="list-style-type: none"> Performance criteria is the process by which the students training match the learning element The element is the skill To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Prepare International Pre-paid ticket advices the students must be able to:</p> <ul style="list-style-type: none"> Determine the needs and preferences of client for pre-paid ticket advice (PTA) Select flight and carrier that best meets client needs Process PTA in accordance with operational requirements Issue or forward PTA.

Slide

4.1 Determine the needs and preferences of client for pre-paid ticket advice (PTA)

Determine the needs and preferences of client for pre-paid ticket advice (PTA):

- Identify needs
- Invoices
- Tickets, vouchers and final itinerary
- Delivery options



Slide 27

Slide No	Trainer Notes
27.	<p>Trainer to advise:</p> <p>PC: 4.1</p> <ul style="list-style-type: none"> • Identify needs • Invoices • Tickets, vouchers and final itinerary • Delivery options. <p>Activity</p> <p>In pairs or small groups create a 3 day, 2 night tour for clients of your choosing and research the following airline structures:</p> <ul style="list-style-type: none"> • Invoice • Tickets • Vouchers.

Slide

4.1 Determine the needs and preferences of client for pre-paid ticket advice (PTA)

Determine the needs and preferences of client for pre-paid ticket advice (PTA):

- Identify needs
- Invoices
- Tickets, vouchers and final itinerary
- Delivery options



Slide 28

Slide No	Trainer Notes
28.	<p>Trainer to advise:</p> <p>PC: 4.1</p> <ul style="list-style-type: none"> • Identify needs • Invoices • Tickets, vouchers and final itinerary • Delivery options. <p>Group Activity</p> <p>Following on from previous slide continue to research the following airline structures:</p> <ul style="list-style-type: none"> • Final Itinerary • Delivery options • Create an email informing a client for their final itinerary. <p>Trainer to determine if groups will present their findings.</p>

Slide

4.2 Select flight and carrier that best meets client needs

Select flight and carrier that best meets client needs includes:

- Confirming availability
- Understanding relevant carrier policies and procedures, including limitations and restrictions
- Matching timing requirements to flight availability
- Seat availability



Slide 29

Slide No	Trainer Notes
29.	<p>Trainer to advise:</p> <p>PC: 4.2</p> <p>Select flight and carrier may include:</p> <ul style="list-style-type: none"> ● Confirming availability ● Understanding relevant carrier policies and procedures, including limitations and restrictions ● Matching timing requirements to flight availability ● Seat availability ● Meeting connecting flights ● Package limitations, where applicable. <p>Activity</p> <p>Trainer note: This activity may follow on from previous or a new scenario may be created.</p> <ul style="list-style-type: none"> ● Select a flight carrier and complete the following information. Once completed, present your findings ● Confirming availability ● Understanding relevant carrier policies and procedures, including limitations and restrictions

- | | |
|--|---|
| | <ul style="list-style-type: none">• Matching timing requirements to flight availability• Seat availability• Meeting connecting flights• Package limitations, where applicable. |
|--|---|

Slide

4.3 Process PTA in accordance with operational requirements

Processing PTA in accordance with operational requirements may include:

- Following relevant guidelines, policies and procedures
- Confirming applicable timeline requirements for booking
- Verifying agency details with carrier
- Including services covered by PTAs, including excess baggage, unaccompanied children, oxygen use



Slide 30

Slide No	Trainer Notes
30.	<p>Trainer to advise: PC: 4.3</p> <p>Process PTA may include:</p> <ul style="list-style-type: none"> ● Following relevant guidelines, policies and procedures ● Confirming applicable timeline requirements for booking ● Verifying agency details with carrier ● Including services covered by PTAs, including excess baggage, unaccompanied children, oxygen use ● Obtaining fare quote ● Applying service charge ● Raising Miscellaneous Charge Order (MCO). <p>Group Activity</p> <ul style="list-style-type: none"> ● Identify one airline and discuss one of the following items based on that airline-present your findings once you have completed ● Following relevant guidelines, policies and procedures ● Confirming applicable timeline requirements for booking ● Verifying agency details with carrier ● Including services covered by PTAs, including excess baggage, unaccompanied children, oxygen use

Slide

4.3 Process PTA in accordance with operational requirements

- Obtaining fare quote
- Applying service charge
- Raising Miscellaneous Charge Order (MCO)

TTL OF 12 PRICING OPTIONS AND 45 ITINERARY OPTIONS RETURNED									
PRICING OPTION 1									
TOTAL AMOUNT 267.00 AUD									
TAX INCLUDED									
ADT									
1	GA	401	N	15MAY	DPS	CGK	0605	0705	FR 738 NOX
PRICING OPTION 2									
TOTAL AMOUNT 337.40 AUD									
TAX INCLUDED									
ADT									
1	GA	446	N	15MAY	DPS	SRG	1305	1320	FR 738 NOX
2	GA	241	N	15MAY	SRG	CGK	1530	1640	FR 738 NOX
PRICING OPTION 3									
TOTAL AMOUNT 341.80 AUD									
TAX INCLUDED									
ADT									
1	GA	7030	N	15MAY	DPS	LOP	1930	2015	FR A17 NOX
2	GA	431	N	16MAY	LOP	CGK	0650	0750	SA 738 NOX
PRICING OPTION 4									
TOTAL AMOUNT 355.00 AUD									
TAX INCLUDED									
ADT									
1	GA	341	N	15MAY	DPS	SUB	1010	1020	FR 738 NOX
2	GA	313	N	15MAY	SUB	CGK	1110	1245	FR 738 NOX
PRICING OPTION 5									
TOTAL AMOUNT 375.90 AUD									
TAX INCLUDED									
ADT									
1	GA	253	N	15MAY	DPS	JOG	1500	1530	FR 738 NOX
2	GA	213	N	15MAY	JOG	CGK	1620	1740	FR 738 NOX
PRICING OPTION 6									
TOTAL AMOUNT 389.10 AUD									
TAX INCLUDED									
ADT									
1	GA	653	B	15MAY	DPS	CGK	1430	1530	FR 738 BOX

Slide 31

Slide No Trainer Notes

31.

Trainer to advise: PC: 4.3

Process PTA may include: *continued*

- Obtaining fare quote
- Applying service charge
- Raising Miscellaneous Charge Order (MCO).

Note to trainer: Since 2008 paper tickets were finally phased out and replaced with electronic ticketing, so this process is now much simpler. All ticket transactions are now reported through the agent GDS to the Data Processing Centre and V-MPDs can be issued.

Miscellaneous charge orders (MCO)

Miscellaneous charge orders (MCO) have now been replaced with a virtual MPD

A **multi-purpose document** (MPD) is used by the agent to make payment to airlines for non-air services such as excess baggage, ground transportation and accommodation. The document is now called a Virtual MPD (abbreviated to V-MPD) which is issued by the agent

Group Activity – continues from previous slide

- Identify one airline and discuss one of the following items based on that airline-present your findings once you have completed

	<ul style="list-style-type: none">• Obtaining fare quote• Applying service charge• Raising Miscellaneous Charge Order (MCO).
--	--

Slide

4.4 Issue or forward PTA

- Issue or forward PTA
- Issuing an PTA
- Accredited and non accredited enterprises
- Issuing tickets



Slide 32

Slide No	Trainer Notes
32.	<p>Trainer to advise:</p> <p>PC: 4.4</p> <ul style="list-style-type: none"> • Issuing an PTA • Accredited and non-accredited enterprises • Issuing tickets. <p>Group Discussion</p> <ul style="list-style-type: none"> • Identify and Discuss Accredited and non-accredited enterprises.

Slide

Activity for Element 4 - Prepare International Pre-paid ticket advices

- Please refer to the Work Projects for Element 4



Slide 33

Slide No	Trainer Notes
33.	<p>Ensure learners complete the Work Projects at the end of Element 4. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none"> • Review the Summary page for Element 4 to confirm with learners what has been completed for this Element.

Slide

Element 5: Construct round-the-world and round trip itineraries

Performance Criteria for this Element are:

- 5.1 Identify and confirm needs and preferences of client
- 5.2 Identify and access appropriate resources to enable processing of client requirements
- 5.3 Identify and confirm availability of flights to meet client requirements
- 5.4 Ensure fare construction complies with operational requirements
- 5.5 Calculate fare costs
- 5.6 Construct and check accuracy and completeness of air itineraries



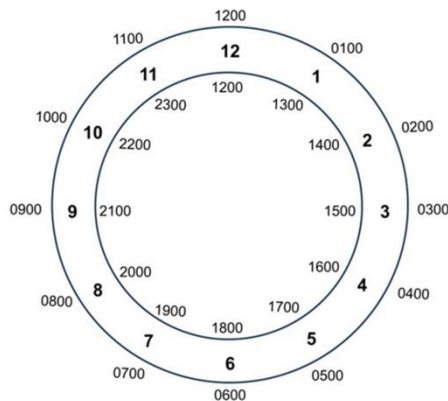
Slide 34

Slide No	Trainer Notes
34.	<p>Trainer to relate performance criteria to element 5.</p> <ul style="list-style-type: none"> • Performance criteria is the process by which the students training match the learning element • The element is the skill • To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Construct round-the-world and round trip itineraries the students must be able to:</p> <ul style="list-style-type: none"> • Identify and confirm needs and preferences of client.

Slide

5.3, 6.4 Identify and confirm availability of flights to meet client requirements

- Airline time principles
- The 24 hour clock



Slide 35

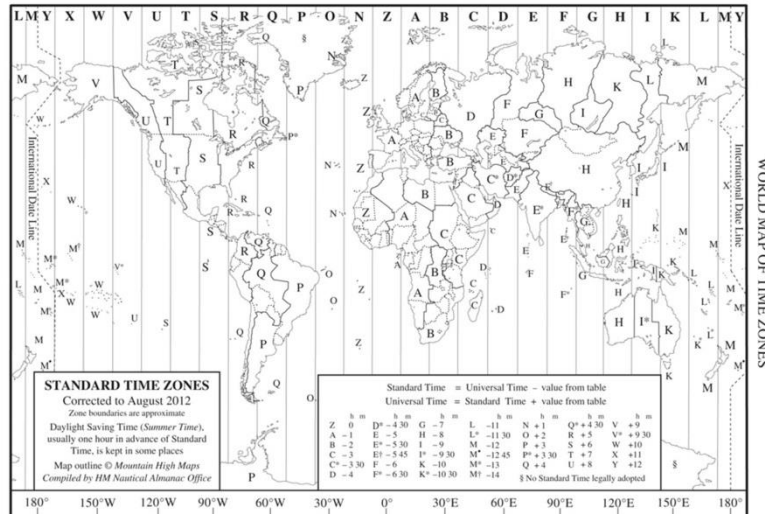
Slide No	Trainer Notes
35.	<p>Trainer to note that many PCs from this element are repeated and are covered in previous slides. Trainer to decide relevance of repeating or revisiting these slides based on training needs.</p> <p>Trainer to advise: PC: 5.3,6.4</p> <p>Discuss</p> <ul style="list-style-type: none"> • Take time to explain each of the listed points. • The following website has an interactive map that may be useful for activities: http://www.timeanddate.com/time/map/ <p>Activity – 24 hour clock</p> <p>Conduct a quick quiz for converting clock times.</p> <p>17.30, 0030, 19.50, 2100, 1545, 2025, 1615, 1400, 2340, 1310, 0500, 0915 Now convert 9.30pm, 825am, midday, midnight, 11pm, 5.55am, 7.20pm</p> <p>If conducted in quiz fashion with a time limit and quick pace this can be a funny exercise. Aim to go around the class 2-3 times depending on group size.</p> <p>Activity - 24 hour time zones.</p> <p>Calculate the following city times:</p> <ul style="list-style-type: none"> • 7pm in Jakarta what time is it in New York

- | | |
|--|--|
| | <ul style="list-style-type: none">• 2pm in Phnom Penh what time is it in Auckland and Manila• 11pm in Vientiane what time is it in London• Midnight in KL what time is it in Bombay• 5am in Bandar Seri Begawan what time is it in Toronto and Bangkok. |
|--|--|

Slide

5.3, 6.4 Identify and confirm availability of flights to meet client requirements

- Time Zones <http://www.timeanddate.com/time/time-zones.html>



Slide 36

Slide No Trainer Notes

36.

Time Zones

The Greenwich Meridian, also known as the prime meridian or International Meridian, is the "starting point" for dividing the Earth's surface into time zones. Each time zone is 15 degrees of longitude wide (with local variations) and the local time is one hour earlier than the zone immediately to the east on the map

The number of standard time zones is debatable and discussed among various sources, particularly with regards to the [International Date Line](http://www.timeanddate.com/time/time-zones.html).

Reference: <http://www.timeanddate.com/time/time-zones.html>. This website has a great deal of useful information and is worth exploring.

A basic explanation is that time zones to the west of UTC are behind UTC and times to the east of UTC are ahead of UTC.

E.g. If the time is 1200 noon in London (as Greenwich coincides with the position of London) it will be morning in the USA.

If the time is noon in London, then it will be the afternoon in parts of Asia.

Access the website and continue discussion on time zones.

Slide

5.3, 6.4 Identify and confirm availability of flights to meet client requirements

- Departure and arrival times
- Minimum connecting time between flights
- Airports



Slide 37

Slide No	Trainer Notes
37.	<p>Trainer to advise: PC: 5.3,6.4</p> <p>Departure and arrival times</p> <p>Airline timetables will always be stated in local time for arrival and departure; therefore you will need to consult the CRS to confirm the duration of the flight, or the timetable if it details that information. Never estimate the flight duration from the arrival and departure times as you must take into account the times zones the flight may cross. Times must be converted back to UTC/GMT time before flight durations can be calculated.</p> <p>Minimum connecting time between flights</p> <p>Minimum connecting time is the minimum time you must allow for a passenger to complete a transfer from one flight to another. This time will vary depending if the client needs to change carriers, terminals or even airports. You will learn in your CRS training how to confirm the minimum time allowance and what requirements there are. It is your responsibility to ensure that your passenger has sufficient connecting time between their flights.</p> <p>Airports</p> <p>Airlines operate flights from various airports and terminals. Some airports have all their terminals (domestic and international) in the same location. In some cities there may be various airline specific terminals within an airport precinct. For example in Malaysia there are two airports utilising three terminals.</p>

Slide

5.3, 6.4 Identify and confirm availability of flights to meet client requirements

- Check-in facilities
 - Counter check-in
 - Online check-in
- Seat requests
- Special Care Passengers
 - Infants/babies
 - Unaccompanied minors
 - Elderly or incapacitated passengers
- Day and month abbreviations

Slide 38

Slide No	Trainer Notes
38.	<p>PC: 5.3,6.4</p> <p>Discuss the following points referring to TM notes. Share relevant experience.</p> <ul style="list-style-type: none"> ● Check-in facilities ● Counter check-in ● Online check-in ● Seat requests ● Special Care Passengers ● Infants/babies ● Unaccompanied minors ● Elderly or incapacitated passengers. <p>Ensure all learners are familiar with common universal abbreviations and frequently used industry abbreviations</p>

Slide

Activity for Element 5 - Construct round-the-world and round trip itineraries

- Please refer to the Work Projects for Element 5



Slide 39

Slide No	Trainer Notes
39.	<p>Ensure learners complete the Work Projects at the end of Element 5. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none"> • Review the Summary page for Element 5 to confirm with learners what has been completed for this Element.

Slide

Element 6: Identify options that enable open jaw journeys

Performance Criteria for this Element are:

- 6.1 Identify and confirm needs and preferences of client
- 6.2 Identify and access appropriate resources to enable processing of client requirements
- 6.3 Identify options that enable open jaw journeys
- 6.4 Identify and confirm availability of flights to meet client requirements
- 6.5 Ensure fare construction complies with operational requirements
- 6.6 Calculate fare costs
- 6.7 Construct and check accuracy and completeness of air itineraries



Slide 40

Slide No	Trainer Notes
40.	<p>Trainer to relate performance criteria to element 6.</p> <ul style="list-style-type: none"> Performance criteria is the process by which the students training match the learning element The element is the skill To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Identify options that enable open jaw journeys the students must be able to:</p> <ul style="list-style-type: none"> Identify options that enable open jaw journeys.

Slide

6.3 Identify options that enable open jaw journeys

Identify options that enable open jaw journeys may include:

- Considering double open jaw trips
- Reading package limitations
- Verifying acceptable destinations, en-route destinations and countries
- Identifying minimum stay provisions, where applicable
- Identifying relative distances involved, where applicable
- Catering for circle trips, where necessary



Slide 41

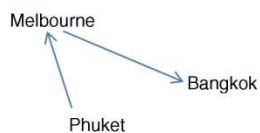
Slide No	Trainer Notes
41.	<p>Trainer to advise:</p> <p>PC: 6.3</p> <p>Identify options that enable open jaw journeys may include:</p> <ul style="list-style-type: none"> • Considering double open jaw trips • Reading package limitations • Verifying acceptable destinations, en route destinations and countries, including limitations on intra-country and inter-country applications • Conformity with airline and airfare rules, including understanding of the limitations imposed by these • Identifying minimum stay provisions, where applicable • Identifying relative distances involved, where applicable • Catering for circle trips, where necessary.

Slide

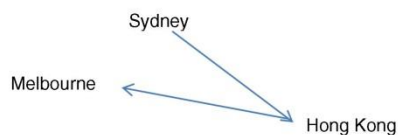
6.3 Identify options that enable open jaw journeys

Types of open jaw journeys

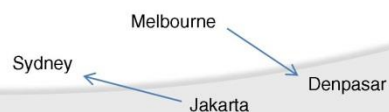
1. The **outward point of arrival** and inward point of departure are not the same.
E.g. Melbourne to Bangkok *Surface* Phuket to Melbourne



2. The **outward point of departure** and the inward point of arrival are not the same.
E.g. Sydney to Hong Kong to Melbourne



3. Both the outward and inward point of arrival and departure are not the same.
E.g. Melbourne to Denpasar *Surface* Jakarta to Sydney



Slide 42

Slide No

Trainer Notes

42.

Trainer to advise:**PC: 6.3**

- Discuss examples of open jaw journeys as needed.

Slide

6.3 Identify options that enable open jaw journeys

- Open Jaw itinerary and Journeys

1.	TG	435	Y	200CT	BKKCGK	HS5	1405	1740	0	TU
2.	ARNK									
3.	TG	432	Y	280CT	DPSBKK	HS5	1610	1925	0	WE

- Codeshare flights

1.	QF	8409	A	01FEB	KULDXB	HS1	0950	1300	0	MO
OPERATED BY EMIRATES AIRLINES										
2.	QF	9	A	05FEB	DXBLHR	HS1	0830	1225	0	FR
3.	QF	10	A	05MAR	LHRDXB	HS1	1235	2330	0	SA 1
4.	QF	8408	A	06MAR	DXBKUL	HS1	0300	1350	0	SU 1
OPERATED BY EMIRATES AIRLINES										

Slide 43

Slide No Trainer Notes

43.

Trainer to advise:

PC: 6.3

Open Jaw itinerary and Journeys

The flights in this itinerary are operated by Thai Airways, flying from Bangkok to Jakarta and returning from Denpasar to Bangkok. The 'ARNK' between flights indicates that this sector has not been booked by the agent and means 'Arrival Unknown' (or own arrangements). The 'HS5' indicates that five seats are being held.

This **return journey** includes two **components**.

The **outbound component** is a **non-stop flight** from Bangkok to Jakarta.

The **inbound component** is a **non-stop flight** from Denpasar to Bangkok.

Jakarta to Denpasar is a **surface sector**.

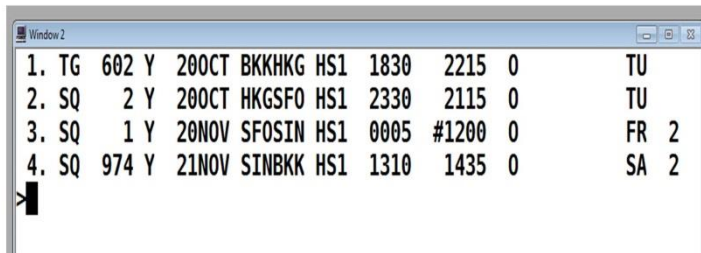
Codeshare flights

This itinerary contains **codeshare** flights which have Qantas flight numbers but are operated by Emirates (Segments 1 and 4). You will note that the Qantas flight numbers contain four digits. This is a way of identifying codeshare services although this is also clearly advised on this booked itinerary.

Slide

6.3 Identify options that enable open jaw journeys

- Online and interline transfers



1.	TG	602	Y	20OCT	BKKHKG	HS1	1830	2215	0	TU
2.	SQ	2	Y	20OCT	HKGSFO	HS1	2330	2115	0	TU
3.	SQ	1	Y	20NOV	SFOSIN	HS1	0005	#1200	0	FR 2
4.	SQ	974	Y	21NOV	SINBKK	HS1	1310	1435	0	SA 2

Slide 44

Slide No Trainer Notes

44.

Trainer to advise:

PC: 6.3

Online and interline transfers

The itinerary below is a return journey from Bangkok to San Francisco, flying with Thai Airways and Singapore Airlines.

On the **outbound component**, the passenger will **transit** through Hong Kong.

On the **inbound component**, the passenger will **transit** through Singapore. Note that flight SQ1 arrives into Singapore at #1200, meaning 12.00pm the next day – 21 November.

The passenger will arrive into Hong Kong on Thai Airways and depart on Singapore Airlines. This is called an **interline transfer**.

The passenger will return from San Francisco to Singapore and change aircraft, continuing to fly with Singapore Airlines. This is called an **online transfer**.

Slide

6.3 Identify options that enable open jaw journeys

○ Booking classes

```
FRI 26JUL LOS ANGELES /MELBOURNE          *QANTAS
1 LAX MEL 26/2330*0820  QF  94 F9 A9 J9 C9 D4 I3 W9 R6 T0 Y8 B7 H8 K3
                                M0 L0 VC SC NC QC OC
```

The screen above shows that on Qantas flight QF94, there are four classes of travel and the number of seats available for each

Slide 45

Slide No	Trainer Notes
45.	<p>Trainer to advise: Explain how to interpret the screen information utilising TM notes as well.</p> <p>PC: 6.3</p> <p>When an availability screen is displayed in the CRS, the information is displayed in order beginning with first class, then business class, premium economy and economy class. All booking classes on flights can be seen in each availability screen, assuming the operating aircraft offers all classes of service. For example, if there is no F shown on a line in the display, there will not be a first class service offered on that flight.</p> <p>When reading an availability screen, remember that the airline will only show a maximum of nine seats for each booking class. The airline controls this information and can change their allocation at any time to control the number of seats available at each price level.</p> <p>The following screen shows the seats available on a Qantas flight from Los Angeles to Melbourne. This screen is called an Availability screen and the entries will be included later on how to display this information.</p>

Slide

Activity for Element 6 - Identify options that enable open jaw journeys

- Please refer to the Work Projects for Element 6



Slide 46

Slide No	Trainer Notes
46.	<p>Ensure learners complete the Work Projects at the end of Element 6. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none"> • Review the Summary page for Element 6 to confirm with learners what has been completed for this Element.

Slide

Element 7: Apply the pricing unit concept to fares

Performance Criteria for this Element are:

- 7.1 Divide fare journey into individual pricing units
- 7.2 Calculate lowest combination of fares for given pricing units



Slide 47

Slide No	Trainer Notes
47.	<p>Trainer to relate performance criteria to element 7.</p> <ul style="list-style-type: none"> • Performance criteria is the process by which the students training match the learning element • The element is the skill • To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Apply the pricing unit concept to fares the students must be able to:</p> <ul style="list-style-type: none"> • Divide fare journey into individual pricing units • Calculate lowest combination of fares for given pricing units.

Slide

7.1 Divide fare journey into individual pricing units

Divide fare journey into individual pricing units

- Single fare
- Return fare



Slide 48

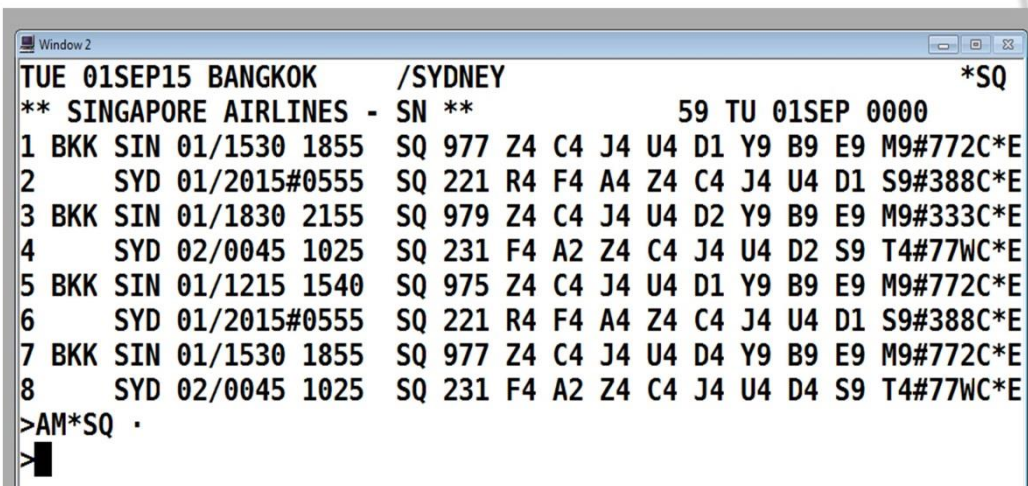
Slide No	Trainer Notes
48.	<p>Trainer to advise:</p> <p>PC: 7.1</p> <p>Fare journey must include:</p> <ul style="list-style-type: none"> • Single fare • Return fare. <p>Discuss</p> <ul style="list-style-type: none"> • One way journeys • Return Journeys.

Slide

7.1 Divide fare journey into individual pricing units

Divide fare journey into individual pricing units

- One way journey



```

Window 2
TUE 01SEP15 BANGKOK /SYDNEY *SQ
** SINGAPORE AIRLINES - SN ** 59 TU 01SEP 0000
1 BKK SIN 01/1530 1855 SQ 977 Z4 C4 J4 U4 D1 Y9 B9 E9 M9#772C*E
2 SYD 01/2015#0555 SQ 221 R4 F4 A4 Z4 C4 J4 U4 D1 S9#388C*E
3 BKK SIN 01/1830 2155 SQ 979 Z4 C4 J4 U4 D2 Y9 B9 E9 M9#333C*E
4 SYD 02/0045 1025 SQ 231 F4 A2 Z4 C4 J4 U4 D2 S9 T4#77WC*E
5 BKK SIN 01/1215 1540 SQ 975 Z4 C4 J4 U4 D1 Y9 B9 E9 M9#772C*E
6 SYD 01/2015#0555 SQ 221 R4 F4 A4 Z4 C4 J4 U4 D1 S9#388C*E
7 BKK SIN 01/1530 1855 SQ 977 Z4 C4 J4 U4 D4 Y9 B9 E9 M9#772C*E
8 SYD 02/0045 1025 SQ 231 F4 A2 Z4 C4 J4 U4 D4 S9 T4#77WC*E
>AM*SQ
>
  
```

Slide 49

Slide No	Trainer Notes
49.	<p>Trainer to advise:</p> <p>PC: 7.1</p> <p>This screen shows that there are multiple options to travel from Bangkok to Sydney via Singapore, flying Singapore Airlines.</p>

Slide

7.1 Divide fare journey into individual pricing units

- Availability - One way journey

```

Window 2
TUE 01SEP15 BANGKOK /SYDNEY *QF
** QANTAS AIRWAYS - SN ** 59 TU 01SEP 0000
1 BKK SYD 1825#0645 QF 24 J9 C9 D4 I0 Y9 B9 H9 K9 M9 L9#333C*E
2 BKK SIN 1250 1615 @QF4215 Y9 B9 H9 K9 M9 L9 V9 SC NC QC#320C*E
3 SYD 2020#0615 QF 82 J9 C9 D9 I9 Y9 B9 H9 K9 M9 L9#332C*E
4 BKK SIN 1140 1510 @QF4239 Y9 B9 H9 K9 M9 L9 V9 S9 N9 Q9#320C*E
5 SYD 2020#0615 QF 82 J9 C9 D9 I9 Y9 B9 H9 K9 M9 L9#332C*E
6 BKK SIN 1515 1840 3K 510 Y4 B4 V4 T4 S4 R4 Q4 P4 O4 N4#320
7 SYD 2020#0615 QF 82 J9 C9 D9 I9 Y9 B9 H9 K9 M9 L9#332C*E
8 BKK SYD 1950#0745 @QF8418 F4 A4 J7 C7 D7 Y9 B9 H9 K9 M9#77WC*E
>AM*QF .
>
  
```

Slide 50

Slide No

Trainer Notes

50.

Trainer to advise: PC: 7.1

Availability - One way journeys

Using the Availability entry example above, you could continue to book flights and start creating an itinerary. In order to do this, you would need to know which booking class you will need to use. This information is obtained from a fare display which we will consider in a moment.

Imagining that the above flight itinerary was booked from Bangkok to Sydney only (either with Qantas or Singapore Airlines), this would create a **one way journey**.

The journey from Bangkok to Sydney on Qantas would be a **single sector one way journey**.

The journey from Bangkok to Sydney, via Singapore, flying Singapore would be a **one way journey with two sectors**. Singapore would be considered an **intermediate point**.

If the passenger is only in Singapore for a short time waiting for their next flight, this intermediate point is referred to as a **transit**.

If the passenger wishes to stay in Singapore for more than 24 hours, Singapore is considered an intermediate stopover flight. This would require the journey to be booked in two segments, using two availability screens. For example:

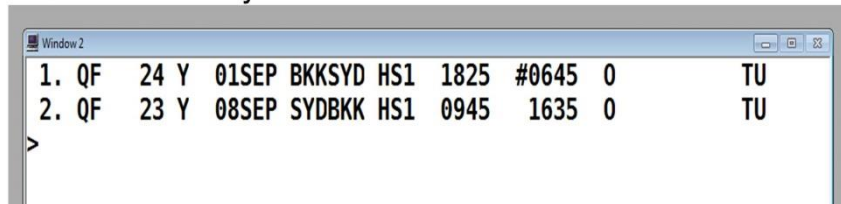
- Entry: **A01SEPBKKSIN*SQ**
- Entry: **A03SEPSINSYD*SQ** (Two night stopover in Singapore)

Slide

7.1 Divide fare journey into individual pricing units

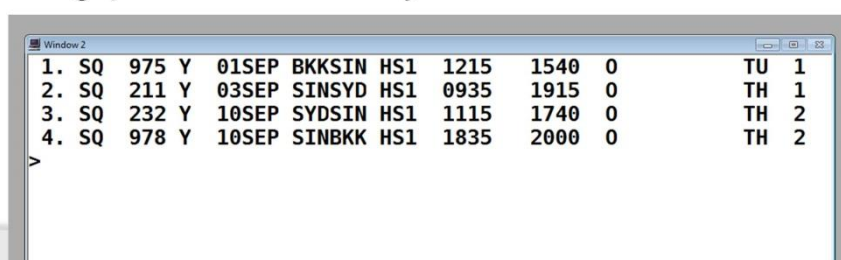
Availability – Return journeys

- Qantas itinerary:



Segment	Carrier	Class	Y	Start Date	Start City	End City	HS1	1825	#0645	0	Day
1.	QF	24	Y	01SEP	BKKS	SYD	HS1	1825	#0645	0	TU
2.	QF	23	Y	08SEP	SYDB	BKK	HS1	0945	1635	0	TU

- Singapore Airlines itinerary:



Segment	Carrier	Class	Y	Start Date	Start City	End City	HS1	1215	1540	0	Day	Count
1.	SQ	975	Y	01SEP	BKKS	SIN	HS1	1215	1540	0	TU	1
2.	SQ	211	Y	03SEP	SINS	SYD	HS1	0935	1915	0	TH	1
3.	SQ	232	Y	10SEP	SYDS	SIN	HS1	1115	1740	0	TH	2
4.	SQ	978	Y	10SEP	SINB	BKK	HS1	1835	2000	0	TH	2

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Slide No Trainer Notes

51.

Trainer to advise:

PC: 7.1

Continuing with the examples above, imagine that the passenger wishes to return from Sydney one week later.

The Qantas entry would be:

- Entry: **A08SEPSYDBKK*QF**

The Singapore Airlines entry would be:

- Entry: **A10SEPSYDBKK*SQ**

(Assuming no stopover is required in Singapore):

Although we have not yet considered which booking classes or flights to book, and the entries required for this part of the process, let's look at the itineraries that could be created for these booking examples:

Slide

7.1 Divide fare journey into individual pricing units

Terminology

- Return journeys
- Origin
- Destination.
- Direct, non-stop flight
- Online transfer
- Outbound component
- Stopover
- Inbound component
- Online transfer
- Transit



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Slide No	Trainer Notes
52.	<p>Trainer to advise and quiz learners on terminology used in this section.</p> <p>PC: 7.1</p> <p>Terminology</p> <p>Both itinerary examples above are return journeys. Bangkok is the origin and Sydney is the destination.</p> <p>The Qantas itinerary has a direct, non-stop flight in each direction.</p> <p>The Singapore Airlines itinerary has an online transfer through Singapore on the outbound component and Singapore is a stopover. On the inbound component, there is also an online transfer through Singapore, and Singapore is a transit point.</p>

Slide

7.2 Calculate lowest combination of fares for given pricing units

- Calculate lowest combination of fares for given pricing units
- Create an itinerary for one way airfare
- Check availability



Slide 53

Slide No	Trainer Notes
53.	<p>Trainer to advise:</p> <p>PC: 7.2</p> <ul style="list-style-type: none"> • Create an itinerary for one way airfare • Check availability. <p>Activity</p> <ul style="list-style-type: none"> • Create an itinerary for one way airfare providing the lowest price point.

Slide

Activity for Element 7 - Apply the pricing unit concept to fares

- Please refer to the Work Projects for Element 7



Slide 54

Slide No	Trainer Notes
54.	<p>Ensure learners complete the Work Projects at the end of Element 7. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none">• Review the Summary page for Element 7 to confirm with learners what has been completed for this Element.

Slide

Element 8: Maintain Client File

Performance Criteria for this Element are:

- 8.1 Record and update needs and preferences of client
- 8.2 Record itineraries and airfares quoted
- 8.3 Generate and issue documents to clients
- 8.4 Record and process changes to bookings
- 8.5 Record, up-date and receipt payments made by client



Slide 55

Slide No	Trainer Notes
55.	<p>Trainer to relate performance criteria to element 8.</p> <ul style="list-style-type: none"> • Performance criteria is the process by which the students training match the learning element • The element is the skill • To assess competency in the skill, the performance criteria is used to outline activities that can be used to assess competency. <p>The trainer should relate how the performance criteria are related to the element.</p> <p>To be able to Maintain Client File the students must be able to:</p> <p>Record and update needs and preferences of client</p> <ul style="list-style-type: none"> • Record itineraries and airfares quoted • Generate and issue documents to clients • Record and process changes to bookings • Record, up-date and receipt payments made by client.

Slide

8.1 Record and update needs and preferences of client

- Electronic client record systems
- Manual client record systems
- Client details
- Products and services



Slide 56

Slide No	Trainer Notes
56.	<p>Trainer to advise: PC: 8.1</p> <p>Refer to TM notes for these topics.</p> <p>Electronic client record systems and Manual client record systems</p> <p>Most travel agents use one of the following methods to record the detail of the products and services booked, their status and other relevant client detail.</p> <ol style="list-style-type: none"> 1. A totally manual system 2. A totally electronic system 3. A combination of both – most common. <p>Products and services</p> <p>To ensure accuracy when preparing to issue documentation the following should be checked prior to commencing voucher production.</p> <ul style="list-style-type: none"> • All passenger names match their photo ID/passport • All passenger names are correct across all items, products or services • All items, products or services have a confirmed status • There is date/city continuity for all items, product or services booked • There are no unexplained gaps in the itinerary • The booking is fully paid. <p>Refer to TM for further notes.</p>

Slide

8.2 Record itineraries and airfares quoted

- Itineraries and airfares
 - Itinerary types
- Confirming airfare conditions



Slide 57

Slide No	Trainer Notes
57.	<p>Trainer to advise:</p> <p>PC: 8.2</p> <p>Itineraries and airfares quoted may include:</p> <ul style="list-style-type: none"> • All types of fares and trips offered by the host enterprise • Through fares incorporating add-ons • Mixed class fares • Round, circle and open jaw trips • Fares incorporating intermediate points • Fares incorporating sector journeys and side-trips • Fares incorporating airport and other taxes. <p>Discuss airfare conditions and penalties and clearly identifying these with the client.</p> <p>Group Activity</p> <p>Create an itinerary one of the following itineraries and include a quote for the client:</p> <ul style="list-style-type: none"> • Round or circle or open jaw trips.

Slide

8.3 Generate and issue documents to clients

Documents may also include:

- Invoices
- Credit notes
- Receipts
- Confirmation letters
- Itineraries
- Information packs



Slide 58

Slide No	Trainer Notes
58.	<p>Trainer to advise:</p> <p>PC: 8.3</p> <p>Documents may include:</p> <ul style="list-style-type: none"> • Invoices • Credit notes • Receipts • Confirmation letters • Itineraries • Information packs. • Ensure learners are familiar with each type of document. Have samples available if possible.

Slide

8.3 Generate and issue documents to clients

- Letters of confirmation
- Verify ticketing details
- Verify itinerary
- Confirming itinerary details
- Issuing an e-ticket using a CRS/GDS
- Preparing an invoice



Slide 59

Slide No	Trainer Notes
59.	<p>Trainer to advise:</p> <p>PC: 8.3</p> <p>Using TM notes identify the importance of detailing information in writing and verifying key details for tickets and itinerary regarding names, dates times and so on.</p> <p>Complete the activity in the TM.</p> <p>Review sample tickets identifying key sections to explain and confirm with client.</p> <p>Have a sample invoice available for review and discussion as needed.</p> <p>Activity</p> <p>Based on the itinerary created in the previous activity at 8.2 , have learners create one of the following documents:</p> <ul style="list-style-type: none"> • Invoice • Credit note • Receipt • Confirmation letter • Information pack. • Share completed work with the group.

Slide

8.4 Record and process changes to bookings

- Record and process changes to bookings
- Changed arrangements
- Cancellations, including the processing of refunds and issuing of credit notes
- Verifying alterations with carriers



Slide 60

Slide No	Trainer Notes
60.	<p>Trainer to advise:</p> <p>PC: 8.4</p> <p>Changes to bookings may include:</p> <ul style="list-style-type: none"> • Changed arrangements • Cancellations, including the processing of refunds and issuing of credit notes • Verifying alterations with carriers • Confirming alterations with clients and issuing appropriate confirmations and amended documentation. <p>Activity</p> <ul style="list-style-type: none"> • Based on the itinerary created in the previous activity: made an amendment to meet the clients need. Share the completed changes with the group.

Slide

8.5 Record, up-date and receipt payments made by client

- Updating maintaining internal records
- Payments
 - Cash payments
 - Direct deposits
 - Cheque payment
 - EFTPOS transactions
 - Credit card payment directly to airline



Slide 61

Slide No	Trainer Notes
61.	<p>Trainer to advise: PC: 8.5</p> <p>Updating maintaining internal records</p> <p>It is essential that the enterprise maintains accurate and up to date financial records for each booking. The client record will store all of the client's personal information and details on their current booking and may be linked to past bookings made by the client. Record keeping software used by a travel enterprise is designed to be both an accounting system and client database. To ensure accuracy, all information on payments received should be recorded immediately.</p> <p>If the client has paid in full for their travel arrangements, you may now update their client records and order their airline ticket/s. If only part payment is received, do not issue airline tickets until the final payment has been received and receipted.</p> <p>Discuss each of the payment methods and why one is preferred over the other in an agency.</p> <p>Payments may include:</p> <ul style="list-style-type: none"> ● Credit card ● Cash ● Personal, business and traveller's cheque ● Direct debit, such as electronic funds transfer ● Invoice/account

	<ul style="list-style-type: none">• Telephone• E-mail or other electronic transmission.
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Slide

Activity for Element 8: Maintain Client File

- Please refer to the Work Projects for Element 8



Slide 62

Slide No	Trainer Notes
62.	<p>Ensure learners complete the Work Projects at the end of Element 8. Trainer may decide if these are to be completed in class individually or in groups or alternatively as homework.</p> <p>A copy of work sheets has been included in the Trainer Guide.</p> <ul style="list-style-type: none"> • Review the Summary page for Element 8 to confirm with learners what has been completed for this Element.

Slide

The End

This unit comprises eight elements:

- Confirm client requirements for all purchases
- Construct mixed class fares
- Construct airfares incorporating add-ons
- Prepare international pre-paid ticket advices
- Construct round-the-world and round trip itineraries
- Construct fares for open jaw journeys
- Apply the pricing unit concept to fares
- Maintain client file



You have now completed this unit and the trainer will provide details on assessment. Good Luck!

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Slide No	Trainer Notes
63.	Trainer advises learners on what assessment is required and how it is to be conducted.

Recommended training equipment

Computers

One for each participant, with:

- Internet access
- Access to a Computer Reservation System and training manuals
- Client Management System software and instructions
- Software for creating documentation.

Software systems manuals

- Computer Reservation System Operations
- Computer Reservation Systems E-Ticketing
- Client Management System Operations.

Organisational policies, procedures and standards

- Policies for payments
- Policies for ticket issuance methods
- Document templates.

Documentation

Examples of:

- Agency branded ticket wallets and business cards
- E-tickets
- Itineraries
- Boarding passes
- Travel documentation associated with booking travel documentation, including airlines, tour operators, car hire and accommodation enterprises
- Invoices and receipts.

General Resources

- Printer
- Pens and paper
- World Map
- Calculators.

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Set up Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavour, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals
AEC	ASEAN Economic Community
AMS	ASEAN Member States
ASEAN	Association of Southeast Asian Nations
ASEC	ASEAN Secretariat
ATM	ASEAN Tourism Ministers
ATPMC	ASEAN Tourism Professionals Monitoring Committee
ATPRS	ASEAN Tourism Professional Registration System
ATFTMD	ASEAN Task Force on Tourism Manpower Development
CATC	Common ASEAN Tourism Curriculum
MRA	Mutual Recognition Arrangement
MTCO	Mekong Tourism Coordinating office
NTO	National Tourism Organisation
NTPB	National Tourism Professional Board
RQFSRS	Regional Qualifications Framework and Skills Recognition System
TPCB	Tourism Professional Certification Board

