



Construct and ticket regular international airfares

D2.TTA.CL2.08

Trainer Guide



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& hospitality

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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 memorise 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 energising 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 internalise 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: CONSTRUCT AND TICKET REGULAR INTERNATIONAL AIRFARES		NOMINAL HOURS: 50
UNIT NUMBER: D2.TTA.CL2.08		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to construct itineraries, cost airfares and issue documentation for international air travel using regular fares.		
ELEMENTS AND PERFORMANCE CRITERIA		UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Confirm client requirements for regular international air travel 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: Interpret regular airfare information 2.1 Identify and explain <i>regular airfare information</i> Element 3: Construct and cost itinerary for regular international air travel 3.1 Select carriers to accommodate identified client requirements 3.2 Construct and <i>cost draft itinerary</i> in accordance with host enterprise <i>operational requirements</i> and identified client requirements		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 construction of itineraries, costing of airfares and issuing of documentation for international air travel using regular fares, 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

<p>3.3 Obtain approval and <i>authority to proceed</i> with <i>booking/s</i> from client</p> <p>3.4 <i>Book approved itinerary</i> with nominated carriers</p> <p>3.5 Obtain <i>payment from client</i>, as required</p> <p>Element 4: Process documentation for regular international air travel</p> <p>4.1 <i>Prepare required travel documentation</i> to support approved client booking</p> <p>4.2 <i>Process payment/s by client</i></p> <p>4.3 <i>Issue travel documentation</i></p> <p>4.4 Up-date <i>internal records</i></p>	<ul style="list-style-type: none"> • Carrier • Quotations and advice supplied to client. <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 • Quotations supplied to clients • Internet. <p><i>Regular airfare information</i> may include:</p> <ul style="list-style-type: none"> • Fares, fare basis and fare rules, including fare types and classes • Airport codes • Airline codes • Destination codes • International Air Transport Association (IATA) codes and areas • IATA terminology and definitions • Global indicators • International sales indicators
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	<ul style="list-style-type: none">• International airline and airfare terminology• Normal and discounted fares• Information on, and interpretation of, net fares• Taxes, including airport tax, departure tax, noise tax, Goods and Services Tax (GST) and other relevant taxes and government charges applicable to the host country• General air travel rules and restrictions of the host country• Terms and conditions applicable to specific fares which may include:<ul style="list-style-type: none">▪ Payment and ticketing deadlines▪ Extensions to standard ticketing deadlines▪ Cancellation charges and other penalties▪ Availability of any type of change to the air itinerary▪ Availability of changes to class of travel▪ Availability of changes to origin or destination▪ Amendment fees▪ Overbooking and applicable compensation▪ Limitations of liability▪ Insurance▪ Refund and transferability of ticket details▪ Baggage allowances, including charges for excess baggage▪ Security requirements, including searches and dangerous goods▪ Restrictions on items that can be carried in baggage in the hold of the aircraft, including restrictions on items that can be taken on board by passengers▪ Check-in requirements, options and times, including information relating to fare forfeiture.
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	<p><i>Cost draft itineraries may be produced manually or using a computer and must include:</i></p> <ul style="list-style-type: none">• One-way and return journeys• coverage of the following types of regular fares:<ul style="list-style-type: none">▪ Sector fares▪ Fares incorporating open dated travel and surface segments▪ Fares incorporating non-stop, direct and connecting services▪ Fares incorporating intermediate points▪ Net fares▪ Fares incorporating airport and other taxes▪ Ensuring that selected options meets identified client need, provides best possible regular fare price and optimises travel arrangements• Calculation of add-on charges, additional taxes, special fees and other charges, as applicable• Compliance with specific conditions that apply to regular airfares, as appropriate• Coverage of the following individual client-specific information as appropriate for individual bookings:<ul style="list-style-type: none">▪ Name and number of travellers and/or passenger/s, including indication of adults and children, and unaccompanied children where applicable▪ Day and date of travel▪ From and to destinations▪ Name of carrier and identification of chosen option, including seat allocation, where applicable▪ Departure and arrival times▪ Fare, taxes, fees and charges, including sub-totals and total▪ Deposit and/or full payments required, if applicable
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	<ul style="list-style-type: none"> ▪ Verification of connections and times, where applicable ▪ E-ticket details, including number and collection information. <p><i>Operational requirements</i> will relate to:</p> <ul style="list-style-type: none"> • Carrier guidelines • Regulatory requirements, including those of authorities of the host country • Host enterprise requirements • Peak body requirements and procedures, where relevant, including fare construction rules, if applicable • Use of correct documentation and/or screens and information fields • Checks and calculation requirements (including minimum fare check requirements) applicable to individual booking types, where applicable, including: <ul style="list-style-type: none"> ▪ Neutral units of construction (NUC) ▪ Local currency fares (LCF) ▪ Global indicators (GI) ▪ Sold and ticketed inside the country of commencement ▪ 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).
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	<p><i>Authority to proceed</i> may include:</p> <ul style="list-style-type: none">• Verbal notification from client• Signed authority on standard organisational form• Explanation of relevant Terms and Conditions that attach to bookings. <p><i>Booking/s</i> may include:</p> <ul style="list-style-type: none">• A single product and/or service• Multiple products and/or services comprising a complete itinerary• Individuals and groups• One-off touring arrangements• Series tours• Incentive tours• Meetings and conferences• Payment of deposit or full payment for products and services. <p><i>Booking approved itinerary</i> may include:</p> <ul style="list-style-type: none">• Placing requests and/or bookings with carriers• Obtaining confirmation of bookings, where applicable• Operating computerised reservation systems• Seeking and booking through alternative carriers where initially selected carriers are unable to accommodate requested bookings. <p><i>Payment from client</i> may include:</p> <ul style="list-style-type: none">• Credit card• Cash, or personal, business or traveller's cheque
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- Direct debit, electronic funds transfer
- Invoice/account
- Telephone
- E-mail or other electronic transmission
- Payment of deposits and full payment for itinerary.

Prepare required travel documentation can relate to internal and external requirements and may include the following activities and documents:

- Activities:
 - Ensuring accuracy of all entries and calculations
 - Verifying all charges and discounts involved, including infant, child and group discounts
 - Completing documentation fully, in accordance with host enterprise operational requirements and to meet ticketing requirements and applicable regulations
 - Ensuring timely completion of all required documents
- Documents:
 - Client and passenger itineraries
 - Combination documents, such as combination e-ticket itinerary, receipt and invoice
 - Credit notes and receipts
 - Confirmation letters
 - Information packs and brochures
 - Travel insurance documentation
 - Tickets, including processing of e-tickets.

	<p><i>Process payment/s by client may include:</i></p> <ul style="list-style-type: none">• Accepting payment based on standard host enterprise, industry or carrier requirements• Issuing receipt• Recording payment of deposit on internal documentation• Advising client of amount outstanding, where applicable. <p><i>Issue travel documentation will depend on booking type as well as host enterprise and carrier requirements and may include:</i></p> <ul style="list-style-type: none">• Issuing documentation to clients and passengers• Providing documentation to accounts department• Placing copies of documents in client file• Providing documentation to carriers. <p><i>Internal records, which can be computer or manual files, may include:</i></p> <ul style="list-style-type: none">• Client file• Invoices• Receipts• Computerised system screens and fields• Adding confirmations and other responses from carriers• Adding communications from client• Including documents and records relating to amendments and adjustments to initial request/booking, including refund notices and credit notes• Up-dating financial status of client file• Receiving, processing and recording payments, including confirming client has fully paid
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- Complying with International Air Transport Association (IATA) requirements and procedures
- Complying with Billing and Settlement Plan (BSP) requirements.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Enterprise policies and procedures with respect to operational requirements for developing itineraries, costing regular fares, processing payments, issuing tickets and completing documentation and records
- General international air travel rules and restrictions
- Role of international air transport association in billing and settlement plan
- Billing and settlement plan manual and electronic procedures including knowledge and skills with BSPlink
- Billing and settlement plan documentation, hard copy and electronic formats
- General knowledge relating to international airfares and ticketing
- Familiarity with content and format of text-based tariffs and supporting manuals or automated fares systems
- Arithmetic skills to enable cost and other calculations
- Ability to identify, access and apply regular air travel-related resources
- Ability to identify and interpret international carrier and other travel codes
- General knowledge of international carrier and supplier regulations and requirements
- Ability to process payments and convert currencies.

Linkages To Other Units

- Apply advance airfare rules and procedures
- Construct and ticket promotional international airfares

- Access and interpret product information
- Process a financial sale transaction
- 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
- Produce travel documentation on a computer
- Source and package tourism products and services
- Source and provide destination information and advice
- Prepare and submit quotations
- Construct and ticket domestic airfares.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of organisational and International Air Transport Association requirements in relation to regular fare construction
- Knowledge of current range of regular air travel products
- Demonstrated ability to explain to a client the carrier terms and conditions for a nominated range of international airlines
- Demonstrated ability to construct and cost a nominated range of regular fares for a given international itinerary to accommodate a nominated set of client requirements
- Demonstrated ability to ticket a nominated range of regular fares for a given international itinerary to accommodate a nominated set of client requirements

	<ul style="list-style-type: none">• Demonstrated ability to maintain nominated client file for a designated series of exchanges and transactions which must include the supply of a quotation for nominated regular air travel, an alteration to the initial booking and receipt for payment. <p>Context of Assessment</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none">• Actual or simulated workplace application of regular airfare construction in a realistic office environment. <p>Resource Implications</p> <p>Training and assessment must include actual computerised reservation and ancillary systems, real regular travel and airfare documentation or screens, real regular airfare resource material and actual or simulated international journeys for use as the basis of developing regular airfares and itineraries.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none">• 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 <i>Level 1 = competence to undertake tasks effectively</i> <i>Level 2 = competence to manage tasks</i> <i>Level 3 = competence to use concepts for evaluating</i>		
	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 to enable attainment of identified requirements
	Using technology	2	Use computerised reservation system and communication technologies

Notes and PowerPoint slides

Slide

CONSTRUCT AND TICKET REGULAR INTERNATIONAL AIRFARES



D2.TTA.CL2.08

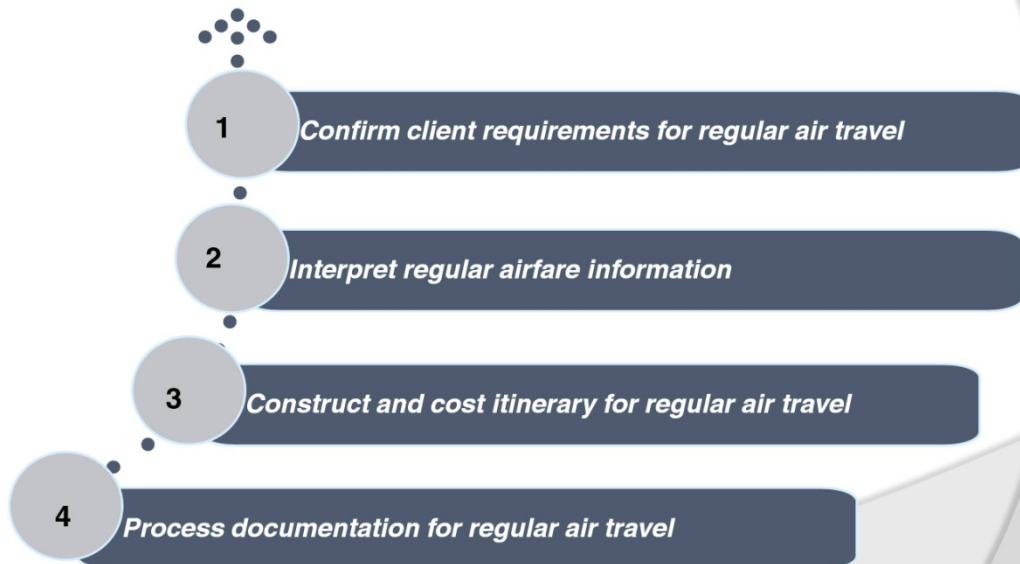
Slide 1

Slide No	Trainer Notes
1.	Trainer to introduce themselves and the Unit.

Slide

Subject elements

This unit comprises **four** Elements:



Slide 2

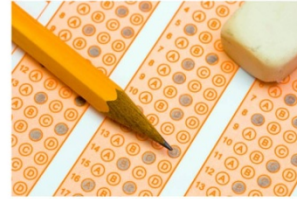
Slide No	Trainer Notes
2.	<p>Trainer advises this Unit comprises four Elements, as listed on the slide explaining:</p> <ul style="list-style-type: none"> • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Trainees can obtain more detail from their Trainee Manual • At times the course presents advice and information about various protocols but where their workplace requirements differ to what is presented, the workplace practices and standards, as well as policies and procedures must be observed.

Slide

Assessment methods

Assessments for this unit may include:

- Oral Questions
- Work Projects
- Written Questions
- Workplace Observation
- Third party report from your Supervisor



Slide 3

Slide No	Trainer Notes
3.	<p>Trainer advises 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 the methods of assessment that will be applied to them for this Unit.</p>

Slide

Element 1: Confirm client requirements for regular air travel

- 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.	Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Slide

1.1 Identify and confirm needs and preferences of client

With all travel bookings you must first establish the client's needs and preferences:

- Dates of travel
- Destinations
- Number of passengers
- Class of travel
- Passport nationality of traveller



See trainee manual for additional points

Slide 5

Slide No	Trainer Notes
5.	<ul style="list-style-type: none"> • Discuss the type of information required from clients • Discuss the difference between needs and preferences.

Slide

1.1 Identify and confirm needs and preferences of client

Suggested questions could include:

- Where are you interested in travelling to?
- When are you thinking of travelling?
- How many passengers are travelling?
- Which class do you wish to travel in?
- Do you have an airline preference?



See trainee manual for additional points

Slide 6

Slide No	Trainer Notes
6.	Discuss key questions asked in order to identify what the client is looking for.

Slide

1.1 Identify and confirm needs and preferences of the client

Low cost and full service carriers

Differences may include:

- Baggage allowances
- Inflight meals and entertainment
- Classes of travel
- Booking systems
- Pricing and rules



Slide 7

Slide No	Trainer Notes
7.	<p>Discuss the differences between a low cost and full service carrier (refer to Trainee Manual).</p> <p>Activity</p> <ul style="list-style-type: none"> • Ask trainees to list as many airlines as they can and then decide if each is a low cost or full service carrier • Work in pairs to look at the differences.

Slide

1.1 Identify and confirm needs and preferences of the client

Confirming client needs

- During the initial consultation
 - Ask questions
 - Keep notes
 - Restate needs to check understanding
- Should you recommend a regular airfare?



Slide 8

Slide No	Trainer Notes
8.	<p>Explain the importance of keeping notes as an accurate summary of the consultation.</p> <p>Activities</p> <p>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.</p>

Slide

1.1 Identify and confirm needs and preferences of the client

Recommending a regular airfare

Regular fares are the most expensive fares in the marketplace and are generally only sold to clients who:

- Have a complex travel itinerary including multiple stopovers and airlines
- Would like to travel on full service carriers, not low cost carriers
- Would like complete flexibility to make changes and cancellations to their itinerary without penalty
- Are prepared to pay for this flexibility



Slide 9

Slide No	Trainer Notes
----------	---------------

9.

Discuss when and how to recommend a regular airfare (differences between regular and promotional fares are covered in Element 2).

Slide

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

Resources

- General resources
- Specialist resources
 - Computer Reservation System
 - Airline Help Desks
 - Passenger Air Tariff



Slide 10

Slide No	Trainer Notes
10.	<ul style="list-style-type: none">• Refer to the Training Manual for examples of general resources that may be useful• List the Specialist resources – these are discussed further in following slides.

Slide

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

Computer Reservation System

- Information in relation to regular airfares is primarily sourced using a CRS Central Reservation System
- Also referred to as a GDS - Global Distribution System
- Galileo examples are used throughout the trainee manual



Slide 11

Slide No	Trainer Notes
----------	---------------

11.	Explain the most common CRS system in use and any differences the trainees should be aware of.
-----	--

Slide

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

Airlines

- Websites
- Agency help desks

Passenger Air Tariff

- Published by IATA
- Contains international airfare construction information



Slide 12

Slide No	Trainer Notes
12.	<ul style="list-style-type: none"> • Explain Airline T/A websites. If possible demonstrate using the internet • Provide examples of when an Airline Agency Help Desk may be useful for an agent • Passenger Air Tariff is the original source of all airfare construction information – most is now available in the CRS.

Slide

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

● 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

Letter	Phonetic Code	Letter	Phonetic Code	Letter	Phonetic Code
A	Alpha	J	Juliet	S	Sierra
B	Bravo	K	Kilo	T	Tango
C	Charlie	L	Lima	U	Uniform
D	Delta	M	Mike	V	Victor
E	Echo	N	November	W	Whisky
F	Foxtrot	O	Oscar	X	X-ray
G	Golf	P	Papa	Y	Yankee
H	Hotel	Q	Quebec	Z	Zulu
I	India	R	Romeo		

Slide 13

Slide No Trainer Notes

13.

- Review the phonetic alphabet.
- Provide trainees with time to practice and memorise.

Activity

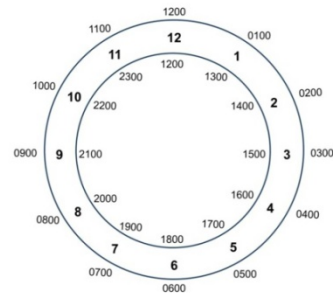
Provide trainees with phrases or scenarios where they would be required to use the phonetic alphabet. Have them role play these to encourage professional use.

Slide

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

Airline Time Principles

- The 24 hour clock
- Time Zones
- International date line
- Departure and arrival times
- Minimum connecting time between flights



Slide 14

Slide No	Trainer Notes
14.	<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> <ul style="list-style-type: none"> • Conduct a quick quiz for converting clock times • 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 • 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>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 • 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

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

● Day and month abbreviations

Frequency abbreviations		Month abbreviations	
Alphabetical	Numerical	January	JAN
Monday = M or MON	1	February	FEB
Tuesday = T or TUE	2	March	MAR
Wednesday = W or WED	3	April	APR
Thursday = T or THU	4	May	MAY
Friday = F or FRI	5	June	JUN
Saturday = S or SAT	6	July	JUL
Sunday = S or SUN	7	August	AUG
Daily = DLY		September	SEP
Except = EX	X	October	OCT
		November	NOV
		December	DEC

Slide 15

Slide No Trainer Notes

- | | |
|-----|--|
| 15. | <ul style="list-style-type: none"> Identify what trainees are familiar with already as you explain each of the listed points Explain numerical format for days of the week are used in airline schedules (timetables). |
|-----|--|

Slide

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

Passenger names

- Passenger names are always reflected in the booking and air ticket thus: FAMILY NAME/ FIRST NAME TITLE e.g. JONES/SAMANTHAMISS
- Passenger titles are listed in the Trainee Manual



Industry abbreviations and codes

See trainee manual for additional points

Slide 16

Slide No	Trainer Notes
16.	<ul style="list-style-type: none"> Have a discussion on the importance of correct name details Review the passenger title codes and industry abbreviations in the Trainee Manual. <p>Activity</p> <p>Ask each trainee to write down names of people they know, using the correct format for air bookings.</p>

Slide

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

International Air Transport Association (IATA)

- IATA is the peak industry body for most of the world's airlines
- IATA's mission is to ensure inter-airline cooperation in promoting safe, reliable and secure airline services
- IATA has established standards and procedures to facilitate the operation of international air transportation, including the development of airfare related information and industry codes which that are used worldwide



Slide 17

Slide No	Trainer Notes
17.	<ul style="list-style-type: none"> • Explain that all information on airfares is sourced from IATA. This includes codes, fares, rules and ticketing processes • Complete Work Projects for this Element from Trainee Manual as time allows either individually or in work groups. If no time then direct learners to complete as homework.

Slide

Element 2: Interpret regular airfare information

2.1 Identify and confirm regular international airfare information



Slide 18

Slide No	Trainer Notes
18.	Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Slide

2.1 Identify and explain regular airfare information

● Airline codes:

- Airlines are identified by a two letter code and a 3 digit number called an airline designator/code

● City and airport codes:

- All cities and airports throughout the world are given a 3 letter code. The city and the main airport will often share the same code

Airline name	IATA designator	3 digit code	ICAO designator	Country
Angkor Air	G6	397	KHV	Cambodia
Lion Air	JT	990	LNI	Indonesia
Lao airlines	QV	627	LAO	Laos
Air Asia	AK	807	AXM	Malaysia
Cebu Pacific	5J	203	CPI	Philippines
Tiger	TR	388	TGW	Singapore
Bangkok Airways	PG	829	BKP	Thailand

Slide 19

Slide No Trainer Notes

- 19.
- Take time to explain the codes and numbers for both airlines, cities and airports
 - IATA Designator codes appear as part of a flight number. The 3 digit code forms part of an issued airline e-ticket
 - Explain any methods or techniques for learning and retaining this information.

Activity:

Prepare flash cards with city and airline codes. Have challenges to see who can identify the most cities and airlines in the quickest time.

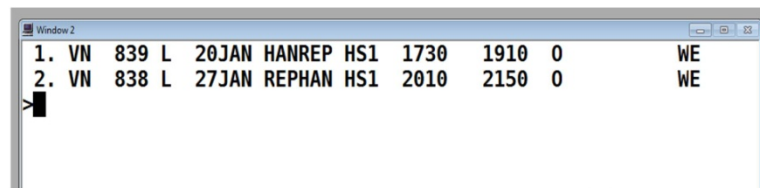
Slide

2.1 Identify and explain regular airfare information

CRS formats

Codes appear in all CRS screens, including itineraries

- This is a screen from Galileo
- It is a return itinerary from Hanoi to Siem Reap, flying with Vietnam Airlines



The screenshot shows a window titled 'Window 2' with a list of flight segments. The first segment is '1. VN 839 L 20JAN HANREP HS1 1730 1910 0 WE' and the second segment is '2. VN 838 L 27JAN REPHAN HS1 2010 2150 0 WE'. A cursor is visible at the end of the first line.

1.	VN	839	L	20JAN	HANREP	HS1	1730	1910	0	WE
2.	VN	838	L	27JAN	REPHAN	HS1	2010	2150	0	WE

Slide 20

Slide No	Trainer Notes
20.	<ul style="list-style-type: none"> • Explain this is the format of a booked itinerary in Galileo. Explain that these will be used throughout the Trainee Manual to demonstrate steps and processes • Refer to other examples in the training manual.

Slide

2.1 Identify and explain regular airfare information

- IATA TC Areas 1, 2 and 3
- Global Indicators (GI)
 - EH – Eastern Hemisphere
 - TS – Trans Siberian
 - PA - Pacific



See trainee manual for additional points

Slide 21

Slide No	Trainer Notes
21.	<ul style="list-style-type: none"> • Explain that IATA divides the world into 3 sections, which aids the agent to determine the Global Indicator for an itinerary • Global Indicators related to the direction of travel between the origin and destination cities. Understanding GIs is an essential part of regular airfare construction • Refer to the Trainee Manual for maps and examples. <p>Activity:</p> <p>Use the flashcards with city codes (from the previous activity) and ask trainees to:</p> <ul style="list-style-type: none"> • Identify which TC Area the city is located in • Create itineraries for each Global Indicator.

Slide

2.1 Identify and explain regular international airfare information

Terminology

- Refer to the Glossary in the trainee manual
- Focus on terms relating to booking conditions, pricing and itineraries
- Classes of travel – economy, business and first class
- Currency codes



Slide 22

Slide No	Trainer Notes
22.	<ul style="list-style-type: none"> • Ensure the trainees are familiar with the Glossary in the Trainee Manual. There are suggestions in the Trainee Manual for which terms to learn that relating to airfare construction, itineraries and pricing • Focus on the currency codes that are most relevant for the class that you are teaching and also remember to mention USD – US Dollars are used by some countries. <p>Activity:</p> <p>Ask trainees to research an airline with multiple classes of service and highlight the differences in each class of travel. Trainees will require access to the airline websites in order to complete this activity.</p>

Slide

2.1 Identify and explain regular international airfare information

Fare types

- Regular (normal) fares
- Promotional fares
- Child and infant discounts
- Mileage and routing fares



See trainee manual for additional points

Slide 23

Slide No	Trainer Notes
23.	<ul style="list-style-type: none"> • Explain that international airfares are either regular fares or promotional fares and that this unit only considers regular fares. The Trainee Manual describes the differences • Concession fares apply to all types of international airfares • Ensure trainees understand the difference between mileage and routing fares and mileage is an important part of regular airfare construction • Routing fares are discussed in the unit Construct and ticket promotional international airfares.

Slide

2.1 Identify and explain regular international airfare information

Itinerary types

- One way
- Return (may be round trip or circle trip)

Itinerary terminology and examples

See trainee manual for additional points

Travel Itinerary Suite 303, 408 South Street, Suite 303, Suite 303, Suite 303 Tel: 03 9602 2122 Fax: 03 9602 2145 20/01/2015 20/01/2015 20/01/2015 20/01/2015	
ITINERARY ITINERARY PREPARED FOR: NAME: JAMES AB CODE: JAMES AB DATE OF BIRTH: 14 May 2015 CONTACT: JAMES AB CITE REFERENCE: JAMES AB	
09 Jun 15	Tue This afternoon please check in at the Thai Airways counter at Melbourne International airport at least two (2) hours prior to the scheduled departure of your flight. Please be happy to check in and your outgoing passport/visa must be presented with your passport at check in.
10 Jun 15	Wed CONFIRMED FLIGHT THAI AIRWAYS INTERNATIONAL TC 878 Depart: Bangkok 12:30 Arrive: Melbourne 12:30 Class: Economy
11 Jun 15	Wed Confirmed Total Journey Time: 02:00 and 1:00 confirmed Airfare Reference: Thai Airways
AIR FARE INFORMATION All fares are based on a \$12.00 ticket unless the plus any additional airfare if applicable. Confirmation penalty prior to departure is \$10.00. Tickets are non-refundable once travel has commenced.	
IMPORTANT INFORMATION • Booking made on an express basis and may be altered at any time at the airline's discretion. • View your itinerary at 1201/1201/1201 your reservation number in the first six characters of the "Your Itinerary" field on the top of your itinerary. • E-mail address: info@thai-airways.com.au	

Slide 24

Slide No Trainer Notes

24.

- Explain that one way and return fares are accessed in the same way but have different pricing. There are also difference checks that may apply
- Refer to the Trainee Manual which contains examples of a range of itineraries and introduced terminology.

Activity:

Using the examples in the Trainee Manual, ask trainees to create their own examples of different types of itineraries. This is also good practice to learn city/airport and airline codes.

Slide

2.1 Identify and explain regular international airfare information

Regular airfare rules

- Regular fares are fully flexible

Regular airfare booking classes

- IATA Primary codes are used



See trainee manual for examples

Slide 25

Slide No	Trainer Notes
25.	<ul style="list-style-type: none"> Discuss the meaning of 'fully flexible' Ensure trainees understand the different terms 'classes of travel' and 'booking classes' which are related but have different meanings Advise trainees that they should memorise the (three) primary codes for each class of travel for regular airfares.

Slide

2.1 Identify and explain regular international airfare information

Galileo Fare Display

For regular airfares, include:

- FD entry
- Date is optional
- Origin and destination city codes
- Nominate one way (OW) or return (RT)
- Include YY airline code to access IATA regular fares
- Include NUC to request fares in neutral currency
- Can specific class of travel

```

FARES LAST UPDATED 04JUL 1304
>FDHANMEL200CT-OW/YY:NUC
HAN-MEL TUE-200CT15 YY
NPM 5848 EH
***ADDITIONAL TAXES/FEES MAY APPLY**
PUBLIC FARES
  CX   FARE   FARE   C   AP   MIN/   SEASONS..... HR GI DT
      NUC   BASIS
1 YY 2600.00 YIF   Y       MAX           M EH
2 YY 4601.00 CIF   C           M EH
3 YY 6923.00 FIF   F           M EH
END
  
```

Slide 26

Slide No	Trainer Notes
26.	<ul style="list-style-type: none"> Review the examples in the Trainee Manual Ensure each point is covered including the importance of understanding GI and how this relates to the airfare and the Maximum Permitted Mileage in the display. <p>Activity:</p> <p>Use itinerary examples to ask trainees to write down the FD entry to display the required airfares. Use one way and return itinerary examples.</p>

Slide

2.1 Identify and explain regular international airfare information

Mileage

- Maximum Permitted Mileage
- Ticketed Point Mileage
- Excess Mileage Allowance
- Excess Mileage Surcharges



See trainee manual for more information and examples

Slide 27

Slide No	Trainer Notes
27.	<ul style="list-style-type: none"> • Ensure trainees understand the concepts of MPM and TPM and how to access this information. The MPM and TPM must always be checked • EMA and EMS are only relevant if the itinerary exceeds the MPM. Refer to the examples in the manual to demonstrate examples and impacts. <p>Activity:</p> <p>Practice calculating EMS surcharges for itineraries that exceed the MPM. This can be created without itineraries. For example. TPM: 6,450 miles MPM: 6,109 miles.</p>

Slide

2.1 Identify and explain regular international airfare information

Higher Intermediate Points

- Referred to as a HIP check
- Looking for fares higher than the origin to destination fare
- Must consider:
 - Origin to stopovers
 - Stopovers to the destination
 - Between stopovers
- Check in the direction from origin towards destination



Slide 28

Slide No	Trainer Notes
28.	<ul style="list-style-type: none"> • Ensure trainees understand the reason for and process of undertaking HIP checks. Encourage them to do this methodically (and thoroughly) • Highlight that intermediate transits can be ignored – this check is for stopovers only. Transits are indicated by the X/ symbol before the city. <p>Activity:</p> <ul style="list-style-type: none"> • Practice HIP checks using made up itineraries. For example. MNL SIN DEL X/DXB LON • Check MNL-SIN, MNL-DEL, SIN-LON, DEL-LON, SIN-DEL (do not include DXB as transit only).

Slide

2.1 Identify and explain regular international airfare information

Back Haul Check

- Only for one way fares with a HIP from the origin
- A calculation to determine a minimum fare for the itinerary
- May result in the fare increasing



See trainee manual for more information and examples

Slide 29

Slide No	Trainer Notes
29.	<ul style="list-style-type: none"> • Ensure trainees understand that this is only considered for one way fares with a HIP from the origin to a stopover • Follow the examples in the manual • Discuss the impact of a mileage surcharge on this calculation.

Slide

2.1 Identify and explain regular international airfare information

Circle Trip Minimum Check

- Only for circle trip itineraries with a HIP from the origin
- A calculation to determine a minimum fare for the itinerary
- May result in the fare increasing



See trainee manual for more information and examples

Slide 30

Slide No	Trainer Notes
30.	<p>Refer to the example in the Trainee Manual. Note the use of half return fares.</p> <p>Activity</p> <p>Ask trainees to describe, in their own words, the difference between a circle trip and a round trip.</p>

Slide

2.1 Identify and explain regular international airfare information

Limitations of indirect travel

The rule states that a fare component must not include more than:

- One departure from the point of origin; or
- One arrival at the point of destination; or
- One stopover at any one intermediate point



Slide 31

Slide No	Trainer Notes
31.	<p>This is general information for discussion. Airfare constructions throughout the Trainee Manual all meet the requirements and do not break this rule.</p> <p>Activity:</p> <p>To ensure understanding, ask the trainees to create itineraries that break the rule and explain why.</p>

Slide

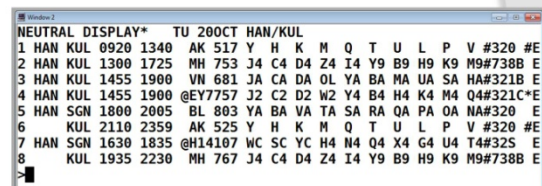
2.1 Identify and explain regular international airfare information

Galileo Availability screens

Display operating flights and seat availability is each class of travel.

For regular airfares, includes:

- A entry (for Availability)
- Date of travel
- Origin and destination city codes
- Airline code is optional
- Can specific class of travel



```

NEUTRAL DISPLAY* TU 200CT HAN/KUL
1 HAN KUL 0920 1340 AK 517 Y H K M Q T U L P V #320 #E
2 HAN KUL 1300 1725 MH 753 J4 C4 D4 Z4 I4 Y9 B9 H9 K9 M9#738B E
3 HAN KUL 1455 1900 VN 681 JA CA DA OL YA BA MA UA SA HA#321B E
4 HAN KUL 1455 1900 @EY7757 J2 C2 D2 W2 Y4 B4 H4 K4 M4 Q4#321C*E
5 HAN SGN 1800 2005 BL 803 YA BA VA TA SA RA QA PA OA NA#320 E
6 KUL 2110 2359 AK 525 Y H K M Q T U L P V #320 #E
7 HAN SGN 1630 1835 @H14107 WC SC YC H4 N4 Q4 X4 G4 U4 T4#32S E
8 KUL 1935 2230 MH 767 J4 C4 D4 Z4 I4 Y9 B9 H9 K9 M9#738B E
>|
  
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Slide 32

Slide No	Trainer Notes
32.	<ul style="list-style-type: none"> Use the examples in the Trainee Manual to see the different entries for specifying a specific airline or requesting all airlines Explain that there is a further entry to Sell seats on these flights to create itineraries and bookings for clients. <p>Activity:</p> <p>Create examples to ask trainees to write down the Availability entry for a range of different examples. This is also good practice to review city/airport and airline codes.</p>

Slide

2.1 Identify and explain regular international airfare information

Taxes

- Taxes are determined by governments of each country and may be charged:
 - Upon arrival or departure from a country
 - For both transit and stopovers or for stopovers only
 - At different rates for each class of travel
 - At different rates for each airport
 - Only for adults (children and infants exempt) or for all passengers



See trainee manual for examples

Slide 33

Slide No	Trainer Notes
33.	<p>Read through all information on Taxes from the Trainee Manual.</p> <p>Activity (depending on access to internet and CRS)</p> <p>Access taxes for different countries, either using a CRS or airline websites.</p>

Slide

2.1 Identify and explain regular international airfare information

● Baggage allowances

- For carry on and checked in baggage
- May vary for each airline and class of travel

● Check-in options

- May vary for each airline and class of travel
- Refer to the airline website



Slide 34

Slide No	Trainer Notes
34.	<p>Activity</p> <ul style="list-style-type: none"> • Ask trainees to research the baggage allowance policy for an airline with multiple classes of service • Also research all of the possible check-in options for the airline • Trainees will require access to the airline websites in order to complete this activity • Complete Work Projects for this Element from Trainee Manual as time allows either individually or in work groups. If no time then direct learners to complete as homework.

Slide

Element 3: Construct and cost itinerary for regular air travel

- 3.1 Select carriers to accommodate identified requirements
- 3.2 Construct and cost draft itinerary in accordance with host enterprise operational requirements and identified client requirements
- 3.3 Obtain approval and authority to proceed with booking/s from client
- 3.4 Book approved itinerary with nominated carriers
- 3.5 Obtain payment from client, as required



Slide 35

Slide No	Trainer Notes
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35.	Trainer identifies the Performance Criteria for this Element, as listed on the slide.
-----	---

Slide

3.1 Select carriers to accommodate identified client requirements

It is important to establish during the sales consultation the parameters of the client's needs:

● Selecting carriers

- Client flexibility in terms of dates and times
- Classes of travel
- Airline preference and frequent flyer membership
- Seat availability



Slide 36

Slide No	Trainer Notes
36.	Discuss points in relation to different clients, flexibility, loyalty memberships, and general preferences.

Slide

3.1 Select carriers to accommodate identified client requirements

Airline schedules

Access to airline schedules, airfares and information in relation to the flights operated by the various airlines is available electronically to travel agents via:

- A CRS
- An Airline website



Slide 37

Slide No	Trainer Notes
37.	<ul style="list-style-type: none"> • Discuss points and show samples from CRS if possible. • Access an airline website to demonstrate schedules and fares

Slide

3.2 Construct and cost draft itinerary in accordance with host enterprise operational requirements and identified client requirements

- Bookings using a CRS
 - Timetables
 - Availability screens and booking classes
 - Selling seats
 - One way and return itineraries



Slide 38

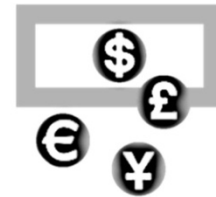
Slide No	Trainer Notes
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38.	Refer to the examples in the Trainee Manual to check understanding.
-----	---

Slide

3.2 Construct and cost draft itinerary in accordance with host enterprise operational requirements and identified client requirements

- Converting NUCs to local currency
 - Using the Rate of Exchange
 - Galileo entry
 - Currency codes



Slide 39

Slide No	Trainer Notes
39.	<ul style="list-style-type: none"> • Review the use of NUC (neutral currency for fare construction) • Trainee Manual includes example of converting NUC to local currency using the ROE (which changes quarterly). <p>Activity</p> <p>If trainees have access to a CRS, complete a range of examples to convert NUC to various regional currencies.</p>

Slide

3.3 Obtain approval and authority to proceed with booking/s from client

● Confirming all details

- Itinerary details
- Pricing
- Airfare rules and conditions



Slide 40

Slide No	Trainer Notes
----------	---------------

40.

Ensure that trainees understand the importance of understanding all aspects of an airfare before explaining to a client.

Slide

3.3 Obtain approval and authority to proceed with booking/s from client

● Obtaining approval

- Verbal and written approval
- According to enterprise procedures



Slide 41

Slide No	Trainer Notes
41.	Ensure that the trainees understand that each enterprise will have their own policies and procedures for obtaining approval from a client before proceeding with an airline booking.

Slide

3.4 Book approved itinerary with nominated carriers

Creating a booking in Galileo

- Five mandatory fields
 - Itinerary
 - Name
 - Agency details
 - Ticketing Time Limit
 - Received by

```

1. SMITH/ANTHONYMR/LISAMRS/AMANDAMISS*P-C05
4. I/1SMITH/SIMONMSTR*10MAR15
1. SQ 238 J 18OCT MEL SIN HS3 1130 1620 0 SU
2. SQ 326 J 18NOV SIN FRA HS3 1355 2030 0 WE
3. LH 1282 J 18DEC FRA ATH HS3 1325 1710 0 FR
4. EK 106 J 18JAN ATH DXB HS3 1525 2205 0 MO
5. QF 10 J 18FEB DXB MEL HS3 0115 2135 0 TH
** FILED FARE DATA EXISTS ** >*FF-
** SERVICE INFORMATION EXISTS ** >*SI-
** CUSTOM CHECK RULES EXIST ** >*RU-
FONE-MELT*03 9606 2111 WILLIAM ANGLISS COLLEGE-JOHN
RCVD-JOHN
TKTG-TAU/M0120CT
  
```

See trainee manual for examples

Slide 42

Slide No	Trainer Notes
42.	<ul style="list-style-type: none"> Examples are provided in the Trainee Manual which outline the process for booking both one way and return itineraries Entries are provided in tables. <p>Activity</p> <ul style="list-style-type: none"> Create scenarios with different passenger names, ages, contact details and agency details Ask the trainees to write down the mandatory field information that would need to be entered into Galileo after creating an itinerary This activity could also be completed using role plays with trainees playing the role of agent and client The client could provide their own details for these scenarios.

Slide

3.4 Book approved itinerary with nominated carriers

● Additional information and requests

- Frequent flyer numbers
- Meals
- Seating
- Special assistance



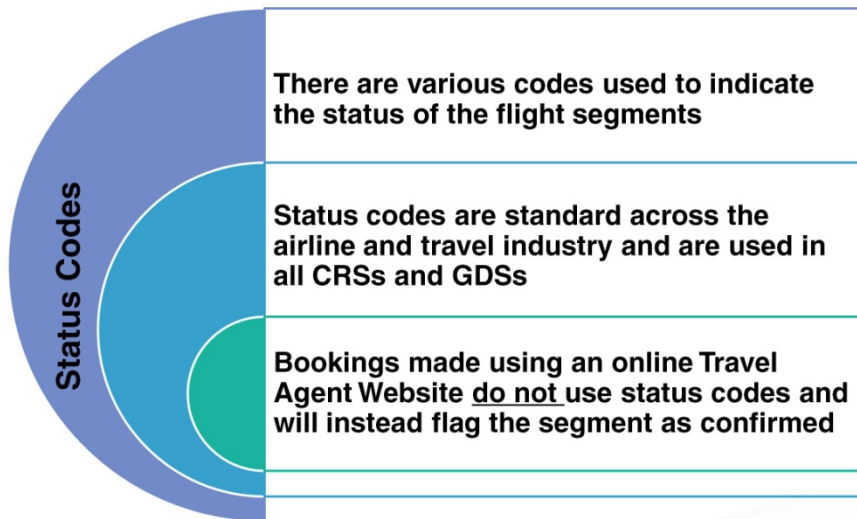
See trainee manual for examples

Slide 43

Slide No	Trainer Notes
43.	Activity <ul style="list-style-type: none"> • Continue with the role play activity from the previous slide • Trainees can ask their 'client' if they have any special requests to add to their booking and record these details along with the mandatory field entries.

Slide

3.4 Book approved itinerary with nominated carriers



See examples in Training manual

Slide 44

Slide No	Trainer Notes
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44.	Discuss status codes and give trainees 5 minutes to quiz each other.
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Slide

3.4 Book approved itinerary with nominated carriers

● Airline acknowledgement of bookings

- Vendor locator
- Vendor remarks
- Advising changes
- Ticket numbers



Slide 45

Slide No Trainer Notes

45.

- Refer to the Trainee Manual for details on each of these types of airline acknowledgements
- Ensure that trainees understand that this information refers to CRS bookings, not airline website bookings.

Activity

Ask trainees to write down their own explanation on what each of these terms mean.

Slide

3.5 Obtain payment from client, as required

Enterprise policies and procedures

● Forms of payment

- Cash
- Direct deposits
- Cheque
- EFTPOS transactions
- Credit card payments to airlines



Slide 46

Slide No	Trainer Notes
46.	<ul style="list-style-type: none"> • Each of these payment methods are described in more detail in the Trainee Manual and it is suggested that trainee refers to these for more information • Explain the importance of following enterprise policies and procedures • Discuss the issues with accepting payments by cheque • Discuss possible security issues with accepting large amounts of cash as payment from clients and transporting this money to the bank.

Slide

3.5 Obtain payment from client, as required

● Issuing a receipt

- Date
- Client name and booking
- What is being paid for
- Total cost
- Payment method



Slide 47

Slide No	Trainer Notes
47.	Activity <ul style="list-style-type: none"> • Ask the trainees to research or create examples of receipts • Create scenarios in order to do this, for example – payment of \$5000 cash from Mr David Jones for a business class Singapore Airlines flight on 20 December.

Slide

3.5 Obtain payment from client, as required

- **Internal records of client bookings**

- Record the amount and date
- Method of payment
- What was being paid for
- Importance of accuracy



Slide 48

Slide No	Trainer Notes
48.	<ul style="list-style-type: none"> • Highlight the importance of maintaining accurate records of all bookings • Complete Work Projects for this Element from Trainee Manual as time allows either individually or in work groups. If no time then direct learners to complete as homework.

Slide

Element 4: Process documentation for regular air travel

- 4.1 Prepare required travel documentation to support approved client booking
- 4.2 Process payment/s by client
- 4.3 Issue travel documentation
- 4.4 Update internal records



Slide 49

Slide No	Trainer Notes
----------	---------------

49.	Trainer identifies the Performance Criteria for this Element, as listed on the slide.
-----	---

Slide

4.1 Prepare required travel documentation to support approved client booking

Ensuring accuracy of client details

- Names
- Spelling
- Ages of children and infants
- Nationality and passport validity
- Contact details
- Requests



Slide 50

Slide No	Trainer Notes
50.	<ul style="list-style-type: none"> • Explain that documentation should accurately reflect all of the booking details. Discuss consequences of booking errors (outlined in Trainee Manual) • Discuss importance of passport name, nationality and validity • Consider local sources of information on obtaining visas for clients.

Slide

4.1 Prepare required travel documentation to support approved client booking

Ensuring accuracy of itinerary and airfare

- Dates and times
- Airfare and taxes
- Conditions and TTL



Slide 51

Slide No	Trainer Notes
51.	Activity <ul style="list-style-type: none"> • Trainees are to create itinerary examples • Some of the CRS booking examples in the Trainee Manual could be used and the trainees should decode the airport and airline codes to create itineraries that are clear and easy for clients to understand.

Slide

4.1 Prepare required travel documentation to support approved client booking

Preparing an invoice

- Include all travel arrangements
- Explain pricing
- Explain conditions
- Explain payment methods
- Follow enterprise policies and procedures



Slide 52

Slide No	Trainer Notes
52.	Activity <ul style="list-style-type: none"> • Trainees are to create invoice examples • Develop scenarios that the trainees can use in order to type up pricing, conditions, payment methods etc which should be outlined in an invoice.

Slide

4.2 Process payment/s by client

- Refer to the information in Section 3.5 of this presentation



Slide 53

Slide No	Trainer Notes
53.	<ul style="list-style-type: none"> • Remind trainees that this information has been covered in Element 3.5 • Highlight again the importance of following enterprise policies and procedures and maintaining accurate records.

Slide

4.3 Issue travel documentation

Issuing tickets

- Airline websites
- Accredited enterprises
 - Ticketing in a CRS
 - Billing Settlement Plan
- Non-accredited enterprises
 - Ticketing through a consolidator



Slide 54

Slide No	Trainer Notes
54.	<p>Refer to the Trainee Manual when presenting this slide as detail is provided on each method for issuing tickets. Also review the General Ticketing information in the manual.</p> <p>Activity</p> <ul style="list-style-type: none"> • Ask the trainees to write in their own words to describe the difference between an accredited and non-accredited enterprise • Also ask the trainee to summarise in their own words how BSP and a Consolidator enable enterprises to issue tickets.

Slide

4.3 Issue travel documentation

Creating an itinerary

Regardless of which method is adopted - the information provided to the passenger is what is important:

- Company logo with address and phone contact
- Your name and the date the itinerary was prepared
- The passengers name as shown in the booking

See trainee manual for additional points

OLYMPIA TRAVELS & TOURS PTE LTD
28 MCCALLUM STREET SINGAPORE 069043
OFFICE TEL: 67327222 / 67322445
AFTER OFFICE HRS EMERGENCY TEL 96320636
OFFICE HRS - MON TO FRI 0930-1800 HRS
Agency Fax: FAX 62352371

ABACUS ELECTRONIC TICKET
PASSENGER ITINERARY/RECEIPT
CUSTOMER COPY

Passenger:	WOOD/ELLIOT ROBERT MR	Ticket Number:	6182080155841
Name Ref:		Issue Date:	30OCT12
Customer Number:		Issuing Airline:	SINGAPORE AIRLINES
FOID:		IATA Number:	32300715
Abacus Booking Ref:	AWQWDP	Issuing Agent:	KFOS - ART
Frequent Flyer No:	008234768245	Tour Code:	

Slide 55

Slide No	Trainer Notes
55.	Activity <ul style="list-style-type: none"> • Trainees can create their own travel enterprise details including name, logo and contact details • Add these details to the itinerary created in the previous activity for 4.1.

Slide

4.4 Update internal records

Client records

- Electronic
 - Client Management System
- Manual
 - Paper based files



Slide 56

Slide No	Trainer Notes
56.	<ul style="list-style-type: none">• Discuss different types of information that should be recorded in client files• Discuss the benefits of electronic storage over hard copy and associated cost savings.

Slide

4.4 Update internal records

- You will likely be dealing with multiple clients with varying requirements so information on internal records must be updated as changes occur:
 - A client advises that any of their personal details have changed
 - Payments are made
 - Any amendments are made to the booking
 - Any parts of the booking are cancelled and a refund has been requested
 - When payments are made by the enterprise to external organisations such as BSP or a consolidator



Slide 57

Slide No	Trainer Notes
57.	<ul style="list-style-type: none"> ● Explain the importance of updating records and using version control to ensure the most up to date copy is being viewed ● Remind trainees of the importance of maintaining accurate records, following enterprise procedures ● Complete Work Projects for this Element from Trainee Manual as time allows either individually or in work groups. If no time then direct learners to complete as homework.

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

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