

FRAMEWORK FOR THE EVALUATION OF LEARNING

Travel Consulting and Sales (DVS 5855)

Development Team

Coordination

Carl Grenier
Sector head
Direction de la formation professionnelle
Ministère de l'Éducation et de l'Enseignement supérieur

Design and development

Régis Décoste
Education consultant in measurement and evaluation
Commission scolaire de la Capitale

Claudine Dufresne
Teacher
Commission scolaire de la Capitale

René Vigneault
Teacher
Commission scolaire de la Capitale

Title of original document

Conseil et vente de voyages (DEP 5355) Cadre
d'évaluation des apprentissages

English version

Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone
Ministère de l'Éducation et de l'Enseignement supérieur

Acknowledgements

The Ministère de l'Éducation et de l'Enseignement supérieur would like to thank the many people from the education community who participated in the development of this document, in particular the following individuals:

Manon Beaudoin
Education consultant
Banque d'instruments de mesure BIM-FP

Shannon Bermingham
Teacher
École des métiers de l'alimentation et du tourisme de Montréal

Johanne Brodeur
Teacher
Centre de formation professionnelle des Carrefours

Denis Castonguay
Principal
École Hôtelière de la Capitale

Annie Jacquet-Bihour
Education consultant
Centre de formation professionnelle des Carrefours

Pierre-Alexandre Lessard
Assistant Principal
Centre de formation professionnelle des Carrefours

Catherine Leverne
Teacher
Centre de formation professionnelle Pierre-Dupuy

Daniel Marsolais
Education consultant and liaison officer
Centre de formation professionnelle Paul-Émile-Dufresne

Émélie Patenaude
Education consultant
Centre de formation professionnelle Pierre-Dupuy

Annie Roberge
Education consultant
Centre de formation professionnelle Paul-Émile-Dufresne

Marie Salvas
Teacher
Centre de formation professionnelle Paul-Émile-Dufresne

Sarah Savard-Gauthier
Assistant principal
École Hôtelière de la Capitale

Claire Soucy
Education consultant
Banque d'instruments de mesure BIM-FP

Guylaine Tremblay
Education consultant
École des métiers de l'alimentation et du tourisme de Montréal

Table of Contents

Introduction	Erreur ! Signet non défini.
--------------------	-----------------------------

Part I

Fundamental Guidelines for Evaluation.....	Erreur ! Signet non défini.
Qualities of an Examination	Erreur ! Signet non défini.
Elements of the Competency	Erreur ! Signet non défini.
Summary of the Program	Erreur ! Signet non défini.

Part II

The Occupation and the Training Process	Erreur ! Signet non défini.
Global Geographical Context	Erreur ! Signet non défini.
Consumer Behaviour	Erreur ! Signet non défini.
Customer Service	Erreur ! Signet non défini.
Travel Offerings to Central and South American Destinations.....	Erreur ! Signet non défini.
Travel Offerings to European Destinations.....	Erreur ! Signet non défini.
Customer and Supplier Relations.....	Erreur ! Signet non défini.
Administrative Tasks.....	Erreur ! Signet non défini.
Travel Packages	Erreur ! Signet non défini.
Cruises.....	Erreur ! Signet non défini.
Performing Related Activities	Erreur ! Signet non défini.
Characteristics of North American Destinations.....	Erreur ! Signet non défini.
Characteristics of Asian Destinations	Erreur ! Signet non défini.
Characteristics of African and Oceanian Destinations	Erreur ! Signet non défini.
Customized Travel.....	Erreur ! Signet non défini.
Communicating in French.....	Erreur ! Signet non défini.
Business Travel	Erreur ! Signet non défini.
After-Sales Service	Erreur ! Signet non défini.
Entering the Work Force.....	Erreur ! Signet non défini.

Introduction

For each new program of study it develops, the Ministère provides the school system with a framework for the evaluation of learning. This framework is intended for school board personnel responsible for the evaluation of competencies.

The framework for the evaluation of learning is divided into two parts.

Part I:

- summarizes the fundamental guidelines for the evaluation of learning
- explains the key elements of each competency in the framework for the evaluation of learning
- provides a summary of the *Travel Consulting and Sales* program (DVS 5855)

Part II contains, for each competency in the program of study:

- the specifications recommended by the Ministère, that is, the key elements and performance criteria selected for evaluation, as well as their weighting (up to 70 out of 100 marks)
- one or more pass/fail conditions, if applicable
- a description of the evaluation

School boards are responsible for developing the remaining 30% of these specifications (30 out of 100 marks). They are also responsible for developing examinations for certification purposes. All examinations developed by the Ministère are mandatory, and school boards are required to use them.



Part I

**Fundamental Guidelines for
Evaluation**

Elements of the Competency

Summary of the Program

Fundamental Guidelines for Evaluation

Learning and evaluation activities are based on the program of study, and evaluation tools must take into account the fundamental characteristics, values and qualities underlying the process. The following summarizes those that inspired the production team in the development of this framework for the evaluation of learning.

Since vocational training programs are competency-based, evaluation for certification purposes must take the following into account:

- **Evaluation is multidimensional**, that is, it is based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc. However, evaluation for certification purposes takes into account only those dimensions that are essential to the demonstration of the competency.
- **Interpretation is criterion-referenced**, that is, it is based on performance criteria related to the requirements for the application of the competency set out in the program of study.
- **Marking is dichotomous**, that is, students can obtain only one of two results: all the marks allotted to a criterion, or 0. For example, if a criterion is worth 15 marks, the student can either obtain a mark of 15 or 0. Each criterion is weighted in accordance with its relative importance in the trade or occupation.
- **Pass/fail decisions are based on a minimum performance standard**, that is, they include the number of marks required, which is in turn based on the complexity and scope of the task to be performed.

Qualities of an Examination

Evaluation in vocational training is based on the values of justice, equality, equity, rigour, openness and coherence.¹ Whether the examination is developed by the Ministère or a school board, it must possess the essential qualities described in the following table.²

Quality	Description
Validity	An examination is valid if it measures everything it is intended to measure and only what it is intended to measure. All of its components must reflect the corresponding elements of the competency, the performance or participation criteria and, ultimately, the statement of the competency.
Faithfulness	An examination is faithful if, with similar subjects under similar conditions, it measures what it is intended to measure with the same accuracy. Performance criteria are unequivocal, that is, they are clear and have the same meaning for all evaluators.
Feasibility	Feasibility means that the examination can be administered using sufficient and available resources: realistic time frame, reproducible conditions, available human and material resources, etc.

¹. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2004), 7-9.

². Renald Legendre, *Dictionnaire actuel de l'éducation*, 3rd ed. (Montréal: Guérin Éditeur, 2005), 604, 609 and 1404.

Elements of the Competency

Competency and statement of the competency

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning. A behavioural competency describes the actions and results expected of the student. A situational competency describes the educational situation in which students are placed to acquire learning.

Specifications recommended by the Ministère

These specifications are determined based on the scope of the competency, the requirements set out in the performance criteria, the sequence and integration of learning and the feasibility of the evaluation. In the case of a behavioural competency, the specifications include the elements of the competency, the performance criteria and the recommended weighting.

- The **elements of the competency** reflect the essential aspects of the competency. They refer to the major steps involved in performing a task or to the main components of the competency.
- The **performance criteria** define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole.³
- The **recommended weighting** is the numerical value given to the performance criteria. This value is expressed in multiples of 5 and the total accounts for 70 marks out of 100.

In the case of a situational competency, the specifications include the participation phases and the associated participation criteria.

- The **participation criteria** describe the requirements that students must meet when participating in the three key phases of the learning situation: information, participation and synthesis. They focus on how students take part in the activities rather than on the results obtained.

³ Performance criteria associated with the competency as a whole are indicated by the symbol >>.

Pass/fail conditions

Pass/fail conditions have priority over all other performance criteria during the evaluation, and are mandatory. Pass/fail conditions are set only for criteria necessary for the protection of individuals in the workplace, for example occupational health and safety rules, food hygiene and safety, hygiene and asepsis, and environmental protection.

Description of the evaluation

The description of the evaluation specifies certain requirements as well as the conditions under which students should be evaluated for both behavioural and situational competencies.

The description of the evaluation includes the focus of evaluation expressed as an expected result in the case of a behavioural competency or the student's participation in the process in the case of a situational competency; evaluation conditions specifying which materials should be allowed or provided during the evaluation; specific instructions; and guidelines for interpreting the program's performance and participation criteria.

Summary of the Program

The Travel Consulting and Sales program (DVS 5855) leads to a Diploma of Vocational Studies.

The duration of the program is 1185 hours. The program of study is divided into 19 competencies, which vary in length from 30 to 105 hours.

The program includes the following competencies:

Competency	Code	Number	Hours	Credits
Determine their suitability for the occupation and the training process	950602	1	30	2
Understand the global geographical context	950616	2	90	6
Interpret customers' consumer behaviour	950623	3	45	3
Provide customer service	950632	4	30	2
Analyze travel offerings to Central and South American destinations	950647	5	105	7
Analyze travel offerings to European destinations	950657	6	105	7
Interact with customers and suppliers	950662	7	30	2
Perform administrative tasks	950675	8	75	5
Sell travel packages	950684	9	60	4
Sell cruises	950693	10	45	3
Perform activities related to travel agency sales	950705	11	75	5
Describe North American destinations	950714	12	60	4
Describe Asian destinations	950723	13	45	3
Describe African and Oceanian destinations	950734	14	60	4
Sell customized travel products	950744	15	60	4
Communicate in French at work	950755	16	75	5
Sell business travel	950764	17	60	4
Provide after-sales service	950772	18	30	2
Enter the work force	950787	19	105	7



Part II

Recommended Specifications

Pass/Fail Conditions

Description of the Evaluation

Competency 1

Evaluation for Certification Purposes

Competency

Determine their suitability for the occupation and the training process.

Specifications

Students must satisfy the following participation criteria:

Information Phase

- Gather information on most of the topics to be covered.

Participation Phase

- Give their opinion on the requirements for practising the occupation.

Synthesis Phase

- Write a report in which they sum up their preferences, interests, qualities and limitations, as well as their reasons for their career choice given the characteristics of the occupation.

Description of the Evaluation

Evaluation of student participation will be performed during the time allotted to the competency and will focus on the information gathered at different times during the training activities. However, a definitive judgment on a criterion should only be made at the end of the corresponding phase of the learning context. Each phase of the competency must be accompanied by specific instructions and the documents necessary for its completion. The information to be gathered can be collected from reference materials in traditional or electronic formats. Regardless of the format and medium used to record the information, the judgment should not focus on the quality, but on the sufficient quantity and relevance of the information with regard to the topics covered. The students will also give their opinions on the occupation and some of the requirements for practising it. The evaluation should not be focused on the accuracy of the explanations, but on the relevance of the facts, examples and arguments used by the students to justify their positions. For the production of the report, students will be asked to sum up their preferences, interests and aptitudes with respect to the occupation. Students will then confirm or re-orient their career choice by making connections with the occupation's requirements.

Competency 2

Evaluation for Certification Purposes

Competency

Understand the global geographical context.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Describe the major areas of the globe in geophysical terms.	
• Accurate determination of the location of major topographical elements	10
• Correct recognition of the major climate zones and their spatial distribution	15
3 Describe the major geographical zones of the world in terms of population.	
• Appropriate recognition of the major religions and their geographical distribution	10
• Correct association of a country's level of economic development with the presence of tourist facilities	15
4 Determine the spatial and time parameters of a given itinerary.	
• Accurate calculation of distance and land, air and water travel time	10
• Consideration of time zones	10

Pass/Fail Condition

None

Description of the Evaluation

Students must present a geophysical and population description of a country or region selected from a list of at least three major tourist countries or regions. The choice of country or region can be done by random draw or selected by the examiner. Students will also be required to calculate the total travel time for a selected destination, taking into account local time for departures and arrivals, layovers or transfers, and other possible factors.

Competency 3

Evaluation for Certification Purposes

Competency

Interpret customers' consumer behaviour.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Identify a customer's motivations for making a purchase. <ul style="list-style-type: none">• Relevant questions asked	10
3 Determine a customer's consumer decision-making process. <ul style="list-style-type: none">• Correct determination of type of customer	15
<ul style="list-style-type: none">• Accurate determination of the steps taken by the customer in the decision-making process	10
4 Choose the appropriate approach for dealing with a customer. <ul style="list-style-type: none">• Accurate recognition of the customer's needs	20
<ul style="list-style-type: none">• Choice of an approach adapted to the customer's characteristics	15

Pass/Fail Condition

None

Description of the Evaluation

In the presence of a customer, students must interpret a consumer behavior in a professional situation related to travel sales. The customer must have a marked personality type and distinct communication style. The role of the customer can be played by the examiner.

Evaluation for Certification Purposes

Competency

Provide customer service.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Adopt behaviour conducive to customer service. <ul style="list-style-type: none">• Observance of customer service standardization principles	20
2 Personalize customer service. <ul style="list-style-type: none">• Accurate interpretation of the customer's profile	20
<ul style="list-style-type: none">• Use of a strategy that takes the type of customer into account	15
3 Manage the stress inherent in customer service. <ul style="list-style-type: none">• Use of appropriate strategies for interacting with difficult customers or dealing with delicate situations	15

Pass/Fail Condition

None

Description of the Evaluation

In order to sell a selected travel product to a specific customer type (anxious, demanding, knowledgeable, etc.) experiencing a delicate situation (divorce, death, professional troubles, etc.), students must offer customer service based on recognized principles and the requirements established by travel agencies. The role of the customer can be played by the examiner.

Competency 5

Evaluation for Certification Purposes**Competency**

Analyze travel offerings to Central and South American destinations.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Recognize the major points of interest and tourist attractions. <ul style="list-style-type: none"> • Appropriate recognition of the target destinations' main points of interest 	15
4 Specify the main travel conditions likely to influence the organization of the trip. <ul style="list-style-type: none"> • Consideration of the key political, economic, social and climate conditions, etc. • Appropriate recognition of the major health and safety risks for travellers, if applicable 	10
5 Examine the offerings of various tour operators and other suppliers of travel products. <ul style="list-style-type: none"> • Recognition of the offerings of the main tour operators with respect to: <ul style="list-style-type: none"> – the countries and geographical regions proposed – the types of travel offered • Recognition of the offerings of the largest air, ground and water transportation providers • Recognition of the offerings of the large hotel chains and other facilities providing accommodations 	15
	10
	10

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving a specific type of customer with established needs and a set time period, students must present an appropriate travel offering from a choice of at least three premier destinations in Central and South America, including Mexico, the West Indies and the surrounding islands. The examiner will provide a limited selection of at least two tour operators, two transportation providers and two hotel chains or other facilities providing accommodation for each destination.

Competency 6

Evaluation for Certification Purposes**Competency**

Analyze travel offerings to European destinations.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Recognize the major points of interest and tourist attractions. <ul style="list-style-type: none"> • Appropriate recognition of the main points of interest in the target destinations 	15
4 Specify the main travel conditions likely to influence the organization of the trip. <ul style="list-style-type: none"> • Consideration of the key political, economic, social, climate conditions, etc. 	10
5 Examine the offerings of various tour operators and other suppliers of travel products. <ul style="list-style-type: none"> • Recognition of the offerings of the main tour operators with respect to: <ul style="list-style-type: none"> – the countries and geographical regions proposed – the types of travel offered 	15
<ul style="list-style-type: none"> • Recognition of the offerings of the largest air, ground and water transportation providers 	15
<ul style="list-style-type: none"> • Recognition of the offerings of the large hotel chains and other facilities providing accommodations 	15

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving a specific type of customer with established needs and a set time period, students must present a relevant travel offering from a choice of at least three premier destinations in Europe, including Turkey. The examiner will provide a limited selection of at least two tour operators, two transportation providers and two hotel chains or other facilities providing accommodation for each destination.

Competency 7

Evaluation for Certification Purposes

Competency

Interact with customers and suppliers.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
3 Give advice on travel products.	
<ul style="list-style-type: none"> Accurate comparison of options with respect to the customer's interests, preferences and budget 	20
<ul style="list-style-type: none"> Identification of the specific features of each option with respect to: <ul style="list-style-type: none"> price-quality ratio quality criteria travel conditions, etc. 	15
4 Establish and maintain business relationships with suppliers.	
<ul style="list-style-type: none"> Creation and appropriate management of a list of business relationships 	15
<ul style="list-style-type: none"> Business correspondence carefully written and containing the usual standard phrases 	20

Pass/Fail Condition

None

Description of the Evaluation

For interactions with customers, students must provide relevant advice on travel products from a selection of at least three travel offerings for a specific type of customer with established needs (budget, vacation period, tastes and interests, etc.).

For interactions with suppliers, students must add a minimum of five new business contacts to an existing list and write an email to a supplier on a subject provided (lack of confirmation of a reservation, customer complaint, additional information, etc.).

Competency 8

Evaluation for Certification Purposes**Competency**

Perform administrative tasks.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Use systems for reserving travel products. <ul style="list-style-type: none"> Record of sale in the supplier's reservation system 	15
3 Perform tasks associated with the sale of travel insurance. <ul style="list-style-type: none"> Accurate information provided concerning: <ul style="list-style-type: none"> types of protection and eligibility criteria associated costs conditions for reimbursement and non-reimbursement 	10
4 Use software to produce travel product invoices. <ul style="list-style-type: none"> Entry of all mandatory categories of information 	10
<ul style="list-style-type: none"> Accuracy of information entered 	15
6 Perform activities related to the payment of travel products. <ul style="list-style-type: none"> Accurate calculation of: <ul style="list-style-type: none"> amounts payable to the supplier consultant's commission 	20

Pass/Fail Condition

None

Description of the Evaluation

Using specialized software, students must complete administrative tasks in order to close the sale of a selected travel product, including travel insurance.

Competency 9

Evaluation for Certification Purposes

Competency

Sell travel packages.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
4 Propose packages.	
• Selection of offerings beneficial for the customer and the agency	10
• Promotion of the packages selected	10
7 Reach an agreement.	
• Clear and complete summary of the content and cost of the package chosen by the customer	10
• Accurate record of the required information in the customer file	10
8 Reserve the travel products.	
• Accurate entry of the required information in the system for reserving travel products	15
9 Produce an invoice.	
• Complete, detailed list of products included in the package and their cost	15

Pass/Fail Condition

None

Description of the Evaluation

Given a choice of at least four packages, students must propose a relevant package for a situation involving a precise customer type (young couple, elderly couple, etc.) with specific needs (rest, adventure, honeymoon, etc.) and a pre-determined time period (summer vacation, school break, etc.). Students must also complete the activities related to closing the sale.

Competency 10

Evaluation for Certification Purposes

Competency

Sell cruises.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Provide information about the cruises. <ul style="list-style-type: none"> Communication of pertinent and sufficient information about: <ul style="list-style-type: none"> the characteristics of different cruises, including destination, itinerary, stopovers, onboard services and theme, if applicable types of cruise ships 	15
5 Suggest cruises. <ul style="list-style-type: none"> Selection of offerings beneficial for the customer and the agency 	10
7 Reach an agreement. <ul style="list-style-type: none"> Accurate calculation of the cost of the travel products chosen by the customer Accurate record of the required information in the customer file 	10
8 Reserve the travel products. <ul style="list-style-type: none"> Accurate entry of the required information in the system for reserving travel products 	15
9 Produce an invoice. <ul style="list-style-type: none"> Complete, detailed list of products and their cost 	10

Pass/Fail Condition

None

Description of the Evaluation

Given a choice of at least four cruises, students must propose a relevant cruise for a situation involving a specific customer type (recent retirees, newlyweds, etc.) with specific needs (rest, culture, gastronomy, etc.) and a set geographic region and time period. Students must also complete the activities related to closing the sale.

Evaluation for Certification Purposes

Competency

Perform activities related to travel agency sales.

Specifications

Students must satisfy the following participation criteria:

Information Phase

- Gather information about the chosen travel agency.

Participation Phase

- Report to work faithfully and on time.
- Perform or help with simple work-related activities.

Synthesis Phase

- Write a practicum report.

Description of the Evaluation

Evaluation of student participation will be performed during the time allotted to the competency and will focus on the information gathered at different times during the training activities. However, a definitive judgment on a criterion should only be made at the end of the corresponding phase of the learning context. Each phase of the competency must be accompanied by specific instructions and the documents necessary for its completion. The information gathered about the chosen travel agency can be in traditional or electronic format. Regardless of the format and medium used to record the information, the judgement should not focus on the quality but on the sufficient quantity and relevance of the information on the chosen agency. The evaluation should not be focused on the performance of simple professional activities, but on whether or not the students comply with established standards, pay attention when observing tasks and execute them carefully, ask for explanations if needed and change techniques if necessary. The students must be punctual and report to work regularly. They must also include the list of activities they performed or observed in the paper or electronic practicum report.

Competency 12

Evaluation for Certification Purposes**Competency**

Describe North American destinations.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Determine the location of the most popular North American destinations. <ul style="list-style-type: none"> Correct interpretation of city maps 	15
4 Consult travel offerings for the targeted North American destinations. <ul style="list-style-type: none"> Recognition of the main tour operators and suppliers of travel products serving these destinations Recognition of the most popular types of travel sold by the main tour operators Recognition of the most popular travel products sold by the major air, ground and water transportation providers Recognition of the most popular travel products sold by large hotel chains and other facilities providing accommodations 	20 15 10 10

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving a specific type of customer with established needs and a pre-determined period of time, students must present a relevant travel offering for one American and one Canadian city. This offering will be created from a limited selection of at least three tour operators or suppliers, three transportation providers and three hotel chains or other facilities providing accommodation for each destination. In order to evaluate the first criterion, students must provide an appropriate route between the location of the accommodation and at least two points of interest in each city.

Competency 13

Evaluation for Certification Purposes

Competency

Describe Asian destinations.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
3 Specify the main travel conditions likely to influence the organization of the trip.	
• Accurate recognition of the formalities for entering a given country and, if applicable, for exiting the country	10
• Consideration of the key political, economic, social and climate conditions, etc.	10
• Appropriate recognition of the major health and safety risks for travellers, if applicable	10
• Appropriate recognition of climate conditions depending on the time of year	10
4 Consult travel offerings for the targeted Asian destinations.	
• Recognition of the main tour operators and suppliers of travel products serving these destinations	20
• Recognition of the most popular types of travel sold by the main tour operators	10

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving a specific type of customer with a specific theme or interest and a pre-determined period of time, students must present a relevant travel offering from a choice of at least three premier destinations in Asia. This offering will be created from a limited selection of at least two tour operators, two transportation providers and two hotel chains or other facilities providing accommodation for each destination.

Competency 14

Evaluation for Certification Purposes

Competency

Describe African and Oceanian destinations.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Determine the location of the most popular African and Oceanian destinations. <ul style="list-style-type: none"> Accurate determination of location of countries, regions and major urban tourist centres 	15
3 Specify the main travel conditions likely to influence the organization of the trip. <ul style="list-style-type: none"> Consideration of the key political, economic, social and climate conditions, etc. Appropriate recognition of the major health and safety risks for travellers, if applicable Appropriate recognition of climate conditions depending on the time of year 	10
4 Consult travel offerings for the targeted African and Oceanian destinations. <ul style="list-style-type: none"> Recognition of the main tour operators and suppliers of travel products serving these destinations Recognition of the most popular types of travel sold by the main tour operators 	15
	10

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving a specific type of customer with a specific theme or interest and a pre-determined period of time, students must present a relevant travel offering from a choice of at least three premier destinations in Africa or Oceania. This offering will be created from a limited selection of at least two tour operators, two transportation providers and two hotel chains or other facilities providing accommodation for each destination.

Competency 15

Evaluation for Certification Purposes

Competency

Sell customized travel products.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
3 Create a travel plan with the customer. <ul style="list-style-type: none"> Correct determination of: <ul style="list-style-type: none"> travel itinerary and schedule transportation and accommodation needs activities, visits and excursions 	15
5 Offer travel insurance. <ul style="list-style-type: none"> Accurate calculation of the cost of the insurance based on the protection chosen 	10
8 Reserve the travel products. <ul style="list-style-type: none"> Accurate and complete entry of the required information in the system for reserving travel products 	15
9 Produce an invoice. <ul style="list-style-type: none"> Complete, detailed list of products and their cost 	20
11 Advise the customer on preparations for the trip. <ul style="list-style-type: none"> Transmission of pertinent, up-to-date information about travel conditions likely to influence the organization and quality of the trip 	10

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving a specific type of customer (recent retirees, sporty couple, etc.) with a specific theme or interest (culture, sports, gastronomy, etc.) and a pre-determined period of time, students must present a relevant customized travel offering, including travel insurance, from a choice of at least three destinations. This offering will be created from a limited selection of at least three tour operators or suppliers, three transportation providers and three hotel chains or other facilities providing accommodation for each destination.

Competency 16

Evaluation for Certification Purposes

Competency

Communicate in French at work.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
4 Take phone calls.	
• Use of travel agency's telephone protocol	10
• Use of appropriate polite forms of address	10
• Accurate interpretation of purpose of call	20
5 Communicate with tour operators and suppliers of travel products.	
• Clear transmission of pertinent information	20
• Accurate recording of information	10

Pass/Fail Condition

None

Description of the Evaluation

First, students must take a real or simulated phone call from a customer about a situation or problem experienced during previous travel. Secondly, students must deal with the request, including recording the customer's contact information as well as the information gathered during another telephone call, real or simulated, with the tour operator or supplier involved. The phone calls must take place in French.

Competency 17

Evaluation for Certification Purposes

Competency

Sell business travel.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
2 Propose travel products. <ul style="list-style-type: none"> Proper selection of products based on the request and the customer's requirements, if applicable 	15
4 Reserve the travel products. <ul style="list-style-type: none"> Accurate and complete entry of the required information in the system for reserving travel products 	10
5 Produce an invoice. <ul style="list-style-type: none"> Accurate and complete record of the contact information of the company, institution or organization 	15
<ul style="list-style-type: none"> Complete, detailed list of products and their cost 	20
7 Conclude the transaction. <ul style="list-style-type: none"> Professional presentation of travel documents 	10

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving a specific type of customer (business travelers, civil servants, delegates, etc.) and a specific event (symposium, conference, etc.) with a specific date and a pre-determined period of time, students must create and present a relevant travel offering for business travel to one destination. This offering will be created from a limited selection of at least three tour operators or suppliers, three transportation providers and three hotel chains or other facilities providing accommodation for each destination. It must be sent to the appropriate staff member of the business, establishment or organization responsible for the travel. The staff member responsible for paying the invoice should be different than the person who made the trip request. A folder containing relevant documents must be prepared and provided to the designated staff member.

Competency 18

Evaluation for Certification Purposes

Competency

Provide after-sales service.

Specifications

The following performance criteria and their weighting should account for at least 70 out of 100 marks.

	Recommended weighting
1 Assess customer satisfaction. <ul style="list-style-type: none"> Correct assessment of customer satisfaction 	15
3 Receive customer claims or complaints. <ul style="list-style-type: none"> Accurate and complete recording of all information Summary of the pertinent information given by the customer 	10 20
4 Communicate the information related to the claims or complaints. <ul style="list-style-type: none"> Quick and accurate communication of information to superiors Communication to colleagues of information useful for improving customer service, if applicable 	15 10

Pass/Fail Condition

None

Description of the Evaluation

For a situation involving several types of complaints from a group of customers based on situations or problems experienced (food, accommodations, scheduling conflicts, activities, temperature, etc.) during previous travel, students must address these multiple complaints and determine where the agency, travel operator or supplier is at fault and what is due to circumstances beyond their control. Students must also ensure appropriate follow-up with the people involved (customers, supervisors, colleagues, travel operators or suppliers) including providing and transferring contact information and useful information.

Competency 19

Evaluation for Certification Purposes

Competency

Enter the work force.

Specifications

Students must satisfy the following participation criteria:

Information Phase

- Record their observations and the requested information in their journal.
- Adopt a professional attitude when performing the tasks assigned to them and in their relationships with staff members.

Synthesis Phase

- Write a practicum report.

Description of the Evaluation

Evaluation of student participation will be performed during the time allotted to the competency and will focus on the information gathered at different times during the training activities. However, a definitive judgment on a criterion should only be made at the end of the corresponding phase of the learning context. Each phase of the competency must be accompanied by specific instructions and the documents necessary for its completion. The evaluation should not focus on the performance of work-related activities, but on whether or not the students display a professional attitude while completing these tasks, comply with established standards and regulations, ask for explanations if needed and change techniques if necessary. The students must be punctual and report to work regularly. They must also record their observations in a journal and draw up the list of activities they performed or observed during the practicum.