Applied AS/A Level GCE

Teacher's Handbook

GCE in Travel and Tourism

OCR Advanced Subsidiary GCE in Travel and Tourism H189

OCR Advanced Subsidiary GCE in Travel and Tourism (Double Award) H389

OCR Advanced GCE in Travel and Tourism H589

OCR Advanced GCE in travel and Tourism (Double Award) H789

This handbook is designed to accompany the revised OCR GCE in Travel and Tourism specification.

Contents

Introduction

These specifications are designed to provide candidates with an introduction to Travel and Tourism.

These specifications are set out in the form of units. Each teaching unit is assessed by its associated unit of assessment. Guidance notes are provided with these specifications to assist teachers in understanding the detail necessary for each unit.

It is important to make the point that the Teachers Handbook plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teachers handbook should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Teachers Handbook for Guidance is offered as guidance but will be subject to modifications by the individual teacher.

Unit G720: Introducing Travel and Tourism

Guidance on Delivery

It is recommended that this unit is delivered at the beginning of the course as it is fundamental to the qualification.

This unit aims to provide candidates with an overview of the structure and scale of the UK travel and tourism industry. Candidates need to develop an understanding of the constant change in the industry and to use current data and information, such as that produced in travel trade magazines and newspaper travel supplements.

Candidates will investigate the reasons for the rapid growth of the UK travel and tourism industry. They need to use *current* and relevant statistics, such as those supplied by visitBritain and the government. You need to focus on the *dynamism* of the industry since this affects its development.

Initially, when focusing on the structure of the industry, you could investigate the *local area*, to develop candidates' understanding, then relate this knowledge to *national* organisations concerned with travel and tourism. Candidates' study of **one** tourist destination in the UK could be in their local area, but this is only recommended if the local area offers a breadth of organisations which offer attractions, accommodation and catering, events, transportation and tourism development/promotion. This study could be carried out as a mini-residential or through desk-based research. It is recommended that the area is a specific destination, rather than a region, in order to focus candidates more on the providers and principles involved.

It may be necessary to develop a bank of resources to stimulate discussion and investigation of terminology used within the industry and to develop candidates' skills in interpreting and analysing data.

You could use case studies to ensure candidates gain an overview of the industry. The local area could be a starting point for the case studies but, if there are no major attractions or events of national significance, you should use examples from further afield.

There is considerable opportunity to build in a wide variety of methodologies in the delivery of this unit, e.g. trips, visits, residential experiences and outside speakers from the industry. Videos, leaflets and other promotional material are an invaluable source of information and the Internet can provide up to date information on all areas of the industry.

Guidance on Assessment

The unit is externally assessed; the mark on that assessment will be the mark for the unit. The assessment will consist of a 2 hour examination. However, unit delivery should provide wider learning opportunities as well as preparing candidates for the external assessment.

The external assessment has been designed to support the underlying principles and structure of the unit. It will consist of short answer questions that have been designed to examine candidates' knowledge and application of understanding of all sub-sections of Section 1.2. Candidates will be expected to demonstrate a realistic and up-to-date knowledge of the travel and tourism industry in the UK and to support their answers with current and relevant examples.

The external assessment will consist of structured questions based on pre-released stimulus materials. The purpose of the stimulus materials is to create a vocationally-relevant scenario.

Resources

Organisations

VisitBritain and regional and area tourist boards provide extensive information and data about the industry.

Case studies and visits to travel and tourism facilities can work well with this unit, providing realistic and up-to-date information. Some travel and tourism organisations provide information packs for candidates and are happy to host groups.

Publications

Specialist journals, such as *Travel Trade Gazette* and *Travel Weekly* have the latest industry news and views. Government publications such as *Social Trends, General Household Surveys* and *Employment Gazette* provide a wide range of data and information.

Textbooks

Many of the general travel and tourism textbooks on the market have good general material on the travel and tourism industry, some with case studies of particular organisations.

Websites

The Internet is a valuable tool for this unit.

Candidates should be encouraged to access:

www.visitbritain.com – VisitBritain website, this includes data formerly available from StarUk.

www.culture.gov.uk – provides invaluable information relating to the travel and tourism industry in the UK

www.statistics.gov.uk – provides invaluable information relating to the travel and tourism industry in the UK

websites for other National and Regional Tourist Boards in the UK

All major commercial travel and tourism organisations have websites, with which candidates should become familiar.

Unit G721: Customer Service in Travel and Tourism

Guidance on Delivery

The term 'excellent' customer service needs to be reinforced continuously to ensure that candidates realise that the service offered needs to be better than merely good.

Candidates need to participate in observation/work-shadowing/work experience in travel and tourism organisations in order to gain evidence of real customer-service delivery which they can then assess/evaluate.

Candidates would also benefit from input from travel and tourism organisations, e.g. managers and HR people could outline the methods used to monitor levels of customer-service delivery.

The provision of customer service in delicate, sensitive situations requires particular skills and qualities. These could be explored through role plays and need to be supported by detailed individual observation records and tape or video evidence.

Principles of customer service

A good starting point would be with candidates' own experiences of customer service, both good and bad. Group discussions are a useful way of encouraging candidates to share ideas and identify the aspects of customer service that are particularly important.

Delivery needs to focus on the benefits to organisations of providing good customer service, but opportunity needs to be given for candidates to evaluate the effects of both excellent and poor service and suggest ways in which the latter could be improved.

The needs of external and internal customers

A good starting point would be to distinguish between internal and external customers. This sub-section lends itself to visiting speakers and also industry visits where candidates may observe the different types of customers, internal and external, and their different needs.

Well-planned industry visits or inviting external speakers into your centre can also help candidates understand how good working relationships are developed between colleagues, managers and staff teams.

Customer-service skills and personal presentation

This sub-section requires candidates to apply their knowledge, skills and understanding of customer service and will include them in observation, work-shadowing, work experience and role play, in a range of vocationally-relevant situations.

Candidates need to have the opportunity to gain practical skills through research and analysis of several customer-service situations, where customer-service skills are put into practice. Such evidence can be provided in more than one way; where possible, candidates need to be given the opportunity to observe and practise real customer-service skills in travel and tourism by undertaking work experience or work shadowing in appropriate travel and tourism organisations. Building good industry links is advised in order for this to happen. It would be worth enlisting the help of the careers officer at your centre.

Simulated role-play situations may substitute for real experiences if these prove too difficult to undertake. Role play needs to be encouraged throughout this unit in order for candidates to acquire, demonstrate and apply customer-service skills in a confident manner.

There is an abundance of customer service situations that candidates can use as role play in order to provide evidence, but opportunity to experience real situations would enhance their vocationally-related understanding and needs to be encouraged. All evidence needs to be supported by detailed witness statements.

It is important that candidates understand why personal presentation is important and the effects of poor presentation on customers. Candidates could draw on their own experience by evaluating the personal presentation of staff with whom they have contact in travel and tourism organisations.

To raise candidates' awareness of the impact of personal presentation, they could compare, and evaluate, the personal presentation of staff with different roles, working within the same organisation, in a range of travel and tourism contexts, e.g. staff employed at a hotel, at an airport or at a theme park.

Candidates need to consider customer service in *contrasting* travel and tourism organisations to understand why customer service is valued so highly within the industry. It would be of benefit to invite speakers from relevant organisations to demonstrate the principles of customer service undertaken within their organisation. This would allow candidates to gain knowledge and understanding in vocationally-related situations.

Candidates need to understand that the principles of customer service should be applied, whether face-to-face, over the telephone or in writing. Candidates could apply their knowledge, skills and understanding by means of a variety of real or simulated role-play situations.

Consideration could be given to the inclusion here of an industry training scheme, such as *Welcome Host*.

Assessment of the quality of customer service in travel and tourism

Candidates need to visit a range of travel and tourism providers to assess for themselves the customer service given. They might want to carry out their own research, e.g. surveys, questionnaires etc. and then analyse their findings. Candidates particularly enjoy taking on the role of the mystery shopper and this can be undertaken successfully in your local area – you would need to plan this carefully.

It is useful if candidates can access copies of an organisation's procedures manual, customer comment cards/customer satisfaction questionnaires, etc. in order to demonstrate how organisations assess the quality of the service they offer.

Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Appendix B of the GCE in Travel and Tourism specification).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective based on the various task descriptors in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You will use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.

Only **one** mark per strand/row will be entered. The final mark is out of a total of **50** and is found by totalling the marks for each strand.

Resources

Organisations

Visits to contrasting travel and tourism organisations such as airports, hotels, tour companies.

Visiting speakers from industry provide a vocationally-related experience.

Regional tourist boards for information.

Publications

Some organisations allow access to their customer-service manual.

'Fly on the wall' TV documentaries of different organisations in travel and tourism, e.g. 'Airport'.

Videos such as *Fawlty Towers* and *The Brittas Empire*.

Textbooks

Advanced level textbooks available have general material on customer service in travel and tourism. They often include case studies which would enhance candidates' knowledge and understanding of vocationally related issues.

Websites

All major commercial travel and tourism organisations have websites which could be of use to candidates.

Unit G722: Travel Destinations

Guidance on Delivery

Candidates should start gathering information for this unit as soon as they start work on it.

Research skills

When choosing destinations to study, candidates need to realise that the ease of access to, and the amount of information available about, different destinations varies enormously. You need to provide candidates with guidance and amplification on suitable methods of research to ensure all necessary information about destinations' location, key features and customer suitability is obtained.

Geographical locations of major short-haul and long-haul destinations for UK tourists

Given the large number of tourist destinations in the world, this unit can be an introduction only, helping candidates to improve their knowledge of destinations, but also guiding them on where and how to research for relevant information.

In choosing their two destinations, candidates need to be discouraged from just investigating examples which are nearby, or ones that they have visited. Their success will be greatly influenced by their choice of destinations to study in detail and it is important that you guide this selection so that the destinations contrast as much as possible, e.g. in location, scale and type.

Key features of major destinations

You need to guide candidates in their choice of *contrasting* locations to ensure that they contrast in *many* ways and appeal to *markedly different* customer groups. It would be unwise, for example, to contrast a lively coastal destination in Majorca, like Magaluf, with one like Surfers Paradise on Australia's Sunshine Coast, as they attract similar customer types. To contrast a different type of destination such as a National Park or heritage coast, with a lively resort would be far more effective.

Guidance on Assessment

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Resources

Organisations

Association of British Travel Agents (ABTA)
AITO
National Tourist Offices for chosen destinations
Visitor Information Bureaux of chosen destinations.

Publications

Atlases
Holiday brochures
Holiday programmes on television
Newspaper and magazine articles
Travel timetables, e.g. ABC guides
Travel Trade Gazette
World Travel Atlas, Columbus Travel Publishing
World Travel Guide, Columbus Press.

Textbooks

Burton R	*Travel Geography*	Pitman	058 231 5581
Youell R	*Tourism: An Introduction*	Longman	058 235 6970

Websites

British Airways www.ba.com
British Midland www.flybe.com
International Arrivals and Tourism Receipts by Country of Destination Europe
www.world-tourism.org
Thomson Holidays www.thomson.co.uk
Online Atlas www.atlapedia.com
Thomas Cook Travel www.thomascook.co.uk
Travel Information Almanac www.infoplease.com/world
Travel Statistics www.infoplease.com/ipa/A0855290 and www.visitbritain.com which includes data
formerly available from StarUk
World Tourism Organisation www.world-tourism.org
WTO Facts and Figures www.world-tourism.org.

Unit G723: International Travel

Guidance on Delivery

In this unit, candidates have the opportunity to develop ideas and concepts introduced in Unit G720: *Introducing travel and tourism* and Unit G722: *Travel destinations* and you are advised to review your planning to see if you can maximise the learning opportunities in the links that exist between these three units and deliver them in such a way as to maximise learning outcomes. However, you need to decide on the most suitable and appropriate time to teach this unit within the overall delivery of the course. You should also make use of guest speakers, investigative visits and work placements.

There are direct references to the UK throughout this unit and candidates need a good basic understanding of what takes place in their own country before they consider developments elsewhere.

It is also vital that candidates have experience of interpreting extracts from various types of industry publication, e.g. an investigation of international road transport might be set in the following context: Compare a fly-drive holiday package with an international coach tour. Consider the advantages and disadvantages of each for different types of customer.	Aspects to consider might include: car-hire options; flexibility and convenience; cost; health and safety; families versus singles and retired.

Different transport products to/from the UK

Whilst investigating a chosen international airport, candidates need to gather details of particular air services, e.g. the operating characteristics of **two** contrasting carriers could be considered. A similar approach could be adopted when studying ferry and cruise services, international rail services and international coach travel. Again, candidates need to assess the extent to which particular transport products meet the needs and expectations of specific passenger types.

Ancillary products and services provided to international travellers

Study of an international airport will allow for an investigation of ancillary provision at transport terminals. Candidates could investigate the services made available for both incoming and outgoing passengers, as well as identifying what is available 'land-side' versus 'air-side'. For the rest of this sub-section, candidates could investigate using local opportunities and resources.

Organisations that influence international travel from the UK

Investigations into the roles of organisations such as the CAA and IATA could be contextualised within an airport-study visit. Candidates need to appreciate that each named organisation impacts on international travel in different ways. The key aims and objectives of each organisation are available on their individual websites and reflect their approaches to the growth of the industry and its effects on profits, public relations and objectives.

Consumer issues influencing the provision of international travel from the UK

You could deliver this sub-section in different ways: If it is convenient to undertake an in-depth airport study, there is plenty of scope to examine the influence of various heath, safety and security issues on everyday working practices.

Guidance on Assessment

This unit is externally assessed by means of a **two** hour examination. The external assessment for this unit will involve candidates answering structured questions. Each question will be based around a piece of original vocationally-related stimulus material.

Resources

Organisations

Apart from those specified in Section 4.2, centres are advised to investigate some of the organisations maintaining the websites below. Educational resources are also provided by Springboard's Travel and Tourism programme. Information is also available from The Tourism Society.

Publications

Travel Trade Gazette and *Travel Weekly*.

Textbooks

GCE Travel and Tourism textbooks.

Websites

The following websites provide examples of the current trend for bookings and reservations to be made over the Internet:
BMI www.bmibaby.com
British Airways www.ba.com
Buzz www.buzzaway.com
EasyJet www.easyjet.com
Ryanair www.ryanair.com

The following sites search for scheduled flights:
www.cheapflights.com
www.easyvalue.com
www.expedia.co.ukcom
www.opodo.co.uk
www.travelocity.co.uk

The following sites deal with charter flight availability and UK package holidays:
www.bargainholidays.com
www.latedeals.com
www.teletextholidays.co.uk/Holidays/Package_Holidays/

Hotel discounts are usually available at the following:
www.discountcityhotels.com
www.gothotel.com
www.hoteldiscounts.com
www.lastminute.com

www.orlandoinfo.com
www.laterooms.com/uk
www.wotif.com

Sites dealing with villas and self-catering options include:
www.holidayrentals.com
www.villaclick.com

Other travel-related sites containing useful information include:
www.about.com
www.americanexpress.com
www.fco.gov.uk/travel
www.musee-online.org
www.oanda.com/convert/cheatsheet
www.tourist-offices.org.uk

www.towd.com
www.travelchannel.co.uk
www.travelknowledge.com
www.tripprep.com
www.unmissable.com
www.viamichelin.com/viamichelin/gbr/tpl/hme/MaHomePage.htm
www.whatsonwhen.com
www.worldclimate.com
www.world-tourism.org

American Airlines www.aa.com
Amtrak (USA) www.amtrak.com
Business Travel www.biztravel.com
Caribbean www.where2stay.com/islands
Continental Airlines www.flycontinental.com
Eurostar www.railpass.com/eurostar
IATA www.iata.com
International Tourism www.armchair.com/bureau/inttb/html
Lufthansa www.lufthansa.com/ehome.htm
Mexico www.mexonline.com
Qantas www.qantas.com.au
Rail Europe www.raileurope.com
Singapore Airlines www.singaporeaire.com
Time Zones www.timezoneconverter.com
USA www.conventionbureaus.com
Virgin Atlantic www.virgin-atlantic.com

Newspaper articles are often stored on the newspaper's website and these are an excellent source of additional information. For example, if specific information was required about tourism developments in Dubai or the wider UAE, then items in the local press could be investigated at www.gulf-news.com from an on-line edition.

It may be worth looking at some specialist geography sites as they frequently contain excellent travel and tourism material. In particular, www.geoprojects.co.uk and www.geographyonline.co.uk have interesting resource material.

Unit G724: Tourist Attractions

Guidance on Delivery

This unit provides a link to *real* travel and tourism situations and should include practical work wherever feasible. Visits to local and, where possible, national attractions are also beneficial, as are talks by guest speakers to add realism to the study of this unit. Candidates need to collect and present promotional material from visitor attractions in order to facilitate discussion and debate within class.

It may be possible for candidates to gain practical experience and skills development for this unit from a period of work experience or part-time work in a visitor attraction.

You also need to be aware that it will be easier to carry out research for some attractions than it will be for others, e.g. attractions' sources of funding. You need to develop a bank of resource information from different visitor attractions in all ownership sectors, including annual reports from a variety of attractions.

Different types of visitor attractions in the UK

Whenever possible, you should quote local examples when explaining the different types of visitor attractions, quoting examples from all ownership sectors. You should also draw on candidates' own experiences of visiting attractions whenever possible. You should make use of a range of case study material to provide examples of theme parks, museums, heritage sites, etc.

Changing developments in technology

It is important to remember that visitor attractions are a dynamic element of the tourism industry and you need to emphasise the new technology available both *within* attractions and used to *promote* attractions.

Guidance on Assessment

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This unit offers the opportunity for work shadowing or work experience; this would be highly beneficial particularly for the collection of primary data. There is an opportunity for candidates to present their findings and compare and contrast with other group members. Residential visits or day visits to visitor attractions will provide invaluable sources for candidates to base their studies on. Primary research (such as questionnaires, or site surveys) conducted either on site or through collaboration with attraction staff would provide excellent background information.

Resources

Organisations

VisitBritain, tourist attractions, Tourist Information Centres, Regional Tourist Boards, local authorities, tourism associations, English Heritage, National Trust, Forestry Commission, Countryside Commission, National Parks Authority, museums, etc.

Publications

Attraction Management, Leisure Opportunities, newspapers, magazines.

Textbooks

GCE AS/A2 Level Travel and Tourism books.

Websites

All regional tourist boards (see links from VisitBritain).
www.discovernorthernireland.com
www.visitbritain.com
www.visitscotland.com
www.visitwales.com

All visitor attractions – access via individual web addresses, for example:
www.alton-towers.co.uk
www.lego.com/legoland/windsor

Helpful organisations:
www.24hourmuseum.org.uk

www.anpa.gov.uk (national park authorities) – link to individual national parks and other government sites
www.english-heritage.org.uk
www.lake-district.gov.uk
www.nationaltrust.org
www.nmsi.ac.uk

Tourist Information Centres, for example:
www.celebratingsomerset.com
www.visitnorthumbria.com
www.warwick-uk.co.uk.

Unit G725: Organising Travel

Guidance on Delivery

The delivery of this unit will be greatly enhanced by visiting different types of travel companies or speaking directly to people involved. A visiting speaker from a travel organiser would be a great advantage and candidates can discuss management issues directly with that person. Visits to trade fairs or exhibitions will also provide examples of different marketing and promotion techniques, as well as use of technology in making reservations and responding to enquiries.

Sources of information used for organising travel

Candidates need to have access to the Internet so that they can see for themselves how to research itineraries, though obviously bookings should not be made during simulation activities. They could also refer to itineraries received by themselves or their parents for journeys made and look in brochures to see the different layouts for itineraries and travel arrangements.

Planning and costing travel itineraries

Evidence to support the itineraries, such as hotel details, resort details or brief guide, needs to be included within candidates' work but be presented in a suitable format to allow postage of their work for moderation.

Guidance on Assessment

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Resources

Organisations

Tour operators
Travel agents.

Publications

Travel Trade Gazette
Travel Weekly
Travel sections in the national press.

Textbooks

GCE textbooks for Travel and Tourism.

Websites

Direct booking websites, such as:
www.lastminute.com
www.officiallondontheatre.co.uk
www.thetrainline.com
www.expedia.co.uk

Tour operators' websites.

Unit G726: Hospitality

Guidance on Delivery

Hospitality covers a wide-ranging set of conditions and circumstances within the overall structure of travel and tourism and candidates have plenty of opportunities to undertake primary and secondary research to produce their evidence. Candidates could draw on their own experiences to illustrate and exemplify the situations and conditions they comment upon, including their work on Unit G721: *Customer service in travel and tourism* whilst running an event, their individual research or from a period of appropriate work experience, part-time employment or residentials with hospitality providers, which will also give them opportunity to acquire information.

It is very important that candidates have a full understanding of the evidence requirements of this unit before they start their more detailed research so as to avoid the need for any return visits to chosen organisations in order to develop their material further. You need to guide them on structuring suitable methods of research to ensure all necessary information is obtained first time round.

Sectors delivering hospitality and the effects of seasonality, tangibility and perishability in the industry

Candidates need to gain insight into the range of opportunities available within hospitality and understand that different component sectors have different operating characteristics which relate to seasonality, tangibility and perishability of the product/service.

Types of corporate hospitality

When they are undertaking research into local providers, candidates could research the provision for events and meetings at different local venues.

Candidates could research several case studies and visit **one** such provider to get a clearer understanding of what is involved. Many venues produce marketing packs with details of their corporate-hospitality packages.

Types of food and drink service

Candidates should make the most of their previous investigations into 'eating accommodation', as the outlets studied can provide amplification for this sub-section.

Candidates could investigate in a variety of ways, depending on individual circumstances, e.g. they might wish to interview catering staff, investigate pricing across several providers or attempt a customer questionnaire survey to identify preferences and circumstances in which one form of food and drink service is chosen over another because of cost, speed/quality of service, price, availability, etc.

Customer-service issues at both 'front office' and point-of-service and the importance of developments in ICT in operational management

Candidates need to carry out an in-depth study of a major hospitality outlet. It would be acceptable to use the accommodation outlet already identified. It is most important that candidates have a clear understanding of what good customer care involves for the services listed, how the organisation undertakes training or designs procedures in order to meet the expectations of customers, and the practices it uses to monitor its provision of customer service.

Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Appendix B of the GCE in Travel and Tourism specification).

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Resources

Organisations

Aintree Racecourse Company Ltd
BBC Learning Zone
Corporate Hospitality and Event Association
Council for Travel and Tourism
Hotel and Catering Training Council
Regional Tourist Boards
Tourism Education Network
The Tourism Society.

Publications

Travel Trade Gazette.

Textbooks

| Bowdin, McDonnell, Allen & O'Toole | *Events Management* | Heinemann |
| Brookson S | *Putting Customers First* | Dorling Kindersley |

GCE Travel and Tourism textbooks.

Websites

www.aintree.co.uk
www.bha.org.uk
www.emevents.co.uk
www.milleniumhotels.com
www.passport2sport.co.uk
www.visitbritain.com

Websites of major hotel chains are a useful source.

Unit G727: Working Overseas

Guidance on Delivery

It is important that this unit is delivered with a 'hands-on' vocational approach.

Preparation for delivery of this unit may include:

- investigation of, and research into, current practices in the travel industry to ensure a detailed working knowledge of the requirements of industry;
- effective use of industry contacts, guest speakers, visits to tour operators and corporate training videos;
- use of 'fly-on-the-wall' documentaries and various TV programmes for discussion purposes;
- linking the theoretical input with practical application, within the school/college environment;
- research of suitable case studies that provide an outlet for discussion and interpretation;
- ensuring validity and reliability of candidates' performance by using photographic evidence submitted by them;
- in a simulated performance, encouraging candidates to 'invite guests' to the performance and to prepare the environment to reflect the destination they are presenting;
- in a real situation, e.g. an overseas residential, encouraging candidates to act as a 'rep of the day'. This could be done in pairs or small groups, depending on the size of the group. A written account of their experiences would provide an ideal basis for evaluation purposes; in this situation it may be more feasible to perform the '*Welcome Party*' prior to departure in order to concentrate on other issues of working overseas whilst on the residential.

Candidates need to be encouraged to make use of a variety of information sources, including training videos available from tour operators, from the Open University for communication and customer service, and from other sources. 'Fly-on-the-wall' TV documentaries, and programmes such as *Watchdog,* have highlighted working practices overseas and various problems which can occur. Candidates need to discuss their findings and, in particular, instances where infringement of the law is involved. Regular review of the trade press will ensure that you and candidates are kept up-to-date with new developments in the industry, as well as employment opportunities.

Types of job opportunities and companies that offer them

Candidates need to be encouraged to look beyond the perceived glamour of working overseas and concentrate on the qualities required which will lead to promotion and progression within the company.

Operational working practices necessary to satisfy customer needs

You need to ensure that any simulated role plays are sufficiently rigorous and challenging to enable candidates to demonstrate high standards of performance. Role plays should be supported by detailed observation reports and comments.

Personal qualities, values and attitudes required to work overseas

It is important that candidates learn about the differences between, for example, a tour guide, a resort representative, a children's entertainer and a transfer rep. All require overseas work, but all have different emphasis and skill requirements. You need to make these distinctions clear.

Guidance on Assessment

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Resources

Organisations

Springboard UK;
Tour Operators, e.g. TUI, MY Travel, First Choice.

Publications

Travel GBI;
Travel Trade Gazette;
Travel Weekly;
Entertainment and Arts trade papers.

Textbooks

Burton J & L	*Interpersonal Skills for Travel and Tourism*	Longman
Marks S	*Working as a Holiday Rep*	
Reilly V	*Careers in the Travel Industry*	Collins
Yale P	*The Business of Tour Operations*	Longman

Websites

www.springboard.co.uk;
www.thomson.co.uk.

Unit G728: Tourism Development

Guidance on Delivery

This unit helps candidates to understand the importance of tourism development at local, national and international levels. They will investigate why tourism development occurs and the many agencies involved in the process. The impacts of tourism are an important part of the unit, but delivery must not place undue emphasis on this topic at the expense of others. Similarly, when investigating the impacts of tourism, a balance needs to be struck between positive and negative effects; it is easy for candidates to interpret 'impacts of tourism' as 'negative impacts of tourism'.

Introductory sessions on the objectives of tourism development could be followed by practical work on case studies to prepare candidates for the external assessment. Maximum use needs to be made of the local area when discussing tourism development with candidates. Do not assume that your own area has little to offer in terms of tourism development, as even the smallest development can be used as the focus of discussions on why it took place, who was responsible for starting the project and the impacts it has on local people, the economy and the environment. Applying the knowledge gained from local examples is a good starting point to introduce the concepts at national and international levels and will also help candidates understand the different values and attitudes of agents in tourism development.

There are many published case studies in textbooks, newspapers, journals and on the BBC world news websites. Candidates need to be encouraged to discuss international locations and be familiar with the differing cultures and environments of these destinations. The study of long-haul travel brochures is a useful resource for 'setting the scene' of many long-haul destinations. Through these discussions, the attitudes and values of candidates will be developed enabling them to understand and interpret issues from different viewpoints. They will also become more aware of current issues and problems relating to tourism development and its effect on local communities. An interesting way to develop these is through debate, using a case study, with candidates presenting pros and cons.

Candidates should gather information for this unit when they travel in the UK or overseas or visit holiday shows. Many of the travel and tourism textbooks on the market have good general material on tourism development, some with case studies based on UK and overseas destinations. Case studies work well with this unit, providing realism and a wider range of information and approaches to the management of tourism development.

The Internet has a wealth of information and entering the words 'Tourism Development' into a search engine allows candidates to access national and international tourism development reports, which help to expand their knowledge and understanding of the subject.

It may be that the tourism department of your local authority or the regional tourist board can let you have access to their strategic tourism development plans for the area or region. Visits or residentials to UK and overseas destinations to view tourism development at first hand are particularly valuable for extending and developing candidates' understanding of the processes, impacts and management of tourism development.

Current political, social and environmental issues are often discussed in daily broadsheets. This resource will provide up to date, realistic and valid examples of current local, national and global issues.

There are now many television programmes to choose from that offer an excellent insight into a variety of overseas destinations.

Anecdotal information about the impacts of tourism development overseas can often be gained from the many travel guides on the market, particularly those aimed at independent travellers. The Internet, tourism periodicals and journals are also good sources of information, covering both the UK and overseas destinations. Organisations such as the British Tourist Association, the national and regional tourist boards, the Tourism Society, and Tourism Concern may also supply materials to help candidates gain a wider understanding of tourism development.

Guidance on Assessment

The unit is externally assessed; the mark on that assessment will be the mark for the unit. The assessment will consist of a **two** hour examination. However, unit delivery should not be so focused on preparing candidates for the external examination that wider learning opportunities are missed.

The examination will consist of **three** sections – **one** based on a UK destination, **one** based on an overseas destination and **one** based on a case study which may be in the UK or overseas. In preparation for the external assessment, candidates need to ensure that they have studied all aspects of tourism development, from local issues to global issues, and in a wide range of contexts, places and environments.

Specimen assessment materials for the unit may be obtained through OCR. Candidates need to be encouraged to use these materials to assist them in preparing for the external assessment.

Resources

Organisations

BTA
English Heritage
National Trust
Tourism Concern
UNESCO
VSO
World Wildlife Fund
WTTC.

Publications

Travel Trade Gazette
Travel Weekly.

Textbooks

Burns P & Holden A	*Tourism: a new perspective*	Prentice Hall (1995)
Dale G & Oliver H	*Travel and Tourism*	Hodder & Stoughton
Harrison D	*Tourism and less Developed Countries*	Belhaven Press (1992)
Page, Brunt, Busby & Connell	*Tourism – A Modern Synthesis*	

Rodgers J	*Advanced Travel and Tourism*	Heinemann;
Witt SF, Brooke MZ & Buckley PJ	*The Management Of International Tourism*	Routledge (1995)

Websites

www.bta.org.uk
www.tourismconcern.org.uk
www.travelweekly.co.uk
www.visitbritain.com
www.vts.rdn.ac.uk.

Unit G729: Event Management

Guidance on Delivery

This unit gives candidates the opportunity to be involved in the organisation of a realistic travel and tourism project. It incorporates much of the learning from other units within the qualification and is designed as a synoptic unit, bringing together knowledge and understanding from all other units. Candidates will need to demonstrate this in the development and performance of their project. The project *needs to take place*, rather than be presented as a theoretical study of project management.

As this unit is very practical, much of the time spent on it will relate to the preparation and management of the event, which needs to be ongoing throughout the **60** hours delivery time for this unit, although the actual event may well occur outside this time.

Most candidates will see this unit as the culmination of their studies, allowing them to 'have a go' and put into practice much of what they have learned in other units. It needs to be stressed that, while the assessment is practically-based, candidates need background theory to plan their project effectively and efficiently and to evaluate it. They also need to provide evidence of their reasoning, whilst considering promotional materials, financial documents and evaluation systems. Those candidates who have not previously undertaken work on marketing or finance need specific input in these areas in order to meet the requirements of this unit fully.

There are numerous potential options for the event and you could direct candidates to a particular project that is meaningful to their centre or locality or allow them to choose their own. It is important, however, that the event is within the travel and tourism sector and that the project undertaken relates closely to this area.

Feasibility of the project

Candidates need to be aware of the stages of a business plan and what each stage entails. You could use case studies to show them the considerations included in a business plan for a number of differing projects. Alternatively you may wish to enlist outside help from someone such as a bank representative or conference organiser, to assist with the development of the plan to ensure all the relevant factors are fully considered.

Projects often experience problems and candidates need to appreciate that anticipating potential problems is the key to contingency planning. This issue may be effectively delivered by a 'what if' scenario activity. For example, what if:

- …the keynote speaker cancels at the last minute?

- …the local newspaper photographer cannot be present on the day requested?

- …it rains?

Teamwork

It may be helpful to give candidates some current teamwork models for them to discuss in groups, e.g. Belbin's team types, Tuckman's 'forming, storming, norming and performing' theory and Adair's leadership of groups. They also need to draw on their own experiences of working in teams and discuss issues that hindered or enhanced the overall success of the team and how they dealt with personality clashes. When evaluating the outcomes of the event, candidates may also wish to consider their selection of specific people to a role within the team, how this was undertaken and whether the choice was appropriate.

Marketing the event

Candidates need to have undertaken some market research in order to establish the feasibility of their project, so they need to have some understanding of market research techniques and apply them. They also need to have sufficient understanding of marketing techniques to identify how specific market segments can be targeted through suitable promotional techniques.

Financing the event

Candidates need to have a realistic understanding of the costs involved in implementing a project. Where services such as venue, equipment, catering, printing, staffing, etc. are being provided by a centre at no cost to candidates, candidates need to appreciate what the costs would be if they were charged.

They also need to understand the format and presentation of various financial documents and the relevance and purposes of these. To help candidates develop these skills, they need to understand the purpose and design of these documents. They need to undertake exercises using textbook or hypothetical examples so that they feel confident using these documents prior to undertaking the project. These exercises increase their confidence in their ICT skills, if they produce interim or final documents.

Occasion management

Candidates need to understand the importance of time management. Case studies could illustrate theories, such as critical-path analysis, to help candidates understand the importance of timescales.

Carrying out the project

You may choose to support delivery of this sub-section by using a series of case studies for candidates to evaluate and identify solutions to problems that can arise.

Evaluation of the project

You need to give candidates' time to discuss the project evaluation before they actually start the assessment activity. They need to look at the project objectives and discuss the various evaluation criteria they could use. Candidates need to design suitable evaluation forms **before starting** their projects.

Guidance on Assessment

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Resources

Organisations

Local authority tourism departments
Local charities who have arranged events.

Publications

Salter B & Langford-Wood N	*Successful Event Management in a Week*	Hodder & Stoughton	0 340 757 809

Local newspaper press releases/editorials on events in the locality.

Textbooks

	VCE Travel and Tourism	Collins
	VCE Leisure and Recreation	Collins
Bowdin, McDonnell, Allen & O'Toole	*Events Management*	Heinemann
Brookson S	*Managing Budgets*	Dorling Kindersley
Brookson S	*Understanding Accounts*	Dorling Kindersley
Brookson S	*Putting Customers First*	Dorling Kindersley
Cooper, Fletcher, Gilbert, Shepherd & Wanhill	*Tourism Principles and Practices*	Prentice Hall
Middleton VTC	*Marketing in Travel and Tourism*	Heinemann
	AVCE Business	Heinemann
	Advanced Vocational Business.	Heinemann

Websites

www.businessplans.com

Unit G730: The Guided Tour

Guidance on Delivery

It is important that candidates studying this unit have experience of a number of different types of guided tour. It is suggested that, when planning the delivery of the course as a whole, visits arranged primarily for the study of mandatory
Unit G720: *Introducing travel and tourism* and Unit G721: *Customer service in travel and tourism* should include experience of guided tours where possible. Optional units such as Unit G724: *Tourist attractions* also complement this unit well. Visits arranged during the course of this unit can then focus on widening candidates' experiences of different types of guided tour.

This unit also requires candidates to use the evaluative skills that they acquired through studying Unit G721: *Customer service in travel and tourism* and Unit G729: *Event management* to help them to assess the success of their guided tour and to deal with complex problems and complaints.

Candidates need to investigate and analyse the range of guided tours available and then to use that knowledge when devising and delivering their own. Throughout this unit, it is important that candidates keep detailed and accurate notes of all the research they carry out, including written materials and websites as well as their own experiences of guided tours and information from individuals.

Different purposes and types of guided tour

Candidates could share their own experiences and research with others in the group. This may lead candidates to sub-divide further the four different types of tour.

Merits and deficiencies of different types of guided tour

Initially, this investigation could be through a class discussion of the guided tours candidates have experienced as a group. Candidates then need to apply this critical analysis to the different types of guided tours that they have researched for themselves. On a simple level, candidates need to identify the advantages and disadvantages of each type of tour. Candidates could then extend this to the guided tours they have researched, comparing and contrasting the advantages and disadvantages they have identified. They could then make judgements about the relative merits and deficiencies of each type of tour.

Devising and delivering a guided tour

Candidates need to use the knowledge they have gained through studying the earlier part of this unit when they come to devise and deliver their own guided tour. It is intended that this should be a short tour, giving candidates an opportunity to demonstrate their skills and understanding.

Candidates can either produce an individual tour or work as part of a group to devise and deliver a guided tour. If the latter approach is adopted, you need to ensure that the group is of a size that enables each candidate to make a substantial contribution to the guided tour. You also need to ensure that the contribution of each candidate to all aspects of devising, delivering and possibly also evaluating the tour is clearly identified.

Initially, candidates may find it helpful to work as a group to identify the main steps to be taken when planning a guided tour. They may also find it useful to discuss the planning and delivery of a guided tour with an individual working in this sector of the travel and tourism industry. Whilst discussing this, candidates need to ascertain methods used to identify and solve potential

problems on tours, such as accidents, illness of participants and/or other events which may affect the operation of the tour.

The target customers for the guided tour need not be external; the rest of the group may be an appropriate customer type, as may other students in the school/college, taking part in a modern languages exchange visit, or visiting students on a residential course.

The type of guided tour chosen needs to be appropriate for its purpose. Some candidates may need to concentrate on the guided tour itself, rather than the technical or technological aspects of its delivery.

Guidance on Assessment

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Resources

Organisations

Association of Professional Tour Guides
Guide Friday
Tourist Information Centres
Any facility that has a guided tour, e.g. National Trust houses

Publications

Guide books, such as *The Rough Guides* and *The Blue Guides*
Guides to Cities
Leaflets and brochures of guided tours.

Textbooks

Pond KL   *The Professional Guide*   Wiley
Any GCE Travel and Tourism textbook.

Websites

www.aptg.org.uk
www.blue-badge.org.uk
www.driver-guides.org.uk
www.kfki.hu/~arthp/tours

Unit G731: Ecotourism

Guidance on Delivery

This unit links to Unit G728: *Tourism development* and Unit G733: *Cultural tourism*. Many resources suitable for these units have a common message and will provide useful information about ecotourism.

This unit is intended to facilitate candidates' understanding and awareness of the concept of being a responsible tourist, both now and in the future. Ecotourism, or green tourism, is not a passing fad but a concept and principle that requires a mature approach. Most issues covered in this unit are open to debate and discussion. Time needs to be spent on this activity to illustrate the importance of appreciating the variety of different environmental, social and cultural issues worldwide.

It is essential that this unit be addressed through class activities to enable thorough understanding of all the relevant issues. Candidates then need to interpret and apply their findings for their research project using the knowledge and understanding they have gained. Candidates need to spend time discussing outcomes from a variety of examples of ecotourism.

There is limited material for this topic in textbooks; however the Internet is an invaluable resource with case studies and worldwide examples. Candidates can write to the many organisations which support ecotourism issues, as they are more than willing to send information packs to schools and colleges. Voluntary-sector organisations are happy to advertise their aims and objectives to schools and colleges, through the issue of free posters and other promotional material. Case studies, residential exchanges, outside speakers and the use of videos and newspaper articles can all be incorporated into building up a resource bank of information for discussion and debate. Forming an 'eco-club' to collect news and views would be a worthwhile activity and this could help in the analysis and evaluation of the project. In turn, this will help to develop candidates' own values and attitudes to ecotourism.

Nature, aims and objectives of ecotourism

This unit could be introduced by encouraging candidates to exchange views and develop these by investigation of existing evidence to find out if their own views are matched by the travel and tourism industry. Discussion of these issues will develop candidates' problem-solving skills and also their attitudes and values in relation to ecotourism projects and proposals.

Ecotourism's contribution to social, cultural and environmental issues

Many moral and ethical issues can be addressed through the study of this unit and candidates need to be encouraged to present information from both a positive and negative perspective. Many private-sector organisations, such as major hotel companies, airlines and tour operators, fully support and advertise the principles of ecotourism.

Trends and future appeal of ecotourism projects

The final part of the project is subjective and, depending on the choice of destination, the future trends and appeal may vary. You need to consider all recommendations and judgements candidates make, as long as they are fully justified and evaluated.

Guidance on Assessment

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Resources

Organisations

Earthwatch
The Ecotourism Society
Friends of Conservation
Survival
Tourism Concern
Tribes Travel
UNESCO
World Heritage Organisation
World Wildlife Fund.

Publications

Eco Club – monthly publication is free on-line to members and is a very useful resource
Travel Trade Gazette
Travel Weekly.

Textbooks

There are some travel and tourism textbooks available that refer to ecotourism in sections, such as tourism development and investigating the travel and tourism industry:

Dale G & Oliver H	*Travel and Tourism*
Medlick S	*Managing Tourism*
Page, Brunt, Busby & Connell	*Tourism: A Modern Synthesis*

Websites

www.ecoclub.com
www.ecotour.org
www.ecotourism.org
www.gdrc.org
www.planeta.com
www.uneptie.org
www.world-tourism.org

Unit G732: Adventure Tourism

Guidance on Delivery

This unit aims to develop candidates' awareness of adventure tourism, the opportunities for participation and employment in adventure tourism, and how the risks are evaluated, regulated and used to underpin safe participation in ATAs.

Development of ATAs

Candidates have the opportunity to experience the benefits of ATAs for themselves, and to develop the skills required to plan and participate safely in such activities. Visits to local activity providers and presentations by relevant practitioners, prior to undertaking an activity themselves, would provide a valuable introduction to a range of adventure activities.

Candidates need to understand the reasons for the growth in popularity of ATAs, plus the benefits and costs of such activities to the environment, community and economy. You can use examples and case studies to improve candidates' locational awareness of destinations that are popular for ATAs.

Choosing a feasible and safe ATA

When discussing the safety and feasibility of an activity, the physical, medical and other requirements, e.g. parental consent, for that group need to conform to statutory and Local Education Authority procedures.

Role of national governing bodies and regulatory bodies in ATAs

To encourage and facilitate candidate research into a range of national governing and regulating bodies, you could create your own resource centre of publications and information from relevant bodies. Once candidates have selected their ATA, a member of the local branch of the appropriate national governing body could be invited to talk about the work of their organisation at a local and national level.

Effective planning of and participation in your chosen ATA

When planning an activity, it is not necessary to use an external provider – the centre can also be the provider, should the relevant expertise and equipment be available.

Guidance on Assessment

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Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Appendix B of the GCE in Travel and Tourism specification).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective based on the various task descriptors in the banner (the top section of the *grid*).

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You will use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at A2 level.

Only **one** mark per strand/row will be entered. The final mark is out of a total of **50** and is found by totalling the marks for each strand.

Resources

Organisations

Adventure Activities Licensing Authority;
British Canoe Union;
British Cycling Federation;
British Orienteering Federation;
Centre for Environmentally Responsible Tourism;
Coral Cay Conservation;
Council for National Parks;
Green Globe;
Greenstop;
International Bicycle Fund;
International Centre for Integrated Mountain Development;
Mountain Institute;
Plas-y Brenin;
Royal Yachting Association;
The Alpine Club;
The British Mountaineering Council;
The Mountain Leader Training Board;
The National Trust;
The Nepal Trust;
The Ramblers Association;
Tourism Concern.

There are many commercial adventure tourism operators who promote responsible tourism and management of impacts:

Amazonas Explorer;
Dragoman;
Explore;
Frontier;
The Holiday Adventure;
Make A Difference Adventures;
Naturetrek;
Tribes.

Publications

Keeling A   *Getting into* action *– the UK*   Insights Publication;
             adventure tourism market   by VisitBritain

A Guide to Risk Assessment is produced by the Health & Safety Executive, by the Adventure Activities Licensing Authority and by the Department for Education and Skills;

Many ATAs have specialist monthly publications containing articles that may be useful.

Textbooks

There are few textbooks that deal purely with adventure tourism. Many of the impacts are discussed in general textbooks. However, there is information available on the Internet covering destinations such as Nepal, New Zealand, USA and UK National Parks.

Websites

www.aala.org;
www.alpine-club.org.uk;
www.bcf.uk.com;
www.bcu.org.uk;
www.cnp.org.uk/;
www.conservation.org;
www.coralcay.org;
www.ctc.org.uk;
www.ec3global.com/products-programs/green-globe/;
www.greenstop.net;
www.ibike.org;
www.icimod.org/index.htm;
www.mountain.org;
www.nationaltrust.org.uk;
www.nepaltrust.org;
www.ramblers.org.uk;
www.responsibletravel.com;
www.rya.org.uk;
www.thebmc.co.uk;
www.tourismconcern.org.uk;
www.travelmole.com.

Unit G733: Cultural Tourism

Guidance on Delivery

This unit studies the importance of appreciating the variety of different cultural backgrounds and builds on knowledge gained from Unit G720: *Introducing travel and tourism*. Case studies, residential exchanges, outside speakers, the use of videos and newspaper articles can all be incorporated.

Candidates should take time to select the **two** destinations to contrast – you may need to provide guidance on this selection. Part of the UK may be chosen as **one** of the destinations.

This unit should be introduced by clearly defining 'culture'. Candidates need to discover their own culture and discuss both modern and historical influences on their culture.

Movement of cultures

A walking tour of a local town or city will help to demonstrate the movement of cultures. Candidates could work in groups to assess the extent of cultural influences in different areas of a city. Contacts with local hotels, theme parks, restaurants or bars will also provide useful data. There is an abundance of opportunities within the UK for candidates to sample food and drink from other countries, should provide useful discussion on the movement of cultures and the extent to which they travel and are accepted by other cultures.

Cultural characteristics

Candidates need to appreciate social and cultural issues through case study investigations. Candidates may need to be guided on the appropriateness of terms used when exploring moral and ethical issues and religious beliefs. Again, it may be useful to use case studies which identify the significance of different religions. The role and position of women within different cultures can be explored; there are many case studies on these issues which could be used for discussion and debate.

An opportunity to meet foreign students living in this country may help to give candidates an insight into how our culture is perceived and to raise discussion issues.

There will be ample opportunities to assess the significance of food and its preparation in different cultures. A 'food tasting session' featuring foods from around the world could enhance candidates' understanding and appreciation.

It may be useful for candidates to produce a small leaflet entitled 'tips for travellers' for both of their contrasting destinations. Topics could include:

- languages used;
- appropriate (or inappropriate) non-verbal gestures;
- correct driving side;
- appropriate dress in certain areas;
- food and drink to try;
- safety (driving and walking);
- respect of religious and social customs.

Candidates can visit and conduct fieldwork on the importance of local heritage attractions. Guest speakers may also be useful. The importance and growth of heritage attractions and their cultural significance can be explored on a national and international scale by using case studies.

Languages need to be explored. A written sample of language can be useful, using newspapers or simple (brief) translations. Candidates should not spend too long assessing language differences. However, an example from the alphabet and significant signs or symbols can be useful whilst investigating these cultural differences. It may also be useful to practise acceptable body language used by different cultures.

There are numerous resources which could be used when exploring codes on good tourist behaviour. Candidates need to be encouraged to assess what makes a 'responsible tourist' through debates and discussions on appropriate behaviour.

Guidance on Assessment

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Resources

Organisations

National tourist boards, e.g., Spanish Tourist Board;
Embassies based in London for other countries;
Regional tourist boards;
World Tourism Organisation;
WTTC.

Publications

British Heritage Tours;
brochures and leaflets from individual countries;
Tourism Concern;
Travel Trade Gazette.

Textbooks

Many travel and tourism textbooks are on the market and many sources will be of use:
Krippendorf J   *The Holiday Makers*

Websites

The Internet is a valuable tool for this unit; individual destinations have contact information on places to visit and their cultural significance:

Embassy websites;
Country and regional websites;
www.excite.com/travel/destinations (factsheets on world destinations);
www.fodors.com;
www.geographia.com (destination information);
www.infoplease.com/countries.html;
www.lonelyplant.com;

Unit G734: Marketing in Travel and Tourism

Guidance on Delivery

Candidates need to explain marketing in strategic terms, rather than as a series of unconnected activities. They need to develop an understanding of the marketing function and activities, with a range of different providers, to see that marketing takes place in all travel and tourism organisations, regardless of size, ownership or the amount of money available.

Candidates need to study at least **one** travel and tourism organisation in depth, and evaluate the effectiveness of its various marketing activities and explain their importance in terms of the organisation's success. These case studies could be based around trips, visits, residentials, outside speakers, Internet-based research or the use of videos and previously published case-study materials. The case studies should relate to current trends and issues.

Candidates would benefit from speakers visiting from marketing departments of organisations, whether local or national, in order to relate theory to practice. You may find your local or regional tourism officer useful in this respect. Some organisations run specific marketing residentials, e.g. Disneyland Paris, Alton Towers, Youth Hostel Association, which can be very informative and provide useful source materials on marketing mix, promotional materials, market research and other strategies used. However, it should be remembered that not all organisations will wish to discuss specific marketing strategies as these can be highly sensitive, so some discretion will be needed when approaching organisations for this type of current information.

Candidates should be given the opportunity to practise their examination techniques and to analyse thoroughly the pre-released materials for the external assessment.

Guidance on Assessment

The unit is externally assessed; the mark on that assessment will be the mark for the unit. The assessment will consist of a **two** hour examination. However, unit delivery should not be so focused on preparing candidates for the external examination that wider learning opportunities are missed.

The external assessment has been designed to support the underlying principles and structure of the unit. It will consist of questions that examine candidates' knowledge and application of understanding of all parts of Section 15.2. Candidates will be expected to demonstrate a realistic and up to date knowledge of marketing in the travel and tourism industry in the UK and support their answers with current and relevant examples, based on their own studies in addition to the pre-released case study material.

The external assessment will consist of structured questions based on pre-released case study material. The purpose of the pre-released case study is to create a vocationally-relevant scenario and it will have been selected solely on the basis of its ability to reflect key aspects of the contents.

Candidates need to use the specimen assessment materials available to assist them in preparing for the external assessment.

Resources

Organisations

Guest speakers and visits to travel and tourism organisations give candidates an insight into the range of marketing undertaken.

Leaflets and brochures produced by travel and tourism organisations give candidates a basis for evaluating the effectiveness of different promotional techniques. Encouraging candidates to report back and evaluate television and poster advertising is also useful.

Mintel (with its website) and Keynote (with website) provide useful updates on marketing in travel and tourism. The National Trust and many National Park Authorities have publications, web pages and experienced staff who are able to give group talks about the marketing of specific sites.

Publications

There are wide-ranging audio-visual resources available from commercial organisations, as well as frequent programmes on mainstream television which are useful for the studying of marketing in general.

Textbooks

There are numerous texts available that deal with marketing in travel and tourism, as well as specific marketing journals. General travel journals also frequently contain articles on various marketing activities.

Websites

Candidates will benefit from Internet access and visiting travel and tourism organisations' websites to view specific promotional features. The Internet also provides access to a number of on-line marketing and travel journals, as well as databases of current trends.

Information about the Standard Occupational Classification is available from the National Statistics website, and other Government websites provide valuable information and data relating to marketing.

Unit G735: Human Resources in Travel and Tourism

Guidance on Delivery

Candidates need to understand their own contribution, as potential employees, to the recruitment and selection process, as well as having an understanding of the significance of the HR department to any efficient and effective organisation. Candidates need to have a sound understanding and appreciation of the potential effects of both *effective* and *ineffective* human-resource management practices.

It is important for you to identify opportunities to make this unit as practical and vocational as possible. In addition to providing candidates with human-resource management theory, you need to provide them with opportunities to apply this knowledge to simulated situations so that they are able to practice using and evaluating theoretical approaches within a travel and tourism vocational context, with candidates having a good understanding of current professional practice.

Candidates need to consider the medium- to long-term effects that human-resource practices have upon the travel and tourism organisation, as opposed to just the day to day running of it.

Approaches could include visiting speakers, such as personnel managers of local travel and tourism organisations, and/or interviewing managers of local travel and tourism organisations of differing sizes on their human-resource practices and management approaches.

Human-resource management

Candidates need to study current theories and trends influencing human-resource management and may do this by considering organisations for which they have undertaken work experience or have part-time jobs.

Human-resource planning

Candidates could undertake exercises to identify skills shortages and surpluses by studying national and regional newspapers to identify these shortages/surpluses and market demand. They will also need to consider location issues – are there likely to be staff available for specific jobs locally or would a national search be more appropriate?

Candidates need to consider internal influences on labour-market factors. These issues are best discussed with a visiting speaker from a specific organisation.

Recruitment and selection

Group discussion can be a starting point for this topic with different candidates discussing how they were selected for their part-time jobs or work experience, and seeing if there are any issues which are common.

Candidates need to study job advertisements within the industry to compare different approaches used in order to attract candidates for specific jobs. They could then undertake a personal-skills analysis and try and match this to any advertisement or job role which they think may suit them or their aspirations.

Candidates' work on this topic will lead to an interview situation and it is a requirement for candidates to undergo a type of interview themselves. They need to consider the types of questions a prospective employer may raise during an interview, and to discuss possible answers to these questions. They also need to consider questions a candidate may raise during an interview. It would be more realistic if the interview for the assessment could be carried out by someone unfamiliar to the candidate, in order that they may perform more realistically and provide a more considered evaluation of their own performance.

Each candidate could be interviewed for the same post, but the documentation they prepare must be individual, and it might benefit candidates to have some feedback from the 'employer' to help inform their evaluation of their performance.

Performance management

Group discussions or visiting speakers can lead to various methods of performance management being discussed, along with how and why these are used by organisations.

Appraisal and termination of employment

Some candidates may have undergone appraisal methods in their part-time jobs and this can lead to discussion of other approaches which organisations may use. It would also be useful to discuss termination of employment and how and why this may occur. Some issues raised may assist candidates in the evaluation of the organisation's management of its staff in disciplinary matters.

Guidance on Assessment

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Resources

Organisations

ACAS
The Institute of Personnel Management
Any medium to large size travel and tourism organisation.

Publications

Leaflets and brochures from ACAS.

Textbooks

Any GCE Travel and tourism or Business text.

Websites

www.acas.org.uk
www.cipd-training.co.uk