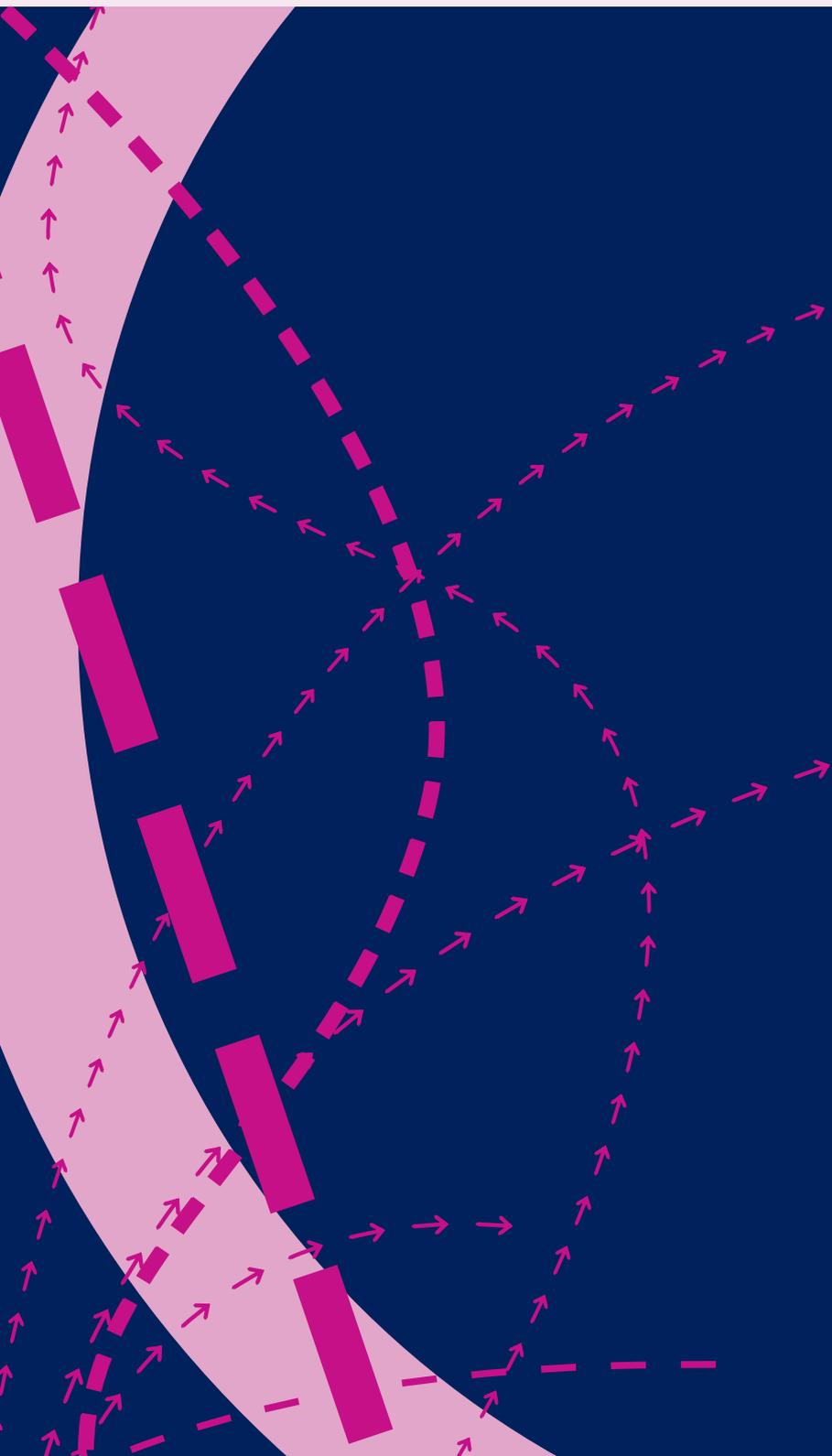


Travel and Tourism

Advanced Subsidiary GCE **H189**

Advanced Subsidiary GCE (Double Award) **H389**

For first assessment in January 2010



January 2010
additional
support/guidance

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Introduction to these support materials

The following support materials have been designed to assist centres with the delivery and assessment of the GCE in Travel and Tourism AS units. These materials can be used as a teacher resource for individual study or as a basis for departmental INSET.

The support materials include specific guidance on the AS units only. Information is provided on how to deliver key skills within this qualification. For each unit, there is an overview and specific guidance on teaching. Exemplar material related to Unit G721: *Customer Service in Travel and Tourism* includes snapshots of candidate work with an assessor's commentary and guidance on the mark scheme.

It is hoped that the materials provided will give centres useful additional material to that provided in the specification, which will over time improve and enhance the delivery and approach to the specification within a centre.

It is also hoped that centres will devise additional materials of their own when planning for and delivering the AS specifications. OCR would welcome the opportunity to review these support materials. If centres have produced assignments, resource sheets or any other form of support they are invited to submit a sample of this material to OCR. Informal feedback can then be given on whether the material is 'fit for purpose' and the material, with the centre's permission, can also be circulated for use by other centres in the planning for and delivery of the AS specifications. Centres wishing to submit any such materials should contact the OCR Customer Contact Centre who will pass them on to the relevant Qualifications Manager.

Centres can also contact OCR if they require consultation in relation to the submission of portfolios. For further information on OCR's coursework consultancy service please do not hesitate to contact the Customer Contact Centre by telephone on 01223 553998 or by email at helpdesk@ocr.org.uk

Unit G721: Customer service in travel and tourism

Unit overview

This unit will investigate customer service principles as applied by travel and tourism organisations to improve the delivery of the products and services provided by those organisations and develop confidence in candidate performance of customer service activities.

The work will encompass many of the features of customer service which candidates will need to apply and demonstrate their skills in other units of the AS and A2 qualification, such as Organising travel, Hospitality, Working overseas, Tourist attractions, Guided tour and Event management. The knowledge which candidates acquire in this unit is fundamental in relation to the ways in which travel and tourism organisations operate and will be relevant to all jobs within the travel and tourism industry.

Candidates will need to study the basic principles of customer service as stated in the Unit Specification, and the consequences to the organisation of not fulfilling basic principles of customer service. Candidates need to study how these are applied to the needs of both internal and external customers, as well as the purpose of these for the management of customer service by various travel and tourism providers. To do this, candidates will not only need to understand the differences between internal and external customers but also the varying needs of all the different types of customers.

In order to improve or develop the management of customer service, organisations will set practices and procedures which employees should follow when undertaking any form of customer service. Candidates will need to identify the practices and procedures of their chosen organisation and evaluate how these operate in reality in order to identify areas for further development or improvement in the practices and procedures. These practices and procedures may include the use of mystery shoppers, benchmarking, analysis of comments and complaints etc. For their assessment they will have to study the practices and procedures of **one** travel and tourism organisation in particular – how it meets the needs of internal and external customers, how it sets practices and procedures to monitor the performance of customer service within that organisation, and analyse any improvements or developments which could be made to these practices and procedures, as well as an evaluation of how the organisation actually performs in relation to its customer service provision. It is important that candidates are directed to suitable travel and tourism organisations where relevant information can be obtained or taken on structured visits to suitable organisations where input on systems can be given.

As quality of customer service is integral to the unit, candidates will need to develop their own performance of customer service and demonstrate ability to deal with a variety of customers in a variety of situations, including the handling of a complaint. This practical work is important and would be better organised through relevant travel and tourism work experience, though it is realised this is not always feasible within teaching programmes. However, the importance of practical customer service performance must be emphasised as this will form the basis of understanding which candidates will need to demonstrate in many of the other units of the qualification for both AS and A2 levels and for single or double awards. The mark bands require candidates to demonstrate performance of customer service to a minimum of **two** customer types in a minimum of **two** ways, but in order to achieve higher marks, the more examples of providing customer service to a wider range of customers in a wider range of ways would be expected. These customer service situations must be performed realistically, in an appropriate environment using relevant scenarios if undertaken through simulation. The supporting evidence, in terms of documents used during the process (such as telephone messages taken, booking enquiry forms, completed booking forms etc.), plus observation records and/or witness testimonies are important elements of the evidence and should be included within portfolios. If video or tapes are also taken at the time of the simulation, these should also be clearly indexed with the name of candidate, position on the taped evidence, and included with submissions of sample work requested. If candidates do not reach expected levels of performance at the time of assessment, further situations may be undertaken, in order to reach the minimum standard required to achieve the criterion. It is also necessary for candidates to consider and evaluate their performance if they are aiming towards mark bands 2 or 3.

Suggested delivery plan with teaching strategies

Introduction to the unit

Set out aims and focus of the unit, and types of activities which will be undertaken.

Candidates give good and bad examples of customer service they have experienced. Discuss why these were good and bad and effect of this experience on them as consumers. Would they use that organisation again? Would they tell others of their experiences? What sort of customer service would they expect to receive?

Principles of customer service

Develop discussion points from introduction by identifying why customer service is important to organisations. Ask candidates to suggest reasons which apply to external customers and put ideas on spider diagram, then explain each of the benefits and effects of these in full. Cover all bullets in the Unit Specification.

Collect articles or advertisements from the national press relating to public image and edge over competition, or details of loyalty programmes (such as HHonors from Hilton Hotels, National Trust membership scheme) league tables of tour operators or travel agents market share (as in support materials for Unit G725: Organising travel, Appendix 2) to highlight changes in sales.

Invite a speaker from local T&T organisation to discuss importance of good customer service in relation to that business and how they try and achieve it.

Benefits to employees

How can a more efficient workforce be achieved? Ongoing training practices, provision of equipment to enable them to do the job more efficiently. Input on Welcome for Excellence (ex Welcome Host) schemes, or candidates undertake Welcome Host training day organised with local Regional Tourist Board to obtain development theory.

Increased job satisfaction – opportunities for in–house training, training on new equipment or procedures, involvement with discussions on new procedures, gaining qualifications, promotion; arrangements if working unsocial hours (eg hotel providing room if on late duty), subsidised or free meals for employees, any other methods to improve job satisfaction.

If any candidates are in part–time jobs ask them to prepare a presentation on how the organisation helps them provide better service or improve their job satisfaction.

Consequences of poor customer service

Look again at poor customer service experiences provided by candidates in the introduction to the unit. List these experiences then ask candidates to list four consequences of poor customer service for an organisation. Ask them to explain why there are consequences to the organisation for each example given. Aggregate list should include features such as:

- customers cannot get information they need
- loss of income to the organisation because of cancellations or customers not returning
- increased costs to organisation if they have to attract repeat business or new customers
- high staff turnover because employees do not feel valued
- inefficient and unhappy workforce
- implementation of new systems without consultation with employees
- not meeting customer needs or expectations, therefore fewer customers visiting organisation
- lack of customer loyalty – no incentives to return, or products stale, as well as changing trends and organisation not keeping up to date with these
- poor public image – effect of negative publicity on organisation.

Needs of external and internal customers

Candidates need to be able to distinguish between internal and external customers of organisations. Using the following examples, put candidates into groups, with each group studying one or two organisations from the list below so all are covered. They should identify the internal and external customers of that type of organisation.

- airport or major train company
- hotel with conference centre and gymnasium
- travel agency
- theme park or museum or similar attraction
- tour operator
- tourism development department of local authority or region.

Each group then presents a display identifying internal and external customers for their chosen organisation type(s).

Consolidate groups' responses giving full lists of different types of external customer and internal customer.

External customers

Taking consolidated list from previous activity, identify the needs for each of the customer types. Ensure discussion covers all communication, physical, behavioural needs of:

- individuals (single rates, security, independent traveller, assistance, information, etc)
- groups (discounts, one free place per x passengers, business meetings, tour groups, educational visits, etc)
- different age groups (such as families, elderly, teenagers)
- different cultural groups (diet, facilities, behaviour)
- tourists whose knowledge of English is limited or non-existent (information, directions, communication)
- people with specific needs (eg wheelchair-bound, sensory disabilities, people with young children)
- facilities for members and non-members (such as members of RCI or National Trust, etc).

This could be approached by different groups of candidates looking at one or two of the bullet points above and preparing a presentation for the rest of the class on the needs of each of the identified groups and how these might be met by different types of organisations.

Use the video *Talk* to identify disabled needs, or activity with one candidate in a wheelchair for a morning/afternoon, identifying problems as regards access, behaviour of others to their situation, difficulties experienced. (See Resources section on page 13 for details.)

See table in [Appendix 1](#) for examples of types of needs.

Needs of internal customers

Again using consolidated list of internal customers from the earlier activity, identify how organisations meet the different needs of internal customers, ensuring that the class considers:

- colleagues (people with whom you work closely)
- management and supervisors (organisation management structure and roles/responsibilities of and to these)
- staff teams (need for good communication and working relationships, project work)
- employees of other organisations providing services or products (kept informed of developments/changes).

Consider why organisations need to take account of needs of internal customers and good working relationships in order to provide:

- delivery of high levels of customer service
- good levels of communication between departments
- smooth operation of the organisation
- happy and efficient workforce
- employee loyalty.

They could consider employee loyalty awards, how information is circulated to all departments of the organisation (using school or college as a starting point), how all branches/divisions should aim to meet the same standards, training on new systems and procedures to improve service provision, effect of IT on service provision.

See table [Appendix 1](#) for examples of types of needs of internal customers.

Preparation and development of assessment evidence for AO1

Candidates should select **one** travel and tourism organisation to research and identify the internal and external customers of that organisation, their needs and how these are met by the organisation. They should aim to contrast the organisation's approach to meeting the different needs of each. There should be some attempt at conclusions as to how the organisation benefits from realising the different needs and aiming to meet them. Candidates may undertake some initial research and investigation but may prefer to commence the final assessment work when they have developed their research for AO3 and AO4.

Customer service skills and personal presentation

Candidates need to develop personal skills to prepare for practical customer service performance. These should include use of appropriate language, listening skills, positive body language, diplomacy, sensitivity, self-confidence.

One approach to introduce this could be with use of video showing examples of good and bad customer service. Candidates can then discuss aspects of these skills to highlight good practice. Use of case studies from the Springboard UK Travel and Tourism Programme (www.springboarduk.org.uk/TTP).

Examples of activities and exercises to address these are provided in *GCE AS Travel and Tourism Single Award for OCR*, (J. Smith, A. Rowe, H. Blackman & S. Stewart, 2005). Others are given in [Appendix 2](#).

The more candidates can practice personal and operational skills the more confident they will become and more prepared for simulation or role-play activities.

Telephone skills

Telephone skills can be developed with candidates sitting back to back in pairs (so that they cannot see the facial expressions or body language of their partner). Starting with simple telephone calls, develop confidence by taking more complicated messages or dealing with angry customers. Ensure that candidates change roles frequently or even change partners, to add variety.

Telephone message forms should be taught as to the type of information to be recorded, and candidates should complete these for all the activities undertaken. (See [Appendix 3](#) for an example of a telephone message form but these are also obtainable from office stationery suppliers.) Aim for brevity and clarity. These practical exercises would not be used as evidence for the assessment, but would help develop necessary skills prior to assessment. If telephone calls can be taped, then candidates can identify inappropriate use of slang or jargon or examples of lazy, hesitant speech.

Written communication

Candidates need to understand the different types of written communication and their purposes or end users (letters, fax, email, memos, message forms, booking forms, etc). They will also need to develop skills in producing various types of documents to prepare them for their assessment.

They will already have looked at message forms and the need to take concise messages. This could then be developed into responses via fax and email. Emphasise the need for material to be fit for purpose (ie spelling and punctuation should be appropriate, as should tone of message).

Develop letter writing skills, starting with simple acknowledgement letters to those with more content such as specific requests for information, responding to enquiries giving relevant details, working towards composing letters in response to complaints. See [Appendix 4](#) for possible topics for correspondence.

Providing product knowledge

This can be approached in various ways. For example, candidates assisting at Open Evenings, explaining to prospective students and parents the benefits of the Travel and Tourism course and the type of work undertaken. This type of exercise must be supported by detailed individual observation statements outlining the skills demonstrated and competence in these skills. (See [Appendix 5](#) for an [Observation Report](#) form.)

Another way of developing these skills is through role play with one candidate taking the part of a customer enquiring about a holiday and the other candidate is a sales consultant advising on suitable accommodation and features of the destination, to encourage the customer to make a booking. Body language and communication skills are important for both these exercises.

Product knowledge can be developed through work experience or part-time jobs where candidates are demonstrating the knowledge of the products the organisation has. Evidence to support any work-experience or part-time job performance can be supported by a signed Witness Testimony (see [Appendix 5](#) for an example). This could form part of the evidence to support AO2.

Effective IT skills and awareness of developments in IT

These can be demonstrated and practised through the preparation of portfolio work but candidates also need to know how IT affects working practices. Using examples such as hotels and travel agencies, identify uses for IT in a variety of situations – using different IT packages, such as word processing, spreadsheets, databases and search engines.

Consider how information is transferred from restaurant to customer's account in a hotel; use of IT in guest rooms via TV access to different facilities/stations; stock control; booking systems in travel agencies via GDS, etc.

Dealing with complaints

Candidates need to develop the skill of handling complaints effectively – this may have been introduced when dealing diplomatically or sensitively with situations, but this needs to be developed. Complaints can be dealt with in a variety of ways, and candidates who are in part-time jobs or work experience can be asked what the procedures are for their organisations or you can study the complaints procedure at your centre. These can be discussed as a group, and the group should then set out a procedure for handling complaints:

- face to face
- in writing (letter, email, fax)
- on the telephone.

Practical activities should take place to develop confidence of candidates in handling complaints, referring where necessary to supervisors or managers and giving careful consideration to appropriate compensatory actions.

Personal presentation

Refer to visits made for Unit G720: *Introducing travel and tourism*, videos watched for customer service, own experiences at travel and tourism organisations, pictures in brochures and highlight features of personal presentation. Consider dress codes, personal hygiene and personality. Identify good points of personal presentation and importance of this for organisations in relation to customer satisfaction, loyalty, and impressions of organisation. Emphasise the need for candidates to demonstrate personal presentation skills for practical performance for AO2.

Legal considerations

This section is best delivered in a more formal way, though examples from case studies or the press can be used to explain features of legislation and consumer protection.

- **Health and Safety at Work Act** as well as duty of care to customers: candidates need to know how this relates to working places or care of customers visiting organisations. They do not need to know all the clauses but how it relates to care for customers and what actions organisations must take in relation to HASAWA risks.
- **Security** – for money paid by customers or goods kept for safe keeping (eg in hotel baggage storage areas or safety boxes, airport security systems and purposes, what can be carried on aircraft, use of security cameras at attractions, transport terminals etc.) need to be explained as it may affect quality of customer service provided or confidence of customers using organisations.
- **Trade Descriptions Act** as it refers to details in brochures, on leaflets/posters etc., when describing services to be offered to customers – candidates need to understand that information should be reliable and valid.
- **Consumer Credit Act** – as it refers to any payment for goods and services made by credit cards or on hire purchase. Principles of act need to be considered in relation to security of money of customers and payments made.

- **EU Package Holidays Directive** – revision of coverage for Unit G720: *Introducing travel and tourism*, looking at how this relates to products provided by tour operators and travel agents.

Preparation and development of assessment evidence for AO2

Candidates need to demonstrate the ability to perform customer service to a **minimum of two** different customer types (individual, group, different ages, different cultures, tourists with limited English, customers with specific needs, members and non-members of organisations). The situations in which this customer service is demonstrated must also be of a **minimum of two types** (face-to-face, by letter, on the telephone for example) and **one** must involve dealing with a complaint or problem. The more effective the demonstration over a wider range of customer types and situations will lead candidates towards mark band 2 and 3, providing these are supported by relevant documentation and evidence and the candidate has evaluated their own performance. Evidence can come from work experience, part-time jobs, but there must be at least one example from the travel and tourism industry if work experience or part-time job is not within a travel and tourism organisation.

Assessment of the quality of customer service in travel and tourism (AO4)

Identify quality criteria which the various organisations might use to set the standards of performance. You should ensure you cover:

- price/value for money – would customers perceive the product/services offered to be priced appropriately and give value for money?
- consistency and accuracy of customer service performance – do all employees perform to the same level all the time?
- reliability of service provided – is the same level of service provided in all departments to the same standard, at all times?
- staffing levels and qualities of staff – are there sufficient staffing levels to meet peaks in demand (eg in a hotel in the morning during check-out periods, or evening during check-in periods, at airport check-in desks – are there sufficient open to deal with number of passengers)? Do staff have the necessary qualities to deal with the situation, have they been sufficiently trained on equipment, etc.?
- enjoyment of experience – were customers satisfied with the experience and would they return?
- health and safety – were customers considered at all times in relation to health and safety?
- cleanliness/hygiene – how does the organisation ensure that the environment is clean at all times and hygiene levels maintained in all areas (eg washroom areas, restaurant)?
- it may be valuable to invite a speaker from a local T&T organisation to explain the purpose of mission statements and quality criteria, or visit a local provider who could deliver an explanation of quality criteria and how that organisation measures and monitors performance of customer service. (This would also assist candidates when preparing for AO3 and AO4.)

Accessibility and availability of products and services

Part of the quality criteria is accessibility and availability of products. When on their visit to the organisation or when a speaker is in the centre, candidates could devise a survey or questionnaire to obtain data on:

- availability of product or service
- breadth of access to it (online, direct sell, telephone, mail order, opening times and periods)
- physical accessibility (can it be reached by all including customers with disabilities or wheelchairs, and can they enter the premises?)
- location of facility (signposting, high street/out of town, ease of car parking, map on website or publicity material etc)
- choice of products/services (is this wide enough to appeal to most target markets, or does the organisation focus on a specific market? What additional products/services does the organisation offer?)

Another way of opening discussion on this would be to use leaflets (obtainable from TICs, hotel display stands with leaflets or local attractions, or the attractions themselves) for attractions and facilities in the locality to establish answers to the above questions. This could also develop understanding of basic marketing principles.

Customer service policies

Obtain examples of customer care policies for a variety of organisations – some in textbooks, Springboard UK has a range.

Discuss how these differ from mission statements. Candidates should be able to identify aims from mission statements and link these to policies for provision of customer service.

The speaker or educational visit made for quality criteria may also be able to provide an example of customer service policy. The more examples obtained, the better the understanding of the features of customer service policies.

Monitoring customer service (AO3)

This can be covered during an educational visit on quality criteria, or by a speaker from an organisation, and follows on naturally from quality criteria and accessibility of products and services as covered above.

Candidates need to identify methods of feedback organisations use to monitor the quality of customer service such as:

- informal feedback (simple questions such as: Have you enjoyed your meal/stay? Was everything satisfactory?)
- surveys (questionnaires/telephone calls designed to be used by organisations to assess views on service quality)
- suggestion or comments boxes/books (may be on feedback form or available in room/reception)
- focus groups (employee groups focus on specific topic eg reception to analyse needs/performance)
- mystery shoppers (unknown visitor undertakes quality audit survey on behalf of organisation)
- observation (employee being observed undertaking normal duties, appraisals)
- record of complaints
- websites
- benchmarked.

How was feedback recorded? Was it a check-list, grading scale, numerical analysis? How were the findings used?

Preparation and development of assessment evidence for AO4

These criteria can be worked on together, with relevant research on how the chosen organisation monitors the effectiveness of its customer service (methods and procedures) and how it uses information to develop performance with the research evidence analysed effectively for mark band 3. Part of the research for evaluation could be the candidate undertaking mystery shopper activity with a prepared measuring tool, and using findings from that to assist analysis evaluation for AO4.

Resources

Organisations

Springboard UK Travel and Tourism Programme Enterprise House 127 Bute Street Cardiff CF10 5LE www.springboarduk.org.uk

Major tourist attractions, such as Alton Towers, Cadbury World Major hotel chains, such as Marriott, Hilton

Magazines

Travel Trade Gazette (articles on performance of travel consultants in an area to compare quality of service)

Travel Trade Weekly

Textbooks

GCE AS Travel and Tourism Single Award for OCR, J. Smith, A. Rowe, H. Blackman & S. Stewart, 2005, Heinemann, 0435446401

GCE AS Travel and Tourism Double Award for OCR, J. Smith, A. Rowe, H. Blackman & S. Stewart, 2005, Heinemann, 043544641X

Communication for Work, C. Carysforth, 1998, Heinemann, 0435455427

Customer Service for Dummies, K. Bailey & K. Leland, USIDG 1999, 1568843917

AVCE Travel and Tourism Student Book, J. Rodgers, 2001, Heinemann, 0435455923

Career Award in Travel and Tourism: Standard Level, A. Rowe, J. Smith and F. Borein, 2002, Cambridge University Press, 052189235X

Websites

www.hilton.com

www.ttglive.com

www.welcometoexcellence.co.uk

or local tourist board websites for training on Welcome Host

Appendix 1: Needs of external and internal customers

External	Internal
Location and access	Safe working environment
Reliable information	Access to appropriate current information to give to customers
Range of products and services	Product knowledge and training on products and services offered
Prompt handling of complaints or queries	Practices and procedures for handling of complaints and queries Access to supervisors and management to handle complaints
Efficient handling of enquiries	Training on equipment and documentation
Rewards for repeat business	Job satisfaction, motivational awards, discounts on products and services
Recognise employees	Uniform and/or name badges with job role provided
Consideration of individual needs	Being respected as an individual but also part of a team
Specified products and services being available when required	Suppliers made aware of delivery schedules and paid promptly for goods and services

Appendix 2: Additional exercises for developing customer service personal skills

Language

One candidate describes route to college/school reception from present location, as if to someone who knows buildings well. Then describes same route as if to a person whose English is not their primary language, or to a child, who does not know the building well. Why and how were the two descriptions different? Was slang or jargon used in either case? Were instructions clear? Was tone appropriate for the specific audience?

Body language

Two candidates role play a heated discussion on a situation. The rest of the group divide into two groups, with one watching one candidate closely, and the second group watching the other candidate. Each group must identify the positive and negative body language used by the candidate they are watching, considering facial expressions, gestures, stance etc. As a group, discuss various aspects of body language shown.

Discuss as a group what body language gives the impression of:

- boredom or lack of interest
- aggression
- helpfulness
- approachability
- anger.

Study the body language of members of the class and identify the body language they are using and what you interpret from it. Discuss whether the impression given is always accurate. For example someone could be slouching at the desk (boredom?) but facial expressions demonstrate interest. Discuss possible conflicting evidence – eg facial expression shows approachability but stance demonstrates keeping distance. Get candidates to try to smile and frown at the same time – this is an impossibility but emphasises how facial expressions can affect tone of voice. Good practice for later exercises on telephone skills.

Listening skills

Read a description of a hotel from a tour operator brochure aloud to the class. They must not make notes during the reading. At the end ask them to write down all the features they remember. Which candidate identified the most? Were there any features which none remembered? How accurate were the details they recorded.

Repeat the exercise, allowing them to make notes as you are reading. Were more features listed then? Does this demonstrate the importance of taking notes while listening? For example a travel consultant would need to be able to recall all the customer's requirements when investigating possible holidays and would probably take notes during the discussion.

Development of listening skills is important, particularly when candidates have to deal with telephone calls in role play or work situations.

Diplomacy

You are a representative for a tour operator and have to visit the apartments of a group of youths who have caused disturbance late at night to other residents. You need to ask them to keep noise levels down late at night, without offence.

You are working in a restaurant which is non-smoking, but there are no notices informing customers of that. A customer who has finished the meal lights a cigarette. You have to tell them of the no-smoking rule and ask them to put the cigarette out or go outside to have the cigarette.

Sensitivity

You are an assistant at a theme park ride which has height restrictions. A mother and child have queued for some time, but the child is too tall for the ride. Inform them as sensitively as possible that the child is too tall for the ride.

Appendix 3: Telephone message form

Below is an example of a telephone message form to be used when candidates receive phone calls and to support evidence in their portfolio. Similar forms can be obtained from office stationery suppliers.

<p>TELEPHONE MESSAGE FORM</p> <p>Message for _____ Dept _____</p> <p>Date _____ Time _____</p> <hr/> <p>Name of caller _____</p> <p>Organisation _____</p> <p>Telephone number _____ Extension No _____</p> <p>Telephoned <input type="checkbox"/></p> <p>Returned your call <input type="checkbox"/></p> <p>Left a message <input type="checkbox"/></p> <p>Please return call <input type="checkbox"/></p> <p>Please arrange appointment <input type="checkbox"/></p> <p>MESSAGE</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Taken by _____ Dept _____</p>
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Appendix 4: Written communication skills – letter writing development

Enquiry: write to a coach company requesting prices for a 50–seater coach to a tourist attraction from your centre, departing 8.00am and returning 5.30pm, on a specific day.

Response: write as if the coach company responding to this enquiry, giving full details of costs for this journey and details of availability.

Confirmation: write to tourist attraction confirming telephone booking of tickets for 46 students and four staff on specified day for an educational visit which includes a presentation by their Customer Services Officer. Give estimated time of arrival at attraction and ask for details of coach parking, exact timing of presentation by their CS Officer and estimated length of presentation.

Letter of complaint: write as if a customer of a rail company whose journey on a particular day had been subject to a 90–minute delay, and there had been no trolley service or buffet car open for refreshments. This delay meant that the customer was late for an important meeting, and some explanation is requested.

Response to complaint: write as if the CS Officer for the rail company, apologising for the delay on the journey (which was subject to flooding on the track and speed restrictions for all trains on that route), and for the lack of refreshments. The usual form of compensation for this type of delay is refund of the journey fare and this is often provided by Rail Vouchers.

Appendix 5: Useful forms

On the following pages are suggested forms for an observation report and a witness testimony.

Observation Report

Name of Candidate _____

Details of Situation/Scenario

Assessor Comments (on performance in practical situation, fluency of delivery in presentation use of aids and response to audience questions, communication skills demonstrated, confidence of candidate, appropriateness to meet the criteria)

Report	AO

Assessor Name and Job Role _____

Signature of Assessor _____ Date _____

Name of Other Observer (if relevant) and Job Role _____

Signature _____ Date _____

Witness Testimony

Name of Candidate: _____

Work Role of Candidate: _____

Name of Organisation: _____

Please identify level of performance of skills demonstrated:

	Excellent	Good	Skills need some development	Skills very weak
Personal presentation				
Oral communication				
Written communication				
Telephone skills				
Cooperates with colleagues				
Follows instructions				
Shows initiative				
Approach to work				
Attitude				
Competent use of IT				
Problem solving				

General report and comment:

Signature: _____ Date: _____

Witness' Name and Job Title: _____

Unit G722: Travel destinations

Unit overview

A destination is the end product of a journey. It can be a town, city or resort, a tourist attraction such as a major theme park or a much larger region such as a National Park. Most locations around the world contain a place or a region which is regarded as being a tourist destination. Such locations will usually display many of the following characteristic features:

- a character of their own
- accessible location for the mass market
- information services eg tourist information centre
- accommodation and catering facilities
- a range of visitor attractions, not necessarily theme parks but a museum, gardens and children's activities
- shopping facilities for the visitor
- enough parking spaces for day visitors.

Destinations are places where tourism develops. Tourist destinations are themselves influenced by the prevailing social, cultural, environmental, economic and political conditions. It is fundamental to the concept of the tourist destination that tourism is generally not the sole economic activity or function within the area identified as a destination. The challenge facing those responsible for destination management is to try and ensure that tourism developments integrate with the other social and economic activities of the particular area so that future development will be sustainable. Results for tourist arrivals in 2004 were very positive for all regions of the world as illustrated by the following figures:

- Asia and the Pacific led growth with an exceptional increase of 37%
- North America (+12%) returned to positive figures after more than three years of losses
- the Middle East (+24%) has convincingly overcome the disruption caused by the Iraq conflict
- the North African destinations of Morocco and Tunisia have driven growth in Africa and lifted the growth rate of the region to an estimated 9%
- tourism growth in Europe was comparatively more modest, but at a rate of 6%, still quite above the usual rate for the region.

The above figures clearly demonstrate that tourism destinations are growing and that knowledge of their relative appeal is important for anybody hoping to work in the travel and tourism industry. Unit G722: *Travel destinations* is thus mandatory for all GCE candidates. The unit requires candidates to develop key vocational skills such as researching the location and features of destinations, matching the needs of potential customers with potential destinations and evaluating their suitability.

When to teach the unit and submit for moderation

Centres need to review their curriculum planning to see if they can maximise the various links that exist between the various units within the AS specification. However, much will depend on whether the candidates are following a single or double award programme. There are clear links between the content of this unit and the content of:

- Unit G720: Introducing travel and tourism
- Unit G723: International travel
- Unit G725: Organising travel

It is hoped that Unit G722: *Travel destinations* can be delivered in conjunction with these other AS units to maximise learning outcomes. It is for centres to decide on the most suitable and appropriate time to teach this unit within the overall delivery of the course. It may be to the individual candidate's advantage to present the finished portfolio for moderation towards the end of the programme, when the final content will be able to reflect the material studied in the context of other units.

Suggested delivery plan with teaching strategies

It is suggested that candidates become familiar with their **local** area before examining the growth and development of wider destinations. This has the advantage of introducing them to more familiar surroundings and a wider range of information sources. Introductory exercises might concentrate on some of the following:

Objective	Activity	Resources
<p>To understand that the local travel and tourism industry comprises several inter-related spheres of activity offering a wide range of opportunities for visitors.</p>	<p>Identify and provide examples of the main travel and tourism component activities present in the local area. Place these into suitable categories, such as:</p> <ul style="list-style-type: none"> • entertainment • travel • transport • catering • accommodation • sport & leisure • other visitor attractions. 	<ul style="list-style-type: none"> • local area tourist or visitor guide • local tourist board's 'Destination Manual' • Internet sites • advertisements • guidebooks • brochures
<p>To understand and appreciate the scale and significance of tourism within the local area.</p>	<p>Analyse the current range of products and services available using the categories already identified, by means of:</p> <ul style="list-style-type: none"> • tally chart • bar chart • pie chart. <p>Identify the total number of travel and tourism suppliers and express the number in each category as a percentage of the total.</p>	<p>Local tourist or visitor guide and the local 'Destination Manual', newspaper adverts etc.</p> <p>This approach will allow for accurate figures to be quoted eg the local area contains 25 hotels, 17% of travel and tourism activities are to do with entertainment etc.</p>
<p>To understand that people who travel to the destination have different needs and characteristics.</p>	<p>Define the different types of tourist.</p> <p>Now look at the percentage of the three main visitor types arriving at the destination eg the recent Dubai Passenger Survey identified the following:</p> <ul style="list-style-type: none"> • 45% business • 44% leisure • 8% VFR • 3% not classified. <p>Now try to identify the variety of different products and services that these leisure and business travellers will have used within the chosen destination.</p>	<p>Chosen area's visitor statistics and visitor survey results.</p>

Objective	Activity	Resources
<p>To appreciate the nature of a destination and to understand the key factors in its development.</p>	<p>For the chosen destination examine how it has changed through time (at least for the last 10 years or so) in terms of:</p> <ul style="list-style-type: none"> • new building developments • numbers of visitors (day visits, overnight visits & overseas visitors) • new events • new attractions • variety of locations within the destination and their use • the agents of tourism development and the roles of the private, public and voluntary sectors • support facilities in place. 	<p>It is important to realise that larger destinations are amalgams and that they develop because of complex interactions between the resident population and the leisure and business visitors that are attracted.</p> <p>It is suggested that this session be divided up, depending on the scale of destination selected for study, to allow candidates to research each aspect in an appropriate manner.</p>
<p>To produce a locational description of your destination using appropriate maps.</p>	<p>Describe the location of your chosen area in local, national and international contexts. Produce a labelled map for each scale that includes appropriate destination information.</p>	<p>Emphasis should be given to features of the destination that give it appeal to particular types of visitors.</p> <p>For example, obtain a map showing public transport within the local area. Assess how accessible each of the following are, in terms of journey time, costs and availability of services:</p> <ul style="list-style-type: none"> • airport • central business district • major event venue • three leading visitor attractions • main tourist hotel • main sports stadium.

The last activity introduces candidates to the first of the assessment objectives for this unit (AO1). They should consider how effective their own locational descriptions have been for an area with which they are familiar. This could then become the benchmark by which they judge the descriptions and accompanying maps produced for each of their chosen destinations.

Before starting work researching their chosen destinations, candidates should be introduced to the range of long and short haul destinations currently visited by UK tourists. It is important to remember that the success of the portfolio unit will be greatly influenced by their choice of destination to study in detail and it is important that this selection is guided by you so that the destinations contrast as much as possible, eg in location, scale, type of destination.

The following exercises could be added to the introductory work previously suggested.

Objective	Activity	Resources
<p>To understand the key features of a destination's climatic conditions that have an effect on travel and tourism.</p>	<p>Choose any two contrasting destinations and compare them in terms of climate, pointing out key implications for tourism development, such as:</p> <ul style="list-style-type: none"> • effect of relief (shelter, aspect etc) • temperatures (daily, seasonal variations etc.) • hours of sunshine • rainfall (amounts, variations, potential hazards eg flood/drought) • humidity (comfort, need for air conditioning) • winds (periods of storm/calm etc). 	<p>Statistics obtained from local tourist publications, brochures or travel guides.</p> <p>Take note of all factors and conditions that will contribute to a destination having both a high season and a low season for tourism.</p>
<p>To appreciate the major factors influencing destination appeal.</p>	<p>For the chosen destinations provide full details of the following:</p> <ul style="list-style-type: none"> • location (landscape features) • climate • natural environment • accessibility (internal & external) • accommodation • attractions (natural & built) • food, drink and entertainment • culture (dress, arts & crafts, performance, language & religion). 	<p>Holiday brochures, tourist information websites, guidebooks etc.</p> <p>During each of the required teaching sessions, analyse the factors' relative importance within the destination selected.</p> <p>In this way it will be possible to evaluate the appeal of different types of destination to different types of visitors.</p>

The latter section forms the basis of the unit's second assessment objective (AO2). Candidates should be encouraged to research all aspects of their chosen destinations. For example, the accommodation aspect of destination appeal could be analysed as set out in the following table.

Objective	Activity	Resources
To investigate the provision of hospitality within the chosen areas.	Identify the range of accommodation providers available, including: <ul style="list-style-type: none"> • hotels • hostels • apartments • guest houses • camp sites. Choose an example of each and describe the products and services available. Explain how such properties can be classified using various grading criteria. Examine occupancy trends within your chosen areas.	Local area's 'Destination Manual'. Sample promotional materials. Statistics and grading criteria from local tourist board. This work could be expanded as it is a good opportunity to investigate the products and services needed by leisure versus business travellers.

There are many other locational characteristics that appeal to visitors and it is important that these are recognised. The appeal of a destination is only relative because visitor needs and requirements are so variable. Tour operators have progressively recognised this fact and it is now common to have particular destination packages aimed at particular visitor groups or market segments.

Information about destinations has been made available in a variety of forms. It is important that all travel and tourism employees have the ability to extract relevant information from a variety of reference sources, such as the ones itemised in the Unit Specification. This short guide cannot include examples of all possible sources but the following example will illustrate a very appropriate approach for a candidate selecting the Swiss Alps for investigation as a short haul destination.

Example 1

Cold climatic conditions and mountainous relief can combine to produce the ideal ingredients for the development of a ski resort. Winter sports holidays are now very popular and they attract a wide cross-section of visitor types. Ski resort development has taken place throughout Europe, North America and Australasia and there are now many established destinations for skiing enthusiasts to visit. One traditional destination can be illustrated by an extract from a Club Med holiday brochure featuring the resort of Villars-sur-Ollon in Switzerland. It would now be possible to consider the appeal of this advertised package.

Two of the images contained in the brochure show traditional Alpine winter views. Villars-sur-Ollon is a traditional Swiss ski resort, set in the heart of the Vaudoise Alps some 60 km from Lausanne and Lake Lemman in the Canton de Vaud. This sense of tradition will be an attraction for certain groups of skiers. The same traditional scenic appeal will attract summer visitors who enjoy exploring mountain and lake countryside. Winter skiers have over 100 km of pistes to try out within the wider Villars region with 45 ski lifts and 43 identified ski runs. The ski runs cover valley slopes ranging between 1250 m and 2200 m and this variation in altitude will mean that some skiing is possible early and late in the season, thus extending the resort's operational dates. The resort has access to 44 km of cross country ski trails in addition to the downhill runs already mentioned. This choice of skiing widens the resort's potential appeal.

Part of the attraction of a skiing holiday is the opportunity to sample a variety of après ski activities and the brochure identifies what is available within the resort. The fact that this is a traditional ski resort means that the nightlife activities will be less extensive than in more fashionable areas. Older couples and families rather than younger singles and DINKY categories of guest may therefore dominate client groups. Indeed there is much brochure evidence to suggest that the advertised package is aimed at families with younger children, including the following:

- two of the five images feature children
- the package welcomes children from age four months
- there are three categories of children's club available
- the resort's ski school has sessions for children aged 4+
- there is a special "snow garden" for children.

An added attraction to some people will be the fact that this is a Club Med holiday product which means that it is organised as an "all-inclusive" package and therefore the hotel used will function in a similar way to all other Club Med properties. Further details of the location can be obtained from www.clubmed.com and the resort could then be further contextualised by reference to other sources.

The brief details stated above illustrate basic aspects of the portfolio evidence required for this unit:

- AO1 – locational description
- AO2 – key destination features indicating appeal to visitor types
- AO3 – research taken from a range of sources.

However, the level of detail provided in the above case study is only appropriate for low level mark band 1 in each of the AOs indicated. Clearly a lot more depth and substance would be required to allow any progression into the higher bands. The Swiss example could easily be extended to address many aspects of the Unit G722: *Travel destinations* Assessment Evidence Grid. However, AO4 would be difficult to achieve without direct reference to actual visitor numbers and candidates **must** be made aware of this requirement.

Example 2

Candidates selecting Dubai as a long haul destination to investigate will be aware of its rapid growth in popularity amongst British travellers. The Government of Dubai's Department of Tourism and Commerce Marketing (DTCM) provides a variety of statistics to illustrate this trend, as shown in the following table.

	1997	1998	1999	2000	2001	2002	2003
Total UK Visitors	113,972	197,571	251,895	301,461	348,477	447,006	458,451
%Change	–	73.4%	27.5%	19.7%	15.6%	28.3%	2.6%
UK Tour Operators	56	64	81	91	91	110	113

The DTCM has set an aggressive target of attracting 15 million tourists by the year 2010. Projections for the immediate future are summarised in the following table.

Year	Dubai Hotel Guests (millions)	Dubai Hotel Beds (thousands)
2003	5.24	39.8
2004	6.08	48.2
2005	7.06	55.9
2006	8.19	64.8
2007	9.49	75.2
2008	11.01	87.2
2009	12.78	101.2
2010	15.00	117.3

What will happen to destinations in the future? Candidates have to consider the following requirement in the Assessment Evidence Grid if they are to access mark band 3 for AO4:

...a detailed, reasoned explanation of recent trends in the popularity of the chosen travel destinations as judged by visitor numbers, with realistic, reasoned predictions about their likely appeal in the foreseeable future.

It is generally accepted that the Canadian Geographer RW Butler, writing in 1980, was the first person to liken the development of tourist destinations to a product passing through the various stages of the product life cycle. He suggested that each destination in the world will follow a cycle of evolution and pass through stages similar to youth, maturity and old age. The logical conclusion of such a process must be the ultimate death of a particular destination, unless it can re-invent itself in some way and continue to develop – a process known as 'rejuvenation'. Butler's ideas fit many destinations very well and we can see clear evidence, both in the UK and overseas, of locations that fit into one of the six stages of development that he proposed. Candidates should be encouraged to set their individual studies in this context of destination evolution.

Finally, candidates are strongly advised not to neglect the significance of business tourism when considering destinations. In the UK, business tourism is the most lucrative, highest growing, highest quality and highest yielding component of overall tourism. It is worth over £15 billion annually, nearly a quarter of all tourism, of which £4 billion is inbound and £11 billion domestic. Business tourism represents 29% of all inbound tourism visits and 32% of inbound expenditures. However, the UK global market share is declining as international competition grows.

Business tourism is resilient, sustainable and creates quality employment opportunities. It regenerates urban and resort areas – 40% of business visitors return with their families on leisure trips. It stimulates inward investment and facilitates significant export earnings. Over the last ten years there has been a 53% growth in all business trips, exceeding the overall tourism growth rate. The conference and incentive travel segments are predicted to grow at a faster rate than any other tourism sector to the year 2010. Revenues from international business tourism are estimated to account for approximately 36% of total international tourism revenue by 2010. Currently in the UK:

- congresses and conferences are worth £6.6 billion annually
- exhibitions and trade fairs are worth £1.8 billion annually
- incentive travel estimated to be worth £165 million annually
- corporate hospitality is estimated to be worth £700 million annually
- individual business travel is estimated to be worth £6 billion annually.

Conferences, exhibitions and trade fairs are important components of the tourism economy of many international destinations. It is to be expected that many destinations will try and maximise their business tourism receipts. In Liverpool for example, Mersey Tourism has responded to the opportunities presented by a growing business tourism market through the services provided by the Mersey Conference Bureau. Merseyside is now able to supply the conference organiser with a specialist customer service package that gives attention to:

- help with the choice of venues appropriate to the scale of the event
- supporting visual material (eg promotional leaflets/brochures to help sell the destination/venue)
- costed bids (to help secure a booking)
- range of accommodation options, if required
- transport/transfers to make visitor/delegate movement easier
- audio–visual and stage/set quotations arranged to meet organiser’s specification
- arrange social and partners programmes to ensure visitors/delegates enjoy the venue and will want to return
- provide support services (eg business and communication facilities).

This approach to the conference business market has resulted in an increasing number of bookings and the value of Merseyside business tourism generated through the Bureau is £1.4 million. An example of the important events arranged by the Bureau in the city was a British Council Conference held at the Liverpool Crowne Plaza Hotel which attracted delegates from every corner of the world.

Conferences, exhibitions and events can all be staged in a variety of venues. It is now quite common to find several types of host venue trying to attract these types of business tourism. Examples of such providers include:

- purpose built conference centres
- hotel facilities
- sports venues
- civic buildings
- stately homes
- university and academic institution facilities.

Many destinations have a range of providers and it should be possible to investigate any location in terms of the following:

- to identify and illustrate the main users and providers of conference and exhibition/event facilities
- to describe the main locations used and indicate their relative importance
- to examine in detail the facilities available in a typical venue servicing the local conference and event market
- to describe the range of services that are available in a locality to support and maintain the attractiveness of the venues operating within the conference and event marketplace.

It is important to remember that conferences range in size from smaller meetings to international events. They are organised by particular bodies to spread information to interested parties and they are used by many different public, private and voluntary organisations. A trade fair is an example of an exhibition where companies show their products and services to the trade and/or the public. Other examples are more general displays of public interest revolving around a particular theme eg The Ideal Homes Exhibition or the World Travel Market.

The mixing of the leisure and business tourism environments in Dubai illustrates a growing trend particularly well. Dubai is well established as the leading exhibition centre in the Middle East and it was recently voted the world's best conference venue. The city combines the facilities and services of one of the world's major international business centres with all the attractions of a top destination. This means that organisers and delegates alike can count on effective and successful events staged in a luxurious environment offering an outstanding range of recreational opportunities. The city now hosts more than 60 major exhibitions annually as well as numerous conferences, seminars, in-house corporate meetings and the like. This demand is serviced by a range of business facilities including:

- Dubai Chamber of Commerce and Industry conference venue
- major hotel venues, such as Jumeirah International's Emirates Towers and Burj Al Arab properties
- Dubai World Trade Centre's 36,000 square metres exhibition hall
- Dubai Airport Exhibition Centre
- other special interest venues eg Nad Al Sheba racecourse.

The business sector is supported by major local companies that are well-equipped with a full destination management service covering hotel bookings, airport transfers, ground transport and a daily programme of tours and activities with multi-lingual guides. They also offer the required expertise for organising business-related travel, including original and exciting incentive programmes.

The Assessment Evidence Grid for AO3 emphasises the need for “evidence that detailed research has been undertaken using a broad range of sources when investigating the two chosen tourist destinations”. It is suggested that destinations are therefore selected very carefully and that candidates have access to a variety of information sources to inform their studies.

Resources

The following destinations currently actively promote themselves to the travel trade and encourage agency staff to take advantage of specialised destination training. Centres may find the following details of help when teaching this unit.

Centres may find the following websites to be of use.

Malta Tourist Office
(020 8877 6990)
www.maltawiz.com

Jordan Tourism Board
(020 7371 6496)
www.jordanambassador.com

Singapore Tourism Board
(020 7437 0033)
www.singa-pro.co.uk

Tourism Australia
(0870 50 22 000)
www.specialist.australia.com

Hong Kong Tourism Board
(020 7533 7200)
www.discoverhongkong.com

Jersey Tourism
(01534 500733)
www.jersey.com/business

South African Tourism
www.southafrica.net

Dubai DTCM
(020 7839 0580)
www.dubaitourism.ae

Caribbean Tourism Organisation
(020 8948 0057)
www.caribbean.co.uk

Seychelles SMART
(020 7202 6363)
www.aspureasitgets.com

Jamaica Tourist Board
(020 7224 0505)
www.visitjamaica.com

Bermuda Tourism
(020 7202 6378)
www.bermudatourism.com

Tourism Authority of Thailand
(0207 925 2511)
www.tourismthailand.org

LA Travel Academy
(020 7318 9555)
www.seemyLA.com

Tourism Ireland
(020 8469 7233)
www.irelandexpert.co.uk

Bahamas Tourist Office
(020 7355 0800)
www.bahamacademy.co.uk

Kiwi Specialist Programme
(020 7389 0155)
www.newzealand.com/travel/trade

Visit USA Association
(020 8649 7233)
www.visitusa.org.uk

Spanish Tourist Office
(020 7317 2022)
www.tourspain.co.uk

Canadian Tourism Commission
(0870 1615151)
www.canada-counsellors.co.uk

Centres may find the following websites to be of use.

www.about.com

www.tourist-offices.org.uk

www.whatsonwhen.com

www.musee-online.org

www.unmissable.com

www.worldclimate.com

www.tripprep.com

www.fco.gov.uk/travel

www.viamichelin.com

www.oanda.com/convert/cheatsheet

www.travelknowledge.com

www.americanexpress.com

www.staruk.org.uk

www.towd.com

www.travelchannel.co.uk

American Airlines

www.aa.com

Continental Airlines

www.flycontinental.com

Garuda Indonesia

www.garuda-indonesia.com

Lufthansa

www.lufthansa.com/ehome.htm

Qantas

www.qantas.com.au

Singapore Airlines

www.singaporeaire.com

Virgin Atlantic

www.virgin-atlantic.com

Airlines of the world

www.air.findhere.com

Worldwide Airport Database

www.tyzo.com/suppliers/airports.html

IATA

www.iata.com

Business Travel

www.biztravel.com

Amtrak (USA)

www.amtrak.com

Eurostar

www.railpass.com/eurostar

Rail Europe

www.raileurope.com

Japan Railways (including bullet train)

www.japanrail.com

World City Maps

www.lib.utexas.edu/maps/world_cities.html

Time Zones

www.timezoneconverter.com

Mexico

www.mexonline.com

USA

www.conventionbureaus.com

Caribbean

www.where2stay.com/islands

International Tourism

www.armchair.com/bureau/inttb.html

Newspaper articles will often be stored on the paper'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 <http://www.gulfnews.com> from an online edition by selecting 'search' from the footer bar. Similar arrangements exist for other publications.

Finally, the search process will reveal many other sources of appropriate information. It is well 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 has further interesting resource material.

A textbook has been produced to support this qualification and Chapter 3 in both editions of the following has significant case study material to help candidates with their investigations.

Title: GCE AS Travel and Tourism for OCR Single Award
Publisher: Heinemann Educational (Spring 2005)
Authors: Hilary Blackman Ann Rowe, John Smith,
Extent: 176pp
Price: £15.99

Title: GCE AS Travel and Tourism for OCR Double Award
Publisher: Heinemann Educational (Spring 2005)
Authors: Hilary Blackman Ann Rowe, John Smith, Sue Stewart
Extent: 352pp
Price: £19.99

Unit G723: International travel

Unit overview

The substantial growth of tourism activity clearly marks tourism as one of the most remarkable economic and social phenomena of the past century. The number of international arrivals shows an evolution from a mere 25 million international arrivals in 1950 to over 700 million in 2002, corresponding to an average annual growth rate of 6.6%. Europe and the Americas were the main tourist-receiving regions between 1950 and 2000. Both regions represented a joint market share of over 95% in 1950, of 87% forty years later and of 76% in 2000.

There has been a great increase in both the numbers of visits to the United Kingdom by overseas residents and overseas visits by UK residents over the last few decades. This is primarily due to the increase in holidays taken abroad, although business visits are also important. The most popular method of travel to and from the United Kingdom is by air – two-thirds of all visits are by air. The numbers of air passengers and flights are rising.

Between 2002 and 2003, visits to the UK rose by 2.2% from 24.2 million to 24.7 million. Spending associated with these visits increased by just £0.1 billion (1.0%) to £11.9 billion. In 2003, visits abroad by UK residents rose by 2.0 million (3.4%) on the previous year to 61.4 million. Spending by UK residents reached record levels of £28.6 billion during 2003, an increase of 5.9%. This growth was mainly due to a 3.2% increase in the number of holidays taken abroad, and an 8.3% increase in visits to friends or relatives.

The Department for Transport forecasts that demand for air travel is set to continue well into the 21st century. Mid-range estimates suggest that between 2005 and 2020, the number of terminal passengers at UK airports will grow from 229 million to 401 million. The growth in international passengers is forecast to outstrip that in domestic, with growth of nearly 80%, compared with nearly 70%.

The Channel Tunnel has been fully operational since mid-1995. In 1998 the Tunnel accounted for 12 per cent of overseas visits (to or from the United Kingdom). Half of these visits were for holidays, while almost a fifth were for business. It is not easy to gauge the impact of the Channel Tunnel since no one can say what would have happened without it. However, total air traffic has continued to grow since the Channel Tunnel's introduction, while sea traffic has seen less growth than before it opened.

		1981	1991	1996	2000	2001	2002
Visits abroad by UK residents (millions)	Air	11.4	20.4	27.9	41.4	43.0	44
	Sea	7.7	10.4	10.7	9.6	9.7	10.0
	Channel Tunnel	–	–	3.5	5.8	5.6	5.3
	All visits abroad	19.0	30.8	42.1	56.8	58.3	59.4
Visits to UK by overseas residents (millions)	Air	6.9	11.6	16.3	17.8	16.1	17.1
	Sea	4.6	5.5	6.2	4.3	4.0	4.4
	Channel Tunnel	–	–	2.7	3.1	2.8	2.7
	All visits to UK	11.5	17.1	25.2	25.2	22.8	24.2

The figures on the previous page clearly demonstrate that international travel to and from the UK is growing and that appropriate knowledge about the various contexts in which it takes place will be important for anybody hoping to work in the travel and tourism industry. Unit G723: *International travel* is thus mandatory for all GCE Travel and Tourism candidates following an AS or A2 Double Award programme. The unit requires candidates to develop key vocational skills such as researching the features of particular types of travel, matching the needs of potential customers with potential providers and evaluating their suitability. It also allows candidates to consider the importance of selected organisations, the effects of legislation and the range of factors that influence the increasing numbers of international travellers that enter and depart from the UK.

When to teach the unit and enter for the examination

Centres need to review their curriculum planning to see if they can take most advantage of the various links that exist between the various units within the AS specification. However, much will depend on whether some or all of the candidates are following a single or double award programme. There are clear links between the content of this unit and the content of:

- Unit G720: Introducing travel and tourism
- Unit G722: Travel destinations
- Unit G725: Organising travel

It is hoped that Unit G723: *International travel* can be delivered in conjunction with these other AS units to maximise learning outcomes. It is for centres to decide on the most suitable and appropriate time to teach this unit within the overall delivery of their courses. It may be to the individual candidate's advantage to be entered for this unit's external assessment at the end of the programme, when the content covered in the other units will be able to inform and support the material specified in the [Unit Specification](#).

Suggested delivery plan with teaching strategies

A good starting point would be an introductory exercise based on the following activity.

Objective	Activity	Resources
To understand that there is considerable global variation in the pattern and demand for international travel and to understand some of the characteristics of tourism generating and receiving countries.	<p>Compile a list of the top 20 nations for tourist and visitor arrivals. Compare statistics for previous years and identify “winners” and “losers”.</p> <p>Obtain spending figures to identify the value of tourism to these destinations.</p> <p>Find out key level of economic development statistics for each nation eg:</p> <ul style="list-style-type: none"> • population size and % of children • per capita GNP • birth and death rates • population doubling time • employment structures • % urbanised. 	<p>www.worldtourism.org/facts/tmt.html In 2001, the majority of international tourist arrivals corresponded to trips for the purpose of leisure, recreation and holidays (54%) reaching a total of 367 million. Business travel accounted for some 19% of the total. Another 24% covered travel for other motives, such as visiting friends and relatives, for religious purposes/pilgrimages, for health treatment etc, while for the remaining 4% the purpose of visit was not specified.</p>

Candidates should make a study of the different types of international transport available to and from the UK. It is suggested that for air transport they be familiar with at least one of the UK’s major international airports, such as the ones listed below.

Airport (code)	Number of Passengers
London Heathrow (LHR)	63,200,000
London Gatwick (LGW)	29,895,000
Manchester (MAN)	19,527,000
London Stansted (STN)	18,712,000
Birmingham (BHX)	9,083,000
Glasgow (GLA)	8,117,000
Edinburgh (EDI)	7,477,000
London Luton (LTN)	6,807,000
East Midlands (EMA)	4,269,000
Newcastle (NCL)	3,684,000

Further research could then be undertaken via the Internet or an educational visit to examine destinations served, numbers of carriers and a breakdown of passenger statistics. Completion of this investigation will mean that candidates have a clear idea of the relative importance of the UK's airports in terms of international travel.

A similar approach could be taken with international sea transport to and from the UK. Candidates should investigate the routes offered by the main companies and this will allow them to judge relative importance. The main companies are:

- Brittany Ferries
- Condor Ferries
- DFDS Seaways
- Hoverspeed
- Irish Ferries
- Norfolkline
- P&O Ferries
- Sea France
- Stena Line

A study of one major port such as Dover would allow for cruise operations from the UK to be investigated at the same time.

Eurostar carries more passengers between London and Paris than all of the airlines put together. The following figures show the impact that the rail services have had on cross-channel international travel.

	July 2004	July 2003
Eurostar	65.88%	60.23%
Air France	12.58%	14.02%
British Airways	12.33%	15.62%
Bmi	4.59%	4.91%
easyJet	4.42%	4.89%
Other	0.19%	0.33%

Eurostar and Eurotunnel are two different companies. However, Eurostar is Eurotunnel's largest customer. Eurotunnel manages the infrastructure of the Channel Tunnel and operates accompanied truck shuttle and passenger shuttle (car and coach) services between Folkestone, UK and Calais/Coquelles, France. It is market leader for cross-Channel travel. Candidates should be asked to consider why this is the case.

International travel by coach from the UK is dominated by Eurolines. The brand name Eurolines groups more than 30 independent coach companies operating together to form Europe's largest regular coach network. These scheduled services boost Eurotunnel's passenger statistics and contribute to the 2.6 million overseas trips made by coach from the UK each year. Candidates should research the more important services and compare what is on offer with one of the holiday products sold by companies such as Shearings or Wallace Arnold.

There are many ways in which the different transport products to and from the UK can be investigated. Different types of international traveller have different requirements.

Centres may wish to adopt a variety of approaches when delivering this section and the following provide some appropriate suggestions.

Objective	Activity	Resources
<p>To understand that international travel products may contain a variety of components.</p>	<p>Compare three types of holiday product that are available from your local area. Research an example of each of the following:</p> <ul style="list-style-type: none"> • a typical short haul family package holiday • a long haul all-inclusive holiday • an independent long haul trip including return flight, accommodation for ten nights in two locations and car hire. <p>Provide named details of what each will involve, the relative costs and come to a conclusion as to which offers the best value for money.</p>	<p>Use materials available from a local travel agency or from the internet. Collect images to help illustrate each product.</p> <p>If brochures are not readily available look at major websites, eg:</p> <ul style="list-style-type: none"> • www.emiratesholidays.com • www.clubmed.com • www.sandals.com. <p>Remember that travel will be from your local area to destinations of your choice for each of the three categories.</p>
<p>To understand the variations in air transport products and services that are currently available.</p>	<p>Choose an important international carrier serving the UK market and identify its route network.</p> <p>Investigate frequency of service on these routes.</p> <p>Provide details about what is available for First, Business and Economy class passengers on such routes.</p> <p>Compare the chosen carrier with both a charter airline and a 'no frills' operator.</p> <p>Suggest reasons for the various differences that you identify.</p>	<p>Route maps from promotional brochures or in-flight magazines.</p> <p>Airline promotional materials.</p> <p>Airline Websites.</p>

Objective	Activity	Resources
To understand the variations in sea transport products and services that are currently available.	Choose an example of an important international ferry route from the UK and also an example of an international cruise currently available for UK passengers. For each: <ul style="list-style-type: none"> • identify the main service operators • provide details of the vessels used • describe the products and services available on-board. Explain the range of passenger facilities available in the home ferry port and terminal.	For example, Brittany Ferries' vessel Pont-Aven on the Plymouth/Santander route boasts cruise-style facilities (www.brittanyferries.com). This could be compared with any regular UK cruise option to highlight similarities and differences.
To understand the variations in international rail transport products and services that are currently available.	Compare the different types and classes of service provided for passengers travelling to or from the UK on: <ul style="list-style-type: none"> • Eurostar • Heathrow Express • Orient Express. 	Brochures featuring each service and related websites.
To understand the variations in International coach transport products and services that are currently available.	Compare the different types of product and service provided for passengers travelling to or from the UK on: <ul style="list-style-type: none"> • Eurolines • a coach tour package. 	Brochures featuring each service and related websites.

The provision of ancillary products and services can be looked at during an investigative visit to any of the suggested outlets. Centres may wish to plan a study based on the following format.

Objective	Activity	Resources
To appreciate that ancillary services can be supplied to international travellers by a variety of providers.	Compare the range of ancillary services made available by each of the following: <ul style="list-style-type: none"> • a large hotel within your local area • your local tourist information centre or office • a major transport terminal • a local travel agency • a local destination venue • a local tour operator. Suggest reasons for the variations in your findings.	You will need to investigate provision at your chosen examples. Ideally, this will have involved a personal visit so that a range of services can be accurately identified. Centre's may wish to design a data recording sheet that candidates can use in each location.

To illustrate the level of detail that is expected, the investigation of a large high street travel agency would be likely to identify the following pre-bookable extras:

- return taxi transfers to point of arrival
- car hire
- crèches
- welcome packs for apartments (including special occasion packs with flowers, champagne or cake and kids' beach packs)
- hotel accommodation for the night before the journey
- theme park tickets (Disney, Terra Mitica, Port Aventura)
- walking tours
- pre-booked seats, upgraded meals, increased baggage allowances
- travel insurance
- hotel vouchers for fly-drive customers
- VIP airport lounges before departure in the UK
- chauffeur-driven car to airport
- airport parking or 'meet & greet'
- city break excursions, dinners, theatre trips
- coach tickets
- rail tickets
- foreign exchange.

Travel agents are now offering even more services to their customers in their attempt to boost their incomes. It is becoming increasingly common to see the following more specialised services being offered to clients, where and when appropriate. For example:

- balloon flights and helicopter rides
- Ibiza club passes
- swimming with dolphins/manatees
- spa days and massage packages
- diving packages
- wedding planner services
- Broadway show tickets
- New York 'Sex and the City' tours
- USA cell phone hire.

The extra detail about travel agency ancillary service provision has been included simply to emphasise the significance of such outlets to the UK international travel market. Furthermore, it also helps to contextualise sections of the Unit Specification. It is suggested in section 3.4.5 that candidates become familiar with the various legal constraints that affect many aspects of international travel product and service provision and that each named organisation impacts on international travel in different ways. One convenient way to explore both aspects is to undertake an in-depth investigative study of a local travel agency. This would allow centres to maximise the links that exist not only within sections of this unit but also with aspects of Units G720, G721 and G725. The following are suggested activities that can help set the content specified in the Unit Specification within appropriate wider contexts.

Objective	Activity	Resources
<p>To understand the role of tour operators.</p>	<p>Provide definitions and named examples of each of the following types of operator:</p> <ul style="list-style-type: none"> • mass market • specialist • domestic • incoming • direct sell • independent. <p>Choose any one product provided by a particular operator and explain how:</p> <ul style="list-style-type: none"> • it has been put together • it has been influenced by integration and economies of scale • it varies in price on a seasonal basis • consumer protection is offered. 	<p>When researching examples of each category, collect a sample brochure from each type and compare their booking terms and conditions. The brochures' contents may provide opportunities to consider</p> <ul style="list-style-type: none"> • ATOLs and CAA • consumer protection issues • Data Protection • EU package directives.

Objective	Activity	Resources
To understand the role of retail travel agents.	<p>This session should be based around the findings of an investigation into a local agency.</p> <p>Key aspects include:</p> <ul style="list-style-type: none"> • range of products available • variety of services available • job roles and responsibilities • operational procedures • involvement with professional/trade organisations. 	<p>This session can be viewed as an extension to the previous exercise about ancillary service provision.</p> <p>This will allow for consideration of:</p> <ul style="list-style-type: none"> • ABTA • IATA • Health & Safety at Work • Data Protection • consumer issues.
To appreciate how to deal with customers and colleagues.	<p>An investigative study visit could be made to a local agency to gain firsthand knowledge of appropriate operational procedures.</p> <p>On the basis of such a visit, a report on the company investigated should be produced covering:</p> <ul style="list-style-type: none"> • company aims & objectives, including mission statement etc • structure, covering internal organisation and operational segments • job description for a particular job role under consideration • working conditions • methods of communication for both internal and external customers. 	<p>Ideally the visit should contain opportunities to:</p> <ul style="list-style-type: none"> • see a variety of job roles • identify customer care policy • see how job(s) are organized • obtain clarification about what is expected of employees • understand the reasons for these policies and to assess how legislation has affected working practices. <p>On the basis of the information gathered, it should be clear how the company/organisation expects any given employee to:</p> <ul style="list-style-type: none"> • follow customer care policy • work as part of a team • be polite and diplomatic when dealing with customers • handle complaints.

Familiarity with the above aspects of agency operation will highlight almost all of the content specified in section 3.4.3. Further details can be researched as appropriate.

The last section of the unit deals with the factors that influence international travel. It is suggested that by following the previous coverage/delivery plan candidates will have seen many illustrations of the section 3.4.6 content. Research undertaken for Unit G722: *Travel destinations* will have indicated the vast array of long and short haul destinations currently available to leisure travellers. This will have been reinforced by looking at the flight routes available from the studied UK airport.

Similarly, research into travel products will have highlighted the increased variety currently available. For example, a quick look at the weekend papers' travel pages will reveal a stream of advertisements for special travel offers such as:

- Business and Economy flights to various worldwide destinations
- five–night city breaks to Cape Town
- seven–night fly drive package to California
- Qantas Australia flights with stopover options
- Cathay Pacific New Zealand flights with a Hong Kong stopover
- Dubai mini–breaks
- three types of Bermuda package
- round–the–world offers.

New routes and services are being introduced all the time and these products are being made available via ever widening distribution channels. Competition is strong and consumers of international travel products and services have many options available to them. Candidates will be expected to be able to express valid opinions as to why these trends are developing.

Centres could use an exercise such as the following to help with the above.

Objective	Activity	Resources
To understand that providers of international travel products and services can use a variety of presentational and promotional methods.	<p>Candidates should investigate their local area and provide examples of the following for a variety of international travel providers:</p> <ul style="list-style-type: none"> • window displays – what is on offer • adverts – local press, guides & tourist publications • promotional leaflets and flyers • brochures • website pages. <p>Provide an evaluation of each method investigated and decide which types of provider benefit most from particular methods.</p>	Record of personal investigations. Local press, guides, Destination Manual and other printed sources of information. Internet.

Resources

It is suggested that centres will find the following of particular help:

Title: GCE AS Travel and Tourism for OCR double award

Publication date: Spring 2005

Publisher: Heinemann Educational

Authors: Hilary Blackman, Ann Rowe, John Smith & Sue Stewart

Extent: 352pp

Price: £19.99

Centres are **strongly advised** to subscribe to a trade publication such as the Travel Trade Gazette or Travel Weekly.

Details of the UK Cruise market can be explored via the following websites:

www.carnivalcruise.co.uk

www.pocruises.com

www.celebritycruises.com

www.cruisecollection.com

www.costacruises.co.uk

www.peter-deilmann-rivercruises.co.uk

www.crystalcruises.com

www.princess.com

www.cunard.co.uk

www.rssc.co.uk

www.fredolsencruises.co.uk

www.royalcaribbean.com

www.hebridean.co.uk

www.seabourn.com

www.hollandamerica.com

www.seadreamyachtclub.com

www.islandcruises.com

www.silversea.com

www.msccruises.com

www.rms-st-helena.com

Airport information can be obtained from:

www.bhx.co.uk

www.london-luton.co.uk

www.nottinghamema.com

www.norwegiancoastalvoyage.com

www.starcruises.com

www.uk.ncl.com

www.swanhellenic.com

www.oceanvillageholidays.co.uk

www.Thomson-Cruises.co.uk

www.orientlines.com

www.windstarcruises.com

www.orient-express.com

Coach holidays can be researched at the following:

www.grandukholidays.com

www.contiki.com

www.wallacearnold.com

www.shearingsholidays.com

www.cosmostourama.co.uk

www.leger.co.uk

www.insightvacations.com

www.titanhitours.net

www.manchesterairport.co.uk

www.baa.co.uk/main/airports/glasgow

www.baa.co.uk/main/airports/aberdeen

www.baa.co.uk/main/airports/edinburgh

www.newcastleinternational.co.uk

www.liverpooljohnlennonairport.com

www.lbia.co.uk www.bristolairport.co.uk

www.cardiffairportonline.com

www.teessideairport.com

www.norwichairport.co.uk

www.flybournemouth.com

www.gpia.co.uk www.baa.co.uk/main/airports/southampton

www.bial.co.uk www.belfastcityairport.com

www.hial.co.uk/inverness-airport.html

www.theaviationwebsite.com/cvt

www.exeter-airport.co.uk

Centres are advised to make frequent reference to the website of UK National Statistics at www.statistics.gov.uk

Finally, centres should make every effort to make use of the various news archives relating to coverage of the tragic events in SE Asia on 26th December 2004.

Unit G724: Tourist attractions

Introduction

This document contains guidance on teaching for Unit G724: *Tourist attractions*, including additional resources. It should be read in conjunction with the [Unit Specification](#). The ideas presented, including the sample assignment, are suggestions only and teachers are free to teach the unit as they wish.

Unit overview

This unit focuses on the different types of visitor attractions in the UK, and candidates will be involved in conducting their own detailed investigation into **two** different attractions; **one** privately-owned, the **other** from **either** the public **or** the voluntary sector. Study within this unit will allow candidates the opportunity to explore the broad range of issues associated with the management of visitor attractions, including funding issues, trends in popularity and the impact that new technology can exert on the visitor experience when visiting UK tourist attractions.

The unit will be of particular interest to those candidates who wish to work in direct contact with the general public, those with an interest in technology, or those who wish to pursue a role in marketing within the tourism industry. There will be more limited opportunities for candidates to forge a career working in special interest and themed attractions, or with relics, antiquities or other articles of cultural significance.

Candidates will need to use a wide range of research methods to support their work for this unit. Regular access to the Internet is important for independent research into the different attractions themselves and also to investigate visitor trends and the popularity of different attractions with different segments of the tourism market. Centres must therefore ensure equality of opportunity exists for all candidates embarking on this course to gain access to appropriate computer technology. The use of a wide range of printed resources will also facilitate candidates' understanding of the different attractions available. Leaflets and guides from local Tourist Information Centres, newspaper articles, educational materials obtained direct from the attractions and where possible, visits in person will all prove invaluable sources of information to support the learning for this unit. Many attractions of national significance offer specific study days and educational visits at discounted rates to help candidates obtain the necessary information for this qualification. Many of the key Travel and Tourism textbooks provide case study examples of important national tourist attractions, which will also prove useful.

Candidates will need to learn about the different types and classifications of UK visitor attractions and be able to categorise sites and attractions of national and local significance appropriately. Candidates will need to prove their understanding of the differences between **natural** and **built** attractions, using named examples of each throughout their study of this unit.

Recognition of the **three** different sectors of the tourism industry will also form a key component of the study of this unit – candidates must be able to distinguish and make specific comparisons and contrasts between the **private** sector, the **public** sector and the **voluntary** sector. When choosing the two focus attractions in generating portfolio assessment evidence, it is vital that candidates are made aware of the requirement that **one** attraction must be **privately** owned, and **one** must be from either the **public** or the **voluntary** sector. Candidates may experience some difficulty in obtaining detailed information relating to the funding and management operations of certain tourist facilities due to the sensitive nature of this type of information. Interviews with staff from a selected attraction may overcome this difficulty to some extent; otherwise it may be necessary to help candidates extract ownership details and sources of funding from the most up to date annual report for the attraction. AO1 requires candidates to make a comparison of the ownership, funding and management of each of the two chosen attractions.

AO2 requires candidates to examine in detail technology used in visitor attractions in the UK. This should be explored from the perspective of the tourist and of the staff, examining how interactive technology helps to attract customers, as well as analysing how increases in technology enable staff to enhance the quality of their work.

Candidates must keep an accurate record of the resources used in researching their chosen two attractions, and should provide a full resource list and bibliography. This will enhance the grades achieved in relation to AO3 for the unit. Candidates also need to examine the positive and negative environmental, social and economic impacts of major tourist attractions, and analyse how effectively tourists are managed during the time of their visit.

AO4 will involve a detailed analysis of factors affecting the popularity of specific tourist attractions, including an investigation into competitors' activities, customer expectations and general trends.

When to teach the unit and submit for moderation

This unit is available for candidates enrolled on the AS GCE (Double Award) and the Advanced GCE (Double Award) qualification in Travel and Tourism as one of the two optional units at AS level. The unit is assessed internally through a teacher–assessed portfolio.

There is a general expectation that this unit will allow candidates to build on the knowledge they have gained from Unit G720: *Introducing travel and tourism*. This would thus imply that Unit G720 has been studied, even if the examination has not been attempted when embarking upon this unit. The work could be undertaken alongside study of the mandatory AS units so that relevant sections of the course can be cross–referenced. This may enable candidates to see the inter–relationship of the various units within the syllabus.

If the AS course is being offered over a two year advanced programme, then this unit would fall within the second year of the programme. If, however, candidates are working towards the AS Double Award in one year, it is recommended that this unit be undertaken during the second part of the programme.

Suggested delivery plan and teaching strategies

Introduction to Unit G724: Tourist attractions

- Overview of the unit aims and structure.
- General revision of concept of visitor attractions forming one of main components of the tourism industry.
- Definitions of natural attractions and built attractions – idea storm in small groups named UK examples of each.
- Ask candidates to list any UK attractions they have personally visited in the last five years (individual activity). Categorise these under distinct headings within natural and built classifications eg mountains, heritage site etc.
- Provide a resource bank of promotional materials collected from TICs and visitor attractions and as pair-work activity – select one natural attraction and one built attraction – research each attraction and produce and deliver a two minute presentation on the main facilities and amenities offered by the selected attractions. Explain what the main appeal of each attraction is and suggest the types of customers most likely to visit the chosen attractions. Try to ensure that the full range of attractions is covered by the group – National Parks, forests, lakes, sporting facilities, castles and monuments, museums, theme park etc.
- Use printed case study materials in textbooks, on the web etc. to encourage candidates to look at national and local examples of visitor attractions and to become more confident in using vocational language to describe their features. (Individual activity – could be set as home-based or out of classroom extension or research activity.)

Public, private and voluntary sectors and ownership of attractions

- Basic definitions of the three sectors of the industry. Use key words from the Unit Specification on flipchart pages as a stimulus to a whole class discussion eg profit maximisation, economic development, conservation and preservation etc. – get candidates to identify which sector each descriptor fits.
- Focus on public sector – use Internet to research the Department for Culture, Media and Sport to find out the level of responsibility, accountability and scale of operation for tourist attractions within the Sport, Arts, Culture and Heritage classifications at a national level and the National Parks Authorities and the Countryside Commission for their role in managing the UK's natural attractions.
- Provide a list of national museums and galleries, and heritage sites which operate within the control of the DCMS (see Appendix 1). Allocate amongst group to undertake independent research – check candidates' experience of visiting these attractions and exploit accounts of their visits – candidates could phone, write or email for additional information beyond that found in leaflets and on websites for extra research evidence towards AO3. Produce posters outlining main facilities offered by each of these publicly owned attractions.
- Use case study materials from range of textbooks on National Parks and their management.
- Use contacts and links with Tourism Development Officers at local Council offices to establish local authority involvement with tourist attractions eg Rugby Borough Council's tourism officer works closely with staff at Gilbert's Museum and at Rugby School – arrange for a speaker to visit class or for candidates to interview a tourism officer if at all possible about such links in their own area.
- Focus on private sector – Case study on Tussauds group (see Appendix 2) – whole class discussion, then pair work selecting one of the group's UK attractions – produce a storyboard for a 20 second TV advertisement outlining the main attractions available at the selected location.

- Visit the local TIC and investigate the number of privately owned tourist attractions in your own area.
- Focus on voluntary sector: use case study materials from range of textbooks on The National Trust – identifying its importance within the voluntary sector in managing 590,000 acres of countryside, 547 miles of coastline, 200+ historic houses and 150+ magnificent gardens in England, Wales and Northern Ireland. Ask how many candidates have visited National Trust properties already and share experiences. Get candidates to consider the range of natural and built attractions that this voluntary organisation encompasses. Ask each candidate to select one property owned by the National Trust to research individually and to produce an A4 page for the latest National Trust newsletter, outlining major events, new amenities etc. – collate all articles and produce the newsletter for distribution amongst the entire group.
- Visit the local library and find out information on other voluntary run organisations involved with tourist attractions on a local or national level.

Main sources of funding for attractions

- Idea–storm with group the differences between funding and revenue generation depending upon whether an organisation is commercial or non–commercial. Ask candidates to apply these concepts to the public, private and voluntary sectors.
- List the many different ways of obtaining finance that are used by tourist attractions in the UK. Refer to bullet ‘main sources of funding’ in the Unit Specification. Ask candidates to identify a named tourist attraction that would use each funding source.

Business objectives, values and attitudes

- Most candidates will understand that the aim of all visitor attractions is to increase the number of visitors year after year. It is more difficult for weaker candidates to appreciate that there are many different reasons for this, based around the company objectives, and the general management style and culture of the organisations running individual attractions. It will be important to spend a little time on the learning associated with these concepts.
- Use company annual reports, website information etc. to collect mission statements from a range of different tourist attractions. Extract key phrases that give clues about company objectives and reproduce on flipchart or OHT. List the attractions from which the statements have been taken. Candidates work in teams to match statements to organisations, and have to decide whether the objectives match the overall values and attitudes for the business sectors within which these organisations operate.
- Case study materials from textbooks can be used to ascertain how well defined company objectives are for individual tourist attractions, and how well they appear to be met. These can be set as individual extension tasks.

AO1 – Comparison of ownership, funding and management operations of two contrasting tourist attractions

Candidates are now in a position to begin work on the first assessment objective. They will need careful guidance in their selection of attractions, with a reminder that one must be privately owned and the other either public or voluntary sector controlled. It would be beneficial to choose one natural attraction and one built attraction as this may provide greater opportunity for making comparisons, but this is not a requirement.

The whole group can select the same attractions to form the focus of the portfolio evidence, which may be particularly useful if candidates are able to make personal visits to both venues. However, it will be important to bear in mind that any information provided by the organisations and then reported within the portfolio evidence must be the candidates' own work. All information sources should be recorded to contribute to AO3.

Once the choice of attractions has been made, candidates should utilise all of the knowledge, understanding and skills acquired from the learning for this unit so far to provide a detailed description of each attraction in terms of to which sector each belongs, how each obtain their funding and how the business values and attitudes are positively conveyed to existing and potential customers of each attraction. Candidates should make close reference to the assessment grid and preceding banner when attempting the first task.

Increased role of technology

- A general introduction to the way in which technology may be used in tourist attractions is needed, making specific reference to the list of examples in the Unit Specification.
- Many of the textbooks provide a range of activities based around the use made by tourism providers of new technologies. These can be exploited and applied to specific tourist attractions either in the classroom through group discussion or at home as an individual extension activity.

Technological features – enhancing the visitor experience

- Use the Internet to find Virtual Tours of any visitor attraction. These will provide a taster of the real experience visitors can expect from a day out at the attraction.
- Research online booking facilities for a group visit to a range of different attractions. Explain the benefits of this facility to the customer.
- Explore how interactive exhibits in museums have made the visitor experience more enjoyable – get candidates to use promotional literature to find specific examples of attractions claiming to provide interactive facilities. Is there a distinction between natural and built attractions and the use of technology?

AO2 – Use of technology within the two chosen visitor attractions

Candidates need to conduct detailed research into how technology is used to enhance the experience of staff and customers in each of their selected attractions. It may be that simulated rides are offered at a built attraction such as the Imperial War Museum at Duxford, which can be compared with simple touch screen information boards in the visitor centre within the Peak District National Park. Candidates may wish to comment on the extent of technology demonstrated through accessing websites for both attractions. Online computer reservation systems may be analysed in terms of accessibility and convenience.

Impacts of visitor attractions on environment

- The section on both positive and negative environmental impacts is comprehensive. It will be important for candidates to have a full understanding of these concepts. A case study approach will be particularly useful here – there are several excellent ones relating to environmental impacts of visitors to the Peak District National Park and to historic cities such as York and Chester in the main tourism textbooks.
- Individual tourist attraction websites make close reference to the issue of accessibility, transport links, parking etc. Compare websites for a theme park with that of a museum or a national park – which seems to place greatest emphasis on how to get there? Ask candidates why this is likely to be the case.
- In pairs, list the positive and negative impacts that a tourist attraction such as Stonehenge or Alton Towers will have on its environment. Carry out a costs and benefits exercise to decide if the positive impacts outweigh the negatives for a selected attraction.

Social impacts of visitor attractions

Again the textbooks make fair coverage of this point. Ensure that candidates are comfortable with the terminology used here:

- define the term 'social' as a starting point
- ask candidates to consider the impacts of a tourist attraction such as Alton Towers from the perspective of a local resident as well as from the point of view of a visitor.

Economic impacts of visitor attractions

- This is not as straight forward a concept as would initially appear. Clearly candidates will need to appreciate the long-term financial impacts of supporting a tourist attraction as well as assessing whether the attraction is profit making or not.
- Ask candidates to research independently the average spend on a day visit to a tourist attraction. Consider the results of this search in terms of the contribution revenue from tourist attraction receipts makes to the UK economy as a whole. www.staruk.org.uk may be a useful resource in this investigation.

Issues of health and safety

- Define the term 'Risk Assessment'.
- Divide the class into groups of two or three and allocate a 'Day out at ...' card to each group. (There is a range of suggested attractions listed in [Appendix 3](#)). The group members must identify the major and minor risks associated with a visit to the selected attraction, based on general health and safety awareness.
- Send a short questionnaire to a number of different tourist attractions to find out how effectively they deal with large numbers of visitors and any associated problems with traffic.

AO3 – Comparison of effectiveness of visitor and traffic management in two selected attractions

Make sure that candidates refer to each of the headings from the section *Visitor and Traffic Management* when compiling their report on the two attractions. It may be necessary to contact the attractions directly to be able to respond to some of these headings – or use observations from personal visits to each venue. An assessment of effectiveness could be deemed to be subjective – ensure candidates have research evidence to help substantiate their analyses of both attractions' ability to manage visitor flow.

Visitor types

- Candidates need to be able to identify the proposed and actual target market for selected tourist attractions. When judging how popular an attraction is, it may be necessary to measure actual number of visitors against projected target numbers of visitors. To do this effectively, it will be important to be able to recognise different categories of visitors.
- If Unit G734: *Marketing in travel and tourism* has already been completed, crossreference learning here to the process of target marketing or segmentation.
- If Unit G734 has not yet been attempted, it will be necessary to teach the basics of market segmentation. The main focus for visitor attractions will be on different visitor types, eg local residents, day visitors, domestic tourists, foreign visitors, school parties, family groups etc.
- Use promotional material for a range of different attractions. Study the pictures and guess which visitor type is being specifically targeted by each attraction. This can be done as a whole class activity.

Visitor numbers and trends

This criterion will require extensive, but focussed research skills. The 'staruk' website will be very useful as a starting point. Individual company websites will also provide useful but perhaps will present biased data relating to number of visits.

Split the class into pairs – each pair to research specified years or attractions to ascertain top ten most visited attractions over a five or ten year period. There may be some difficulty merging data relating to fee-paying and free entrance attractions.

Types and duration of visits

This will also require detailed research to be undertaken to pinpoint average data – classifications of types of visits will need to be taught initially – local residents, day visits etc. Duration in number of hours rather than days would be most relevant but could be hard to come by. It might be useful for the teacher to undertake this research in advance and to devise a task based on analysis of the data to facilitate candidates' understanding of these concepts. Hard to find data causes frustration in a significant number of cases!

Candidates could be asked to draw up their own version of top ten most popular attractions based on average length of visit individually or in groups.

Features and facilities

Conduct an in-class survey to find out which features and facilities are most appealing to visitors.

Visit the websites of a range of national attractions to identify the types of facilities that are mentioned specifically. Keep a tally and draw a pie chart or bar graph to represent the results of the investigation.

Economic factors affecting popularity

Idea-storm financial factors that will influence decision about visiting a tourist attraction. Rank according to candidates' opinions about importance in making decision whether to visit or not. Refer to list of factors included in the Unit Specification.

Social factors affecting popularity

Look at top ten attractions for last ten years – and identify significant changes. Ask candidates to consider factors that would contribute to upsurge or downfall in popularity.

Research news items about visitor attractions on Internet – present media headlines to candidates and gauge responses. Would a safety scare on a ride put you off visiting a theme park altogether or just prevent you from using that ride?

Increasing visitor appeal

Cross-reference to unit on marketing where possible.

Show a range of special offer deals, travel brochure photos etc to gauge impact on potential clients.

Idea-storm alternative methods that can be used to make an attraction even more appealing.

AO3 – Research evidence for two selected attractions

Bibliographies using a standard referencing model should be submitted. All copies of correspondence with attractions etc. should be handed in. Printouts from key websites are permissible but it is not necessary to print out every page from every website accessed. Full URL's should be quoted within the resource list. Documentary evidence should also be submitted to support personal visits to tourist attractions, including photographs, leaflets obtained etc.

AO4 – Comparison of popularity of two selected visitor attractions

Candidates must make reference to research data obtained about visitor numbers over a period of time to their specific attractions. A written assessment of factors other than visitor numbers must be made. Make effective use of headings in the Unit Specification to explore the full range of factors affecting popularity.

Resources

The list of contacts is inexhaustible – therefore any titles etc. listed here are examples that could be used and are by no means prescriptive.

Books

Leask, A. (2002) *Heritage Visitor Attractions* Thomson Learning ISBN: 0304702927

Fyall, A. (2002) *Managing Visitor Attractions: New Directions* Elsevier ISBN: 0750653817

Swarbrooke, J. (2001) *The Development and Management of Visitor Attractions* (2nd Edition) Elsevier ISBN: 0750651695

National Tourist Boards of England, Scotland and Wales (1994) *Providing Accessible Visitor Attractions* English Tourism Council ISBN: 0861431863

Yeoman, I. (2000) *Quality Issues in Heritage Visitor Attractions* Butterworth Heinemann ISBN: 0750646756

VisitBritain (2002) *Visits to Visitor Attractions* English Tourism Council

OCTALIS (1994) *UK Visitor Attractions Directory* Continuum International Publishing Group

(1994) *1993 Visitor Attraction Survey* Tourism Development International Ltd.

Journals

International Journal of Heritage Studies (UK) ISSN 1352-7258

Leisure Futures (UK) ISSN 1094-1665

Leisure Intelligence (UK) ISSN: 1544-4686

Leisure Management (UK) ISSN 1360-6719. *Leisure Studies* (UK) ISSN: 0261-4367

Leisure Week (UK) ISSN: 1355-3453

Managing Leisure (UK) ISSN: 1360-6719

Museum International (UK) ISSN: 1350-0775

Museum Management & Curatorship (UK) ISSN 0260-4779

Services Industries Journal (UK) ISSN: 0264-2069

Websites

Association of Leading UK Visitor Attractions (www.alva.org.uk)

British Tourist Authority (www.visitbritain.com) LAN Net: the cyber journal of applied leisure and recreation research

(www.nccu.edu/larnet/larnet.htm) Looksmart UK (www.looksmart.co.uk): sport, leisure & recreation links The Lottery Commission (www.natlotcomm.gov.uk) Arts Council England (www.arts.org.uk)

Organisations

Arts Council of England

www.artscouncil.org.uk
14 Great Peter Street
London SW1P 3NQ
Tel: 020 7333 0100

British Association of Leisure Parks, Piers & Attractions (BALPPA)

www.balppa.org
25 Kings Terrace
London NW1 OJP
Tel: 020 7383 7942
Fax: 020 7383 7925

The Countryside Agency

www.countryside.gov.uk
John Dower House
Crescent Place
Cheltenham
Gloucester GL50 3RA
Tel: 01242 521381
Fax: 01242 584270

Department for Culture, Media and Sport

www.culture.gov.uk
Information Centre
2-4 Cockspur Street
London SW1Y 5DH

Department for Environment, Food and Rural Affairs

www.defra.gov.uk
Ergon House
17 Smith Square
London SW1P 3JR
Tel: 08459 33 55 77
Fax: 020 7238 3329

English Heritage

www.english-heritage.org.uk
Customer Services
P O Box 9019
London W1A OJA
Tel: 020 7973 3434

European Association for Tourism and Leisure Education (ATLAS)

www.atlas-euro.org
Department of Leisure Studies
Room S-139
Tilburg University
Warandelaan 2
Tilburg
Netherlands

Institute of Entertainment & Arts Management

www.ieam.co.uk
11 Wash Kane
Clacton-on-Sea
Essex C015 1UN
Tel/Fax: 01255 220081

Institute of Leisure and Amenity Management (ILAM)

www.ilam.co.uk
Lower Basildon
Reading
Berkshire RG8 9NE
Tel: 01491 874842
Fax: 01491 874801

Leisure Studies Association

www.leisure-studies-association.info/LSAWEB/Index.html
Chelsea School University of
Brighton
Eastbourne
East Sussex BN20 7SP
Tel: 01323 640357
Fax: 01323 644641

Museums Association

www.museumsassociation.org
42 Clerkenwell Close
London EC1R OPA
Tel: 020 7250 1929

Appendix 1: Department of Media, Culture and Sport

www.culture.gov.uk/tourism/default.htm

Examples of museums and galleries under public control

- British Museum
- National Gallery
- Victoria and Albert Museum
- Natural History Museum
- National Museum of Science and Industry
- Tate Gallery
- National Portrait Gallery
- Imperial War Museums
- National Maritime Museum
- Royal Armouries – Leeds
- Tower of London.

Heritage links

- English Heritage – sites such as Stonehenge
- Royal Commission on the Historic Monuments of England
- Royal Estates
- Historic Royal Palaces Agency
- Historic Royal Parks Agency.

Appendix 2: The Tussauds Group

www.tussaudsgroup.co.uk

The Tussauds Group is one of the world's largest operators and developers of Visitor Attractions with approximately 15 million visitors each year. The aim of the Tussauds Group is to develop an international entertainment business of successful visitor attractions that are special, imaginative and offer exceptional visitor value.

The Tussauds Group portfolio of attractions includes:

- in London: Madame Tussauds, The London Planetarium, British Airways London Eye
- In England: Chessington World of Adventures (Surrey), Warwick Castle (Warwickshire), Alton Towers (Staffordshire), Thorpe Park (Surrey)
- In Europe: Madame Tussauds (Amsterdam), Heide Park (Germany)
- In the USA: Madame Tussauds (Las Vegas), Madame Tussauds (New York)
- In Asia: Madame Tussauds (Hong Kong).

Appendix 3: Risk assessment tasks

A day out at
Royal Ascot
Races

A day out at the
Natural History
Museum

A day out at
the London
Palladium

A day out at
Chester Zoo

A day out at
the NEC

A day out in
Dovedale

A day out at
Drayton Manor

A day out at
Stirling Castle

Unit G725: Organising travel

Introduction

This document contains guidance on teaching for Unit G725: *Tourist attractions*, including additional resources. It should be read in conjunction with the [Unit Specification](#). The delivery ideas presented, including the sample assignment, are suggestions only and teachers are free to teach the unit as they wish.

Unit overview

The focus of this unit is studying the organisation of travel within the industry and the many routes which customers might use to organise any travel arrangements. It will involve a study of the various types of retail travel provider which customers may use and, in view of the dynamic nature of the industry, more recent developments within travel organisation such as the use of the Internet. The unit will be of particular interest to those candidates who might wish to work within the retail travel sector as it will give them an oversight of the methods of operation and practices used by the different types of providers.

Candidates will need to study all the various types of providers as listed in the [Unit Specification](#) and be able to distinguish between the aims and objectives of the different providers as well as how they undertake enquiries for travel arrangements in order to complete a sale.

As this is a very dynamic and constantly changing area of work, there will be developments in the methods and systems used by organisations over the period of the qualification, and candidates will need to be aware of these changes and how they will affect organisational practices and procedures. Centres will need to bear in mind that **access to the Internet will be required** not only during the teaching of the unit but also for investigative and developmental purposes. As technology forms a major part of the way retail travel providers operate, candidates will need to be familiar with operating systems and it would also benefit them if they are able to undertake work experience with travel providers in order to gain information on technology used within these organisations. Whilst undertaking their studies, candidates will also need to be aware of the legal requirements when processing bookings and payments and also the regulatory bodies and trade organisations which contribute to the provision of retail travel.

Candidates will also be introduced to the marketing strategies used by the various providers in order to attract customers and increase sales and profits for the retail travel provider. Though this is not a full study of marketing techniques, it would provide a useful introduction to the A2 Unit G734: *Marketing in travel and tourism* which they may study later in their course.

Part of the function of retail travel providers is to provide a customer with the travel itinerary relevant to their journey. Production of suitable itineraries is dependent upon customer requirements and needs which a consultant would need to clarify prior to investigating possible routes. Candidates will be expected to produce **two** itineraries for different customer types which involve more complex arrangements than just a return flight to a destination and any accommodation required. They should be able to investigate the provision of various additional products or services – car hire, transport to departure point if relevant, equipment hire, holiday extras such as airport parking, hotel accommodation prior to departure, and any other items which may be required by the customer. Not only will candidates need to produce the data but this must also be accurately costed, so they will need to demonstrate their application of number appropriately. As they will need to be able to communicate effectively with customers to obtain the information relevant to the itineraries, candidates will be using their knowledge of Customer

Service and it is recommended that this unit is taken following completion of work on Unit G721: *Customer service in travel and tourism*.

This unit, and the assessment evidence which candidates will produce to support it, is made up of **two** items of evidence which are linked but cannot be integrated. The Assessment Evidence Grid in the Unit Specification indicates that AO1 to AO3 relate to a study of the industry whereas AO4 relates to the preparation of the two itineraries.

When to teach the unit and submit for moderation

In order to develop knowledge and understanding from other areas in the programme, it would be advisable for candidates to have completed their study of Unit G721: *Customer service in travel and tourism* and Unit G722: *Travel destinations* as they will need to have awareness of the role of customer service within the retail travel sector and locational knowledge of destinations to which customers may wish to travel. They should also have an understanding of the position of retail travel within the industry, which would imply that Unit G720: *Introducing travel and tourism* has been studied, even if the examination has not been undertaken. If it is not possible for this unit to be covered after study of the mandatory units, then the work could be undertaken alongside study of these earlier units so that the relevant areas of each can be related to the work for this unit. This may enable candidates to see the inter-relationship of the various units within the specification.

If the AS programme is being operated over two years, then this unit would fall within the second year of the programme. If, however, candidates are working towards the Double AS in one year, it is recommended that this unit is undertaken during the second part of the programme.

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Suggested delivery plan with teaching strategies

Introduction to Unit G725

- Revision of the role of travel agencies, following from work in Unit G720: *Introducing travel and tourism* (structure of the industry).
- Overview of the unit aims and structure.
- Discussion of how people make travel bookings – this could be done through a class discussion about how they have organized travel or teachers have organised travel for school/college visits. It could be achieved by producing a simple questionnaire for candidates to use with a variety of people (covering good age range 18+) to develop understanding of where/how people book travel and holidays and changes in buying habits.

Candidates should also be given a chain of distribution diagram to identify different approaches made by customers to purchase travel.

Different providers and methods of organising travel

To include a detailed study of each type of retail travel agency:

- independent (owned by sole trader or partnership, not tied to specific tour operator)
- miniple (up to 20 branches in discrete area, not tied to specific tour operator)
- multiple (often tied to major tour operator and focuses on that operator's products)

- specialist (specific market, eg cruise, adventure, business traveller)
- hypermarket (such as First Choice Holiday Hypermarkets, located in major population centres).

To cover size of organisation, aims, objectives, place in chain of distribution, market share, making reservations, setting targets and measuring performance, making reservations.

Various approaches can be used to address this topic area – suggestions are:

- undertake survey of local area to establish which types are present and discuss results in relation to possible reasons for this (population size, competition, awareness of public, demand)
- teach theory of ownership – independent, miniple and multiple so that candidates can relate operation of travel agency type to size of business
- divide class into groups and allocate a travel agency type to each group to research, through visit, discussions with manager, Internet, to cover all topic areas
- invite manager of one or two types of travel agent into the centre to explain function, operation, practices and procedures of that type of agency. Candidates to ask questions in order to obtain information needed to be able to respond to each of the points including setting targets and measuring performance, and also cover topics such as the types of products and services offered by the agency using the list in [section 3.6.2](#) of the [Unit Specification](#). To make best use of speaker's time, candidates should also consider products and services at the same time as how providers operate
- arrange group visit to a travel hypermarket (as these are not equally spread over the country) and request meeting with manager to explain the points
- group should then analyse results to highlight similarities and differences in size of operation, methods of operation, objectives, market share, setting targets and measuring performance etc.

Market share of agencies

Discuss reasons for change in branch numbers, changes in ownership/brand name of these. Try to establish reasons for change such as changes in organisation operation, effect of direct bookings, market changes etc.

Investigate direct booking with tour operators

Using travel supplements in national press and tour operator brochures, identify how direct bookings can be made. Discuss how this can affect the retail travel agency. Try to establish percentage of bookings made direct with tour operators. Discuss why customers choose to direct book – what are the benefits to them?

Direct sell operators

Investigate direct sell operators, such as Saga, Travelsphere, who do not sell holidays through agencies. Why do customers use these organisations? What features do they offer customers? Compare costs for similar holidays with those in other tour operator brochures.

Investigation of this area could also include purchase of travel tickets such as train (through www.thetrainline.com), Eurostar, ferry or airline (for example www.ryanair.com). What are the benefits/disadvantages to organisations who only sell direct to the customer?

Specialist travel agencies

Not usually found on the high street, but through advertisements in the national and trade press. Focus on particular customer types (business traveller, single people, over 50s, students – eg STA Travel), on specific locations (eg Oz Talk, Austravel, Journey Latin America) or on specific interests (eg cruises, coach tours (Shearings, Titan) walking holidays, painting courses, cookery courses etc).

Using Teletext headings as a guide, candidates should consider a range of providers and investigate how they advertise and accept bookings (direct sell, Teletext, through retail agencies, telephone). They could investigate these through searching through Teletext or the Internet to obtain more information. They could write to the organisations asking for operational practices.

This could lead to group discussions on types of agencies and how they operate, sell their products, set targets and the type of market.

Home-based travel agent

Articles in TTG cover theory of home-based travel agency operations and teachers could contact Flight Centre or Travel Counsellors for information on how they recruit, set targets, train and manage home-based operators. This area is more difficult for candidates to research independently apart from TTG articles, so coverage should be teacher led.

Customer's own research

Candidates could be set a task such as finding flights and accommodation at a specific resort. Ask them to identify how long it took them to search the relevant information to put together a package to meet their needs. They should also cost this package and it would be a useful exercise to compare their costs and what is included with that provided in tour operator brochures to identify any additional features (such as meals on transport, transfers to accommodation) which may be included.

Products and services offered by providers

This is best covered whilst studying each type of travel provider and investigation of how they are made available to customers. Concepts such as tangibility/intangibility, seasonality and perishability will need to be taught along with what distinguishes a product from a service.

Candidates will need to be able to explain the provision of each of the products and services listed in the Unit Specification and also how they meet different customer needs. One approach could be each candidate (or a group of candidates) presents a wall chart of the products and services offered by a chosen travel agency – the class could then compare each type of agency to decide who offers a fuller range.

Candidates will also need to be able to differentiate between products and services (eg a product may be a package holiday but a service may be foreign exchange facilities).

The teacher could use the list of products and services in the Unit Specification as a basis for this discussion prior to further study of each of the items.

Package holidays

Candidates will need to know the components of a package holiday and how this is marketed to customers. Study of tour operator brochures will provide basic understanding of the components, and this should link in to the way these are usually sold to customers.

Candidates could be divided into groups with each group studying one brochure or operator, and making a presentation to the rest of the class on how that tour operator packages its holidays, the target market the brochure is aimed at, what other brochures that operator may offer (eg Thomson have Summer Sun, Winter Sun, A La Carte, Ski, Platinum, Small & Friendly, Lakes & Mountains etc.), discounts and offers for groups or families, extras included within the packages or which have to be paid separately, range of destinations and availability of flights. What other services does the tour operator provide to help customers make the most of their destination (eg holiday representatives, children's clubs etc)?

The candidates should make notes from the presentations of other groups as the information may be useful when they come to undertake the assessment for AO1.

Car hire

Candidates need to be aware that though car hire may be a component of a package (such as a fly/drive holiday), car hire is also sold as an extra to a package holiday, or as an additional service for a traveller booking flights only.

Candidates should investigate various car hire companies in relation to costs of hire, locations available, conditions of hire. Some of this information can be obtained from tour operators' brochures, but it would be advisable for the teacher to obtain a range of leaflets from car hire companies to use as a basis for individual or group study.

Candidates may need this type of information later in their work when they are preparing itineraries for AO4, so a wide range of information should be made available to them.

Foreign exchange

This topic is a good opportunity to develop application of number skills.

Candidates should consider all the locations in their area where they can obtain foreign exchange. Is it available at all travel agencies in the area – if not why might this be the case? Consider cost, security, training of staff.

Why do travellers need foreign currency and in what forms is it available? Explain travellers' cheques and reasons why travellers consider these more secure than carrying cash. Which currencies are probably the most regularly requested – why? Why is the 'buy' rate higher than the 'sell' rate? How much commission do local providers charge to sell foreign currency?

Develop this with exercises calculating currency exchange. Use exchange rates in the national press which are current at the time.

Insurance

Candidates should be aware of why travel insurance is recommended and how it is made available to customers. They should be able to differentiate between single and annual policies and compare the relative costs. Different brochures can be used – insurance is usually covered at the back of these – to compare rates for different lengths of holiday. Candidates could produce a table showing how rates vary between different providers and for different periods of time, or different age groups. Candidates will also need to study the types of cover which are included in policies and again comparisons could be made between different policies on such topics as compensation, cancellation periods and limits to claims for different eventualities.

Discuss pressures on clients to purchase travel insurance due to high commission paid to agents.

Car parking and hotel accommodation at airports

Investigate airport hotel accommodation rates and identify those which provide car parking facilities for customers. Compare the rates of various hotels offering car parking near a particular airport.

Investigate the types of car parking available for customers at an airport – is it secure and what actions are taken to ensure security of vehicles? What are the relevant costs in relation to distance from the airport?

Do travel agents in your area offer this service to customers? Why might this be a valuable additional service to the travel agency? Consider income generated from commission, improving customer service by providing ‘that little extra service’, convenience and time–saving for the customer.

Ticketing procedures including ferry/Eurostar bookings, rail and coach tickets, flight–only bookings, theatre or entertainment bookings

Candidates will need to consider this from the aspect of the service provided by travel agencies and also arrangements for supply of tickets for individual bookings (such as those booked direct on the Internet).

How are tickets sorted within an agency – by departure date, by customer surname, by tour operator? How are customers informed that tickets are available and what security is in place at the agency for safe–keeping of these?

Can the agency issue tickets for major airlines, UK rail, National Express, Eurostar or ferry transport? How does this process take place within the agency? Can all the agencies in your locality issue tickets for major transport principals? If not, why do they not offer this service?

Does the agency offer facilities to book entertainment tickets (such as major concerts, Disney park tickets, sporting events) or theatre bookings? Are these only for local events or do they include national events also? Why do they offer this service – does it earn good commission rates for the agency, or is it regarded as an additional service to improve the overall product?

How do direct–sell principals make tickets available to customers? Do all principals issue tickets? (Ryanair and other low cost airlines use booking references and computer printouts by the customer as tickets.)

Visa/passport advice

Investigate from brochures (such as Kuoni) which destinations require visas for entry. What is a visa? How much does a visa cost for these countries? How can customers obtain visas? Enquire at travel agencies whether they offer the service of obtaining visas for customers, or do they just advise customers on how to obtain visas?

To avoid candidates visiting travel agencies and disrupting their normal work, the teacher could obtain relevant information about visas and the countries which require visas. This can be found on Internet sites such as www.ukvisas.gov.uk

The teacher could download sections from this site to use as discussion topics with candidates.

The teacher could prepare a worksheet to guide candidate investigations on passports. This could include questions such as:

- have candidates got a passport?
- where did they obtain it?
- how long is it valid for in total?
- what type of information is included in a passport?

- what are the proposed changes to passports required to make them more acceptable in the USA for example?
- what are the reasons for these changes? (Refer to 9/11 and increasing terrorist threats.)
- does the travel agency offer passport advice to customers, and if so what type of advice do they give?

This topic could be discussed with a speaker from a travel agency if one is included in the investigations of types of agency earlier in the programme.

Health advice

What advice is current re medical protection and care if travelling in Europe?

Where can customers obtain information about health protection from regions in the world? A good source of general information would be from research on the government websites, such as www.doh.gov.uk/travel, or www.fco.gov.uk/travel, or www.cdc.gov.uk/travel

Brochures such as Kuoni could also be used to investigate what protection is advised for customers travelling to certain countries.

If candidates have visited any of these countries, what advice were they given by the travel agent? How aware are travel agency staff of recommended protection? Have they been trained to cover this adequately? Is there a specialist within the agency who is more aware of health protection issues who can assist other consultants?

Tailor-made holidays

How many of the types of travel agency studied offer tailor-made holidays? What are tailor-made holidays? How can they be organised by travel agencies or independent bookers? Candidates need to consider all types of transport which might be included, accommodation, stop-overs, tours or any other component which makes this type of holiday individual to the customer. How does the agent earn commission on this type of holiday?

Cruise bookings

Do any of the agencies have cruise specialists in their shops? Are there specialist cruise agents in the area? Candidates could look at advertisements in the national press to obtain details of cruise specialists or cruise clubs which undertake bookings. They should consider the growth of this market and how agents are meeting demands for this type of holiday.

Work towards AO1

Candidates should now have the basic information to approach AO1, but they need to select two types of travel organisation from those studied and the types of products and services each offers.

They could use sample survey forms, which will also give them evidence towards AO2 and AO3, particularly if they are undertaking the survey as a mystery shopper. Survey forms could also be used later in this delivery programme when they have sufficient understanding of technology and marketing.

Marketing and advertising techniques used by providers

To include:

- window cards
- posters
- leaflets

- use of colour
- direct booking numbers
- websites advertised on brochures
- impact of lead prices.

Introduce candidates to simple marketing theory, such as offering the right product at the right price in the right place at the right time, and the use of AIDA principles (attention, interest, desire, action) to gain customers. This should not be a detailed study of marketing, but an introduction to the use of marketing techniques by travel agencies to increase market share.

Use travel advertisement sections in the national press as a focus for study of impact of colour, headlines, offers, amount of information given, contact details, etc. Candidates could then explain the aims of the advertiser and what he hopes to achieve. Consider also the types of customer to whom the advertising material might appeal. Obtain promotional leaflets from agencies or copies of posters they no longer use to expand and develop candidate awareness of marketing techniques.

This should help them understand the use of posters, leaflets, window cards, colour, direct booking numbers, websites and the impact of lead prices. They could produce a window card suitable for display in an agency, for a specified date, destination and price. Display all the cards, and discuss each in terms of impact, appeal to target audience.

Other promotional methods

To include:

- use of media (eg video, interactive displays, press releases)
- special events, eg cruise evenings
- Teletext advertising
- drop in boxes on Internet search engine travel sites.

Candidates would benefit from a visit to a local Holiday Fair or Travel Exhibition to study various marketing techniques used by principals. These would include use of interactive displays, video, and other media. A visit to a Holiday Hypermarket will also give them a greater understanding of marketing techniques used.

Discussion could take place around special events, such as cruise evenings, organised by a travel agency as to who might be invited, what is the aim of the agency, what might be the special marketing techniques used at such an event.

If the centre has its own travel agency, then candidates might arrange a special event to promote particular holiday types, or present a display suitable to be used in the agency to promote specific destinations or holidays.

Candidates should look at Teletext pages to see how these are classified, which agencies are advertising and how they can be contacted, what types of holidays are on offer, how do they use marketing techniques to attract customers.

Using Internet search engines on travel sites, candidates could identify types of agencies using these and how they aim to attract business. They could develop this further by looking at sites such as lastminute.com, or even by just putting 'holidays' or 'travel agency' in the search section they could be directed to various agency types who promote their products differently.

Legal requirements when marketing and advertising

Including:

- Trade Descriptions Act
- Sale of Goods Act
- Consumer Credit Act
- EU Package Holiday Directives.

Candidates do not need to know the legislation in detail, but need to know how each affects marketing and promotion and the operation of travel agencies. Obtain copies of the relevant legislation from government websites, extract or précis the relevant sections. Candidates then analyse these sections in relation to provision and selling of products and services by travel agencies. Ensure you are using the most recent legislation, and do not rely on that identified in the textbook as changes may have occurred.

Work for AO3

Developing from the candidates' work on the chosen travel organisers for AO1 and using the questionnaire suggested as a mystery shopper, candidates should now be able to develop their work on marketing techniques of their two chosen organisations. They may include in their work examples of types of marketing materials used by their chosen organisations to support evidence of research, but for higher grades they need to ensure they have researched from a broad range of sources and covered a wide range of techniques.

Use and development of technology and its effect on organising travel

When undertaking the survey of travel agencies, candidates will obtain some information about technology used in that agency. They should compare their results with their colleagues to identify trends, effects of developing technology, ease of operation for agents, impact on high street travel agencies. They could also use their findings from their initial survey of how people booked holidays to compare the different methods customers use. Have any organised their own travel, and if so what approaches did they use, how long did it take them to fulfil all their requirements?

Candidates need to understand how Global Distribution Systems operate and the range of information available on the sites. If they use www.galileo.com then they will have access to much of the information needed to respond to this. They could develop this study by looking at other GDS systems, such as Sabre, Worldspan and Amadeus. Work experience within a travel agency would give candidates an opportunity to study the systems in more detail whilst observing agency consultants at work. Candidates could also study the Travel Trade Gazette for information on dynamic packaging systems and how these operate or are used by agencies to tailor-make holidays for customers.

Work for AO2

Having studied technological developments and effects on the industry, candidates should be ready to undertake work for AO2. The changes in technology should relate to their study of the two types of travel organiser in AO1.

Choice of forms of transport with advantages and disadvantages to meet varying customer needs

Work on this topic area can be developed from their work on Unit G722: *Travel destinations*, as they will have considered transport routes to chosen destinations. To revise this area, candidates could investigate routes to a destination such as Paris, using road/ferry, rail and air to compare the cost and convenience aspects. If they considered the costs in relation to a family of four they would be able to draw comparisons leading to them being able to identify advantages and disadvantages of the different forms of travel. If three customer types were chosen (say family of four, couple where one has a physical disability, and single traveller) for this exercise they should then be able to highlight more advantages and disadvantages of each type of travel to the relevant customer type. To develop the skill further, candidates could discuss what should be in an itinerary, the amount of detail it should contain and industry layout.

This will provide valuable underpinning knowledge for when they organise itineraries for AO4.

Sources of information used for travel organisation

Including:

- brochures
- internet
- gazetteers
- guide books
- atlases
- directories
- timetables.

Through earlier study for this unit candidates should be familiar with using brochures and the Internet to locate information, but their skills will need to be developed in using other sources of information.

In their work for Unit G722: *Travel destinations* candidates will also have used guidebooks, atlases and gazetteers, with possibly some directories.

If the centre does not have copies of guide books, gazetteers or directories for specific areas, it may be possible to obtain some from local libraries. It is recommended however that the centre develops a bank of resources such as these which can be used for a variety of units in the qualification. Some gazetteers may be obtainable from travel agencies when they become out of date, but are adequate for research and practice purposes.

Candidates need to develop skills in reading timetables, and a useful source is the local railway station where booklets of intercity and local routes are available (free of charge). Rail, local bus and airline timetables for specific routes are available on the Internet. Candidates need to be able to interpret the 24-hour clock when reading timetables and this skill can be developed with exercises.

Candidates will need to be able to read and interpret sources of information to prepare their itineraries for AO4.

Work for AO4

Having undertaken simple research into possible routes to Paris earlier, candidates should have a fuller understanding of selecting routes and methods of travel to meet the needs of specific customer types. Before working on this assessment evidence, candidates should be shown how to present itineraries in an acceptable industry format.

Now they need to prepare **two** itineraries – each for a different customer type or group size which must have some complexity and which must be fully costed. Some analysis of why each specific itinerary was chosen to meet the needs of those customers should be included with possible alternatives having been considered but rejected. It might be beneficial if candidates have a budget to work to for each of the itineraries, then their costs can be related to the budget. Numerical skills are important for this as costs should be identified for each component of the itinerary and totals should be accurate.

Sample assignment

You are considering a career in the retail travel sector. In order for you to decide which type of travel organiser would best suit your interests and career goals, you need to investigate how the industry operates. You need to read all the assignment carefully to identify areas for investigation so that you obtain the maximum amount of information required to cover the tasks 1–3.

Having investigated the operation of the industry and the range of products and services offered by different providers, you then need to research the marketing techniques used by the industry and how information technology has affected the popularity of different providers within the industry. You will also consider the variety of sources of information available to travel organisers and how these are used to prepare two itineraries for specific customers with different needs.

Task 1 (AO1)

Undertake an investigation into the operation of two different types of travel organiser. This investigation should cover the aims and objectives of the organiser, its place within the chain of distribution and the advantages and disadvantages of using that type of provider from the customer's point of view. It should also investigate how that provider makes reservations and how targets are set for employees including how employee performance is measured against targets. Your methods of investigation may be through discussions with employees/managers in the two types of organisation, through a survey conducted in both types of organisation, or from work experience in retail travel.

You will also need to investigate the range of products and services provided by each of the organisers in order to explain how these meet the needs of different types of customers.

You will then produce a description of your findings for both of the travel organisers studied and a comparison as to their methods of operation and their role in the chain of distribution. You should also compare the different products and services provided by each. The more comprehensive your description and comparison will demonstrate your knowledge and understanding of the industry and lead to higher points being awarded for your study.

Task 2 (AO2)

Developments in technology have had a major impact for providers of travel organisation and you need to provide a detailed description of the effects of these developments for both your chosen travel providers on their current operational practices. After discussion with your chosen providers and using your understanding of advances in the industry, you should attempt to forecast how these developments will affect your two chosen providers in the future. You should include in your work details of the current use of technology including global distribution systems and access to information through the Internet and how this relates to current working practices. But you also need to demonstrate your understanding of developments within technology to forecast how these might affect your two providers in the future.

Task 3 (AO3)

There are many marketing techniques used by travel providers and you should investigate those used by your two chosen providers. You should consider a wide variety of techniques and be able

to explain the reasons for the organisation using these methods in order to appeal to customers. Effectiveness of techniques also need to be explained and you will need to undertake some research to establish how various techniques have led to increasing sales or performance of the provider. You should then attempt to analyse the effectiveness of these techniques and may also consider alternative techniques each organisation could use.

Task 4 (AO4)

You need to be able to demonstrate your ability to research information to meet various customer needs and produce two itineraries in the correct industry format which meet the needs of the chosen customers. These itineraries must be fully costed so that the client is aware of exactly how much the booking would cost. You will also need to explain why one particular route or method of transport or type of accommodation was chosen over another to meet the budget requirements of the customer.

You should choose two from the following scenarios and prepare your itineraries and justification for chosen type of travel to meet the needs of the customers and their budgets.

- a) A family of four (parents and two boys) wish to go to Austria for a week's skiing holiday, travelling from their home in Birmingham. They will need to hire skis and boots at the chosen resort and prefer a resort with lots of other activities, such as snowboarding, heliskiing and evening entertainment. You should investigate alternative methods of transport to suit their needs and also types of accommodation available to them. Their budget for the whole holiday is £2000.
- b) An elderly couple, one of whom has mobility problems, wish to go to Benidorm for a month during the winter from their home in Manchester. They would prefer to travel in January and want to hire a car at the resort which would be large enough to accommodate the wheelchair. They would prefer accommodation which offers dinner, bed and breakfast rather than self-catering. Their budget is a maximum of £1750 for the booking.
- c) A single businessman from Bristol has to travel to New York for a 3-day conference. He has to make his own accommodation booking as this is not provided by the conference organisers. He would prefer a 4 star type of accommodation, which has 24 hour room service or access to catering at any time of day or night. He has no particular preference as regards airline, but will require transport from the airport to the accommodation and also for the return to the airport. There is no definite budget but costs should be as reasonable as possible.

Having produced the itineraries, you now need to undertake an analysis of how each itinerary meets to needs of the customers and justify your chosen itinerary by comparing it with alternatives for the same scenario.

Resources

In addition to those given in the specification for the unit and in the delivery plan:

Textbooks

GCE AS Double Award for OCR Travel and Tourism Hilary Blackman, Ann Rowe, John Smith, Sue Stewart, pub. Heinemann.

Travel Trade Gazette

Annual subscription @ £100 through United Business Media, Tower House, Sovereign Park, Market Harborough, Leics LE16 9EF If budgets do not allow purchase of this weekly journal, develop good working relationship with a local travel agency who may pass on back copies. Invaluable for current developments in the industry, study of skills in agencies, articles on home working, travel agency operations, commissions. It is also possible to obtain articles on line through www.ttglive.com

Tour operators' brochures

Travel agencies will often let schools and colleges have past editions of brochures to keep as a resource, rather than candidates obtaining new copies for each topic studied.

Promotional videos/DVDs

P&O Cruises Collection, cost £6/£8, contact P&O Cruises, PO Box videos/DVDs, 22, Abingdon, Oxon, OX14 4SP Rent videos from Holiday Hypermarkets, or show videos during a visit to one.

Guide books

Lonely Planet guides, Dorling Kindersley Top 10 guides, AA City Guides, RAC/AA Gazetteers, Rough Guides, World Travel Guide. Some are available on the Internet, eg www.virtualtourist.com www.lonelyplanet.com www.wtgonline.com

Timetables

Local rail and intercity routes – from local station Local bus route timetables Airport websites lead to airline timetables Brochures have flight schedules for practice checking availability and routes

Other websites

www.dti.gov.uk (for legislation)

www.expedia.com Travel agency websites such as: www.trailfinders.com www.ryanair.com (timetables) www.aa.com (for travel routes, mileages)

Unit G726: Hospitality

Unit overview

This is an AS optional unit in which the main focus is hospitality within the travel and tourism industry. Hospitality can be defined as the provision of accommodation, food and drink services away from home. The hospitality industry provides customers with this accommodation, food and drink. Hospitality consists of a mixture of tangible and intangible elements of both products and services. The product is the food, drink and accommodation, and the service is the atmosphere and image that surrounds them.

In this unit the welcome people receive when participating in hospitality is vitally important.

When to teach the unit and submit for moderation

It would be advisable for candidates to have completed their study of Unit G721: *Customer service in travel and tourism* as they need a full awareness and understanding of quality customer service provision in order to meet the assessment requirements of AO3. They should also have an understanding of the hospitality industry within the wider travel and tourism industry, which would imply that Unit G720: *Introducing travel and tourism* had been studied, even if the examination had not been taken. There are also links with Unit G722: *Travel destinations* and the types of accommodation, food and drink available in the two destinations studied. If it is not possible for Unit G726: *Hospitality* to be studied after the mandatory units have been covered, then the work could be undertaken alongside so that relevant areas of each can be related to the work for this unit. This will enable candidates to see the inter-relationship of the various units within the specification.

If the AS programme is being operated over two years, then this unit would fall within the second year of the programme.

Suggested delivery plan with teaching strategies

It is possible for the unit to be broken up into discrete programmes of study, based on the different AOs.

AO1 would logically form the introduction to the unit. Much of the research and investigation needed for this would enhance Unit G720 and negate the need to teach the sections in Unit G720 relating to accommodation, catering and accommodation grading schemes which is part of the section on 'Agencies delivering travel and tourism products and services'.

AO2 involves the investigation of **two** organisations in hospitality, one which provides the full range of hospitality services (accommodation and food and drink) and the second is a review of a corporate hospitality package. It may be tempting to use the same organisation to cover both aspects of this AO, but this is inadvisable as the banner states an investigation should be made into **two** organisations.

AO3 requires the customer service provision of **one** hospitality provider to be investigated. It will be difficult to fully meet the requirements of this assessment objective by desk based research, as

recommendations for improvements to the customer provision are needed. This could therefore be built around a residential trip or work placement within the industry.

AO4 requires an analysis of the current provision of hospitality within a chosen locality. The locality can be the area local to the centre (this may therefore complement the work undertaken for AO1 of the investigation into hospitality locally) or it could be another area of focus, one perhaps based on a case study or a residential experience. There is a need to recommend any improvements to the provision, or developments in the provision in the locality, relating these to trends in that particular area of hospitality.

Delivery strategies

Evidence required for AO1

From the Assessment Evidence Grid: candidates need to produce the results of their investigation into the scale of the industry and the types of hospitality providers (with recognised grading systems), with examples at both national and local levels, and including a description of corporate hospitality.

See 'Sectors delivering hospitality and the effects of seasonality, tangibility and perishability in the industry' section 3.7.1 and 'Types of corporate hospitality' section 3.7.2.

Accommodation

It is important that candidates know the distinction between **serviced** and **non-serviced** types.

Serviced means that staff are available on the premises to provide some services such as cleaning, meals, bar and room service. The availability of such services, even if they are not used by the customer, is included in the price charged.

Non-serviced means that sleeping accommodation is provided on a rental basis, normally for a unit comprising several beds. While services for the provision of meals, bars, shops and cleaning may be available on a separate commercial basis they are not included in the price charged for the accommodation.

It would be expected that a range of serviced and non-serviced accommodation is studied in the assignment evidence.

Hotels, inns and guest houses

A **hotel** is defined as an accommodation outlet with a minimum of six letting bedrooms, of which at least half must have ensuite or private bathroom facilities. A hotel would normally have a drinks licence (which may be a restricted licence) and will serve breakfast and dinner.

International hotels are owned by large chain companies operating around the world. Services are offered to exactly the same high standard in each hotel, depending on the corporate image. Customers therefore receive consistency, security and dependability. There are usually many additional services.

Commercial and leisure hotels are sited in large towns and cities and are used predominantly by business customers from Mondays to Thursdays and by the short-break market from Fridays to Sundays. These hotels offer a wide range of facilities to accommodate the needs of both types of customer, they will have a reputation for high standards and efficient service, combined with a relaxed atmosphere and customer-orientated staff.

Resort hotels are mainly aimed at customers for pleasure on a long stay basis (four nights or more). The accommodation ranges from simple unlicensed bed and breakfast establishments to

licensed premises offering food and drink throughout the day. This type of hotel aims to give the customer the intangible aspects of hospitality, rather than a wide range of products and facilities, the emphasis being on the friendly atmosphere. Repeat business is important to these hotels.

Transient hotels and motels are often budget hotels. These may be found at motorway service areas, near motorway junctions and on major road routes. All offer a basic standard of accommodation with few facilities, to provide for the needs of the on-road business traveller.

B&B accommodation is provided within a traditional **inn** or pub environment with a restaurant and bar.

A guesthouse B&B accommodation is usually run by only two or three people, who are sole traders. Most have fewer than three bookable rooms and most B&Bs aim at tourists. Breakfast will be available and maybe an evening meal.

Candidates need to research examples of the range of accommodation types nationally and locally. This covers a vast content. It will be necessary to restrict the research into to ensure that the candidates do not include too much information, as the assessment evidence required is only a summary. It is strongly suggested that this section is taught fully alongside the Accommodation section within Unit G720, as candidates will need to know the different types of accommodation for the examination in that unit.

Holiday camps and resort complexes

Holiday camps offer entertainment as part of the package, besides accommodation and catering. Butlin's or a similar sort of holiday camp should be investigated (www.butlins.co.uk, www.pontins.com).

Holiday villages are different from holiday camps as there is limited entertainment. Research into Park Resorts (www.park-resorts.com), Haven Holidays (www.havenholidays.com), British Holidays (www.british-holidays.co.uk), Hoseasons (www.hoseasons.co.uk) and Blakes (www.blakes.co.uk).

www.centerparcs.co.uk provides information about other types of resort complex, as does www.altontowers.com which has the facilities on offer at the resort hotels of the Alton Towers and Splash Landings Hotels.

Public houses and cafes

Activity:

Compare and contrast pubs in your local area using these criteria:

- name of pub
- name of brewer or chain
- type of pub (local, food, family, venue etc)
- facilities available (private rooms, garden, play area, games room, car park)
- range of drinks available (alcoholic, non-alcoholic, hot and cold)
- range of food available (full meals, bar snacks).

Candidates should also be aware of national chains of pubs, Wetherspoons (www.idwetherspoon.co.uk) is an example.

Café bars are hospitality establishments that offer meals as well as drinks, and are usually themed.

Restaurants (including cafes and fast food outlets)

There are many different types of establishment which sell food for consumption on or off the premises. Restaurants may provide a waiter/waitress table service, and/or a take away service.

Candidates should research national chains of restaurants (fast food establishments have many resources) as well as local examples.

Contract catering at event venues

Contract catering (also known as the food service management industry) services that sector of the industry where the provision of food and drink is not the main activity. It is therefore provided at events which can be considered tourist attractions, such as major sporting activities such as the Olympic Games and Royal Ascot.

Candidates need to be fully aware of the range of hospitality available at event venues eg major sporting events such as the British Grand Prix at Silverstone, or mass entertainment events such as Glastonbury.

Compass (www.compass-group.co.uk) is a major company providing catering through its sports and leisure division, All Leisure, for high profile events such as Wimbledon, England rugby matches at Twickenham, the Hampton Court Flower Show, Glyndebourne opera and Cheltenham Gold Cup.

Leisure outlets

Hospitality provision within leisure outlets can be studied on a national scale. A visit to a theme park will provide information on the catering outlets available and the types of food and drink. Alton Towers also has two themed hotels and many theme parks offer conference facilities in their out of season times. See www.wicksteedpark.co.uk for examples of the type of facilities available.

At a local level it is more likely to be the provision of food and drink, and sometimes accommodation within a sports leisure facility. For example Overstone Park (www.overstonepark.com) is a golf course, leisure centre and accommodation provider; Megabowls generally have Wimpy fast food restaurants and bars etc.

This is an area easy to research by candidates visiting a leisure facility to investigate the hospitality provided.

En–route and on–board transport services (road, rail, air, sea)

Candidates need to research the food, and accommodation, if applicable, on–board transport. There is information available on websites, and also in magazines produced by the transport providers.

It may obviously be difficult for candidates to undertake first hand research for the onboard services, so secondary research will need to be used on the whole.

En–route hospitality is more easily accessible to candidates. Primary research can be undertaken into the accommodation, food and drink provided at motorway service stations, or at major road junctions.

Most providers are national chains, but locally the mobile cafe in the lay–by of a road could provide a good example.

Different needs of business and leisure customers

Leisure customers are generally those on holiday, **business customers** those using hospitality for work purposes.

A concluding piece of work that looks at the different needs of these customers will be appropriate. The needs should relate to the provision of accommodation, accommodation services and the service of food and drink.

Grading criteria

Categorisation refers to the separation of accommodation by type, ie distinguishing between hotels, motels, boarding houses, B&Bs etc.

Classification distinguishes accommodation on the basis of certain physical features, such as the number of rooms with private bath or shower etc.

Grading identifies accommodation according to certain verifiable objective features of the service offered, such as the number of courses served at meals, whether there is 24 hour room service etc.

Provision was made under the Development of Tourism Act 1969 for the compulsory classification and grading of hotel accommodation in Britain, but this was widely resisted by the industry itself and the BTA made no attempt to enforce it. A voluntary registration system was first introduced in 1975. The separate NTBs were left to devise their own individual schemes.

The system remains a voluntary one, but hotels taking part receive regular checks from inspectors, and could only display the grading or advertise in RTB publications once they have been approved. Because it remains voluntary only a very small proportion of the total accommodation sector in Britain is registered.

Details of the ratings are available in destination brochures and on the NTB web sites.

Tour operators have devised their own systems of assessing properties used on package holidays abroad to meet the needs of their own clients. Thomson Holidays, for example, uses a 'T rating', based in part on their own customers' assessment of the accommodation. Cosmos (www.cosmosholidays.co.uk) allocate diamond ratings. This is based on a scale of two to five (five being the highest) and reflects Cosmos' overall opinion of the facilities, service, food, comfort and location of each property. Properties with a 'plus' rating are those which have that little something extra that stands them apart.

Scale of the industry

The hospitality industry is one of the main areas of growth in the UK economy. It has demonstrated year on year growth since 1996 and contributes some £21.5 billion annually to the treasury through direct and indirect taxation. In total, the industry employs over 1.8 million people in the UK working in around 300,000 establishments. Forecasts over the next couple of years are for sustained growth and it is predicted that a further 170,000 jobs will be needed in the industry by the end of 2005. Total catering and accommodation expenditure by domestic and overseas tourists in the UK amounts to 59% of total tourist spending.

The scale of the industry nationally can be researched using statistics available from www.ons.gov.uk and www.caterer-online.com. This needs to look at the total number of establishments, the numbers employed and the turnover or occupancy rate, or other relevant measure of the success of the hospitality provider.

At a local level, local authorities produce figures on employment in different sectors, and the number of establishments can be researched using the Yellow Pages or www.yell.com. It may be more difficult to get firm statistics of local measures of success, but anecdotal evidence can suffice.

Employment characteristics

Case studies can be found on the website www.prospects.ac.uk (if this link does not work, follow the links 'explore job sectors', 'hospitality' and 'case studies' from the home page).

Recruitment and retention of staff and a shortage of skills is one of the main issues in employment in hospitality. This is because the impression is of low pay, long hours of work and poor conditions. Government statistics show that the hospitality industry has four of the top ten lowest paid occupations: kitchen porters, bar staff, catering assistants and waiting staff. Labour turnover is high, many jobs are part time and shift work is common in the industry. It is a customer-focused industry, with plenty of chance for rapid advancement.

Advantages can include food and accommodation which is often provided to employees.

The main characteristics of employment should be summarised at both a national and a local level.

Range of jobs

Case studies can be found on the website www.prospects.ac.uk (if this link does not work, follow the links 'explore job sectors', 'hospitality' and 'case studies' from the home page).

A good starting point for this at a local level is the local newspaper jobs section. Candidates could search for jobs in all areas of hospitality, and this should show a range of jobs in different hospitality outlets that illustrate the employment characteristics such as shift work, part time, seasonality etc.

There are many websites dedicated to jobs in hospitality nationally – again a snapshot of the range of jobs could be gathered.

The careers section of libraries has valuable information; www.hctc.co.uk has a wealth of information on jobs in hospitality that can be researched by the candidates. They also produce magazines such as 'At Your Service' which is a guide to employment training in hospitality.

Trends in different sectors

Trends in the chosen locality are the focus of AO4, so if the local area is used this section could be fully covered in the assessment evidence for AO4.

Hotels: Budget hotels represent the fastest growing segment. Although hotels have the highest percentage of full-time workers (60%), this proportion has been falling over recent years and the number of part-timers is therefore expected to increase.

Restaurants: This includes take away food outlets, fine dining, ethnic restaurants and coffee bars, the latter of which is the fastest growing. There has also been significant growth in branded restaurants. More people are employed in restaurants than in any other sub-sector of the industry with employment forecast to grow by 21%. Restaurants also account for the largest percentage of establishments in the UK. The vast majority are small, micro businesses with owner-operators.

Pubs, clubs and bars: The second largest sub-sector in terms of total numbers of establishments and workforce employing 15.5% of all employees in the industry. Labour turnover is high mainly due to the large number of candidates employed.

Trends can be established from the statistics (web addresses given above), but a local newspaper watch could also be a useful way of surveying the candidate's own locality. Reports of newly opened pubs and restaurants are often included, as well as closures of long running establishments.

Types of customer

There is a variety of different customer types served by hospitality providers. They may be regarded as **regular**, **occasional** or **chance**. If you wish them to return, all must be treated with respect and courtesy. The hospitality industry provides a service to its customers; every customer is special and will require some slightly different service and have a different perceived need. **Individual** customers are generally fairly easy to look after. Their needs do not put any strain on the resources of the organisation and they are often well satisfied with the service they receive. **Groups** bring substantial income to many hospitality providers, and therefore should be given special consideration regarding their requirements. Special arrangements are generally made to greet groups on arrival. **Business** customers are usually travelling at their company's expense and out of necessity rather than pleasure. Time will be important; therefore quick, efficient service is required.

Candidates need to demonstrate an understanding of the different types of customers in different types of hospitality outlet.

Effect of, and trends in, length of stay

The trend has been for stays in UK hotels for leisure purposes to change from a two week holiday period to short breaks. These can be in the countryside or UK cities.

Short breaks, such as long weekends, are a growth area. UK short breaks tend to be booked at the last minute (about two weeks in advance) and stretch from a Friday afternoon to a Sunday evening; short breaks to the continent are planned weeks in advance and span Thursday night to Monday morning on the whole. London is the number one short break destination in the UK. Two night family fun packages are available, which include accommodation, a London Pass, a Thames river cruise and a family meal at Planet Hollywood. Theatre breaks are fuelling the growth in London.

The second city for short breaks is Edinburgh, followed by York.

What impact does this trend have on hospitality outlets?

The way in which the length of stay is affected by seasonality, perishability and tangibility need to be looked at.

Corporate hospitality

The corporate sector is the most significant in terms of size. Revenue in this sector is not only generated from room nights but also from the usage of facilities, including conference and meeting rooms. Many of the major hotel groups have established separate brands for this market. However, the corporate sector was adversely affected by international events, such as the events of 11th September 2001 in the US, the severe acute respiratory syndrome (SARS) virus, the war in Iraq and a downturn in some global economies, such as in the US and Japan.

Candidates need to be able to give a description of corporate hospitality (this is defined later in this document).

AO1 assessment evidence

The banner and the mark bands in the [Assessment Evidence Grid](#) clearly describe what a candidate needs to do in order to meet the requirements of this assessment objective.

It can be seen as an overarching study of the hospitality industry at a local and a national level, and there may be a temptation to include too much information in the evidence. All three mark bands state that this should be a **summary** of the hospitality industry.

In order to focus the candidates on the evidence needed a scenario may be used, eg:

You are writing an article for *Holiday Which?* **or** your local paper **or** a magazine on the hospitality industry. (For examples of the ways in which articles can be laid out in the style of *Holiday Which?* visit www.which.net/holidaywhich)

Evidence required for AO2

From the assessment evidence grid: candidates need to produce an investigation into **two** organisations in the sector, **one** which provides hospitality services and **one** which provides a corporate hospitality package.

Although the research to meet this assessment objective may be undertaken as a group, it is necessary for each candidate to produce an individual assignment.

Work placement, part time jobs, residential experiences (which need not be for the GCE in Travel and Tourism course, but to a related area of study eg a Geography or Biology field trip, a team building residential or DoE experience) can all be used. Trips and visits can be made to accommodation outlets and sports facilities which provide corporate hospitality. Many have dedicated staff who are only too willing to help.

The organisation studied **must** provide accommodation and food and drink services in order to meet the requirements of the assessment objective.

It is possible for this to be desk-based research, either around a website for a particular hotel, or for brochures produced by an individual hotel. Many organisations are also more than willing to show groups of candidates around their facilities.

Other methods of investigation can of course be used. A work placement in an accommodation provider (can be an inn, motel, guest house, holiday park, and youth hostel – not just a hotel) will provide the candidate with first hand information.

A residential experience will also provide valuable information – if the residential is abroad the hospitality outlet could be based on the accommodation stayed in.

See the [Unit Specification](#) and [section 3.7.3](#): 'Types of accommodation and accommodation services'.

Sleeping accommodation (bedroom and bathroom)

Candidates need to explain the number of bedrooms and the type of room ie twin, single, double, en-suite etc. The facilities and services available in the rooms should be researched – this can easily be done as most hotel rooms in large chain hotels have a guest services brochure that explains how to use the TV, ironing or pressing services available etc.

Eating accommodation (restaurants and bars)

This should consist of a description of the facilities available in which food and drink is served (see service of food and drink below).

Circulation accommodation (halls, lobbies, lifts and stairs).

Investigation into the public areas of the accommodation outlet, and the way in which the guests can move around should be undertaken.

Conference/meeting/event accommodation (function rooms)

Brochures on conference and meeting facilities are often produced by individual accommodation outlets or by chains of hotels, information will include details on rooms available and their layouts. The types of events catered for are also explained – from weddings to meeting facilities which allow video conferencing etc.

Recreational

This section needs to include details of any leisure facilities available, this may range from golf courses to a pool table! Most large accommodation outlets allow free use of such facilities for residents, and many leisure complexes in hotels also have membership schemes for those who live in the surrounding area. Details about restrictions of use are normally provided by the hotel (many do not allow unaccompanied children to use the facilities).

Cleaning and maintenance

It will be more difficult for this section to be covered from purely desk based research, as there is often not much mention in promotional material produced by the hotel. Cleaning is generally undertaken by the housekeeping department of big accommodation providers, and arranging an interview with one of the housekeeping staff or the HOD may be arranged. It is often in this department that most work experience opportunities and part time positions are available.

Valeting

Guest services will have this information available (if applicable). If the accommodation outlet does not provide a valeting service, candidates should be able to state the reason why (the type or size of the provider will often be the reason).

Linen and laundry services

Again details will be located by guest services – candidates are not expected to state how the main laundry of the accommodation outlet is done, but the services available for guests eg suit pressing, availability of washing machines etc.

Service of food and drink

Investigation into the range of food provided, which should include room service if applicable. This will not be insertion of menus, but a description of the range of foods and styles of service available.

(See the section on food and drink below for more content detail.)

Conference and function services

Brochures on conference and meeting facilities are often produced by individual hotels or by chains. Information will include details on:

- prices, packages and equipment
- dedicated packages for banquets, weddings etc.

It is the services provided that need to be looked at; for example what is provided as part of an 8 or 24 hour delegate package.

Health and safety

All accommodation outlets will have fire instructions in the rooms, there will also be a set time for the testing of fire alarms. Fire fighting equipment, fire exits and instructions should be summarized. No smoking areas within the accommodation are also part of health and safety.

If leisure facilities are available, there will also be separate instructions relating to the use of gym equipment, swimming pools etc.

Security of room (the method by which the door is secured), safe keeping of valuables (safe in room or in reception), and monitoring of car parking should all be investigated as part of this section.

Some accommodation outlets, eg holiday camps, have quite extensive security arrangements with 'cells' available for over enthusiastic guests!

Services for business guests

Many large hotels have business facilities. These may include secretarial support with typing, faxing etc. facilities. Many now have modem points in bedrooms, and wireless connections available in conference areas. Again this is easy to research from published materials about accommodation providers.

Food and drink services

The following sections relate to section 3.7.4 of the Unit Specification 'Types of food and drink services'.

There are many different types of food and drink services, which need to be examined in a variety of contexts so that the candidates can fully demonstrate the knowledge and understanding required to meet the requirements of the assessment objective.

This would require some background work to be undertaken on the different ways in which food and drink services are provided.

Good sources for this are documentary or fly on the wall TV series. BBC's *Back to the Floor* has had a couple of episodes based on food and drink – Burger King and Belgo have both been case studies.

Types of service

Candidates need to know the difference between the type of service:

- **silver service:** Dishes are sent from the kitchen on large dishes, or flats, which are then served by the waiting staff using a spoon and fork
- **silver/plate service:** The main items, such as the meat, are plated and served by the waiting staff, the rest of the meal, such as vegetables, are silver served
- **french service:** All food is offered by the waiting staff to customers to help themselves
- **gueridon service:** Dishes are prepared, cooked or flamed at the table in front of the customer
- **nouvelle cuisine:** Dishes are decorated and arranged on a plate and served to the customer
- **plate service:** The meal is presented on a plate to the customer
- **family service:** Dishes are placed on the table for customers to help themselves
- **counter cafeteria service:** A customer queues and selects their meal from a counter or servery
- **fast food:** The customer is served quickly from a counter
- **carvery:** The main course is collected by the customer from a carvery.

Types of food

Description of the types of food available, the different variety or types of meals:

- full meals
- à la carte (a menu from which customers select from a range of items)
- table d'hôte (a menu with a fixed price for a specified number of courses)
- buffets
- snacks
- fast food.

Types of drink

Alcoholic, a huge range including:

- beers
- spirits
- wines.

Non-alcoholic, mainly minerals and soft drinks.

Hot and cold drinks

Where is this provided? Are there facilities in the rooms? (tea/coffee making, minibar, room service etc.)

What other ways can guests get different types of drink in the accommodation provider?

Assessment guidance

Once the above areas have been researched by the candidate it will be time to undertake the assessment activity.

A simple report on the chosen hospitality provider will suffice, but centres may wish to look at other assessment methods, perhaps to meet the requirements of Communications Key Skills such as:

- presentation
- display.

For the upper mark bands, the values and attitudes of the hospitality provider should be included in the assessment.

Corporate hospitality

For the following sections see also [section 3.7.2](#) of the [Unit Specification](#): 'Types of corporate hospitality'.

Corporate hospitality package

Again this can be desk based research. This does need to be a **different** organisation from the hospitality outlet studied for the first part of the assessment objective. If the first part has been the study of a hospitality outlet which offers conference packages, it will be more interesting for the candidate to study the type of hospitality provided at major events rather than general business tourism.

Again many organisations are more than willing to show candidates around their facilities and explain the packages on offer. Most also have websites and produce brochures which explain the packages on offer.

Corporate hospitality falls into two categories:

- services and/or facilities provided for business people within all types of hospitality providers, eg hotel room with work space, modem point, 24–hour room service, corporate room rate, express check–out; on–board transport services such as executive lounges, business class cabin on aircraft, first class provision on trains
- organisations that invite existing clients or potential new customers to attend a prestigious event (usually sporting or cultural), or those which organise events, exhibitions and conferences for existing or new customers (to stimulate new business, inform on current/new developments, training of personnel etc).

Corporate hospitality should be defined so that candidates know what this is referring to. This is the opportunity for candidates to investigate a package more fully. It should include an introduction to the type of corporate hospitality being studied and the facility in which it is taking place. The review should explain how the corporate hospitality is organised and made available to the corporate hospitality market (ie the way it is advertised – by brochure, web site, direct marketing etc.).

The review of the package on offer needs to look at:

- private boxes (or other unit of hospitality accommodation)
- reserved car parking
- pre–event documentation (eg entrance badge, hospitality pass, locational maps, complimentary official programmes, etc.)
- reserved seating
- food and beverage package (eg private bar etc.)
- customised furnishings
- closed–circuit TV
- access to all standard event/venue facilities
- visitor and delegate reception procedures.

Candidates need to produce a review of **one** corporate hospitality package including the components of the package, how it is organised and made available to the corporate hospitality market.

Assessment guidance

Once the above areas have been researched by the candidate it will be time to undertake the assessment activity.

A simple report on the chosen corporate hospitality will suffice, but centres may wish to look at other assessment methods, perhaps to meet the requirements of Communications Key Skills such as Presentation.

Evidence required for AO3

From the assessment evidence grid: candidates need to produce relevant research and analysis when assessing the customer–service provision of their chosen hospitality provider, with recommendations for improvement or development.

Introduction to AO3

As an introduction to this section, it would be useful to reiterate the principles of excellent customer service.

The article ‘Tarred with Basil’s Brush’ gives an insight into customer service issues in hospitality. This could be used to raise some discussion points such as:

- why is accommodation in the UK deemed to be expensive?
- what has this to do with the quality of customer service provided?
- why is the inconsistency of service standards in hospitality a major issue?
- what should be done to ensure high standards throughout the industry?
- what are the limitations of the accommodation grading system in respect of customer service provision (the one to five star system)?

Travel Weekly’s mystery shopper visited four London hotels (in the section entitled ‘Cutting the Mustard’). Discuss the different standards in service in the hotels. What improvements would you suggest?

Assessment guidance

For this section there is really no substitute to actual primary research in an accommodation outlet. Major hotel chains do produce training materials for their staff, which is based on the provision of customer service, and these could be used for desk based research.

The customer service practices and procedures that need to be researched are clearly laid out in [section 3.7.5](#) of the [Unit Specification](#).

The content of the report will vary considerably depending on the hospitality outlet studied. Again it is recommended that it should be an **accommodation** outlet, as this will allow candidates to cover all areas of the [Unit Specification](#), but a large enough catering establishment could be used (as long as reservations could be made – rule out MacDonalD’s – and follow–up is used). It would restrict the candidates in discussing inhouse services such as room service, house keeping, health and leisure services etc.

The customer service practices and procedures in the hospitality provider should be investigated and analysed. These will vary considerable depending on the provider studied. Generally they will relate to the provision of customer service at the various stages of the guest cycle ie:

- enquiry
- reservation
- registration
- check–in
- in residence (services here will include room service, customer relations, portering service, housekeeping service, health and leisure services, message services and information services)
- check out

- follow up.

The way in which the customer service is delivered at each stage needs to be investigated, so this will include the whole range of departments within a large accommodation outlet, or just a few staff in a small B&B or guest house.

As part of the analysis of customer service, a discussion of the skills required by employees will be included. These skills include:

- practical skills (serving, menu knowledge, clearing and maintenance)
- personal skills (communication ICT, social skills)
- organisational skills (ordering, planning team working etc).

Stress the importance of ICT skills to candidates, as this should be included in the assignment and linked to the developments in ICT within the hospitality industry.

Technology has had a huge impact on hospitality. For example, the Internet has allowed customers to search for hotels and make comparisons on price and service and then to book on-line. More tourists, whether from home or abroad, are booking independently. The way the sector does business is changing. The hotel sub-sector is increasingly dependent on information technology. This is used for a variety of functions to facilitate business operations from reservations to cook chill processes. Many hotels now offer e-mail, Internet and video conferencing facilities to guests. Latest developments include broadband and wireless networking available in rooms for suitably equipped lap-tops.

It is important that candidates fully understand the use and development of ICT in hospitality.

Recommendations for improvements, developments, further training in the hospitality provider is necessary.

Evidence required for AO4

From the Assessment Evidence Grid: candidates need to provide an analysis of the current provision of hospitality within their chosen locality and make any recommendations for improvements or developments of that provision to meet trends in the sector.

It is recommended that the locality studied is the same one used for AO1, as candidates will have investigated the range of hospitality providers in order to meet the requirements of the assessment objective.

This assessment objective requires analysis of the hospitality provided in a chosen locality. The locality need not be the local area of the centre, but could be based on an area that has useful resources relating to hospitality trends, or one in which a residential is taking place.

The analysis of the current provision of hospitality in the chosen locality must look at the full range of hospitality, ie accommodation providers, food and drink service providers and providers of corporate hospitality.

The conclusion should suggest realistic improvements or developments in the provision in the area, to meet the needs of the customers and trends in the hospitality industry. Examples of exercises to assist in this are provided below.

Trends in different sectors of hospitality

www.caterer-online.com produces trends in all hospitality outlets (examples for fast food restaurants and pubs are given below).

Fast food restaurants

Year	Number of outlets	Millions of meals	Food sales £m
1996	29,677	1,930	6,178
1997	29,244	1,908	6,164
1998	28,253	1,924	6,254
1999	28,527	1,908	6,256
2000	28,694	1,909	6,126
2001	29,050	1,874	6,324
2002	29,384	1,946	6,393
2003	29,451	1,959	6,381

Source: www.caterer-online.com

NB the figures above include only fast food outlets and not full service restaurant figures.

The UK restaurants market, which includes fast-food outlets as well as eat-in restaurants, achieved a 4.3% increase in sales in 2002, raising the total value of the market to £16.2bn. Following strong year-on-year growth in the late 1990s, annual sales rose at a slower rate in 2001 and 2002 for a number of reasons, including fears of a recession, a drop in the number of tourists from overseas and increased competition between too many similar brands.

Key sectors in the restaurants market are burger chains, pub restaurants, pizza and pasta outlets, roadside restaurants, chicken outlets and a range of miscellaneous restaurants, many of which are independent and/or family owned. In the fast food sector, the burger sector remains relatively weak, as consumers switch to healthier alternatives, a trend which has benefited both chicken restaurants and pizza outlets.

The largest 'other' sector includes a broad variety of restaurant types, from those serving ethnic cuisines to informal dining concepts and premium outlets. The sector has few branded outlets and most operators are independent. Sales growth was relatively strong in 2002, helped by the continued popularity of sandwich sales. The weaker segments in this sector are informal dining and ethnic food outlets, although the Mexican and Japanese segments are growing.

Steady year-on-year increases in personal disposable income (PDI) have encouraged more discretionary spending on eating out in recent years and this, in turn, has persuaded more new business start-ups in the restaurant market. While restaurant numbers have been growing every year in the past decade, consumer loyalty to many brands is low, making this a high-risk market with regular business failures and outlet closures. Brand rationalisation has been a feature of the market during 2002/2003, with the focus on core brands and major players disposing of underperforming brands. The market leaders are now concentrating investment and expansion on their core remaining brands.

The popularity of eating out is high and research shows that almost three-quarters of all adults had eaten in a major branded restaurant chain during the previous year. This increases to over 95% for adults under 25.

The restaurant market should experience improved growth in 2003, but sales growth over the 5 years from 2003 to 2007 is forecast to be slower than the previous 5 years (1998 to 2003) as a reduction in consumer discretionary spending affects sales. Parts of the fast-food and pub restaurants sectors will come close to saturation point by 2006.

The trends in fast food restaurants show that the number of outlets in 2003 has fallen since 1996, but it has not been a steady decrease. Recent years have shown a gradual increase – how is this reflected in the locality studied in terms of the number of fast food establishments?

The number of meals sold rose slightly over the period in the table – this could be that establishments are getting bigger and individual restaurants are serving more people, or that individuals are eating more fast food.

The value of food sales has risen over the whole period, but there was a drop between 2002 and 2003, this may reflect issues such as healthy eating etc.

Candidates could use these figures, and others that they have researched, to look at their locality. What is the likely growth or decline in fast food restaurants? In which specific locations is this likely to occur? The different types of fast food restaurant could also be looked at.

Pubs

Year	Number of outlets	Millions of meals	Food sales £m
1996	57,404	1,036	3,112
1997	55,874	1,053	3,282
1998	54,450	1,085	3,357
1999	53,261	1,139	3,434
2000	52,356	1,107	3,337
2001	51,565	1,062	3,186
2002	51,506	1,070	3,327
2003	51,352	1,081	3,355

Source: www.caterer-online.com

The trends in pubs show there has been a substantial decline in the number of pubs since 1996. It should be noted that for the purposes of these figures any pub that obtains more than half its turnover from food ceases to be defined as a pub and is classed as full service. Numbers of pubs move in this direction each year. This does not explain all of the observed decline, but is a trend that should be taken into account.

The number of meals and the value of these food sales in pubs have risen slightly over the whole period, but this has not been a steady rise.

Candidates could use these figures, and others that they have researched, to look at their locality. Is the decline in the number of pubs reflected in the area? What types of pubs are closing, what type of pubs are being developed?

Resources

Books

A text book specifically for the OCR course is available:

GCE AS Double Award for OCR Travel and Tourism Hilary Blackman, Ann Rowe, John Smith, Sue Stewart, pub. Heinemann.

Periodicals

Travel Weekly and the *Travel Trade Gazette* are of value to centres. *Holiday Which?* provides relevant reports and articles. Catering magazines and those produced in-house by hospitality providers are useful resources.

Newspapers

The travel sections of weekend newspapers and articles in daily and local papers are of great use.

Leaflets and brochures

Totally invaluable resources.

These can be used for desk based research into an accommodation outlet and corporate hospitality package for AO2.

Videos etc.

Pre produced resources are available from TV Choice and other companies.

Taped from TV resources, 'Back to the Floor' type documentaries, as well as many of the fly on the documentaries are of use.

Web resources

There is a range of useful websites, many are already indicated above or in the Unit Specification. Others include: **Self catering holiday let websites:**

www.ruralretreats.co.uk

www.hoseasons.co.uk

www.english-country-cottages.co.uk

www.country-holidays.co.uk

www.welcomecottages.com

www.hideaways.co.uk

www.dalesholcot.com

www.scottish-countrycottages.co.uk

www.recommended-cottages.co.uk

www.welsh-cottages.co.uk www.forestholidays.co.uk

Cruise websites:

www.tussockcruising.com

www.royalcaribbean.co.uk

www.oceanvillageholidays.co.uk

www.FredOlsenCruises.co.uk

www.celebritycruises.co.uk

www.cunard.co.uk

www.cruisecollection.com

www.exclusive-cruises.com

www.norwegiancoastalvoyages.com

www.rms-st-helena.com

www.orientlines.co.uk

www.msccruises.co.uk

Hotel websites:

www.corushotels.com

www.warnerbreaks.co.uk

Organisations

Springboard UK www.springboard.org.uk

Pub websites (with accommodation)

www.shepherdneame.co.uk

www.jdwetherspoonlodges.co.uk

Pub websites:

www.jdwetherspoon.co.uk

www.LloydsNo1.co.uk

Inland waterway accommodation:

www.rose-narrowboats.co.uk

www.hoseasons.co.uk

www.travelrenaissance.com

www.uk-waterways.com

www.blakes.co.uk

www.newhorizonhols.com

Holiday complexes:

www.centerparcs.co.uk

www.park-resorts.com

The Academy of Food and Wine Services www.acfws.org

The Beer and Pub Association www.beerandpub.com

British Hospitality Association www.bha-online.org.uk

The British Institute of Innkeeping Wessex House 80 Park Street Camberley Surrey GU15 3PT
01276 684449

International Hotel and Restaurant Association www.ih-ra.com

Hotel and Catering Training Company www.hctc.co.uk

The Wines and Spirits Association Five Kings House 1 Queen Street Place London EC4R 1XX
020 7248 5377

Unit G727: Working overseas

Introduction

This support material is intended to assist the tutor in planning, teaching and assessing the AS in Travel and Tourism. It covers Unit G727: *Working overseas*.

The role of an overseas representative can be one of the most challenging within the travel industry and this unit is aimed at the candidate who wishes to work in the travel and tourism industry overseas. It concentrates mainly on the roles and responsibilities of a resort representative, however many of the skills and qualities required are suitable for a variety of similar jobs overseas such as those in ancillary services, transport services and tourist services. It has excellent links with Unit G720: *Introducing travel and tourism* and Unit G721: *Customer service in travel and tourism*.

Unit overview

This unit is a very practical one that is appealing to candidates who wish to develop the skills that are involved in working as an overseas representative. Working overseas is an exciting but very demanding position and holds a key role in the travel and tourism industry. There are many different positions available and by the study of this unit candidates will have a clear understanding of all the working practices involved in being a resort representative.

The study of this unit will help to highlight career possibilities and will help to develop oral and personal development skills as the practical element should be delivered in a realistic or 'live' situation wherever necessary.

Candidates will need to study all subjects in the [Unit Specification](#) and will investigate the different types of job opportunities that exist and be able to give an explanation of their roles. They will also study the operational working practices necessary to satisfy customer needs. This will follow on from their study of customer service in the travel and tourism industry and the experiences gained from this unit will help in the practical delivery of their own Welcome Party.

Candidates will appreciate that working overseas is not all glamour and that they will be accountable for a variety of administrative tasks which are necessary to enable the operation to function successfully.

In the study of the implications of the law for working overseas, candidates will build on their knowledge gained from studying Unit G725: *Organising travel* or from any period of work experience they may have participated in. They will need to investigate current legislation and be able to understand the 'small print' in a range of travel brochures.

The personal qualities required to work overseas will be assessed in the second part of their assignment in which they will be able to evaluate their performance and the skills necessary to be a success in the role of an overseas representative.

When to teach and submit for moderation

If the AS programme is being delivered over one year then the delivery of this unit would be suited to either the spring or summer term. If it is being delivered over a two year period then it could be delivered at any time in the second year. Delivery of this unit is dependent on whether or not the centre intends to operate either a domestic or an overseas residential visit. A relatively short break eg Euro Disney or London would provide an ideal assessment forum as would a visit further overseas.

It is not advisable to start this unit first, as candidates need to be able to have an overview of the industry through the study of Unit G720: *Introducing travel and tourism* so that they are able to see the interrelationship between units and have a general underpinning knowledge.

Suggested delivery plan with teaching strategies

The activities referred to below are detailed in the appendix to this document. They are suggestions only, and centres may wish to adapt them to suit their own purposes.

Subject area	Activity	Resources
Introduction to unit Overview and structure of the industry UK and overseas operations	Overview of unit aims and structure. Brainstorm travel services (refer to Unit G720). The 3 As of tourism: <ul style="list-style-type: none"> • access • amenities • ancillary services. Chain of distribution to include principals, tour operators, travel agents and tourist. Class discussion of what is involved in domestic and overseas operations, brainstorm and make list of all job types available overseas for the following principals: <ul style="list-style-type: none"> • airlines • tour operators • transport providers • cruises. Candidates can recall their own overseas experiences, ie who did they come in contact with on a typical overseas holiday?	

Subject area	Activity	Resources
	Discuss types of travel, such as mass market, specialist, winter sun and ski, cruises, coach tours, scenic rail journeys, children's and activity holidays, leading on to the types of job opportunities.	Activity 1a, 1b: <ul style="list-style-type: none"> • textbooks • flipchart/pen.
Types of job opportunities Range of companies offering overseas jobs	This requires mainly independent research, however candidates should be guided in their research activities by making use of the following: <ul style="list-style-type: none"> • visit to careers library • Internet research • visit to school/college/local library • newspaper and magazine research • textbook research. 	Activity 2: <ul style="list-style-type: none"> • computers • textbooks • career guides.
Opportunities for jobs with transport and ancillary service	Research activities to include charter and scheduled airlines	Activity 3: <ul style="list-style-type: none"> • computers

providers	and cruise and rail companies. Visit to: <ul style="list-style-type: none"> careers library Internet research textbook research visit to school/college/local library newspaper and magazine research. 	<ul style="list-style-type: none"> textbooks career guides.
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Subject area	Activity	Resources
Working practices (administrative) Foreign exchange Excursion vouchers Insurance claims Manifests and accommodation Allocations Customer satisfaction surveys	<p>Processing payments and paperwork.</p> <p>Knowledge of a range of administrative tasks is necessary to grasp the range of duties that are expected when working overseas. In the case of foreign exchange a visit to a local travel agency or access to the Travellex website will be helpful in checking different currencies and rates. A guest speaker or visit to or from a foreign exchange assistant will further amplify this subject.</p> <p>In the case of travel insurance a range of brochures should be studied to compare the different types of policies and the range of cover available. Candidates who have studied Unit G725: <i>Organising travel</i> will be familiar with this subject. Reporting procedures and instigating insurance claims for lost property, illness etc. are all in the small print of insurance policies/conditions to be found in the back of brochures.</p> <p>The use of questionnaires and surveys to monitor quality control should be discussed following study of typical holiday questionnaires available from tour operators. Excursion vouchers – see activity 4b.</p>	<p>Activity 4a, 4b, 4c, 4d:</p> <ul style="list-style-type: none"> brochures insurance policy (travel) textbooks survey questionnaire.

Subject area	Activity	Resources
<p>Working practices (operational)</p> <p>Customer service skills</p> <p>Special needs</p> <p>Selling skills</p> <p>Microphone skills</p>	<p>Customer service skills and special needs such as:</p> <ul style="list-style-type: none"> • dealing with emergencies, including medical emergencies • dealing with customers with special needs, including passengers with disabilities • handling a range of customer complaints and implementing health and safety checks may be taught as part of preparation for a residential visit. This would be an ideal scenario as candidates may be able to relate the theory with the practical elements of preparing for a visit. <p>In addition there are a range of textbooks such as <i>The Business of Tour Operations</i> (P. Yale; Longman) that have chapters on how to deal with emergencies and complaints. (Activity 5a)</p> <p>Selling skills. (Activity 5b)</p> <p>Introduce the key points for successful selling to include the following:</p> <ul style="list-style-type: none"> • make a positive opening • present the features and the benefits of the sale to you chosen target group • use descriptive language to excite your audience • relate your description to your audience making sure it appeals to their senses • close your sale effectively. <p>Candidates should evaluate their performances identifying strengths and weaknesses and record their notes for future use with their own 'welcome party'.</p> <p>Microphone skills (Activity 5c)</p>	<p>Activity 5a, 5b, 5c:</p> <ul style="list-style-type: none"> • textbook • live situation • microphone.

Subject area	Activity	Resources
<p>Introduction to personal qualities</p> <p>Corporate image</p> <p>Personal skills</p>	<p>As a class, brainstorm what is meant by corporate image and personal skills. Write down all suggestions on a whiteboard/flip chart.</p> <p>Discuss the advantages of a corporate image using companies such as Virgin and First Choice.</p> <p>From the suggestions, write down a definition of what personal skills you would look for in a person.</p> <p>As a guide access www.tui.co.uk and check careers, note what qualities TUI are looking for when recruiting for overseas representatives.</p> <p>Watch holiday videos eg BBC Learning Zone 'Working Overseas'. Discuss image and qualities.</p>	<p>Activity 6:</p> <ul style="list-style-type: none"> • video • role plays.

Subject area	Activity	Resources
<p>The Law and its implications</p> <p>Booking conditions</p> <p>Legal requirements (range of Acts)</p> <p>Health and safety</p>	<p>Using a range of holiday brochures compare the booking conditions. In particular the sections ‘what we will do for you’ and ‘what you must do for us’.</p> <p>Discuss the most important sections such as change of dates and times, cancellations, complaints procedures and prices.</p> <p>Candidates do not need to know the following legislations in detail but should be able to know how the each Act affects overseas travellers. They can obtain information form the ABTA website and from existing travel and tourism textbooks.</p> <ul style="list-style-type: none"> • EC Package Holiday Regulations • Sales of Goods and Services Act • Trades Description Act • Consumer Protection Act • Unfair Contract Act • ABTA Code of Conduct • Complete Activity 7a. <p>Health and safety and the law.</p> <p>Risk assessments and health and safety can be discussed, particularly if the centre arranges visits or residentials. Candidates should be encouraged to design their own risk assessments and checklists for visits. In addition complete activity 7b.</p>	<p>Activity 7a, 7b:</p> <ul style="list-style-type: none"> • brochures • case studies • textbooks • Internet.

Subject area	Activity	Resources
<p>Research activities (destination)</p>	<p>This can be delivered in two ways, <i>either</i> the whole class researches the same destination, particularly useful if a residential is planned <i>or</i> working in small groups/pairs individual destinations is researched for the welcome party.</p> <p>Candidates must obtain relevant promotional material and should be encouraged to write to the relevant tourist boards to obtain posters and current promotional material for their display.</p>	<p>Activity 8:</p> <ul style="list-style-type: none"> • letters, envelopes, stamps • computer.
<p>Introduction to 'Welcome Party' Methods of delivery Welcome Party preparation Residential or visit preparation</p>	<p>Welcome meeting presentation.</p> <p>Sufficient time should be given for candidates to adopt a 'hands on' approach to their preparations. Tutors should be in a position to facilitate preparation by offering guidance and support. Practice sessions are important to ensure that the final event is professional.</p>	<p>Activity 9:</p> <ul style="list-style-type: none"> • props • camera • video.
<p>Advantages and disadvantages of working overseas Evaluation of performance</p>	<p>Candidates should be given time to collate their findings to enable them to discuss and record the advantages and disadvantages of working overseas. Brainstorm and recall previous work and record on board or flipchart for use in assignment.</p> <p>Playback video recording of each performance. Class to make oral and written comments and record their views for use in their assignment. Candidates who have participated in a residential should keep a diary or log of their experiences for further assignment use.</p>	<ul style="list-style-type: none"> • flipchart • video.

Additional resources

In addition to those resources in the Unit Specification, centres may find the following useful in the delivery of this unit.

Organisations

CILIP (Chartered Institute of Library and Information Professionals)

7 Ridgmount Street London, WC1E 7AE

Tel: 0120 7255 0500

They produce careers guides on working overseas.

Textbooks

GCE AS Double Award Travel and Tourism – Heinemann

Working in Tourism by Verite Reilly Collins – ISBN 1-85458-311-5

Human Resources in Travel and Tourism by J Edmonds – Hodder & Stoughton

Health and Safety Handbook issued by AITO

Working on Cruise Ships by Sandra Bow – Information available from www.vacationwork.co.uk

Getting into Tourism by Verite Reilly Collins – Trotmark ISBN 0-85660-459-3

Publications

The Stage (weekly paper for the entertainment industry who advertise for overseas job opportunities.)

Travel Weekly

Travel Trade Gazette

Travel GB!

Group Leisure

Websites

www.aidcamps.org

www.campamerica.com

www.connexions.gov.uk/occupations

www.prospects.ac.uk

www.aviationjobsearch.com/employer

www.graduatecareersonline.com

www.travelvocation.com

www.olympicholidays.co.uk

www.thomascookjobs.com

www.hotbot.search/holidayrep

www.uk.careers.yahoo.net

www.traveljobsearch.com

www.careerintravel.co.uk

www.adventurejob.co.uk

www.inghams.co.uk

Sample assignment brief

This is a **two** part assignment and consists of **four** tasks that all must be completed in full in order to pass the unit.

Part 1

You need to produce a written investigation into careers, roles and responsibilities of working as an overseas representative. This must include the legal implications of working overseas.

Part 2 (if a residential visit has been arranged)

This is based on the forthcoming school/college visit to Barcelona in February. This is an ideal opportunity for all participants to apply the unit criteria in a 'live' situation. You are to work in pairs and act as travel couriers taking responsibility, together with your teacher, for the organisation and smooth running of the activities on your designated day of operation. You will host a 'Welcome Party' to an invited audience before our departure.

OR

Part 2 (simulated)

You are to work in pairs and prepare to host a 'Welcome Party' on a resort of your choice. You will give your presentation on [date] to an invited group of people. Your presentation should include:

- a description of the area including nearby attractions and facilities
- details and prices of excursions available to tourists in your chosen area
- an identification of the necessary requirements relating to currency, passport, health eg E111 and other safety rules
- what the standard travel insurance covers and how to make a claim if the need arises.

Part 1

Task 1 (AO1)

Produce a written report, which clearly outlines the employment opportunities that exist in the travel and tourism industry for working overseas. This must include specific references to named organisations and should include roles such as: resort reps, children's rep, campsite rep, ski rep, chalet host, entertainment rep, young persons rep, cruise rep, transfer rep etc. You must state the personal qualities and qualifications necessary for the range of jobs available.

Task 2 (AO2)

Through your investigations you will produce a written report that demonstrates the importance of how the law may protect the customer, the overseas staff and the company. You should refer to the examples that have been studied and conduct independent research into tour operator's legal requirements and obligations.

Task 3 (AO3)

Working overseas involves many day to day administrative and operational functions to enable customer satisfaction. You should analyse these functions by referring to personal situations or instances encountered on the residential visit. You should make references to basic (eg excursion vouchers) and complex situations such as accident and emergencies.

Part 2

Task 4 (AO4)

Conduct your role as an overseas representative in a live situation by hosting a 'Welcome Party'. You will present a logical and well-structured performance in a professional manner. You may use images or any suitable material from a range of sources to enhance your presentation.

On completion of your presentation you should effectively analyse and evaluate your own performance and make suggestions for improvement.

Appendix – suggested learning activities

Activity 1a – Structure

The travel and tourism industry exists to meet the needs of the people who travel for a variety of reasons such as leisure, business, VFR. It includes transport providers, accommodation providers and a range of support and ancillary services. A good way of illustrating this is to consider the variety of employment opportunities which exist in the industry including:

- reservations staff in tour operators
 - tour guides, domestic and overseas
 - overseas resort representatives
 - ground handling staff in airports
 - air hostesses and stewards
 - product managers for tour operators
 - tour managers and administration staff (domestic and overseas)
 - travel agency staff.
- 1 Using textbooks for reference, draw a diagram which shows the structure of the travel and tourism industry to include examples of transport providers, accommodation providers and ancillary service providers.
 - 2 Identify where the above jobs fit into the chain of distribution in the travel industry.

Activity 1b – Jobs

A major tour operator such as one of the 'big 4' will have a main UK head office as well as a number of overseas offices. Using a flip chart and working in pairs write down as many job roles that you can think of both in the UK and overseas to ensure the smooth day to day running of the organisation. Compare your charts with others in the class and create a definitive list.

Activity 2 – Job research

Following guidance from your tutor you should independently research the types of job opportunities that exist for people who wish to work overseas. You should collect information for use in your assignment, together with actual examples and names of companies who are currently seeking employees.

- 1 Access the following websites and research the types of jobs available.

www.olympicholidays.co.uk

www.travelvocation.com

www.thomascookjobs.com

www.hotbot.search/holidayrep

www.uk.careers.yahoo.net

www.traveljobsearch.com

www.careerintravel.co.uk

www.adventurejob.co.uk

www.inghams.co.uk

www.prospects.ac.uk

www.connexions.gov.uk

www.cilip.org.uk

- 2 As a class collect local newspapers, magazines and journals to look for advertisements for working overseas.
- 3 Download application forms from the web pages you have accessed for use in discussing the skills and qualities required for working overseas.

Activity 3 – Job research

- 1 Working in groups use the Internet to research job opportunities with airlines such as British Airways and Monarch, coach operators, such as Shearings and Wallace Arnold, and cruise companies such as P&O cruises, or use the textbook *Working on Cruise Ships* by Sandra Bow.
- 2 Each group to give a five minute presentation to the rest of the class on their findings.

Activity 4a – Foreign exchange

- 1 Using the Internet, daily newspapers, a visit to a local travel agent or teletext BBC 2 page 247, write down the selling rate for the following currencies.

Currency	Rate = £1.00	Currency	Rate = £1.00
US dollars		Turkish Lira	
Euro		Hong King dollars	
Australian dollars		Egyptian pounds	
Irish punts		Singapore dollars	
Thailand baht		Indian rupees	

- 2 Simple financial calculations: using the above rates write in the boxes below how much currency you would get for £150.00 or £250.00.

Currency	£150.00	Currency	£250.00
US dollars		Turkish Lira	
Euro		Hong King dollars	
Australian dollars		Egyptian pounds	
Irish punts		Singapore dollars	
Thailand baht		Indian rupees	

Activity 4b – Excursion vouchers

A major part of an overseas representative's role is to sell excursions and complete the necessary paperwork. Using the chart below:

- work out the total cost in euros
- convert them to UK pounds
- complete the excursion voucher.

- 1 The Hendry family, 6 adults and 2 children, wish to go rafting on 27 May.
- 2 The Shearer family, 2 adults and 2 children, wish to go to the Aqua-park 18 July.
- 3 The Ripley family, 3 adults and 3 children, wish to go on the Pirate Adventure on 9 August.

<p>Full day island tour by coach taking in the sights and culture of the island, including lunch. Departure every Monday/Thursday 09.00 am Adult 45 euros Child 20 euros</p>	<p>Full day rafting through spectacular narrow gorges and down rapids. Stop for lunch and swimming. Exciting day out. Guide included. Departure every Tuesday 07.00 am Adult 65 euros Child 40 euros</p>	<p>Full day jeep safari. A must for those who wish to explore the wildlife, countryside, villages, sea, mountains and rough tracks close up. Lunch and guide included. Departure every Wednesday and Friday 07.00 am Adult 55 euros Child 30 euros</p>
<p>Full day excursion to the Aqua-park. This is a water theme park and you should take plenty of waterproof sun tan crème and a change of clothes. Departure daily 09.00 am Adult 20 euros Child 15 euros</p>	<p>Half day trip on the 'Pirate Adventure' boat. This is a fun filled afternoon on board our boat. Expect lots of 'pirate' surprises. Departure Tuesday, Thursday and Sunday 13.00 Adult 30 euros Child 15 euros</p>	<p>Rep's cabaret evening excursion. This includes buffet, unlimited wine and lots of singing! Every Saturday evening Adults 25 euros Child 5 euros</p>

Please note:

- **infants under 2 go free!!**
- **child prices apply to children aged 2–12 inclusive**
- **full price payable at time of booking in cash or credit card**
- **refunds given if received with 24 hours notice.**



Excursion Voucher

Name----- Reference -----

Hotel----- Room Number -----

Excursion	Day Date	Pick up time	No of adults	No of children/ infants	Subtotal

Payment received: cash/credit card Signed SUNSTAR Representative	Total Euros
Date	Total GBP

Activity 4c – Insurance

Insurance is a means of providing financial compensation in the event of an accident or other misfortune, such as delayed departure of a holiday or lost luggage. Holiday insurance is normally short term and for the duration of the holiday, although many travellers are now taking out annual insurance cover which can be cheaper if they are intending to travel several times a year. The person who takes out the insurance is called the insured and the insurance company is the insurer. Insurance is not transferable to anybody else. Children under three are often covered free of charge through their parents' cover.

1 Using a holiday brochure such as Thomson, First Choice, Mytravel or Thomas Cook, check the insurance policy risk section and identify five risks that are covered by the policy.

2 Explain the following terms:

- curtailment
- delayed departure
- insurance premium
- insurance excess
- insurance claim
- 'act of God' or 'force majeure'
- personal liability.

Activity 4d – Customer surveys

Obtain a selection of customer surveys from a variety of organisations and travel principals such as Virgin, British Airways, Monarch, P&O, Stenna Ferries, Air 2000 or any other company that you may have had access to. Alternatively you may have the opportunity to collect a copy of a survey from visits or guest speakers.

1 Discuss the importance of customer satisfaction surveys.

2 Explain why tour and transport principals conduct surveys.

3 Suggest a range of outcomes that are likely to be put into action when findings from surveys are analysed.

4 Discuss the advantages and disadvantages of customer satisfaction surveys.

Activity 5a – Customer service skills

What happens in emergencies?

Many incidents can happen when holidaying overseas and in most circumstances the holiday representative must take action. Typical emergencies may include:

- the illness or death of a holidaymaker
- the illness or death of a holidaymaker's family member at home
- a major accident or incident in the resort
- international problems such as terrorist attacks, strikes or disease
- natural disaster such as floods or earthquakes
- the collapse of a transport principal or tour company.

- 1 Draw up a list of actions that a rep should do for each of the above actions.
- 2 Access the ABTA website www.abta.org.uk. Download the information that ABTA recommends in the case of emergencies.
- 3 Working in small groups investigate the roles of the following teams in the case of emergencies:
 - crisis co-ordinator
 - incident location team
 - public relations team
 - passenger information team.
- 4 Create a chart to show 'who does what' in an emergency.

Activity 5b – Selling skills

Selling skills are an important feature of the travel industry and confidence in the theoretical and practical aspects of selling are an important skill that must be acquired for anybody who wants to be successful in the industry. In this activity candidates are encouraged to practice selling skills in a role play situation. They should make a two minute presentation to the group or working in pairs, present to each other. A number of scenarios are given below; however centres may customise their own scenarios to fit in with individual group requirements.

Working in pairs or groups, select one of the following customer types and 'sell' them an excursion from the list below.

Customer types:

A family with two young children	A middle aged couple	A group of young males on holiday together
An older couple (senior citizens)	A honeymoon couple	A group of eight people with children sharing a villa
A young couple keen on watersports	Three women travelling together keen on sightseeing	A family comprising of two grandparents, two parents and two teenage children

Excursions

Full day island tour by coach taking in the sights and culture of the island, including lunch.	Full day rafting through spectacular narrow gorges and down rapids. Stop for lunch and swimming. Exciting day out.	Full day jeep safari. A must for those who wish to explore the wildlife, countryside, villages, sea, mountains and rough tracks close up.
Full day excursion to the Aqua-park. This is a water theme park and you should take plenty of waterproof sun tan crème and change of clothes.	Half day trip on the 'Pirate Adventure' boat. This is a fun filled afternoon on board our boat. Expect lots of 'pirate' surprises.	Rep's cabaret evening excursion. This includes buffet, unlimited wine and lots of singing!
Half day market trip. Visit our local traditional market to buy locally produced fruits and vegetable, handicrafts, jewellery and clothes.	Full day island cruise. Sail in a luxury sailing boat around the secluded coves of the island. Takes only 12 so places are limited. Includes guide and lunch.	Pub crawl evening excursion. Get to know all the best watering holes in the resort. Accompanied by our 'rep' with free drink vouchers.

Activity 5c – Microphone skills

(Most candidates will not have had any experience of using a microphone. If possible obtain a hand held and mini micro clip for practice.)

Write a short speech suitable for an airport transfer and practice this with a microphone. Your speech should include the following:

- introduction eg my name is Sharon and I am here on behalf of SunStar Holidays and I will be taking you to your accommodation at your resort
- give brief details of recent weather conditions
- give brief details of when the Welcome Party is
- give brief details of points of interest on the way
- ask if there are any questions
- close your speech appropriately.

Discuss the problems you encountered and how you could improve your performance.

Activity 6 – Personal skills

Examine the job descriptions and the case studies that outline jobs in the travel and tourism industry overseas.

- 1 Consider the criteria that make a good company representative, and decide which personal qualities your chosen job requires.
- 2 What personal qualities are most important to the company that the employee works for?
- 3 What personal qualities are most important to the clients of the tour company?
- 4 Why may some personal qualities be more highly regarded by the client that the company and vice versa?

Consider the forthcoming residential to XXX [insert destination]

- 1 What personal qualities will be required of an excellent overseas representative in XXX?
- 2 Keep a record of your preparation and participation in the Welcome Party and your day as a rep in XXX. Check if you have met the criteria identified in the first task.
- 3 Evaluate your effectiveness as a representative and make recommendations for improvements to your own performance.

Activity 7a – Legal requirements

- 1 Visit the library or use textbooks and the Internet to access information on the following acts.
 - EC Package Holiday Regulations
 - Sales of Goods and Services Act
 - Trades Description Act
 - Consumer Protection Act
 - Unfair Contract Act.
- 2 Make brief notes on each act.
- 3 Identify situations in the travel and tourism industry that may be affected by each of these acts.
- 4 Discuss your findings with your class and collect industry examples for use in you assignment.

Activity 7b

As an overseas representative you will have to conduct various health and safety checks as part of your duties. In addition you may have to compile reports or carry out and record risk assessments. These are essential as it is necessary to minimise the risk of accidents or incidents that may involve your clients.

- 1 If you are going on a residential visit with your centre, discuss and record the potential risks and hazards that may occur in your hotel. You may wish to consider the following:
 - fire safety
 - stairways
 - lifts
 - glass doors
 - electrical appliances
 - transport
 - group size.

- 2 If your centre is not going on a residential visit complete the following task. Design a health and safety checklist for a popular Mediterranean family hotel, taking into consideration the following:
 - swimming pool
 - diving board
 - changing rooms
 - activity areas
 - children's play areas
 - outdoor furniture, sunbeds etc.
 - outside food and drink areas
 - food hygiene
 - glass doors
 - balconies
 - water activities
 - transport.

Activity 8 – Preparation for Welcome Party

It is important that your Welcome Party is as realistic as possible and should reflect what usually happens overseas. Space is often limited and therefore you need to make effective use of notice boards and relevant display materials. Often local food or drink may be sampled and guests are likely to be seated in an informal manner. You may wish to decorate 'your area' to reflect the culture of the country you are representing.

- 1 Write to the relevant National Tourist Office to request up to date information and posters on your chosen destination.
- 2 Produce information sheets which are suitable for display on you notice board.
- 3 Ensure that the information given on the notice board:
 - is accurate and readable
 - includes high quality pictures or prints
 - place names are spelt correctly
 - is visually attractive and interesting
 - the display reflects the 'feel' of the destination.
- 4 Design name badges and logos that reflect the style and corporate image of your company.
- 5 Ensure you have sufficient information sheets and background information to enable you to answer any questions.

Activity 9 – Welcome Party

The 'Welcome Party' is usually held shortly after arrival in the clients' holiday resort. Although you will probably not be holding your 'Welcome Party' in a resort it will be useful to be well prepared before you commence your performance. As a group consider the following points and tasks to help you produce a professional and enjoyable presentation.

- 1 Working in pairs or small groups, identify the benefits of hosting a 'Welcome Party' for the tour operator and the customer.
- 2 Keep an ongoing list that identifies what information you need to include in your presentation.
- 3 Invite guests, parents, peers, teachers to watch and participate in you presentation.
- 4 Make sure that you take some digital photographs of your 'Welcome Party' and that the whole of your performance is video recorded. This is useful for when you want to evaluate you strengths and weaknesses.

5 You must ensure that your display material is fit for purpose ie is it readable, visually attractive and entertaining?

6 Presentation skills: Ask yourself the following questions:

- am I smart and presentable, including dress, name badge etc.?
- am I knowledgeable about the destination – can I pronounce place names confidently?
- will I be able to smile and give good eye contact?
- what does my body language imply? Do I seem happy and enthusiastic?
- are the audience participating and looking interested in what I am telling them?
- can they hear what I am saying or am I hiding behind my prompt sheets?

Your answer should be YES! to all of the above.

Evidence Checklists

Unit G721: Customer Service in travel and tourism

Hit-list of evidence – updated June 2009

Types of customers to organisation	<ul style="list-style-type: none"> • Internal customers • External customers 	AO1
Meeting the customer needs both internal and external depending on type of organisation	<ul style="list-style-type: none"> • Customer types with relation to – • Products provided • Services • Communication • Procedures and practices • Training • Dealing with complaints • Teamwork 	AO1
Benefits	<ul style="list-style-type: none"> • The wider picture such as image • More hidden benefits such as time efficiency, cost effectiveness 	AO1
Practical	<ul style="list-style-type: none"> • Witness Statements • Evaluation • Skills • Recommendations • Different customer types • Dealing with a complaint • 3/4 scenarios 	AO2
Assessing customer service	<ul style="list-style-type: none"> • Different methods used by organisation • Why these? • How used? • Strengths and weaknesses • Distribution • Target market • Analysis • Organisation's findings • Improvements/changes made 	AO3
Evaluation	<ul style="list-style-type: none"> • Primary research/practical activity – include copies of eg questionnaire • Findings/data • Evaluative comments – may include quality criteria • Conclusions/recommendations 	AO4

Unit G722: Travel destinations

Hit-list of evidence – updated 2009

REQUIREMENT	COVERAGE	
Description	<ul style="list-style-type: none"> • Brief but correct • Accurate details and content • Comprehensive treatment and linked to AO2 and AO4 	AO1 AO2 AO4
Maps at various scales	<ul style="list-style-type: none"> • Global – annotated, described • Continental – annotated, described • National – annotated, described • Regional – annotated, described • Local and access – getting around • Position against seasonality and time zone 	AO1 AO2
Key features of destination	<ul style="list-style-type: none"> • Weather & climate • Scenery & landscape • Vegetation & wildlife • Historical & cultural attractions • Modern built attractions • Indoor/outdoor activities • Accommodation options • Events & festivals • Food/drink & entertainment • Accessibility & gateways 	AO2
Tourist appeal itemised & identified	<ul style="list-style-type: none"> • Young people • Singles • Families with teenagers • Young family • DINKY • Special needs • Business tourists • 21–35 • 55+ • Backpackers • Groups with a special interest/ educational • Cultural tourists • Adventure tourists 	AO2

REQUIREMENT	COVERAGE	
Factors influencing popularity	<ul style="list-style-type: none"> • Cost of accommodation • Cost of transport • Costs at destination • Exchange rate and economy • Tour operator promotion activity • Destination promotional activity • Internet coverage • Over-commercialisation • Crime & social problems • Political instability & unrest • Recent issues – development of new gateways, oil prices, bird flu, economy and exchange rates • Business travel • Positive media coverage • Negative media coverage. 	AO4
	<ul style="list-style-type: none"> • Positive tourism management • Negative tourism management • Growth in independent travel and planning • Growth in short breaks • Growth in cruises • Growth in Eco-tourism • Growth in Cultural Tourism • Exclusivity • Water hazard • Air hazard • Noise hazard • Natural disasters 	

Unit G724: Tourist attractions

Hit-list of evidence

Two contrasting visitor attractions in the UK

One private sector

One public or voluntary sector

1	Compare/contrast – <ul style="list-style-type: none"> • Ownership • Objectives • Values and attitudes. 	AO1
2	Compare/contrast – <ul style="list-style-type: none"> • Main sources of funding • Marketing and promoting • Guidance provided • Staffing • Health and safety procedures • Location/land use/protection of environment • Availability of product and service. 	AO1
3	Data sourced and referenced	AO1
4	Compare/contrast – <ul style="list-style-type: none"> • Technological aspects used by attractions • Role of technology. Within attraction Used to promote attraction	AO2
5	Evaluation of technology features <ul style="list-style-type: none"> • Changes made in technology • How suitable • How successful. Relate to increase in quality of customer service attractiveness, value of experience, better staff/public experience	AO2
6	Visitor Management Traffic Management Positive Impact Negative Impact Compare/contrast Sources	AO3
7	Evaluation <ul style="list-style-type: none"> • Compare popularity of chosen destinations • Data sourced • Target market • Factors contributing to the popularity • Prediction/future trend. 	AO4

Unit G725: Organising travel

Hit-list of evidence

1	Identify 2 different types of travel organisers <ul style="list-style-type: none"> • State type of organisation 	AO1
2	Compare products and services <ul style="list-style-type: none"> • Ticketing methods • Methods of booking • Access such as parking/accommodation • Type of journey such as tailor made/package • Retail methods • Procedures used • Inter-relation with other sectors • Seasonality • Tangibility • Perishability. 	AO1
3	Chain of distribution <ul style="list-style-type: none"> • Where do they lie in the chain • Their role in the chain • How they operate in chain. 	AO1
4	Technology. State <ul style="list-style-type: none"> • What new ways can customers arrange their travel (rise in use of technology)? • How affects the chosen organisations? • What have the chosen organisations done about it? • How can the chosen organisations improve? 	AO2
5	Marketing techniques of two organisations – Record methods <ul style="list-style-type: none"> • Visual such as posters, leaflets, etc. • Visual/verbal such as media/TV/DVD, interactive, press release • Active such as – events, web/Internet search engines, teletext advertising. How used/distributed/executed. Can provide examples	AO3
6	Analysis of methods <ul style="list-style-type: none"> • Impact such as use of colour, lettering for effectiveness and success • Legal requirements – constraints • Effectiveness of execution – how good on interesting the customer/bringing customers in • Impact on prices. 	AO3

7	<p>Produce two itineraries – industry format</p> <ul style="list-style-type: none">• Customer types• Number of customers• Customer needs• Dates• Route• Timings/length of time• Arrival/departure points• Type of travel• Cost• Special circumstances/needs• Alternatives. <p>Explain how itineraries meet needs</p>	AO4
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Unit G726: Hospitality

Hit-list of evidence

1	Hospitality industry <ul style="list-style-type: none">• Types of providers• Examples local• Examples national• Their product and services• Trends• Seasonality/tangibility/perishability• Employment characteristics• Types of Co-operate hospitality• Examples for Co-operate hospitality• Grading systems.	AO1
2	Investigation – one hospitality provider <ul style="list-style-type: none">• Types of accommodation• Food and drink services• Values and attitudes.	AO2
3	Review one co-operate hospitality package of another organisation <ul style="list-style-type: none">• Type of package and components• Provision• How marketed.	AO2
4	Customer services at chosen hospitality provider <ul style="list-style-type: none">• Practices – practical skills, personal skills, organisational skills Procedures• In-house services• Recommendations.	AO3
5	One locality <ul style="list-style-type: none">• Provision of hospitality in that location• Conclusion• Recommendations.	AO4

Unit G727: Working overseas

Hit-list of evidence

1	<p>Different types of jobs available – overseas staff for</p> <ul style="list-style-type: none"> • Tour operators • Representatives • Travel-service providers • Ancillary tourist services. <p>Seasonal nature of employment Personal qualities necessary for working overseas (the emphasis and skill requirements can differ) Companies that offer the job opportunities overseas Advantages/disadvantages of working overseas</p>	AO1
2	<p>Travel legislation Legal requirements Relate to examples</p>	AO2
3	<p>Administrative practices Administrative duties Reporting procedures Instigating claims Monitoring quality control Purpose and importance Sources referenced</p>	
4	<p>Operational Working practices Procedures Dealing with complicated/complex situations Sources referenced</p>	AO3
5	<p>Plan/perform Welcome meeting Witness statement Evaluation of planning and performing Support materials used Skill performance Justification Recommendation for improvement Examples highlighted</p>	AO4

Unit G729: Event management

Hit-list of evidence – updated June 2009

1	<p>Feasibility study – research undertaken</p> <ul style="list-style-type: none"> • Ideas/proposals/alternatives which can include:– • Cost • Seasonality, tangibility • Purpose • Aims • Transportation • SWOT analysis • Possible itinerary. 	
2	<p>Market research activities</p> <p>Reasons for final proposal</p>	<p>AO3/AO1</p> <p>AO1/AO3</p>
3	<p>Individual business plan</p> <ul style="list-style-type: none"> • Heading – Project proposal • Purpose • Aims • Objectives • Customers (who, type, maximum/minimum numbers etc.) • Marketing strategy • Legalities • Health and Safety • Human resourcing • Physical resources • Team Roles/structure • Costs • Proposed itinerary etc. 	<p>AO1</p>
4	<p>Project planning techniques</p> <ul style="list-style-type: none"> • Timescales • Financial Accounts • Agenda/minutes of meetings • Team responsibilities. 	<p>AO1/2</p>
5	<ul style="list-style-type: none"> • Contingency plans • Risk assessment. 	<p>AO1/3</p>
6	<ul style="list-style-type: none"> • Changes to plan/time etc. • Review – any complaints problems etc. points of excellence, omissions, changes. 	<p>AO3/4</p>
7	<p>Individual log book</p> <p>Witness statement</p>	<p>AO2</p>

8	<p>Evaluation:–</p> <ul style="list-style-type: none"> • Reasoning and judgement of the process and skills/techniques <ul style="list-style-type: none"> - how well did team work? - how well did I work? - how well did event go? • Clear reference to aims/objectives and outcome • Customer feedback – data and conclusion • Copies of evidence such as questionnaire • Recommendations. 	AO4
9	Appendix and referencing of individual performance	

Unit G730: Guided tour

Hit-list of evidence

1	<p>Four types</p> <ul style="list-style-type: none"> • Tours • Written forms • Audio-guided. <p>Virtual/computer based</p> <p>Examples Purposes</p> <ul style="list-style-type: none"> • Implicit • Explicit. <p>Merits and deficiencies</p> <p>Impact of ICT</p>	AO1/AO3
2	<p>A plan of your tour</p> <ul style="list-style-type: none"> • Type • Location • Aims • Purposes • Itinerary • Cost • Timings • Route plan • Target/potential customers • Needs of customers • Maximum number of customers (if applicable) • Health and Safety/risk • Procedures in place/resources • Contingency/ 	AO1/AO2
3	<p>Report of tour</p> <p>Witness statement from independent observer or participant</p> <p>Resources used</p>	AO2
4	<p>Research and sources referenced/bibliography</p> <p>Compare/contrast/analyze</p> <ul style="list-style-type: none"> • Different types of guided tour • Give examples • Refer to variations/subdivisions • Advantages/disadvantages • Merits and deficiencies. <p>Include own guided tour as an example</p>	AO3
5	<p>Evaluation of plan/the guided tour</p> <p>Delivery/procedure/problems</p> <p>At least two methods used</p> <p>Recommendation for changes</p>	AO4

Unit G731: Ecotourism

The written and illustrated account of an eco–project provides the evidence necessary to support the underpinning knowledge taught through the Unit Specification.

Ecotourism projects are on the whole small operations and do not provide sufficient information in themselves to fulfil all the criteria necessary to pass the assignment. It is expected that candidates will relate to the generic aims and objectives of ecotourism together with their particular destinations aims, objectives, and principals related to ecotourism.

Your project could be anything from an eco–lodge in Honduras to a National Park in Africa; however the finished assignment should address both the project and the destination in which the project is based.

Checklist of evidence

1	State fully the aims and objectives of ecotourism in general terms using information from various sources.	AO1
2	Include evidence of research from private, public and voluntary sector organisations involved with ecotourism.	AO1
3	State fully the aims and objectives of the chosen ecotourism project, why has the 'project' or a 'destination' been chosen to be eco–friendly and be classed as ecotourism.	AO1
4	Explain how your chosen 'project' within a destination has had an impact on the environment within that destination.	AO2
5	Explain how your chosen 'project' within a destination has had an impact on social and cultural issues within that destination.	AO2
6	Compare the project/destination with other projects/destinations by using in depth research to analyse your project/destination fully. The use of illustrations /photos/leaflets/letters/communication with the project etc. will aid analysis.	AO3
7	Future trends and appeal of project/destination. Future trends and appeal worldwide of ecotourism.	AO4 AO4
8	General conclusion and evaluation of trends/appeal based on research of ecotourism within chosen project and worldwide. This section must make reference to worldwide trends/statistics etc. to enable a detailed evaluation.	AO4

Ecotourism assessment objective AO4

Provide **an evaluation of the future trends and appeal of worldwide ecotourism principles and projects** which **relate** to your **chosen project destination**.

A04 is the evaluation task which carries the most marks. Candidates need to draw on their research evidence to make valid conclusions and judgements. They will need to support their evaluation and conclusions with reference to worldwide Trends and Statistics. This section wants candidates to make valid judgements on the future of ecotourism worldwide.

Three questions need to be addressed for both **Worldwide Ecotourism** and for their **Chosen Project**.

- What are the current trends for ET?
- What is Ecotourism's current appeal?
- What will be the future trends and appeal of ecotourism?

Layout

- Re–address what the Eco Tourism Principles are.
- Identify the trends that have been found...
- What is the public's reaction to Ecotourism? Is it popular with the appeal rising or is its appeal in decline? What evidence is there for the conclusions drawn?
- Explain how Ecotourism principles have influenced social/cultural and environmental issues.
- Explain how the concept of ecotourism contributes to the social/cultural and environmental issues and how it draws attention to these issues.
- Draw conclusions on what the future appeal and trends of ecotourism worldwide and in the chosen project area are.

Supporting evidence should be drawn from case studies and independent research.

Conclusions should be valid and supported with realistic evidence.

Note:

Mark band 2 & 3 can only be achieved if evidence of independent investigation & research is included.

Mark band 3 requires the use of appropriate terminology and the evaluation of findings should be clear and understandable.

You must refer to section 3.12.4 of the Unit Specification and include the areas of measurement detailed there:

- support of local, national and international organisations and stakeholders
- development of specialised, proactive and volunteer holidays
- provision of marketing and promotional techniques
- management of visitor numbers
- training and education of the host population
- co-ordination of health and safety requirements
- conservation and preservation programmes
- foreign assistance and aid.

Unit G732: Adventure tourism

Hit-list of evidence

The evidence for this unit will tend to be in two sections – part one being theoretical but relating to three destinations, part two planning/performing/evaluating an AT A event/activity.

1	Define adventure tourism A01 Define AT A's	AO1
2	Clearly state the local region, another region in UK overseas destination to be researched and evidenced. Reason for choice?	AO1
3	What are the AT A's at LR, ReQion, Overseas Destination?	AO1
4	Reasons for growth at each destination <ul style="list-style-type: none"> • Environmental • Historical • Accessibility • Social factors and change. 	AO1
5	Who are the organisations linked to the AT A's at each destination Public – examples <ul style="list-style-type: none"> • Private – examples • Voluntary – examples. 	AO1
6	What are the organisations values and attitudes/aims/perception in terms of AT A's? What input have they had at each destination? How affected growth of AT A's at each destination?	AO1
7	Impact of AT A's at destination <ul style="list-style-type: none"> • Economic impact – positive and/or negative • Environmental impact – positive and/or negative • Socio-cultural impact – positive and/or negative 	AO2
8	Managing impact <ul style="list-style-type: none"> • Positive impact – how developed and made full use of (maximised). Negative impact – how reduced to a minimum • Recommendations to management strategies 	AO2
9	Benefits of ATA's to participants at each destination Who are the participants at each destination Reasons why participants take part in the AT A's at the destinations Benefits to the participants in the activities Do these differ for the same activity?	AO2

10	Planning one group AT A Feasibility study (one/two options) Sources used Range of activities Venues Potential benefit Risk assessment/hazards	AO3
11	Produce a plan for running chosen AT A <ul style="list-style-type: none"> • Objectives • Resources • Date/time/duration • Booking arrangements • Transport arrangements • Costs • Contingency • Health and safety and first aid procedures. 	AO4
12	Log of individual contribution to planning	AO3
13	Witness statement by assessor/participant! A T A provider as to A03 skills performed and how well in planning/performing	AO3
14	Evaluation <ul style="list-style-type: none"> • Own contribution • Performance of group • Meeting objectives • Benefits of taking part. 	AO4

Unit G733: Cultural tourism

Hit-list of evidence

The evidence for this unit will be holistic and therefore assessment objectives will be linked depending on the cultural focus of each destination. As they are diverse in nature it might be that the main focus is on music/dance/food of one destination but religion/tradition/different way of life of another.

1	State two diverse destinations Introduction – definitions of cultural tourism Introduction – Why two destinations diverse?	AO1
2	Internal features influencing cultural tourism	AO1
3	External factors influencing cultural tourism	AO1
4	Explain any movement of culture	AO1
5	Explain religion as an interest relating to cultural tourist Festivals/events/pilgrimage	AO2
6	Tradition and customs – What does the cultural tourist need to know?	AO2
7	Include Heritage sites and their interest to the cultural tourist	AO2/3
8	Cultural tours available, cooking days, music, dance, cruise, etc. Growth of cultural tourism – What's on offer?	AO2/3
9	Compare destination in terms of diversity and interest to the cultural tourist Own views and opinions as to eg suitability, availability etc	AO2
10	Maslow's hierarchy of needs and the cultural tourist relating A03 to the destinations and importance of cultural tourism/heritage	AO3
11	How has tourism influenced established lifestyle at destinations? Redevelopment/restaging of traditional cultural/heritage sites Change in product Positive cultural impact on way of life Negative cultural impact Any statistical evidence and comment Predictions and future trend	AO4
12	Referencing Bibliography Analysis	AO3

Unit G735: Human resources

Hit-list of evidence

It is important here to ensure the organisations will provide the information that candidates can work on.

1	Define Human Resource Management Short profile of two travel and tourism organisations to be studied.	AO1
2	Compare/contrast <ul style="list-style-type: none"> • Products/services offered according to customer trend • Relate to seasonality, perishability, tangibility, market demand • Organisational structure • Staff roles and responsibilities • Skills and expertise/job roles • Relate to employment trends, skills shortages and surplus, location issues • Motivation levels • Staff turnover • Sickness/absenteeism rates • Relate to competition, economy, current issues in T & T. 	AO1
3	Take a job role in one of the chosen organisations <ul style="list-style-type: none"> • Needs analysis and skills and qualities • Job advertisement • Job description • Personal specification • Criteria to use to select best person for the job. 	AO2
4	Participation in an interview – not job for A02 <ul style="list-style-type: none"> • Research of requirements • Witness statement of performance • Analysis of performance and skills • Recommendation for improvement. 	AO3
5	Take one of chosen organisations Evaluate effectiveness of <ul style="list-style-type: none"> • Training procedures • Performance management • Appraisal/termination of staff • Promotion. 	AO4
6	Effects of legislation	AO4
7	Conclusion and recommendations. <ul style="list-style-type: none"> • Legislation and restrictions/equal opportunities • The believes/thoughts of the stake holders 	AO4

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