

## **GCE in Travel and Tourism**

OCR Advanced Subsidiary GCE in Travel and Tourism H189

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

OCR Advanced GCE in Travel and Tourism H589

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

**July 2009**

# Contents

<b>1</b>	<b>About these Qualifications</b>	<b>4</b>
1.1	The AS GCE	4
1.2	The Advanced GCE	5
1.3	Qualification Titles and Levels	5
1.4	Aims	5
1.5	Prior Learning/Attainment	6
<b>2</b>	<b>Summary of Content</b>	<b>7</b>
2.1	AS Units	7
2.2	A2 Units	9
<b>3</b>	<b>Unit Content</b>	<b>11</b>
3.1	AS Unit G720: <i>Introducing travel and tourism</i>	11
3.2	AS Unit G721: <i>Customer service in travel and tourism</i>	15
3.3	AS Unit G722: <i>Travel destinations</i>	20
3.4	AS Unit G723: <i>International travel</i>	24
3.5	AS Unit G724: <i>Tourist attractions</i>	28
3.6	AS Unit G725: <i>Organising travel</i>	33
3.7	AS Unit G726: <i>Hospitality</i>	38
3.8	AS Unit G727: <i>Working overseas</i>	44
3.9	A2 Unit G728: <i>Tourism development</i>	48
3.10	A2 Unit G729: <i>Event management</i>	52
3.11	A2 Unit G730: <i>The guided tour</i>	59
3.12	A2 Unit G731: <i>Ecotourism</i>	63
3.13	A2 Unit G732: <i>Adventure tourism</i>	67
3.14	A2 Unit G733: <i>Cultural tourism</i>	74
3.15	A2 Unit G734: <i>Marketing in travel and tourism</i>	79
3.16	A2 Unit G735: <i>Human resources in travel and tourism</i>	86
<b>4</b>	<b>Schemes of Assessment</b>	<b>91</b>
4.1	AS GCE Scheme of Assessment	91
4.2	AS GCE (Double Award) Scheme of Assessment	91
4.3	Advanced GCE Scheme of Assessment	93
4.4	Advanced GCE Scheme of Assessment (Double Award)	94
4.5	External Assessment	95
4.6	Portfolio Assessment	95
4.7	Unit Order	95
4.8	Unit Options (at AS/A2)	96
4.9	Synoptic Assessment (A Level GCE)	96
4.10	Assessment Availability	97
4.11	Assessment Objectives	97
4.12	AO weightings	98
4.13	Quality of Written Communication	100
<b>5</b>	<b>Technical Information</b>	<b>101</b>
5.1	Making Unit Entries	101
5.2	Making Qualification Entries	102
5.3	Issue of Results	103

# Contents

5.4	Grading	104
5.5	Enquiries about Results	105
5.6	Shelf-Life of Units	105
5.7	Unit and Qualification Re-sits	105
5.8	Guided Learning Hours	105
5.9	Code of Practice/Subject Criteria/Common Criteria Requirements	105
5.10	Disability Discrimination Act Information Relating to this Specification	106
5.11	Arrangements for Candidates with Particular Requirements	106
5.12	Classification Code	106
<b>6</b>	<b>Coursework Administration/Regulations</b>	<b>107</b>
6.1	Supervision and Authentication	107
6.2	Avoiding Plagiarism	107
6.3	Submitting marks to OCR	108
6.4	The Assessment Evidence Grids	108
6.5	Standardisation and Moderation	108
6.6	Centre Accreditation	109
6.7	Minimum Coursework Required	110
6.8	Instructions for Marking	110
6.9	Administering Portfolio Assessment and Moderation	111
6.10	OCR Repository	111
<b>7</b>	<b>Other Specification Issues</b>	<b>112</b>
7.1	Overlap with other Qualifications	112
7.2	Progression from these Qualifications	112
7.3	Key Skills Mapping	113
7.4	Spiritual, Moral, Ethical, Social and Cultural Issues	114
7.5	Sustainable Development, Health and Safety Considerations and European Developments	115
7.6	Avoidance of Bias	115
7.7	Language	115
7.8	Status in Wales and Northern Ireland	116
7.9	Citizenship	116
<b>Appendix A: Performance Descriptions</b>		<b>117</b>
<b>Appendix B: Coursework Assessment Evidence Grids</b>		<b>120</b>
	Unit G721 - Assessment Evidence Grid	120
	Unit G722 - Assessment Evidence Grid	122
	Unit G724 - Assessment Evidence Grid	124
	Unit G725 - Assessment Evidence Grid	126
	Unit G726 - Assessment Evidence Grid	128
	Unit G727 - Assessment Evidence Grid	130
	Unit G729 - Assessment Evidence Grid	132
	Unit G730 - Assessment Evidence Grid	134
	Unit G731 - Assessment Evidence Grid	136
	Unit G732 - Assessment Evidence Grid	138
	Unit G733 - Assessment Evidence Grid	140
	Unit G735 - Assessment Evidence Grid	142
<b>Appendix C: Guidance for the Production of Electronic Coursework Portfolio</b>		<b>144</b>

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE, Advanced Subsidiary GCE (Double Award), Advanced GCE and Advanced GCE (Double Award) specifications in Travel and Tourism for teaching from September 2009.

The specifications build upon the broad educational framework supplied by the Qualification and Subject Criteria (QCA, DCELLS and CCEA, 2002) and employ an investigative and problem-solving approach to the study of the subject. In addition to providing a suitable route for progression for candidates completing GCSE Travel and Tourism, the course of study prescribed by these specifications can also reasonably be undertaken by candidates beginning their formal education in the subject at post-16 level. Progression through the Advanced Subsidiary GCE and Advanced GCE, through either a single or double award, may provide a suitable foundation for study of the subject, or related subjects, in further and higher education.

Key Skills are integral to the specifications and *the main* opportunities to provide evidence for the separate Key Skills qualification are indicated.

## 1.1 The AS GCE

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The Advanced Subsidiary (Single and Double Award) GCEs are both a 'stand-alone' qualification and also the first half of the corresponding Advanced (Single and Double Award) GCEs. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

The AS GCE is made up of **three** mandatory units which form 50% of the corresponding six-unit Advanced GCE.

The AS GCE (Double Award) is made up of **four** mandatory units and **two** optional units which form 50% of the corresponding twelve-unit Advanced GCE (Double Award).

The skills, knowledge and understanding required for the first half of an Advanced GCE course are contained in the 'Advanced Subsidiary' (AS) units. The level of demand of the AS examination is that expected of candidates half-way through a full Advanced GCE course of study.

## 1.2 The Advanced GCE

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The Advanced GCE is made up of **three** mandatory units at AS and **three** further units at A2.

The Advanced GCE (Double Award) is made up of **four** mandatory and **two** optional units at AS and **six** further units at A2 (**four** mandatory and **two** optional).

The skills, knowledge and understanding required for the second half of an advanced GCE course are contained in the 'A2' units. The level of performance expected, therefore, reflects the more demanding Advanced GCE material, including the higher-level concepts and a requirement to draw together knowledge and skills from across the course. The precise pattern across AS and A2 reflects the nature of individual subjects.

The combination of candidates' attainments on the relatively less demanding AS units and relatively more demanding A2 units lead to an award at Advanced GCE standard.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

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

All qualifications are Level 3 in the National Qualification Framework (NQF).

## 1.4 Aims

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All specifications in Travel and Tourism aim to encourage candidates to develop broad skills, knowledge and understanding of the travel and tourism industry and should prepare candidates for further study or training in travel and tourism related occupations.

The aims of these specifications in Travel and Tourism are to encourage candidates to:

- develop and sustain an interest in travel and tourism and the issues affecting the development of the industry and its potential effect on employment opportunities;
- develop an understanding of the scale and importance of the travel and tourism industry and the interdependence of its sectors;
- appreciate the importance of the customer to the travel and tourism industry;
- appreciate the importance of host destinations and communities to the travel and tourism industry and the importance of sustainable development;
- appreciate the positive and negative impacts travel and tourism may have on people, environment and economy;
- develop practical and technical skills relevant to the travel and tourism industry;

- appreciate the global and dynamic nature of the travel and tourism industry, how people, environments and issues change, and how the industry responds to these changes;
- appreciate the impact of information and communication technology (ICT) on the development of the travel and tourism industry and the potential effect on the future activities;
- appreciate the significance of values and attitudes of key stakeholders in the travel and tourism industry;
- develop their own values and attitudes in relation to travel and tourism issues;
- apply their knowledge and understanding of travel and tourism and use skills of research, evaluation and problem solving in vocational contexts;
- plan, prioritise and meet deadlines, work independently and within teams;
- participate in visits to travel and tourism organisations and destinations.

In addition, the aims of the Advanced Subsidiary (Single and Double Award) GCE specifications in Travel and Tourism are to focus on developing an understanding of the characteristics of the travel and tourism industry and its individual sectors and the skills required to operate effectively therein. The acquisition of knowledge and understanding is to relate to that required of an employee working at operational level with direct contact with customers.

In addition, the aims of the Advanced (Single and Double Award) GCE specifications in Travel and Tourism are to encourage candidates to develop a more critical understanding of the travel and tourism industry, and the connections between different parts of the industry, through sustained use of a range of research techniques, and to apply this understanding in unfamiliar contexts. These specifications are also to encourage a holistic view of the travel and tourism industry and an understanding of the interrelationship and interdependencies of its different sectors. There is to be provision for an in-depth study of **one** or more sectors and its operation. These specifications are to develop skills to deal with complex situations and problems. The acquisition of knowledge and understanding is to relate to that required of an employee working at supervisory level.

## 1.5 Prior Learning/Attainment

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Candidates entering this course should have achieved a general educational level equivalent to Level 2 in the National Qualifications Framework, or Levels 7/9 of the National Curriculum. Skills in Numeracy/Mathematics, Literacy/English and Information and Communication Technology will be particularly relevant.

However, there is no prior knowledge required for this specification. Prior study of the GCSE in Leisure and Tourism may be of benefit to some candidates, but is not mandatory.

# 2 Summary of Content

## 2.1 AS Units

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### Unit G720: *Introducing travel and tourism*

- Nature of travel and tourism;
- Scale of the travel and tourism industry;
- Development of the modern travel and tourism industry;
- Structure of the travel and tourism industry.

### Unit G721: *Customer service in travel and tourism*

- Principles of customer service;
- Needs of external and internal customers;
- Customer-service skills and personal presentation;
- Assessment of the quality of customer service in travel and tourism.

### Unit G722: *Travel destinations*

- Research skills;
- Geographical locations of major short-haul and long-haul destinations for UK tourists;
- Key features of major destinations;
- Why different destinations appeal to different tourist groups;
- Changes in popularity of tourist destinations.

### Unit G723: *International travel*

- Different types of international transport and major routes to/from the UK;
- Different transport products to/from the UK;
- Ancillary products and services provided to international travellers;
- Organisations that influence international travel from the UK;
- Consumer issues influencing the provision of international travel from the UK;
- Factors influencing international travel.

### Unit G724: *Tourist attractions*

- Different types of visitor attractions in the UK;
- Ownership, funding and management operations of visitor attractions;
- Changing developments in technology;
- Visitor and traffic management;
- Popularity of visitor attractions.

### Unit G725: *Organising travel*

- Different providers and methods of organising travel;
- Products and services offered by providers;
- Marketing and advertising techniques used by providers;
- Use and development of technology and its effect on organising travel and preparing itineraries;
- Sources of information used for organising travel;
- Planning and costing travel itineraries.

### Unit G726: *Hospitality*

- Sectors delivering hospitality and the effects of seasonality, tangibility and perishability in the industry;
- Types of corporate hospitality;
- Types of accommodation and accommodation services;
- Types of food and drink services;
- Customer-service issues at both 'Front Office' and point-of-service and the importance of developments in ICT in operational management.

### Unit G727: *Working overseas*

- Types of job opportunities and companies that offer them;
- Administrative working practices necessary to maintain success;
- Operational working practices necessary to satisfy customer needs;
- Legal implications of working overseas;
- Personal qualities, values and attitudes required to work overseas.

## 2.2 A2 Units

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### Unit G728: *Tourism development*

- Agents of tourism development;
- Objectives of tourism development;
- Impacts of tourism development.

### Unit G729: *Event management*

- Feasibility of the project;
- Teamwork;
- Marketing the event;
- Financing the event;
- Occasion management;
- Carrying out the project;
- Evaluation of the project.

### Unit G730: *The guided tour*

- Different purposes and types of guided tour;
- Merits and deficiencies of different types of guided tour;
- Devising and delivering a guided tour.

### Unit G731: *Ecotourism*

- Nature, aims and objectives of ecotourism;
  - Ecotourism's contribution to social, cultural and environmental issues;
  - Purpose of ecotourism projects;
  - Trends and future appeal of ecotourism projects.
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#### Unit G732: *Adventure tourism*

- Adventure Tourism Activities (ATAs);
- Development of ATAs;
- Management of the impacts of adventure tourism;
- Benefits of ATAs;
- Choice of feasible and safe ATA;
- Role of national governing bodies and regulatory bodies in ATAs;
- Effective planning and participating in the chosen ATA;
- Evaluation of the chosen ATA.

#### Unit G733: *Cultural tourism*

- Travel motivators;
- Movement of cultures;
- Cultural characteristics.

#### Unit G734: *Marketing in travel and tourism*

- Marketing of travel and tourism;
- The marketing mix;
- Market research;
- Marketing communications.

#### Unit G735: *Human resources in travel and tourism*

- Human-resource management;
  - Human-resource planning;
  - Recruitment and selection;
  - Induction, training and development;
  - Staff motivation;
  - Performance management;
  - Appraisal and termination of employment.
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# 3 Unit Content

## 3.1 AS Unit G720: *Introducing travel and tourism*

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This unit will provide an overarching understanding of one of the world's fastest-growing industries. Candidates will investigate the reasons for the rapid growth in the modern travel and tourism industry and understand why it is commonly referred to as 'the world's biggest industry'. Candidates will learn that the UK travel and tourism industry is made up of a wide variety of commercial and non-commercial organisations that interact to supply products and services to tourists. Candidates will develop an appreciation of the different values and attitudes of these organisations and will learn about the present significance of the industry within the UK economy.

Within this unit, candidates will develop vocational skills related to the travel and tourism industry: in particular, selecting and interpreting appropriate data, problem solving and understanding and applying industry-related terminology.

The unit supports the more detailed study of the travel and tourism industry that candidates will carry out in other parts of this qualification.

### 3.1.1 Nature of travel and tourism

Candidates need to understand what is meant by the terms 'travel' and 'tourism'. Travel and tourism cover the whole phenomenon of people travelling away from home, whether for business or for leisure, and the industry that supports this activity. As an introduction, candidates need to understand basic definitions of 'travel' and 'tourism'. A useful starting point is a dictionary definition of these terms. From here, candidates can expand on the different types of tourism and the main reasons why people travel.

To understand the nature of the industry and its characteristics, candidates need to know the main types of tourism:

- domestic (UK residents taking trips or holidays in the UK);
- inbound (overseas tourists visiting the UK);
- outbound (UK residents taking holidays outside the UK).

Candidates also need to know the main reasons why people travel:

- leisure;
- business;
- visiting friends and relatives.

Candidates need to understand, and explain, the unique characteristics of the travel and tourism industry:

- seasonality;
- perishability;
- intangibility.

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Candidates will be examined on the nature and characteristics of the travel and tourism industry in the UK. Candidates need to give relevant, up-to-date examples from the industry and use appropriate language and terms associated with travel and tourism. Candidates need to show they can use a range of information relating to the nature of travel and tourism and draw conclusions about the industry.

### 3.1.2 Scale of the travel and tourism industry

The industry that has developed to meet the needs of tourists is extensive. Candidates need to investigate the scale of the industry at a local and a national level. Candidates need to develop skills in analysing the most commonly used statistics in travel and tourism.

Candidates need to investigate and analyse key industry statistics; examples include:

- consumer spending in the UK on travel and tourism;
- number of people employed in the industry;
- number of tourists coming into the UK;
- number of UK residents taking holidays in the UK (domestic tourists) and outside the UK (outbound tourists).

Candidates will be examined on the scale of the travel and tourism industry in the UK at a local and national level. Candidates need to give relevant examples of the scale of the industry, use and analyse key information and data relating to the scale of travel and tourism, draw conclusions about the scale of the industry locally and nationally, and analyse trends.

### 3.1.3 Development of the modern travel and tourism industry

To understand today's travel and tourism industry, candidates need to understand and explain the major developments in recent times. Candidates need to demonstrate understanding of the dynamic nature of travel and tourism. Candidates need to understand the main factors that have led to the growth of the travel and tourism industry, including:

- changing socio-economic factors:
  - changes in car ownership;
  - increase in leisure time;
  - increase in disposable income;
  - impact of the national economy;
- technological developments:
  - developments in transport technology;
  - developments in ICT;
- product development and innovation;
- changing consumer needs and expectations;
- external factors:
- legislation:
  - Working Time Directive 1998 (or latest);
  - Countryside and Rights of Way Act 2000 (or latest);
  - Development of Tourism Act 1969 (or latest);
  - EU Directive on Package Travel (or latest) Package Holidays and Package Tours 1990 (or latest);
  - Disability Discrimination Act 1995 and new provisions 2004 (or latest);
  - subsequent relevant updated legislation;
  - the role of local authorities and government in
    - travel and tourism;

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- fluctuations in currency;
  - climatic change and natural disasters;
  - war, civil unrest, terrorism and crime.

Candidates will be examined on the reasons for the rapid development of the travel and tourism industry in the UK. Candidates need to give relevant examples and explanations for the rapid developments of the industry. Candidates need to evaluate the developments in travel and tourism, the key factors contributing to the growth of the industry and the factors they consider will affect the industry in the future.

### 3.1.4 Structure of the travel and tourism industry

The structure of the travel and tourism industry is complex because it is made up of a wide variety of interrelated commercial and non-commercial organisations. The travel and tourism industry is predominantly private-sector led, with the majority of enterprises being small and medium sized. Candidates need to know how these organisations work together and interact to provide the tourist 'experience'. Candidates also need to show appreciation of the different values and attitudes of these organisations.

The structure of the industry includes:

- commercial organisations;
- non-commercial organisations (including public and voluntary sectors);
- agencies delivering travel and tourism products and services.

#### Commercial organisations

Candidates need to understand, and give examples of, the range of private sector organisations that make up the travel and tourism industry. Candidates need to investigate at least **one** private sector organisation to ensure understanding of how:

- objectives are met and defined;
- it is funded and generates revenue;
- it meets stakeholder or shareholder expectations.

#### Non-commercial organisations (including public and voluntary sectors)

Candidates need to understand, and give examples of, the range of non-commercial organisations that make up the travel and tourism industry.

Candidates need to investigate at least **one** public and **one** voluntary sector organisation to ensure understanding of how:

- objectives are met and defined;
- they are funded and generate revenue;
- they meet stakeholder expectations.

#### Agencies delivering travel and tourism products and services

Candidates need to investigate at least **one** tourist destination in the UK. This will allow a variety of attractions, accommodation and catering, events, transportation and tourism development/promotion to be investigated.

Candidates need to understand, explain and give examples of the major features of the following in the UK:

- tourist attractions:

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- built;
  - natural;
  - events as attractions and the facilities in which these are held;
  - accommodation and catering – to include accommodation grading schemes;
  - tourism development and promotion – locally, regionally and nationally;
  - transportation:
    - by air;
    - by land;
    - by water;
  - travel agencies;
  - tour operators and the components of a package holiday.

Candidates need to understand the interdependency of these features as they relate to destinations and the structure and growth of the industry. No one feature exists on its own; all have relationships with most of the other features given, e.g. the development of a new tourist attraction at a destination will affect transport, accommodation and catering, tour operators (who may wish to organise tours to the new attraction) and the local or regional tourism development and promotion organisations.

Candidates will be examined on the structure of the travel and tourism industry in the UK. Candidates need to give relevant examples of the current structure of the industry and explain key organisations that make up the structure and their products, services, values and objectives. Candidates will be asked to analyse information and data relating to the structure of travel and tourism and make appropriate judgements about the relationships between organisations in travel and tourism.

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## 3.2 AS Unit G721: *Customer service in travel and tourism*

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The travel and tourism industry is made up of a number of organisations that provide very similar products and services. It is often the quality of customer service that distinguishes one organisation from another. Customers expect to receive the highest standards of customer service and this is why it is so important for staff to be aware of the part they play in giving customers the service that they need. In this unit candidates will find out about the key principles and skills of customer service and how travel and tourism organisations aim to provide excellent customer service to their different types of customers.

In this unit candidates will also learn about how internal and external customers contribute towards the success of an organisation and why it is important for travel and tourism organisations to respond to the individual needs of these customers.

Managers within travel and tourism organisations need to know how effectively customer service is being delivered by employees and also what customers think about the service they receive. Managers also need to identify where the level of service needs to be improved. In this unit candidates will find out how managers assess the effectiveness of the customer service their organisation provides to its customers.

Candidates will also be expected to undertake a variety of customer-service activities to demonstrate their understanding of customer-service practices and procedures.

This unit links with Unit G720: *Introducing travel and tourism*, Unit G724: *Tourist attractions*, Unit G726: *Hospitality* and will be further developed when working towards Unit G729: *Event management*, Unit G730: *The guided tour* and Unit G727: *Working overseas*.

Candidates will *review* customer service for **one** chosen travel and tourism organisation and *provide* customer service in a variety of situations, including handling a complaint or problem.

The evidence will include:

- how the needs of internal and external customers are met in the candidate's chosen travel and tourism organisation;
- the candidate's application of customer-service skills with a variety of customers in a variety of situations (minimum of **two** different situations, **two** different customer types) including handling a complaint or problem, with a basic evaluation of their own performance;
- research and analysis into the ways in which the candidate's chosen travel and tourism organisation assesses the effectiveness of the customer service it provides to its customers;
- an evaluation of the customer-service principles underlying the service provided to different types of customers by their chosen travel and tourism organisation with recommendations for improvement to meet the organisation's values and attitudes.

### 3.2.1 Principles of customer service

In this unit candidates need to learn why customers are the most important part of a travel and tourism organisation. Candidates need to understand that customers must be given the highest standards of service so that they come back again and also tell their friends and family about their good experiences. Customers who feel they have received poor customer service are less likely to return to the organisation. Candidates need to find out how giving good customer service brings a number of commercial benefits; examples include:

- increased sales;

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- more customers;
  - a better public image and an edge over the competition.

Excellent customer service means consistently exceeding the needs and expectations of customers rather than just meeting them. Candidates need to understand that the provision of excellent customer service is everyone's responsibility within an organisation and extends to internal as well as external customers. Providing excellent customer service ensures the organisation has:

- a happier and more efficient workforce;
- satisfied customers;
- customer loyalty and repeat business.

Candidates also need to be aware of the consequences the organisation may face when standards of customer service are poor; examples include:

- fewer customers;
- poor public image;
- unhappy and less efficient workforce;
- lack of repeat business;
- lack of customer loyalty;
- dissatisfied customers;
- lack of competitive edge;
- decreased sales.

### 3.2.2 Needs of external and internal customers

Candidates need to identify the internal and external customers of a range of travel and tourism organisations and then research, analyse and evaluate the different needs of those customers.

Candidates need to understand and appreciate that the needs and expectations of customers, both internal and external, will vary according to the type of customer and the situation. Within the travel and tourism industry, people come from all walks of life and have very different needs, including spiritual and cultural needs. Candidates need to be sensitive to these different needs.

Candidates need to understand the importance of customer service to both external and internal customers.

#### **External customers**

External customers are an organisation's consumers or visitors. They usually pay for products and services and expect to be treated well. Different types of external customers will have different needs and will expect to have their particular needs recognised and dealt with. There are many ways of categorising external customers and the categories chosen will depend on the type of organisation. Customers could be classified as:

- individuals;
- groups;
- different age groups;
- different cultural groups;

- people with young children;
- tourists, whose knowledge of English is limited or non-existent;
- people with specific needs, e.g. wheelchair users, people with sensory disabilities;
- members and non-members, e.g. travel organisations such as RCI (timeshare).

It is very important that travel and tourism organisations are able to provide for the different needs of their customers. In certain circumstances or situations, customers' needs will be different, e.g. if a group of passengers misses a flight through no direct fault of their own (weather) or a flight is delayed, how will the airline meet their different in order to keep them as customers?

Candidates need to be aware that when customers visit a travel and tourism attraction, e.g. a theme park, the customer service which is experienced explicitly at the theme park is **not** all of the customer service that is provided by that organisation – a great deal goes on behind the scenes to ensure that customers' experiences are good ones.

### Internal customers

Internal customers are members of staff within an organisation or outside suppliers who contribute towards the service that is provided to external customers, including:

- colleagues;
- management and supervisors;
- staff teams;
- employees of other organisations, e.g. retail outlets at an airport are internal customers of the airport.

Candidates need to appreciate that local and national organisations need to provide effective customer service to internal customers in order to establish good working relationships between colleagues, managers and staff teams, which will result in:

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

### 3.2.3 Customer-service skills and personal presentation

To provide excellent customer service, employees of leisure organisations need to demonstrate a range of personal skills when dealing with customers in a variety of situations. Candidates need to understand that, when employees are dealing with customers, tact and diplomacy are required. Candidates need to demonstrate these personal skills which include:

- appropriate language (no slang);
- positive body language (gestures, facial expressions etc.);
- excellent listening skills, (not interrupting a customer who might be in 'full flow');
- a good, clear telephone manner (appropriate language and pitch and tone of voice);
- good written communication skills (e-mail and letter);
- good selling skills (good product knowledge and giving customers the right amount of enthusiasm, honesty, initiative etc.);

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- product knowledge;
  - self confidence;
  - diplomacy;
  - sensitivity (e.g. when an accident or death occurs);
  - effective IT skills and awareness of developments in ICT.

Candidates need to show that they can deal with difficult customers and handling complaints. Candidates need to deal with customers confidently and, in certain situations (when the customer is *not* right), use tact and diplomacy so as not to increase the customer's anger or distress.

Candidates also need to understand that better customer service is provided when customer-service staff appreciate the importance of personal presentation and how this has a direct influence on both the level of customer satisfaction and the image of the organisation. Candidates need to be aware that personal presentation requirements vary according to the type of travel and tourism organisation and the products and services they offer.

Candidates need to understand that the way customer-service staff present themselves to customers has a direct influence on their own job satisfaction and the future success of the organisation that employs them.

In particular, candidates need to consider the importance of the following when customer-service staff are dealing with customers:

- dress;
- personal hygiene;
- personality;
- attitude.

To demonstrate their understanding of these skills candidates need to undertake, and provide evidence of, real or simulated customer-service activities, using relevant skills, with a variety of customers in a variety of situations, including handling a complaint or problem.

Candidates need to evaluate their performance in practical customer-service situations and make reasoned judgements about customer-service skills in travel and tourism.

Candidates need to be aware of the legal requirements of the individual when undertaking work-related activities. Candidates need to focus on the following and how these can affect working practices:

- health, safety and security;
- consumer protection legislation;
- industry codes of practice.

#### 3.2.4 Assessment of the quality of customer service in travel and tourism

Many travel and tourism organisations continually monitor and assess the quality of the customer service they provide. This is because organisations want to ensure they are meeting and, if possible, exceeding, their customers' needs and expectations. Being complacent with the level of customer service provided is not enough in this industry; organisations need to strive to be the best if they intend to hold an edge over the competition. Organisations may have different values and attitudes to customers and their practices and procedures may reflect this.

Candidates need to understand how an organisation can set and assess its quality standards for customer service which meet the values and attitudes of the organisation. Some travel and tourism organisations use a system known as 'benchmarking', where they set standards of quality

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and then assess their performance against these standards. When using this system, the organisation first needs to identify the most important aspects of its customer-service delivery. Customer-service managers can then use this information to help identify where levels of customer service could be improved.

Quality criteria that are commonly applied in the travel and tourism industry include:

- price/value for money;
- consistency/accuracy;
- reliability;
- staffing levels/qualities to meet the demands of seasonality;
- enjoyment of experience;
- health and safety;
- cleanliness/hygiene;
- accessibility and availability of the tangible products and services;
- provision for individual needs.

Candidates need to know and analyse how organisations in the travel and tourism industry assess the quality of their customer service and make recommendations for improvements, if required.

By getting regular feedback from both customers and staff, an organisation is able to adapt its products and services to changing customer needs. This allows the organisation to remain competitive. Travel and tourism organisations use a variety of feedback techniques to find out if customers are happy with the standards of customer service they receive; examples include:

- informal feedback (from customers, staff, management, non-users);
- surveys (of customers, staff, management, non-users);
- suggestion boxes;
- focus groups;
- mystery shoppers;
- observation.

Candidates need to know how these techniques are used by travel and tourism organisations in order to develop their customer-service provision whilst still meeting the organisation's values and attitudes.

Candidates need to produce a report which investigates customer service in specific travel and tourism organisations and make recommendations for development or improvement in the service provided.

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### 3.3 AS Unit G722: *Travel destinations*

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Having a sound knowledge of the location of popular travel destinations, along with what they can offer visitors, is very important for anybody working, or hoping to work, in the travel and tourism industry.

This unit will enable candidates to build a sound knowledge of the major short-haul and long-haul destinations for UK tourists by researching a variety of destinations.

Within the unit candidates will develop vocational skills, such as those needed to identify and locate tourist-receiving and tourist-generating areas. In particular, candidates will develop vocational skills such as:

- researching the location and features of destinations;
- matching the needs of potential customers with potential destinations and evaluating their suitability.

This unit has clear links to Unit G720: *Introducing travel and tourism*, Unit G723: *International travel* and Unit G728: *Tourism development*.

Candidates will investigate **two** travel destinations (**one** short-haul and **one** long-haul). The evidence will include:

- a locational description with maps of different scales of their **two** chosen destinations;
- a detailed study of their **two** contrasting travel destinations identifying their key features, along with an explanation of why they appeal to different types of tourists;
- their research and analysis, with information from a range of sources, into the key features of their **two** chosen travel destinations;
- a reasoned explanation of recent trends in the popularity of their **two** chosen travel destinations, as judged by visitor numbers, with reasoned predictions about their likely appeal in the foreseeable future.

#### 3.3.1 Research skills

Working in the travel and tourism industry requires research skills to identify and locate tourist-receiving and tourist-generating areas or to provide accurate and up to date information to customers. Researching involves:

- being clear about what they are aiming to find out;
- knowing how and where to search for useful information;
- deciding which information is useful;
- collecting and presenting relevant information;
- drawing conclusions about the findings;
- acknowledging sources of information.

Candidates need to use their research skills to build up their knowledge and understanding of travel destinations. Candidates will be expected to use a variety of sources of information; examples include:

- the Internet;

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- people working in the travel and tourism industry, e.g. travel agents, tour operators, tour guides;
  - gazetteers, e.g. World Travel Guide, ABC guides, Travel Trade Gazette;
  - holiday brochures and leaflets;
  - maps of various types, including those in atlases;
  - guidebooks;
  - newspapers and magazines;
  - trade journals.

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

Through the use of various types of research, candidates need to build up a knowledge and understanding of the geographical location of the major short-haul and long-haul destinations for UK tourists.

Whilst continental Europe and North Africa (short-haul destinations) have a wide variety of travel and tourist destinations, the popularity of more distant holiday destinations (long-haul destinations) with visitors from the UK has increased in recent years.

Short-haul destinations are defined as those within a **four** hour flight from the UK:

- Continental Europe, including Eastern Europe, and the UK;
- Mediterranean islands;
- countries bordering the Mediterranean Sea (including Turkey, Lebanon, Israel and Northern Africa);
- the Canary Islands and Madeira;
- Iceland.

Long-haul destinations include those in excess of **four** hours:

- the Americas and the Caribbean;
- Central and Southern Africa;
- the Middle East;
- the Far East;
- Australasia.

Candidates need to choose **two** specific destinations (rather than countries or regions) and find the locations of them (**one** short-haul and **one** long-haul) in the areas listed above and produce maps which show their geographical locations effectively.

### 3.3.3 Key features of major destinations

Candidates need to research the features which give their **two** chosen destinations their appeal and understand that different destinations will be popular with different types of visitors, e.g. a lively resort with a wide choice of nightlife may not cater for the needs of older people, who may prefer a quieter area; similarly the needs of a backpacker, travelling independently on a limited budget, will be different from someone on an all-inclusive package or luxury holiday.

Whilst it would be impossible to research the features of all travel and tourist destinations, candidates need to choose **two** *widely* contrasting examples which illustrate the wide variety of

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destinations, including:

- coastal resorts, e.g.
  - Brighton,
  - Benidorm,
  - Penang – Malaysia,
  - Acapulco;
- major towns and cities, e.g.
  - New York,
  - London,
  - Sydney,
  - Rio de Janeiro;
- purpose built destinations, e.g.
  - Walt Disney World – Florida,
  - Port Aventura – Spain,
  - Vilamoura – Portugal,
  - Center Parcs – Nottinghamshire;
- areas of countryside, e.g.
  - Alps,
  - Lake District,
  - Yellowstone National Park.

#### 3.3.4 Why different destinations appeal to different tourist groups

For each example which candidates research, they need to identify, describe and explain the key features which make it appeal to particular types of visitors. These features may include:

- natural features – the weather, climate and seasonal characteristics;
- the natural landscape and scenery;
- natural vegetation and wildlife;
- historical and cultural attractions;
- modern built attractions;
- opportunities for both indoor and outdoor activities;
- types of accommodation;
- cultural events such as carnivals and festivals;
- food, drink and entertainment;
- accessibility to travel and tourism gateways.

Candidate's comparison of their **two** chosen destinations needs to include details of the likely customer types to whom the resorts appeal, with a reasoned explanation as to why their key features are responsible for attracting very different customer types.

Candidates need to present their results effectively and in an organised manner, including visual illustrative material. Materials from brochures and websites, where used, need to be *integrated* and *analysed*.

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### 3.3.5 Changes in popularity of tourist destinations

There are many factors which can influence the popularity of tourist destinations. Candidates need to evaluate the likely future appeal of their **two** chosen destinations, based on trends in the development of the industry.

Candidates need to understand how a combination of the following factors may affect the popularity of particular types of destination:

- economic considerations:
    - cost of accommodation/transport, costs at the destination;
    - economic conditions (in the UK and the destination);
  - social and political considerations:
    - promotional activities (by the tour operator or the destination);
    - media coverage (positive and negative);
    - over-commercialisation;
    - tourism management (positive and negative);
    - crime and social problems;
    - political instability/unrest, terrorism;
    - the growth of independent travel;
    - the growth of short break holidays;
    - exclusivity;
  - environmental and geographical considerations:
    - increasing accessibility;
    - environmental hazards, such as water,
    - atmospheric and noise pollution;
    - natural disasters.
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## 3.4 AS Unit G723: *International travel*

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People undertake international travel for a variety of reasons. International passenger surveys reveal that travellers can be classified according to their purpose of visit. For example, a recent survey conducted into arrivals at Dubai International Airport found that:

- 44% were leisure visitors;
- 45% were business visitors;
- 8% were visiting friends and relatives;
- 3% were not classified.

International travel at the global scale involves **two** distinct components. International travellers will be residents of **one** particular country who are leaving that country for **one** of the above reasons (outgoing visitors) and, when they reach their destination, they are most likely to be foreign nationals entering another country for a particular reason (incoming visitors).

It is important for candidates to understand that the different types of international traveller will have different needs and expectations. Not all leisure travellers, for example, will have the same interests, budgets or belong to the same demographic group. Furthermore, as someone considering possible employment within **one** of the sectors of the travel and tourism industry, candidates need to be aware of the significant variations around the world in terms of the number of arrivals and departures of the different passenger types.

This unit has clear links to Unit G720: *Introducing travel and tourism*, Unit G722: *Travel destinations* and Unit G725: *Organising travel*. It also provides an introduction to some of the content to be covered in Unit G728: *Tourism development*.

### 3.4.1 Different types of international transport and major routes to/from the UK

The UK has been one of the world's major tourism-receiving destinations for many years. Similarly, it is also one of the world's major tourism-generating regions. There are many international routes for inbound and outbound UK visitors and candidates need to have a good knowledge and understanding of the following, with a view to predicting likely future developments:

- air transport – the relative importance of the UK's international airports, in terms of:
  - numbers of passengers (incoming and outgoing),
  - numbers of carriers (scheduled and charter),
  - numbers of destinations served (numbers and frequency of service);
- sea transport – the relative importance of the UK's ports, such as Southampton, in terms of:
  - international ferry and cruise passenger traffic,
  - numbers of carriers and destinations served;
- rail transport – the relative importance of UK international services, such as:
  - Eurostar,
  - Orient Express,
  - specialised services such as Heathrow Express;
- road transport – the relative importance of UK international coach services, such as Eurolines, in terms of destinations served and passenger numbers.

Candidates need to identify major transport routes and interpret information about their relative popularity and suitability for different passengers with different needs and requirements, such as leisure travellers, business travellers and those visiting friends and relatives.

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For this sub-section, candidates need to investigate at least **one** international airport and at least **one** major UK port.

### 3.4.2 Different transport products to/from the UK

All international transport providers offer a range of product options. Candidates need to identify the key features of the major types of product currently available. In particular, candidates are expected to know that certain types of product are aimed at passengers with specific needs and expectations, and how all products and services are affected by the seasonal nature of travel and tourism.

It is important that candidates have a clear understanding about the following international-transport products and services:

- air services – these can be either scheduled or charter flights and may offer different classes (First, Business, Economy and Premium cabins), baggage allowances, lounge access, variations of in-flight service, as well as ‘no-frills’ options, all at different costs;
- sea services – both ferry and cruise services offer different levels of seat/cabin service and availability;
- rail services – offer different classes of travel with differing levels of service provided, as well as different types of ticketing arrangements;
- coach services – different services and ticketing arrangements at different times of the year.

Candidates need to undertake research to identify details of transport products currently available and evaluate the appeal of such products to particular groups of international travellers.

### 3.4.3 Ancillary products and services provided to international travellers

There are many other products and services, besides those involving international transport, that are currently made available to meet the needs of international travellers. Candidates need to know how providers of each of the following cater for different types of visitor at different times:

- major transport terminals;
- hotels and other types of accommodation provider;
- destination venues;
- travel agencies;
- Tourist Information Centres;
- tour operators.

Candidates also need to understand how changes in demand for these ancillary products and services affect international transport, and how these changes are interdependent on, and can affect, each other.

Candidates need to understand that each of these providers is able to offer a range of ancillary services to international travellers. Candidates need to know the ways in which the following are made available and the use made of ICT in providing these services:

- travel insurance;
- foreign exchange;
- excursions;
- car hire;

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- airport transfers;
  - passport and visa information;
  - coach tickets;
  - rail tickets;
  - hotel bookings;
  - theme park tickets;
  - theatre tickets;
  - guide books and guiding services;
  - sight-seeing tours;
  - special event information.

Candidates need to understand the reasons for their availability and comment on changes in their provision.

#### 3.4.4 Organisations that influence international travel from the UK

There are a range of bodies and organisations that can regulate and influence many aspects of international travel from the UK. Candidates need to have an understanding of the main functions of each of the following:

- Foreign and Commonwealth Office (FCO);
- Civil Aviation Authority (CAA);
- International Air Transport Association (IATA);
- Passenger Shipping Association (PSA);
- Association of British Travel Agents (ABTA);
- World Tourism Organisation (WTO).

In particular, candidates need to know about the ways in which each organisation can have a direct impact on international travellers, e.g. the FCO provides travel information and advice, as well as offering important services to British nationals overseas; the CAA sets UK civil aviation standards, as well as regulating many aspects of air transportation; other organisations have a different focus. Candidates need to have a clear understanding of the roles, responsibilities and relative importance of each. Candidates need to understand the significance of the values and attitudes of these organisations.

#### 3.4.5 Consumer issues influencing the provision of international travel from the UK

Providers involved with the supply of goods and services to the international travel market within the UK have to comply with a variety of regulations. Some of these may reflect industry codes of practice but several important aspects of service provision are covered by legislation. All travel and tourism employees have to understand how the following legal requirements can have an effect on work-related activities, particularly those which involve dealings with consumers:

- Supply of Goods and Services Act 1979 (or latest);
- Trade Descriptions Act 1968 (or latest);
- The Consumer Protection Act 1987 (or latest);
- The Health and Safety at Work Act 1974 (or latest);

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- The Data Protection Act 1974 (or latest);
  - The EU Package Travel, Package Holidays and Package Tours Directive 1990 (or latest).

In particular, candidates need to understand that such legislation has been introduced to provide customers with protection and the right to compensation, should problems arise in key aspects of their international travel arrangements. Furthermore, employees of international travel service providers have certain health, safety and security rights of their own. Candidates need to be aware of the current major implications for providers and how these various pieces of legislation can affect working practices.

#### 3.4.6 Factors influencing international travel

Having studied key aspects of the provision of international travel services, candidates need to evaluate the current major factors that influence international travel. These factors operate at all scales of provision, from the local through to the national and then to the international and global level. These factors help to determine which regions of the world become tourism generators and which regions evolve into major tourist-receiving areas. The flows of international visitors that develop help to sustain local and national economies and can generate a variety of positive economic impacts.

Candidates need to have a clear understanding of the following:

- changes in consumer taste and demand for leisure travel – the trend for an increasingly adventurous travelling public who constantly demand alternative destinations;
- increased variety of products available to the leisure market, such as:
  - new long-haul destinations,
  - city breaks,
  - adventure tourism packages,
  - sports tourism packages,
  - ecotourism packages,
  - youth-market and grey-market products and services;
- new routes and services offered by transport providers, thereby increasing the accessibility of different destinations;
- changes in the channels of distribution for international travel services, such as:
  - Internet booking,
  - telesales,
  - e-ticketing and other applications of new technology;
- economic trends in tourism generating areas, such as:
  - increases in leisure travellers' disposable income,
  - business travel market profitability,
  - exchange rates;
- competition between providers in terms of services offered and their value for money and convenience;
- ways in which the seasonal, tangible and perishable nature of travel and tourism influence the provision and uptake of international travel.

Candidates need to understand how these factors interact to create a climate for international travel. Candidates also need to identify current products and/or services associated with each of the factors and then comment about the significance of each factor in terms of the influence that it has on particular types of product or service.

## 3.5 AS Unit G724: *Tourist attractions*

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Tourist attractions draw visitors to a destination. They are often key to enticing visitors by providing amusement, entertainment and education. Their importance within the tourism industry should not be underestimated.

In this unit, candidates will have the opportunity to examine the importance of visitor attractions and the factors which help to contribute to their success.

This unit will help candidates become aware of the wide variety of exciting and dynamic employment roles available at attractions at both a national and local level. Candidates will develop understanding of the seasonal nature of visitor attractions. Candidates will also develop essential vocational skills, such as research techniques and the interpretation of data.

This unit clearly links with Unit G720: *Introducing travel and tourism*, and Unit G721: *Customer service in travel and tourism*. The key role of attractions within tourism links to Unit G722: *Travel destinations*.

Candidates will investigate **two** contrasting UK visitor attractions, **one** from the private sector and **one** from the public or voluntary sectors, and demonstrate the factors contributing to their success by comparing and contrasting their features. The evidence will include:

- an investigation into the ownership, funding and management operations at **each** visitor attraction and a comparison between them;
- an explanation of how technology is used to enhance the experience for both staff and customers at **each** visitor attraction;
- research and analysis into assessing the importance of visitor and traffic management of **each** visitor attraction;
- an evaluation of the success of **each** visitor attraction in terms of its popularity.

### 3.5.1 Different types of visitor attractions in the UK

It is important to realise that tourist attractions are a dynamic component of the travel and tourism industry and, as such, are continually changing and evolving.

Candidates need to know that tourist attractions can be classified as either:

- natural, including: landscape features of the countryside found in
  - mountains,
  - forests,
  - coastlines,
  - lakes,
  - waterways;
- designated areas found in
  - National Parks,
  - Areas of Outstanding Natural Beauty (AONBs),
  - Heritage Coasts;
- built, including: entertainment sites such as:
  - theme parks (Alton Towers),
  - indoor arenas (Birmingham Arena),
  - cultural and heritage centres such as the National Railway Museum,
- purpose-built venues such as

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- sports facilities,
  - cinemas,
  - major shopping centres such as the Trafford Centre, Manchester.

Candidates need to investigate a variety of UK visitor attractions from the private, public and voluntary sectors, locally and nationally. Candidates need to use a variety of research methods, such as the Internet, writing or telephoning to obtain information, research from articles in magazines and newspapers.

### 3.5.2 Ownership, funding and management operations of visitor attractions

In order to appreciate how an attraction operates, candidates need to be aware of the main sources of funding available. Precisely how an attraction is funded will depend on whether it operates mainly in the private, public or voluntary sector. Candidates need to understand the different objectives, values and attitudes of management of attractions in each sector:

- private:
  - profit maximisation,
  - returns on investment,
  - business expansion,e.g. a large theme park or a multiplex cinema;
- public:
  - provision of a facility for tourists and local residents,
  - economic development,
  - job creation,e.g. a local museum or a leisure centre;
- voluntary:
  - furthering a 'good cause',e.g. conservation of a stately home or a local wildlife trust managing an area under threat.
- It is also important that candidates consider the following:
- main sources of funding:
  - local authorities,
  - central government,
  - tourist board,
  - National Lottery,
  - European funding,
  - paying visitors,
  - sponsorship,
  - donations,
  - corporate hospitality,
  - special events;
- marketing and promotion of the tourist attraction:
  - advertising,
  - direct mail,
  - sponsorship sales,
  - promotions,
  - public relations,
  - market research on both customers and facilities;
- guidance and interpretation:
  - leaflets,
  - signposting,
  - guided tours,
  - self-guided tours,
  - audio-visual trails,

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- demonstrations,
  - actors;
  - staffing of attractions:
    - main job roles;
  - health, safety, security and consumer protection of both visitors and employees in relation to appropriate legislation:
    - equipment,
    - site management,
    - risk assessments,
    - emergency procedures;
  - siting of attractions in relation to land use and environmental sensitivity;
  - seasonality, tangibility and perishability of the product/service.

After studying a range of attractions, candidates need to investigate the ownership, funding and management operations of **two** contrasting visitor attractions of their choice, **one** of which needs to be from the private sector and **one** from the public or voluntary sector.

Candidates need to consider the values and attitudes of the management of tourist attractions and how these can affect their operation and not just view attractions solely from the customers' perspective.

### 3.5.3 Changing developments in technology

New features help to enhance the visitor experience and promote the tourist attraction. By exploring technology incorporated into visitor attractions, candidates need to consider how they meet the needs of all their customer types. Technology is an important, and rapidly growing, element within attractions. Candidates need to explore this use of technology which enhances the exhibits for the customer.

Candidates also need to investigate the changing technology used by staff, such as:

- booking systems;
- communication technology;
- interactive exhibits;
- touch-screen tickets;
- touch-screen access systems.

Today, most customers expect a certain number of interactive facilities. Candidates need to demonstrate the role of technology; examples include:

- ICT resources at each attraction for both staff and customers, e.g. Internet and touch screens;
- exhibits;
- viewing galleries;
- rides;
- simulation and virtual reality;
- photography and sound effects;
- use of robots in rides or exhibits and animated figures;
- laser and computer-generated equipment;

- 
- film, music and lighting.

Candidates need to investigate these technological features in **two** contrasting visitor attractions including how they enhance the experience for both staff and customers.

#### 3.5.4 Visitor and traffic management

Visitor and traffic management plays a vital role in the success or failure of a tourist attraction. Candidates need to consider the impact that a tourist attraction has on its environment, on both a positive, e.g. job creation, and negative, e.g. congestion and pollution, basis.

Candidates need to understand the importance of the following:

- links with other transport providers:
  - public,
  - private,
  - voluntary,including integrated rail, bus and cycle schemes;
- suitability of land;
- other facilities nearby, such as hotels and suppliers;
- transport routes;
- parking and transfer facilities;
- opening times and dates;
- pricing policy of the attraction;
- access for all members of the public:
  - people with specific needs,
  - local people,
  - visitors;
- entry and exit points;
- queue-control techniques;
- timed-ticketing and zoning techniques;
- sign-posting both on and off site;
- traffic-calming measures:
  - sleeping policemen,
  - speed restrictions.

Candidates need to demonstrate relevant research and analysis when assessing the importance of visitor and traffic management for each of their chosen visitor attractions.

#### 3.5.5 Popularity of visitor attractions

Candidates need to investigate the popularity of tourist attractions by assessing:

- the main features of the attraction, including:
  - special events,
  - activities held there;
- competitor activity, examples include:
  - competing local attractions,
  - competing regional attractions,
  - competing national attractions;

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- visitor numbers and trends – assessing visitor types, examples include:
    - families,
    - couples,
    - elderly people;
  - extra facilities available, examples include:
    - car parks,
    - shops,
    - café,
    - map hire,
    - wheelchair hire;
  - type and duration of visits, including:
    - short breaks,
    - day visits,
    - repeat visits,
    - seasonality;
  - changes in trends and fashions, including:
    - music,
    - clothing,
    - sport influences;
  - media influences, examples include:
    - television,
    - radio,
    - newspapers;
  - social and demographic changes, examples include:
    - ageing population,
    - single-parent households,
    - changes in family composition;
  - changes in customer expectations, examples include:
    - enhanced service standards,
    - longer opening hours,
    - easy payment methods;
  - changes in economic circumstances, examples include:
    - recession/boom,
    - employment/unemployment levels,
    - wage rates.

Candidates need to understand how each of these factors can influence the popularity of tourist attractions. Candidates also need to understand the interdependency (between the factors and the tourist attraction) which affects that popularity. Candidates need to consider how individual attractions can adapt to changing circumstances by altering their price structures or introducing 'all-weather facilities'. Visitors increasingly desire a more 'hands-on' or interactive experience; tourist attractions, therefore, need to develop both their image and product in order to retain or achieve success.

Candidates need to evaluate the success of **two** visitor attractions in terms of their popularity. Candidates need to differentiate clearly between the terms *public*, *private* and *voluntary* and understand the influence this factor brings to their chosen visitor attractions.

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## 3.6 AS Unit G725: *Organising travel*

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This unit is aimed at candidates who wish to know how to organise travel. It will appeal to candidates if they wish to pursue a career in retail travel and will clarify the different ways in which travel can be booked.

Many of the concepts candidates have learned on their course can be directly applied to this unit, particularly Unit G720: *Introducing travel and tourism*, Unit G721: *Customer service in travel and tourism*, Unit G722: *Travel destinations* and Unit G723: *International travel*.

Candidates will investigate organising travel and produce travel itineraries for specific customer groups. The evidence will include:

- the results of their investigation into **two** types of travel organisers, with a comparison of their products and services, their operating procedures and their role in the chain of distribution;
- an explanation of the importance of technology for each organiser and how this can affect their popularity within the industry;
- relevant research into the marketing techniques used by different travel organisation providers and an analysis of their impact and effectiveness;
- preparation and presentation of **two** complex travel itineraries for different types of customers, with an evaluation of why these meet the needs of these customers.

### 3.6.1 Different providers and methods of organising travel

The ways in which travel can be organised have changed considerably over the last few years with the introduction of hypermarkets, direct bookings with tour operators, Internet bookings and home-based bookings all alongside the high street travel agency. Developments in ICT have had a considerable impact on this sector of the industry and candidates need to have an understanding of how this currently affects working practices and how it may affect the industry in the future.

Candidates need to compare the different types of providers of retail travel:

- independents:
  - usually single local branch;
- multiples:
  - several small branches in one region;
- multiples:
  - major branches under a single brand name;
- specialists, e.g.
  - business travel,
  - by age group,
  - by type of holiday,
  - by destination;
- hypermarkets:
  - usually based in industrial areas outside major towns and cities;
- direct booking with tour operators:
  - contact by telephone or Internet and book direct;
- Internet search:
  - customer finds own holiday, flight and either buys a ready-made package or tailors

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their own package;

- home-based travel agent:
  - who works from home with a computer and arranges all components for the customer.

For each of the above, candidates need to understand:

- where each fits into the industry chain of distribution;
- the market share of each type of provider;
- differences in aims and objectives of each type of provider;
- advantages and disadvantages of using each type of provider;
- how providers make reservations;
- how organisations set targets and measure performance against targets.

### 3.6.2 Products and services offered by providers

Candidates need to understand how the following products and services are made available to customers and their relevance to specific customer needs:

- package holidays;
- car hire;
- foreign exchange;
- insurance;
- car parking and hotel accommodation at airports;
- ticketing;
- ferry/Eurostar bookings;
- visa/passport advice;
- health advice;
- flight only bookings;
- theatre or entertainment bookings;
- rail and coach tickets;
- tailor-made holidays;
- cruise bookings.

Candidates need to compare the different types of travel retail methods, and explain the procedures used in each case when products and services are provided, which demonstrates understanding of the relationships between different sectors and their interdependency.

Candidates need to appreciate that seasonality, tangibility and perishability of the products and services offered in retail travel can affect the pricing practices used by agencies in order to attract demand, and achieve more full-occupancy rates.

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### 3.6.3 Marketing and advertising techniques used by providers

These play a very important role within travel organisations. Different marketing techniques are used by providers in order to attract customers to their offers and services; examples include:

- window cards;
- posters;
- leaflets;
- media, e.g. video, interactive displays, press releases;
- special events, e.g. cruise evenings;
- use of colour;
- direct booking numbers put in brochures, leaflets, Internet etc.;
- websites advertised on brochures;
- Internet search engines;
- teletext advertising;
- the impact of lead prices.

Candidates need to investigate the different techniques used by travel providers and other ways of organising travel, e.g. a brochure is the selling tool for retail travel agents, whereas an interactive tour is ideal for Internet companies.

Candidates also need to understand the legal requirements to be observed by travel organisations when producing promotional material and itineraries for marketing and advertising their products and services, as regards accuracy of information, non-offensiveness of material and laws designed to protect the consumer; examples include:

- Trade Descriptions Act 1968 (or latest);
- Supply of Goods Act 1979 (or latest);
- Consumer Credit Act 1974 (or latest);
- EU Directive on Package Travel, Package Holidays and Package Tours 1990 (or latest).

### 3.6.4 Use and development of technology and its effect on organising travel and preparing itineraries

Several years ago, if a customer wanted to book a holiday, they would go into a travel agency, look through a brochure and the agent would book all of the components for them. Now the trend is changing, with even more changes forecast for the coming years. Candidates need to understand:

- how developments in technology have affected the high street travel agency;
- different ways customers can now organise their own travel;
- why customers choose a particular form of transport and how they can arrange it (air, sea and surface travel);
- how to compare advantages and disadvantages of different types of travel in meeting customers' needs;
- the use of global distribution systems when making reservations, e.g. Galileo, Sabre, Worldspan.

### 3.6.5 Sources of information used for organisation of travel

Candidates need to understand from where a travel organiser can obtain information about suppliers of services, location and appeal of destinations and travel routes through the use of:

- brochures;
- Internet;
- gazetteers;
- guidebooks;
- atlases;
- directories;
- timetables.

Candidates also need to understand the reasons for selecting certain information sources in order to provide information to customers.

### 3.6.6 Planning and costing travel itineraries

To plan an itinerary successfully, candidates need to have some information about the customer's needs. These vary from **one** customer or group of customers to another, but generally candidates need to know:

- what dates and times of travel they require;
- the number of people travelling;
- arrival and departure points;
- any preferred types of travel;
- how much they want to pay;
- the time available to complete the journey (if customers have plenty of time, they may prefer a more interesting route rather than the fastest one);
- any special circumstances, e.g. disability, children travelling alone, very young babies, animals.

Once candidates have this information, they can begin to plan an itinerary to meet the customer's needs. If the precise travel arrangements requested by the customer are not available, or not possible, they may need to offer alternatives to them, such as a different departure or arrival point, or different forms of travel, such as coach rather than train.

When working out the full cost of an itinerary, candidates need to consider a number of points, including:

- travel costs;
- the cost of any accommodation to be used by the customer;
- discounts, e.g. for children, senior citizens, large groups;
- special offers, e.g. two for the price of one;
- supplements, e.g. extra payments for first-class travel, sea view;
- travel taxes, e.g. airline tax;
- travel insurance;

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- airport parking;
  - car hire;
  - other optional extras.

Candidates need to produce **two** separate *complex* itineraries that meet the specific needs of different customers. Candidates must show that they have taken these needs into account when preparing the itineraries and recommending suitable routes or types of provider/facility.

Candidates need to choose customers of two different group sizes – an independent traveller and a family group say, or an elderly couple and a group of students. Each itinerary needs to include full details of dates, times, departure and arrival points, any special arrangements, details of any accommodation needed and should be fully costed. Candidates also need to keep a record of information sources used whilst planning these and they need to explain why specific types of travel have been chosen to meet customers' needs.

A *complex* itinerary needs to consist of more than a basic two-week package holiday, where everything has been organised by a tour operator. Candidates need to consider:

- city breaks (including car hire and excursions as well as flights and transfers);
- skiing holidays with boots and passes to be booked, with full travel arrangements;
- fly-drive with first and last night accommodation booked before travel, with options on where to go when in the country.

Sources candidates use to compile and prepare the itineraries can be paper or IT-based but *they must reference them adequately and explain the reason for their use.*

Candidates need to provide the evidence to support their itineraries *in the form and layout used by the industry* and they need to contain all the relevant information that the client would need to undertake that journey.

When preparing itineraries, candidates also need to consider the legal requirements on travel organisers, particularly with respect to:

- consumer protection;
  - supply of goods and services;
  - EU package holiday directives.
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## 3.7 AS Unit G726: *Hospitality*

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People are the main focus of the travel and tourism industry. Whether someone visits a destination for leisure or business, stays for a day or several nights, the welcome when they arrive and the quality of service they experience during their stay will strongly influence the memories they take away. Therefore, good customer service matters to everyone and is the heart of business operations within the industry. Some 10% of the UK's workforce is employed within sectors of the hospitality industry and continued growth is widely predicted.

Within the unit, candidates will develop vocational skills related to the hospitality sector of the industry by identifying and describing hospitality providers and the specific skills needed for quality service. This will build on the study of customer service at AS level. Candidates will also develop skills in comparing contrasting facilities and in evaluation techniques. In addition to providing candidates with a sound introduction to some of the basic issues relevant to hospitality within leisure and business tourism, they will also appreciate the importance of corporate hospitality to business tourism. This is growing significantly with increasing numbers of providers catering for this market. Candidates will also undertake some study of the practices and procedures used by major hospitality providers in order to improve or develop their customer-service provision. Candidates will link this to developments in information technology which are often used to provide more effective and responsive customer service.

This unit links with Unit G720: *Introducing travel and tourism* and Unit G721: *Customer service in travel and tourism* and will form an introduction to Unit G729: *Event management*.

Candidates will investigate the provision of hospitality in travel and tourism.

The evidence will include:

- the results of the 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;
- an investigation into **two** organisations in the sector, **one** which provides hospitality services and **one** which provides a corporate-hospitality package;
- relevant research and analysis when assessing the customer-service provision of their chosen hospitality provider, with recommendations for improvement or development;
- an analysis of the current provision of hospitality within their chosen locality and any recommendations for improvement or development of that provision to meet trends in the sector.

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

What is hospitality? Definitions vary but the main aspect relates to the provision of a place to stay and eat for travellers. Candidates need to have a clear understanding of the great variety of present-day providers of hospitality to travel and tourism customers. Such providers include:

- hotels, inns and guest houses;
- holiday camps and resort complexes;
- public houses and cafes;
- restaurants (including cafes and fast-food outlets);

- contract catering at event venues;
- leisure outlets;
- en-route and on-board transport services (road, rail, air, sea).

It is very important that candidates are aware of the great range of hospitality products and services offered to customers by these providers. All products and services are relevant but candidates need to know that amenities and facilities vary according to the type of outlet being considered and the type of market they are intending to attract. Business and leisure customers have differing needs and candidates need to relate these various needs to different providers within the hospitality sector. Candidates also need to understand the different grading criteria used by various organisations (AA/RAC, tourist boards and tour operators) and how these relate to the providers of hospitality.

Candidates need to understand the scale of the industry, at both local and national levels, and understand:

- employment characteristics, e.g.
  - numbers employed full-time,
  - numbers employed part-time,
  - seasonal fluctuations,
  - male/female ratio,
  - staff turnover,
  - remuneration;
- range of jobs within the sector and the types of qualifications required (from operative through to managerial);
- trends in different sectors;
- types of customer, e.g.
  - families,
  - individuals including single women,
  - groups,
  - people travelling on business;
- effect of, and trends in, length of stay:
  - day,
  - overnight,
  - short break,
  - weekly or longer
 and how this is affected by seasonality,
  - tangibility,
  - perishability.

Candidates need to produce a summary which gives details of all types of hospitality providers, with local and national examples, and the products and services each offers to customers. Each example needs to be linked to the type of outlet being considered and the type of market it is intending to attract. Candidates also need to examine the scale of the industry at both national and local levels.

### 3.7.2 Types of corporate hospitality

Corporate hospitality falls into two categories:

- services and/or facilities provided for business people across all types of hospitality providers, examples include:
  - 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 which 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 about current/new developments, train personnel, etc.).

Candidates need to understand what can be involved in a corporate-hospitality package and understand how such arrangements are put together. It is common to find the following in operation at major events in the UK or at conferences provided by hospitality providers:

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

Candidates need to know the ways in which event locations market their facilities to the corporate-hospitality market and know what particular 'packages' actually include.

Candidates need to produce a review of **one** corporate-hospitality package, including the components of the package, and how it is organised and made available to the corporate-hospitality market. This could be in their local area, or information could be gathered during a visit or residential.

### 3.7.3 Types of accommodation and accommodation services

Traveller accommodation can have a variety of component parts, examples include:

- sleeping:
  - bedrooms and bathrooms;
- eating:
  - restaurants,
  - bars;
- circulation:
  - halls,
  - lobbies,
  - lifts,
  - stairs;
- conference/meeting/event:

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- function rooms;
  - recreational:
    - lounges,
    - games rooms,
    - fitness rooms.

Each outlet has to provide accommodation services to help ensure that each component part functions properly and thus provides customer satisfaction. Such services include:

- cleaning and maintenance;
- valeting;
- linen and laundry services;
- service of food and drink;
- conference and function services;
- health and safety;
- services for business guests, e.g.
  - modem links,
  - fax and copying facilities,
  - work spaces in rooms,
  - secretarial support.

The way an accommodation outlet, such as a hotel or conference venue, deals with corporate events, such as meetings and conferences, will be different to the way it deals with individual reservations. There may be a need for a specific conference organiser on the management team of the hotel to act as liaison between the various functional departments of the hotel or venue (room reservations, services such as equipment provision, restaurant, function room, bar, etc.) and the organisation holding the meeting.

Official grading of accommodation often relates closely to the type and variety of accommodation and services provided. Candidates need to understand how these grading criteria are applied in relation to the various types of accommodation and services on offer and distinguish between the grading categories.

#### 3.7.4 Types of food and drink services

Food and drink services are provided for travel and tourism customers in a variety of locations and under a variety of conditions. Therefore, the types of food and drink, and the ways in which they are served, vary.

Candidates need to know:

- types of *service* include:
  - table (including silver service);
  - tray;
  - counter;
  - take-away;
  - vending;
- types of *food* include:
  - full meals (including à la carte, table d'hôte);
  - buffets;
  - snacks;
  - fast-food;
- types of *drink* include:

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- alcoholic;
  - non-alcoholic;
  - hot and cold.

Candidates need to investigate the products and services of **one** hospitality provider from the accommodation, accommodation services, food and drink services provision. This could be in their local area, or information could be gathered during a visit or residential.

### 3.7.5 Customer-service issues at both 'Front Office' and point-of-service and the importance of developments in ICT in operational management

Quality of service is very important and candidates need to understand that staff working in hospitality need to have certain skills. Candidates need to know what the following skills entail and how they can be put to good use in a variety of food and drink service situations:

- practical skills include:
  - serving,
  - menu knowledge,
  - clearing,
  - area maintenance;
- personal skills include:
  - communication,
  - ICT skills,
  - social skills;
- organisational skills include:
  - ordering,
  - planning,
  - team working.

Customers expect the highest standards and it is important that all staff employed within a given hospitality outlet are aware of the part they play in providing customer service. However, customer expectations change and evolve through time, resulting in increased demands. This means that customer service always needs to be in a process of renewal and improvement, which is why many organisations undertake ongoing staff development.

Such programmes suggest that good customer service should involve:

- putting the customer first and at the centre of all that is done;
- finding out what is required and making sure it is delivered;
- making sure that customers recommend the provider;
- getting details right first time and every time;
- exceeding customers' expectations.

Customers progress through a series of stages during their visit or stay, which include:

- enquiry;
- reservation;
- registration;
- check-in;
- in residence;
- check-out;

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- follow-up.

It is essential that the hospitality provider meets the needs of the customer during all of these stages. Often, standard practices and procedures, dependent on the values and attitudes of the organisation, are used in order to assist in this and candidates need to develop an awareness of them.

Candidates also need to be aware of a wide range of in-house services, examples include:

- room service;
- customer relations;
- portering services;
- housekeeping services;
- health and leisure services;
- message services;
- information services.

Candidates need to investigate what is involved in the delivery of each of these and be aware of the different ways in which such services can be provided in particular hospitality outlets, including the use of ICT to expedite and improve customer service.

Candidates need to research and analyse the current customer-service provision in their chosen hospitality provider, in relation to training and operational practices and procedures used. Consequently, candidates need to make recommendations for improvements or developments in provision for the chosen hospitality provider.

Candidates also need to draw conclusions on the hospitality provision in their chosen locality and make recommendations for future improvements/developments in this provision, showing an awareness of trends in the hospitality sector.

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## 3.8 AS Unit G727: *Working overseas*

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The role of an overseas representative can be one of the most challenging within the travel industry and this unit will be useful if candidates wish 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.

This unit will give candidates a clear understanding of the working practices involved in being a resort representative.

This unit complements the learning from Unit G721: *Customer service in travel and tourism*, where candidates dealt with clients face-to-face.

This unit may be of interest to candidates if they are good at foreign languages or have studied childcare qualifications. If candidates have studied NVQ Level 1 or 2 Travel Services, they may also find this unit enhances their vocational practices.

Candidates will investigate the roles and responsibilities of working overseas and provide evidence of their involvement in real or simulated situations in a chosen destination. Their evidence will include:

- a description of the different opportunities for overseas employment that exist, the range of companies which offer them and the personal qualities necessary for working overseas;
- an investigation into the legal implications of working overseas;
- an analysis, using relevant research, of the operational and administrative practices involved in working overseas;
- an evaluation of their involvement in a real or simulated '*Welcome Party*' as a 'Resort Representative' in a chosen destination and their recommendations about the key features and personal qualities necessary for working overseas.

### 3.8.1 Types of job opportunities and companies that offer them

Travel and tourism is a worldwide industry so jobs are on offer in many parts of the world. Candidates need to understand the structure of the travel industry to enable candidates to establish which area interests them, and also understand how working overseas is an integral part of the UK travel industry.

Candidates need to understand:

- the structure of overseas operations;
- the different types of tour operators who require overseas staff, examples include:
  - mass market,
  - specialist,
  - summer sun,
  - winter sun,
  - activity,
  - cruises;
- the seasonal nature of employment;
- the different types of jobs available, including:
  - entertainment representatives;
  - children's representatives;

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- resort representatives;
  - ski representatives.

There are many travel-service providers who require overseas staff and candidates need to know the range and nature of employment opportunities offered by the following transport providers, including:

- airlines;
- cruise companies;
- train operators;
- coach operators.

Candidates also need to know about the different types of ancillary tourist services and to appreciate the significance of various stakeholders with whom overseas staff need to liaise and which also provide employment opportunities; examples include:

- foreign exchange bureaux;
- tourist guides;
- car-hire operators;
- sport and leisure organisations.

Travel and tourism is a fast growing industry providing opportunities for a variety of careers. Although it is perceived as a glamorous industry, jobs within it are like many others, with routine tasks carried out during unsociable hours. Many of the above jobs fall into this category and candidates need to remember they are **not** a paid holiday.

Candidates need to know about different employment opportunities available in the travel and tourism industry and the range of companies that offer them. Candidates need to understand the different aspects of employment and the connections between travel-service providers.

### 3.8.2 Administrative working practices necessary to maintain success

Candidates need to understand the purposes of a variety of administrative tasks in relation to the following:

- a range of administrative duties, including:
  - foreign exchange,
  - cash and credit collection,
  - weekly reports,
  - passenger lists;
- reporting procedures and instigating insurance claims for lost property, illness, etc;
- the use of questionnaires and surveys to monitor quality control.

Candidates need to understand how each of the above can influence customers' perception of a holiday company, its suppliers and stakeholders, and affect their future choices.

### 3.8.3 Operational working practices necessary to satisfy customer needs

The role of a resort representative can be one of the most rewarding and challenging within the industry. Candidates will develop many skills that will prove invaluable for career progression into other jobs or careers. Most people who work overseas do so because they want to experience at first hand new and often interesting and exciting situations, with different people.

It is important that candidates understand the range of vocationally-relevant skills and qualities that

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overseas staff need to have to enable them to react appropriately, including:

- customer-service skills;
- problem solving, such as:
  - dealing with emergencies, including medical emergencies;
  - dealing with customers with special needs, including passengers with disabilities;
  - handling a range of customer complaints;
- implementing health and safety checks as recommended by the company;
- holding 'welcome' meetings with a range of advertising 'props' and sales techniques for a variety of visitors;
- having good communication skills and the ability to answer questions and give clear concise information;
- leading, arranging and participating in, a variety of trips and excursions;
- airport duty, including:
  - check-in,
  - passport control,
  - passenger manifests,
  - passenger transfers.

The evidence for this sub-section needs to be in **two** parts – *practical* and *theoretical*.

For the *practical* evidence, candidates need to host a 'Welcome Party', in either a live or simulated situation, which will reflect current vocational practices in the travel and tourism industry. Methods and approaches to live situations are constantly changing and their presentation needs to incorporate recent innovative ideas. Candidates need to simulate a professional performance with the use of 'uniform', name badge, microphone etc. and with a range of promotional literature obtained from the tourist board or obtained independently.

Their research will synthesise information from a variety of sources and reflect the destination that they are presenting in an authentic manner.

The written report will show critical analysis, evaluation and understanding of their own role and of the personal qualities required by someone hoping to work overseas.

#### 3.8.4 Legal implications of working overseas

Millions of passengers leave the UK each year to spend their holidays overseas and their safe return is of paramount importance. Fortunately for holidaymakers leaving the UK, there are many laws and regulations which are in force to protect the traveller. A resort representative needs to be aware of these and of the contractual obligations of the tour company and the customer.

Candidates are not expected to know the legislation in detail, but need to be aware of, and have an understanding of, how the following laws protect the traveller:

- EC Directive on Package Travel, Package Holidays and Package Tours 1990 (or latest);
- Supply of Goods and Services Act 1980 and subsequent updates – excursion bookings and promotions;
- Trade Descriptions Act 1968 (or latest) – in relation to brochure details;
- Consumer Protection Act 1987 (or latest) – when receiving payments for bookings;
- Unfair Contract Terms Act 1977 (or latest);
- ABTA Code of Practice;
- health and safety regulations – as they apply to transport, accommodation and attractions

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which may be used by the organisation;

- passport control and travel regulations.

For example, if a brochure states that the beach is within walking distance but fails to state that it is down a steep hill, which may affect disabled travellers, the company may be in breach of the Trade Descriptions Act.

The evidence for this sub-section will be a written account of travel legislation which shows that candidates are able to apply their knowledge to the interpretation of legal requirements. Candidates need to show their awareness of the potential implications that may be caused by the different approaches of customers and companies when involved in contractual obligations.

### 3.8.5 Personal qualities, values and attitudes required to work overseas

The day-to-day duties of those working overseas are dependent on a number of variables. Whatever may be involved in a person's job, personal qualities and standards need to be maintained. It is important that candidates are able to understand and evaluate the importance of the following:

- organisational and planning skills, e.g. coping with minimum and maximum visitor numbers;
- the ability to adapt in a foreign environment, e.g.
  - seasonal differences,
  - cultural differences;
- the meaning of stress management and working under pressure;
- the need to display common sense and a sense of humour in a variety of unusual situations, e.g.
  - antisocial behaviour,
  - adverse weather,
  - language barriers;
- maintaining corporate image, attitude and appearance;
- working in a team and understanding group dynamics, e.g. to ensure an efficient and co-operative environment.

Candidates need to compare the advantages and disadvantages of working overseas and how these can influence their decision to work overseas:

- advantages may include: living and working overseas;
  - learning a new language;
  - meeting a variety of people;
  - learning a new culture;
  - developing independence and confidence.
- disadvantages may include:
  - diet, health and fitness in a new environment;
  - separation from friends and family;
  - managing finances;
  - seasonal work;
  - loneliness.

Candidates need to recognise and analyse a variety of situations and issues that may occur or which they may have experienced in a live situation.

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## 3.9 A2 Unit G728: *Tourism development*

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Tourism development is occurring throughout the world. As someone hoping to work in the travel and tourism industry, candidates need to know about the organisations involved, which sectors they belong to and the roles they play in enabling the development of tourism in an area.

Candidates will learn about aims and objectives of tourism development throughout the world and the positive and negative impacts of tourism development in the UK and overseas. Candidates need to familiarise themselves with the features and appeal of worldwide tourism-generating regions.

Candidates will investigate why tourism development needs to be managed effectively to ensure long-term sustainability. The unit builds on the introductory work carried out in Unit G720:

*Introducing travel and tourism*, Unit G722: *Travel destinations* and

Unit G723: *International travel*.

Within this unit candidates will develop vocational skills related to the travel and tourism industry through their study of geographical areas and through the study of current issues which affect tourism development in the UK and overseas. Candidates will need to make value judgements about tourism development and appreciate the significance of the different values and attitudes of the various stakeholders involved in tourism development.

### 3.9.1 Agents of tourism development

Tourism development occurs for many reasons and is carried out by a wide variety of commercial and non-commercial organisations which belong to the public, private and voluntary sectors. These organisations may work in partnership or may have conflicting objectives. For example, national and local tourist boards often work together with commercial providers to promote a destination to increase visitor numbers and income. On the other hand, land in a tourism development area may be valuable to the landowner, to a property development company wanting to build a hotel on the land or to a community group wanting the land for local community use. Each of these agents of tourism development has a different objective, and the values and attitudes of these agents differ or may conflict. Candidates need to understand how these can affect not only the development of tourism, but also the aims of the agents.

Candidates need to know how the following types of organisations and sectors are involved in the tourism development process and their reasons for becoming involved:

- private-sector enterprises, examples include:
  - hotel developers;
  - landowners;
  - development companies;
  - consultancies;
  - sponsors;
  - leisure organisations;
  - retail;
  - entertainment organisations;
- public-sector organisations, examples include:
  - local authorities;
  - national governments;
  - national and regional tourist boards, both in the UK and overseas;
  - Tourist Information Centres;
  - English Heritage;
  - UNESCO (United Nations Educational, Scientific and Cultural Organisation);
- voluntary-sector bodies, examples include:

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- community groups;
  - pressure groups;
  - conservation organisations;
  - National Trust;
  - Tourism Concern;
  - World Wildlife Fund.

For the external assessment, it is important that candidates are able to understand the aims and objectives of the different sectors and of the different organisations within these sectors. Candidates need to understand about the agents of tourism development in given case studies. Candidates need to apply skills in problem solving to demonstrate the approaches, concepts and principles of various agents of tourism development through evaluating case studies and scenarios.

### 3.9.2 Objectives of tourism development

Candidates need to understand what is meant by 'tourism development' and why it occurs in both the developed (MEDCs – more economically-developed countries) and developing (LEDCs – less economically-developed countries) countries of the world.

Candidates need to understand the factors that are likely to affect the popularity and appeal of destinations, both now and in the future.

Each of the organisations involved in tourism development has its own reasons for getting involved. These may be:

- economic, examples include:
  - employment creation, both direct and indirect;
  - increasing foreign currency earnings to contribute to the balance of payments and GDP;
  - bringing in tourists who spend money locally and contribute to the multiplier effect;
  - increasing income for commercial operators;
  - economic development and regeneration to develop the infrastructure and improve the local area and conditions for local people;
- environmental, examples include:
  - habitat preservation for wildlife in an area;
  - regeneration and conservation of the built and natural environment;
  - environmental education of the local population or of tourists visiting the area;
  - stimulating environmental improvements of benefit to local people and wildlife as well as tourists;
- socio-cultural, examples include:
  - promoting understanding between the cultures of tourists and those of the local population;
  - improving 'quality of life' for the local population;
  - providing community facilities, as well as facilities for tourists;
  - revival of traditional activities, festivals and ceremonies to celebrate culture and develop a 'sense of pride' in one's own identity;
- political, examples include:
  - enhancing the image of an area is particularly important for LEDCs or for countries that may be perceived in a negative way due to war or natural disasters;
  - creating a regional or national identity to boost domestic morale and encourage visitor numbers.

In the external assessment, candidates need to apply their knowledge and understanding of the objectives of tourism development to both UK and overseas case studies. Candidates need to synthesise information from the various case studies to demonstrate a deeper understanding of the connections between different aspects of tourism development.

### 3.9.3 Impacts of tourism development

Tourism often has considerable impact on destinations and the people who live there. To understand how tourism development affects a destination, candidates need to understand, identify and analyse recent examples of the following positive and negative impacts associated with tourism development:

- economic, for example:
  - positive:
    - increased income;
    - increased employment;
    - improved infrastructure;
    - multiplier effect;
  - negative:
    - decline of traditional employment opportunities;
    - seasonality of employment;
    - increased living costs;
    - leakages;
    - increased taxes;
- environmental, for example:
  - positive:
    - improved assets;
    - landscaping;
    - conservation;
    - regeneration;
    - building regulations;
  - negative:
    - traffic congestion;
    - erosion of natural resources;
    - pollution of air and water;
    - litter;
    - increase in noise levels;
    - panoramic view damage;
    - destruction of natural wildlife systems and breeding patterns;
- socio-cultural, for example:
  - positive:
    - preservation of customs and crafts;
    - provision of community facilities and public services;
    - aiding of understanding;
  - negative:
    - conflicts with the host community;
    - crime;
    - loss of cultural identity;
    - changes to family structure;
    - social problems, such as begging and prostitution.

Some of these impacts of tourism development are planned, whilst others are unplanned. Candidates need to understand that these impacts need not just 'happen', but can be managed by tourism professionals for the long-term benefit of the destinations, their communities and the travel and tourism industry. Candidates need to show that candidates can apply skills of reasoning to complex issues and problems, and appreciate the significance of the values and attitudes of different stakeholders in tourism development in particular regions. Candidates need to understand current issues and consumer trends which can impact on tourism development.

Candidates need to understand how tourism's positive impacts can be maximised through the

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principles of successful destination management and activities, examples include:

- maximising the retention of visitor spending at the destination;
- investing the income from tourists in public and social projects for local communities;
- widening access to facilities and assets;
- staff training and development;
- training and employment of local people in tourism and related activities;
- tourism education.

Candidates also need to know how tourism's negative impacts can be minimised through activities, examples include:

- planning control;
- using the principles of sustainable tourism;
- visitor and traffic management;
- assessing environmental impact.

To sustain tourism in a destination, it is vital that the principles of tourism management are put into place. Candidates need to understand how the rapid development of tourism in a destination can subsequently spoil the destination and turn tourists away from what they originally travelled to see.

In the external assessment, candidates need to demonstrate:

- their understanding and critical analysis of recent ideas, methods and approaches to the impacts caused by tourism development;
  - their ability to deal with complex situations and problems relating to the impacts of tourism development;
  - their ability to evaluate the broader issues of sustainable tourism development by the study of stimulus material provided in the examination.
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## 3.10 A2 Unit G729: *Event management*

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This unit will consolidate the work candidates have been undertaking throughout the course, connecting the knowledge and understanding of different aspects of travel and tourism which candidates have studied in other units. It will give candidates the opportunity to work as part of a team to plan, carry out and evaluate a real travel and tourism project that is of interest to them. The project can be an event or a business project, but it needs to be related to travel and tourism. Candidates can be given advice and ideas about what their team could do. To complete this unit successfully, candidates need to use what they have learnt in many of the other units making this the synoptic unit for these specifications. This unit will give candidates the chance to develop and use the essential skills which are an integral part of the travel and tourism industry.

Candidates will produce a business plan for their chosen project before it takes place and will also keep a log of their involvement in the project whilst it is in progress. Candidates need to produce an evaluation of what went well and what could have worked better.

Depending on the type of project candidates choose, the unit will link with many other units in the qualification, particularly Unit G721: *Customer service in travel and tourism*, Unit G734: *Marketing in travel and tourism*, and Unit G735: *Human resources in travel and tourism*.

Candidates will produce a business plan for a travel and tourism group project and provide evidence of their involvement in carrying out this group project. The evidence will include:

- a business plan of their travel and tourism group project, presented individually;
- evidence of their involvement in the planning, preparation and running of the group project and a detailed record of their contribution;
- relevant research and analysis into the feasibility and management of the group project;
- an evaluation of their own performance and the team's performance during and after the group project, including recommendations for improvement.

Marks will be awarded for candidate's ability to link this unit with what they have learnt in other units.

### 3.10.1 Feasibility of the project

In preparing to carry out their chosen project, candidates need to undertake a feasibility study, bearing in mind seasonality, tangibility and perishability, and present this in the form of a business plan. Candidates need to explain a number of important points about the project in the feasibility study and business plan, including:

- the aims and objectives of the project;
- customers, their needs and how these will be met;
- how the project will be marketed and the type of materials used in the marketing process;
- physical resource needs, e.g.
  - equipment,
  - venues/premises,
  - materials;
- financial aspects of the project, to include:
  - budgeting,
  - start-up costs,

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- income,
  - handling payments;
  - staffing for the project, including roles of team members and identifying additional staffing requirements;
  - administration systems, to include:
    - paper-based and electronic methods,
    - relating to bookings and record-keeping;
  - project timescales;
  - legal aspects of the project, to include
    - health and safety,
    - security,
    - insurance,and how these influence the working of the project;
  - contingency plans;
  - how the project will be reviewed and evaluated.

When discussing aims and objectives, candidates need to understand the use of 'SMART' criteria, so that they can evaluate their project effectively. Candidates need to identify a range of different objectives, such as:

- to raise money;
- to enhance PR opportunities;
- to provide information;
- to enhance community benefit.

Candidates need to relate these objectives to specific customer groups who have been clearly identified through market research.

Candidates need to understand and use effective administration systems. Where possible, candidates need to design and use paper-based records as well as electronic systems. For example, candidates could design and use a paper-based booking form and then enter the details on to a computer database. Candidates may also need to design suitable templates for letters, press releases, invoices and receipts. Candidates might choose to use a spreadsheet for presenting a time schedule or for financial documents.

Projects often experience problems and candidates need to appreciate that anticipating potential problems is the key to contingency planning.

### 3.10.2 Teamwork

Projects rely on effective teamwork and development of this skill is an important part of this unit. Candidates need to consider a number of points about teamwork, including:

- the purpose of the team;
- team structure, such as:
  - formal,
  - informal,
  - ad hoc,
  - sub-committees;
- roles and responsibilities of team members;
- team building and interaction;

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- factors which influenced the selection of specific members of the team for the chosen roles, such as skills and abilities suitable for the role to be undertaken;
  - factors that may influence how well the team works, such as:
    - communication,
    - leadership,
    - personality clashes,
    - access to resources,
    - the working environment.

The success, or otherwise, of their project will be linked closely to the candidate's ability to work effectively as part of a team.

Candidates need to understand basic theory on team structures and also need to understand how the concept of synergy is applied to teamwork.

### 3.10.3 Marketing the event

Candidates need to consider and decide on appropriate marketing strategies (both techniques and materials) to be used for the event, bearing in mind the chosen target market. These materials need to demonstrate:

- appropriateness for purpose;
- inclusion of all relevant information;
- evidence of knowledge of channels of distribution;
- presentation in accurate format.

Candidates need to understand and *apply* the theory to their work for this unit. Candidates need to justify their selection of appropriate marketing techniques, which might include:

- advertising;
- publicity materials;
- public relations (including the use of press releases);
- direct mail;
- posters.

Candidates also need to present examples of the materials produced for the project, with an explanation of their intended purpose and aims; examples include:

- meeting customer needs;
- presenting a favourable image to potential customers and how this will be undertaken;
- raising awareness of the product/service the event is promoting;
- increasing sales and profitability for sponsors or organisers.

### 3.10.4 Financing the event

Any event will require careful monitoring of finance in order to ensure expenditure can be controlled and accounted for. There needs to be a budget for the event which shows:

- initial source and amount of income at start-up;
- anticipated items of expenditure over the period of planning and development of the event;
- clear allocation of funds to specific components of the event;

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- contingency funds for unexpected outcomes;
  - anticipated profit/loss for the event.

This budget will require close monitoring to ensure expenditure does not exceed income at any time and needs to be presented in a format which is appropriate to the timescale of the event, such as a projected cash-flow statement. Candidates need to know how to produce such a document using ICT and demonstrate their understanding of financial management.

Methods of recording income and expenditure need to be devised which are appropriate to the event and reflect accurately the ongoing situation during the development of the event. It will be necessary to decide how income received will be generated and acknowledged and how expenditure is controlled to remain within the budget set. However, there also needs to be some allowance made for contingencies or interim deposits for goods/services which may be required during the process of planning the event. Candidates need to maintain an accurate income-and-expenditure account, even if done in a simple format, preferably using ICT.

Candidates need to understand the importance of accurate financial records when considering the organisation of the event and how these can affect the final outcome of the event.

Candidates need to present financial documents using appropriate ICT packages; examples include:

- budget;
- cash-flow statement;
- final-balance sheet;
- documents used to record or claim payments, e.g. receipts, invoices.

### 3.10.5 Occasion management

Through planning and staging an event, candidates need to understand the need to consider the impact of setting and meeting deadlines and targets for interim activities. This is often achieved by the preparation of a schedule of activities to be undertaken in order to stage the event and the identification of areas of responsibility for the different components of the event. This enables closer monitoring of the preparation stages and helps towards a successful outcome. The importance of individuals working to clear deadlines needs to be considered. Decisions must be made as to the action to be taken if these are not achieved, or need to be revised, or if other problems arise. Depending on the type of event they have chosen to organise, the key processes need to include:

- the selection of the venue, after considering:
  - suitability,
  - availability,
  - cost,
  - location;
- the allocation of staff – whether there are sufficient in the team or whether additional staff will be required;
- the health and safety preparation for the event (risk assessment may be needed) and other legal aspects, such as security and insurance;
- hospitality issues, such as:
  - catering,
  - refreshments,
  - uniforms,
  - badges,
  - labels;

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- type of evaluation to be undertaken, and methods to undertake this, which enable analysis to be carried out.

It is important for candidates to have a realistic appreciation of staffing requirements in project management, candidates could develop this appreciation by considering the job roles and responsibilities of staff, such as:

- conference organisers;
- event managers;
- catering managers;
- facilities managers.

In order to select appropriate group members for specific roles in managing the project, candidates need to consider the skills and abilities of members of their group in relation to the skills and abilities of people who carry out those functions in the real workplace when an event is organised.

Candidates need to be aware of the legislation that can affect the planning and implementation of a project. Candidates need to understand that legal considerations will vary according to the nature of the project, and it may well be necessary to undertake a simple form of risk analysis for the project to ensure that all legal requirements are considered and taken into account. Candidates need to understand the legal implications of:

- providing catering services;
- security of customers' or participants' possessions;
- maintaining confidentiality of customer information;
- following fire regulations;
- capacity of venues;
- equipment use.

### 3.10.6 Carrying out the project

Candidates need to have a sound understanding of the skills required to carry out their project. The knowledge gained in Unit G721: *Customer service in travel and tourism*, will be a useful basis for exploring many of the issues and will help them develop their interpersonal skills. Candidates need to give equal emphasis to external- and internal-customer service.

Having investigated the feasibility of their chosen event, they need to carry it out to the agreed plan, working as a member of a team. Candidates will be expected to take on their agreed role(s) positively and work with the whole team. In particular, candidates need to:

- complete the task(s) they have been allocated;
- deal politely with customers, other members of their team and any other people involved with the project;
- support other team members while the project is being carried out;
- react quickly and confidently to any problems that may arise;
- keep to any agreed time deadlines;
- know when to get help and advice from others.

This will enable candidates to show that they have played an important part in carrying out the

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business plan for the project which was agreed by the whole team.

Candidates also need to know the correct procedures for:

- writing and distributing minutes of team meetings;
- maintaining records of actions to meet deadlines;
- dealing with complex complaints and problems.

### 3.10.7 Evaluation of the project

Once the project is completed, it is important to evaluate what happened in order to decide if the objectives set by their team at the outset were achieved. Candidates need to regard the evaluation process as an essential way of improving both individual and team performance.

Candidates need to gather feedback on performance throughout the project, not just at the end. Candidates need to identify stages in their project plan when interim evaluation can be carried out, questions to ask include:

- Are we keeping to our deadlines?
- Are we likely to meet our targets?
- What issues do we need to address or reconsider?
- Is our marketing appropriate?
- Is the team working effectively together?

At the end of the event, candidates need to collect some data on the success or otherwise of the event, from participants, customers or facility/venue providers. Candidates need to analyse this in order to produce an effective, individual evaluation which needs to address such questions as:

- Did we meet our objectives?
- Were key deadlines met and, if not, what were the consequences?
- Did our planning promote effective performances?
- Was the event effective/successful in meeting customer needs?
- Were the promotional techniques and materials used satisfactory in meeting target audiences?
- What went well and what went less well for me individually?
- How well did the team work as a whole throughout the project?
- How did working as part of a team help or hinder me or change my values and attitudes?
- How effective have my evaluation techniques been?

Candidates are also expected to give helpful feedback on how others performed, as well as receiving comments on their own performance.

Candidates need to consider the relative advantages of a range of evaluation techniques, such as:

- group debrief;
- individual appraisal;
- peer/teacher feedback;
- customer feedback;
- feedback from suppliers.

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Candidates also need to consider suitable methods of obtaining information for reviewing the event and need to decide the format in which this information will be gathered, such as:

- a questionnaire suitable for all participants, delegates, customers, etc.;
- different questionnaires or proformas for different categories of participant.

Candidates need to design suitable evaluation forms **before starting** their project.

Candidates also need to understand how to write and structure a basic evaluation report which includes:

- sections;
  - numbering;
  - referencing;
  - use of appendices.
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## 3.11 A2 Unit G730: *The guided tour*

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A guided tour will often form an important part of the tourist's experience of their visit to a destination or a place. It may provide them with useful information about the area they are staying in, interesting information about the facility they are visiting and help them to understand the cultural and ethical values of their host community. If candidates work in the travel and tourism industry, they may be expected to deliver a guided tour as part of their job role and may be asked to devise a guided tour for a specific purpose.

This unit gives candidates the opportunity to investigate the range of guided tours that are available and to produce a guided tour of their own.

This unit enables candidates to build upon the information and skills they have acquired from studying the mandatory units in this course, especially those in Unit G720: *Introducing travel and tourism*, Unit G721: *Customer service in travel and tourism*, Unit G729: *Event management*, and also the optional Unit G724: *Tourist attractions*.

Candidates will investigate the range of guided tours available and devise and deliver a guided tour. The evidence will include:

- an account of the range of guided tours available and the plan of their guided tour;
- evidence of the delivery of the guided tour, with any supporting participants' documents;
- relevant research and analysis into the investigation of the range of guided tours and also of the guided tour;
- an evaluation of the success of the guided tour, including recommendations for improvement.

### 3.11.1 Different purposes and types of guided tour

Candidates need to understand that guided tours have a number of different purposes. Some are designed to introduce tourists to the main features of a particular area or to inform visitors to a facility about its contents or history. Other tours have a theme, such as the history of an area, the life of a famous person or a ghost tour. A guided tour needs to meet the interests and needs of its target customers. Candidates will have considered different types of customer needs in the study of Unit G721: *Customer service in travel and tourism*.

Candidates need to investigate a variety of different types of guided tour available to tourists. They include:

- tours guided by a person;
- written forms of guided tour;
- audio guided tours;
- virtual/computer-based guided tours.

Tours guided by a person often take the form of a walking tour, with a group of tourists accompanied by an accredited guide, such as a *Blue Badge Guide*, around an area or a facility. They also include personally-guided coach tours, which can cover a larger area of a destination. They may take only an hour or so, part or all of a day or even form the major part of a package holiday.

Written guided tours also vary. Many facilities provide detailed leaflets so that visitors can guide themselves around a facility. Tourist Information Centres, and many guide books, provide written details of guided tours for visitors to use; these may be walking tours or require the use of

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transport.

Audio guided tours also take a variety of forms. Many facilities provide acoustic guides for visitors to use; these may trigger a specific commentary when the visitor reaches a particular point in the tour or be interactive, so that the visitor can obtain more information if he/she so wishes. Pre-recorded commentaries are also found, e.g. on city tour buses. Some of these may also be produced in a variety of foreign languages.

Virtual/computer-based guided tours are a small but rapidly developing part of the guided-tour market. Video guides are available for some places. Many facilities and destinations are developing guided tours on the Internet, which may include video and audio clips and also be interactive. Some facilities provide guided tours based on interactive touch-screens. Candidates need to appreciate the impact of ICT on this aspect of the industry.

Some guided tours use a combination of methods, e.g. a guided tour of an historic house may be based on a leaflet, but interpreters may be available in each room to answer visitors' questions and to provide further information.

Candidates need to consider both the *explicit* and *implicit* purposes of guided tours. The explicit purpose will usually be to give tourists information about a particular place or facility, while the organisation or individual providing the guided tour may have other, implicit, purposes. These may include:

- encouraging the tourist's interest;
- disseminating the organisation's aims and objectives;
- raising the tourist's awareness of cultural and ethical issues.

Guided tours are often targeted at particular customer types, such as children or special interest groups, and candidates need to consider the intended target market(s) when investigating the purpose of a guided tour.

Candidates need to produce a report which investigates the range of guided tours available and the increasing impact of ICT in this aspect of the travel and tourism industry.

Candidates need to investigate an example of each of the **four** main types and also consider the variety of tours available within each type.

### 3.11.2 Merits and deficiencies of different types of guided tour

A guided tour is designed for a particular purpose and to meet the interests and needs of its targeted customers. Candidates need to understand that each guided tour has its merits and deficiencies, e.g. a personally-guided tour around a facility will allow its participants to ask questions of the guide, but not allow individuals to spend much time on a specific aspect of it which may be of particular interest only to that individual.

Candidates need to investigate, in detail, the merits and deficiencies of the different types of guided tour. For each type, candidates need to consider its advantages and disadvantages and how well it meets the needs of different types of customers. Aspects candidates may wish to consider include:

- the purpose of the guided tour;
- the type of guided tour;
- the availability of the guided tour;
- the time the guided tour takes;
- the cost of the guided tour;

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- the extent to which the guided tour meets the interests of its targeted customers;
  - how well the guided tour meets the needs of different customer types;
  - whether there are any procedures in place to identify/solve problems which may arise.

### 3.11.3 Devising and delivering a guided tour

When candidates devise and deliver a short guided tour of their own, they need to consider a number of factors:

- its purpose;
- its location;
- the type that would be appropriate;
- its potential customers.

When candidates have considered these factors, they then need to:

- research the information which will be needed when delivering it;
- plan it, identifying actions to be taken should problems arise with participants, locations or external circumstances, e.g. accidents, diversions or closures of facilities;
- deliver it;
- evaluate its success.

Information can be found from a variety of sources. These include:

- the Internet;
- national and regional tourist boards;
- Tourist Information Centres;
- local authorities;
- tourism organisations;
- libraries;
- guide books;
- gazetteers;
- promotional materials;
- brochures and leaflets.

Candidates need to plan a guided tour. The form taken by the plan depends partly on the type of guided tour they believe is most appropriate for their purpose. It may include:

- an action plan;
- a list of resources required;
- an itinerary.

Candidates need to understand what makes a good guided tour, which meets the interests and needs of its customers. Candidates need to select appropriate material for their target audience and to exercise judgment on the duration of the tour. Candidates need to solve problems of

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managing the tour in terms of:

- content;
- duration;
- customer interest.

Candidates need to develop skills and strategies to manage this complex situation. Their work on Unit G721: *Customer service in travel and tourism* will have given them insights into this aspect of their work.

Information and advice about how to devise, deliver and evaluate a guided tour could be obtained from organisations and individuals who provide guided tours. Some forms of guided tour, such as those given in person by a guide, require a risk assessment and the health and safety officer at school or college will give appropriate advice.

Candidates need to produce a report which demonstrates their planning, the tour itself and their evaluation of the guided tour.

Evidence of delivery of the guided tour needs to be robust – its exact form will depend on the type of guided tour chosen, examples include:

- a personally-guided tour could be evidenced by a video and a script;
- a written guided tour could be evidenced by its leaflet, which should be annotated;
- an audio guided tour could be evidenced by the audio recording and a script;
- a virtual/computer-based guided tour could be evidenced by a video recording and storyboard or printed copies of web pages, which should be annotated.

Candidates also need to include at least one detailed witness statement from an independent observer or tour participant as supporting evidence.

The success of the guided tour could be evaluated in a number of ways, including the use of:

- a customer satisfaction survey;
- comments from independent observers;
- analysis of video evidence;
- a thorough *self*-evaluation;
- a SWOT analysis.

The work on Unit G721: *Customer service in travel and tourism* and Unit G729: *Event management* will also have provided candidates with possible methods for evaluation.

Candidates need to ensure that statistical and graphical analysis uses appropriate and relevant techniques so that they are able to draw valid conclusions. Candidates also need to use these findings to help them consider how the guided tour could be improved and to make realistic suggestions for this.

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## 3.12 A2 Unit G731: *Ecotourism*

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There are many definitions of ecotourism or 'green tourism'. However, the term is used to describe any recreational activity in natural surroundings. The Ecotourism Society includes social responsibilities to define ecotourism as 'purposeful travel to natural areas to understand the culture and natural history of the environment, taking care not to alter the integrity of the ecosystem, while producing economic opportunities that make the conservation of natural resources beneficial to local people'.

Candidates will learn that, although the events of September 11th 2001 had a major impact on the tourism industry and made it difficult to predict long-term trends, ecotourism is a growing component of the wider tourism industry, and several factors indicate that it is likely to succeed and grow over time. Organisations such as British Airways, through their 'Tourism for Tomorrow' awards, are an example of the growing support of major organisations for this sector.

Through research, candidates will find that these factors include increased awareness of environmental problems among tourist populations, e.g. protection of the turtles in the Mediterranean, the care of the coral reefs in the Sinai Peninsula and the building of accommodation using natural materials to reflect the surrounding areas. Candidates will be aware of the willingness of tourists to engage in socially and culturally aware travel which is increasing interest in visiting lesser-known countries, such as the Kingdom of Bhutan in the Far East and Belize in Central America, rather than traditional holiday destinations, e.g. Spain and Greece.

This unit will enable candidates to explore the reasons for, and attitudes towards, these issues which tourists and host countries are developing. Candidates will conduct a research project into an ecotourism destination of their choice that will address the following issues:

- their understanding of the nature, aims and objectives of ecotourism;
- ecotourism's contribution to social, cultural and environmental issues;
- the purpose of ecotourism projects in a chosen destination;
- the trends and future appeal of ecotourism projects.

This unit will enable candidates to learn about the preservation and conservation of the natural environment and the differing cultures on our planet. This unit links to Unit G728: *Tourism development*, Unit G732: *Adventure tourism* and Unit G733: *Cultural tourism*.

Candidates will produce a written and illustrated account of an ecotourism project in any worldwide destination of their choice. The evidence will include:

- knowledge and understanding of the aims and objectives of ecotourism and the role of ecotourism organisations in relation to the chosen project destination;
- application of their knowledge and understanding of ecotourism's contribution to environmental, social and cultural issues in relation to their chosen project destination;
- their research and analysis when investigating an ecotourism project in a worldwide destination of their choice, in terms of environmental, social and cultural issues;
- an evaluation of the future trends and appeal of worldwide ecotourism principles and projects which relate to their chosen project destination.

### 3.12.1 Nature, aims and objectives of ecotourism

Candidates need to learn what is meant by the term ecotourism, and its role and function within the travel and tourism industry. Candidates need to understand why travel to, and tourism in, natural areas can respect the culture and ecology of an area.

Candidates need to understand:

- the aims and objectives of ecotourism;
- the roles of organisations involved in raising awareness of ecotourism.

Ecotourists try to avoid the fast pace and congestion of the traditional tourist centres, opting instead for more adventure, stimulation and the chance to learn about the environment and culture. Many organisations from the public, private and voluntary sectors support ecotourism projects and issues. Candidates need to understand and appreciate the global and dynamic nature of the travel and tourism industry. Candidates need to show how the values and attitudes of the local population and organisations influence decision-making in tourism.

### 3.12.2 Ecotourism's contribution to social, cultural and environmental issues

Candidates need to understand the ways in which ecotourism can focus attention on, and contribute to, a variety of cultures and beliefs, including:

- handicrafts;
- language;
- traditions;
- gastronomy;
- arts and music;
- history;
- local work;
- architecture;
- religion;
- education;
- dress;
- leisure activities.

Attention focused on these cultures and beliefs may be positive or negative. In the positive sense, there may be society-wide improvements, such as in infrastructure. On the negative side, there may be a threat posed to traditional social values, e.g. the right to dignity and respect. An example of this is St. Lucia, where an all-inclusive resort development was built on the sacred site of the first inhabitants of the island. Through their study, candidates will familiarise themselves with recent ideas, methods and approaches used to sustain the principles of ecotourism and to enable a global balance to develop between tourists and hosts.

Candidates need to understand the ways in which ecotourism can focus attention on, and contribute to, the importance of the environment as a tourism resource, including the management of:

- ancient and historical sites;
- marine and coastal environment;

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- inland environment and habitats;
  - biodiversity and endangered species;
  - energy systems;
  - water supplies;
  - waste disposal.

Attention focused on the above may be positive or negative. In the positive sense, there may be conservation and preservation schemes in progress. On the negative side, there may be a threat posed to the integrity and composition of the natural environment, e.g. tourist activities have had an impact on whales and dolphins through oil pollution from tourist boats and disruption of breeding patterns. Water shortages have affected local people while tourists in luxury hotels have fresh water. There will also be issues related to the seasonal nature of ecotourism, e.g. activities such as whale watching, or created by climatic influences. Through their study, candidates not only need to familiarise themselves with recent ideas, methods and approaches used to sustain the principles of ecotourism, but also to appreciate the complexity of the issues involved and how these complex problems may be solved or reduced at the destination chosen.

### 3.12.3 Purpose of ecotourism projects

Candidates need to learn that there are numerous ecotourism projects taking place throughout the world in a wide and diverse range of environments. Many of these are attracting worldwide recognition, such as those in the Amazon rainforest. British Airways have supported ecotourism projects through their 'Tourism for Tomorrow' awards since 1990. Winners include hotels, cycle projects, whale-watch tours, game reserves and trekking routes in the Himalayas. Any tourist destination can adopt an eco-friendly policy for sustainable tourism.

Candidates need to investigate an ecotourism project in any destination of their choice and address the following issues:

- aims and objectives of the project;
- features of the project;
- organisations involved in the management of the project;
- effectiveness of the project in environmental, social and cultural terms;
- significance of planning and education to sustain the future management of the project;
- analysis of the effectiveness of the project, in terms of visitor numbers and local, national or international involvement.

Candidates will use appropriate research techniques to obtain information to analyse current ecotourism practices in the travel and tourism industry. Methods and approaches to current situations are constantly changing and their project needs to incorporate recent innovative ideas. Candidates need to analyse the information from the sources used and reflect the aims and objectives of the destination chosen.

### 3.12.4 Trends and future appeal of ecotourism projects

Candidates need to evaluate what the future holds for ecotourism trends. Candidates can measure this in terms of the following:

- support of local, national and international organisations and stakeholders;
- development of specialised, proactive and volunteer holidays;
- provision of marketing and promotional techniques;

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- 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.

Through their study of ecotourism and their project on a chosen destination, candidates need to show their understanding of this developing and complex sector of the travel and tourism industry. Candidates need to use this information to make judgments, draw valid conclusions and make recommendations about the future trends and appeal of ecotourism.

Throughout, candidates need to support their opinions by expressing their own values and attitudes. Candidates also need to be aware of, and appreciate the significance of, the values and attitudes of stakeholders.

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### 3.13 A2 Unit G732: *Adventure tourism*

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Adventure tourism is an expanding sector of the travel and tourism industry, both in the UK and overseas, with increasing opportunities for participation and employment. The term 'adventure tourism' refers to activities such as canoeing, white-water rafting, rock climbing, hiking, trekking, cycle touring, caving, challenge events and mountaineering. The activities themselves are seen as positive ways for increasing self-esteem, as well as encouraging team building and developing problem-solving skills. Increasingly, adventure tourism activities (ATAs) are being enjoyed on an international scale with the growth of adventure travel, ecotourism and charity fund-raising holidays. ATAs are open to everyone and can be enjoyed by people of all ages and abilities.

Within this unit, candidates will participate in a group in an adventure tourism activity. Candidates will also research information about the adventure tourism sector in more general terms as this will help candidates to be aware of the possible opportunities available to them in the future.

Within this unit candidates will develop vocational skills relating to the adventure tourism industry, demonstrating in particular, complex skills, including assessment of client needs, assessment of the suitability of an adventure activity, suitability of the providers of that activity, and conducting of risk assessments. In addition, candidates will gain valuable knowledge of adventure tourism destinations.

This unit links to Unit G720: Introducing travel and tourism, Unit G722: Travel destinations, Unit G731: Ecotourism and Unit G728: Tourism development.

Candidates will investigate adventure tourism activities (ATAs) through the use of examples at a local, national and international scale, and provide evidence of their involvement in the planning of and participation in an ATA. Evidence will include:

- a report that examines the growth in ATAs in the local region, **one** other region of the UK and **one** overseas destination;
- an assessment of the impacts and benefits of adventure tourism and how they can be managed;
- relevant research and analysis into assessing the feasibility of, and planning of, **one** group ATA;
- an evaluation of their own performance and the team's performance in the planning of and participation in the ATA, including recommendations for improvement.

#### 3.13.1 Adventure Tourism Activities (ATAs)

Tourism is a fast-growing and dynamic industry. In recent years, there has been a trend towards more independent and adventure-based holidays, exploring less well known areas and providing challenging experiences. Candidates need to understand the broad range of ATAs available.

ATAs can be categorised into **three** main areas:

- water-based activities such as canoeing and sailing;
- land-based activities such as trekking and mountain biking;
- air-based activities such as paragliding and hang-gliding.

Candidates need to understand what is meant by these terms and give examples of activities from each category and popular locations for such activities.

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### 3.13.2 Development of ATAs

There are many reasons for the development of ATAs, both in the UK and in overseas destinations visited by British tourists. These reasons can be:

- environmental:
  - certain natural environments and climatic conditions lend themselves to ATAs at particular times of the year;
- historical:
  - the establishment of National Parks and Areas of Outstanding Natural Beauty;
  - the development of long-distance footpaths;
  - a history of expeditions and exploration;
  - the presence of ancient monuments and unique cultures;
- access:
  - ease of access to areas used for ATAs;
  - the role of public transport;
  - costs involved in reaching, and at, a destination;
- changes in social factors:
  - increased car ownership;
  - more leisure time;
  - higher disposable incomes;
  - longer holiday entitlements;
  - rise in popularity of health and fitness;
  - increased use of ATAs as a means of personal and group development;
  - demand for more active holidays;
  - increased environmental awareness.

There is a range of organisations involved in providing and promoting ATAs, which play a major role in the development of adventure tourism. Candidates need to understand the different values and attitudes of different organisations involved in adventure tourism. These can be classified as:

- private sector:
  - activity providers;
  - adventure travel companies;
  - equipment and clothing manufacturers;
- the media:
  - films and TV,
  - specialist magazine publications,
  - specialist websites;
- public sector:
  - national tourist offices;
  - local authorities;
  - national park authorities;
  - forestry commission;
  - national governing bodies;
- voluntary sector:
  - youth groups;
  - National Trust;
  - YHA;
  - clubs;
  - charities.

Candidates need to consider only those organisations involved in the development of ATAs in the selected destinations. Candidates also need to consider how the values and attitudes of those

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organisations may differ even for similar ATAs.

Candidates need to use appropriate research techniques to obtain information to analyse the development and current features of ATAs.

Candidates also need to know the key features in the development and growth of ATAs and how these have led to the current characteristics of ATAs in the local area, another region in the UK and an overseas destination. Candidates need to select destinations where there are organisations involved in the development of ATAs.

Development may be due to a single ATA, e.g. surfing in Newquay, or it may be due to a variety of ATAs, as in the Lake District. *Local region* can be defined as accessible for an ATA on a day trip from home; *one other national region* could be a National Park or Scottish region such as the Highlands and Islands. The choice of *overseas destination* is broad and could include areas such as:

- Himalayas;
- Andes;
- Rockies;
- Alps;
- Caribbean;
- Amazon.

Candidates could narrow down the destination to be more specific, such as the Inca Trail, Everest National Park, etc.

### 3.13.3 Management of the impacts of Adventure Tourism

Many ATAs take place in fragile environments and amongst people whose culture and traditions are different to our own. The increasing number of people participating in adventure tourism can create pressures on the environment and communities of the areas they visit. It is important to remember, however, that not all impacts are negative; indeed, the revenue from tourists can often bring real benefits, creating employment and helping to make local communities more viable.

Candidates need to appreciate the main positive and negative impacts associated with adventure tourism, including:

- economic impacts, examples include:
  - income generation;
  - job creation;
  - economic development;
  - development of the infrastructure;
  - dependency;
- environmental impacts, examples include:
  - erosion of natural vegetation and soils;
  - visual and noise pollution;
  - trespass;
  - loss of habitats;
  - litter;
  - water contamination;
  - wildlife conservation;
- socio-cultural impacts, examples include:
  - loss of privacy;
  - visitor congestion;
  - demonstration effect;

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- greater understanding between cultures.

As well as identifying the many impacts of adventure tourism, candidates also need to understand how these impacts can be managed sustainably, i.e. for the long-term benefit of the environment and local people, including:

- investigating how the positive impacts can be maximised, examples include:
  - revenue maximisation;
  - staff training and development;
  - local community involvement;
- investigating how the negative impacts can be minimised, examples include:
  - the principles of sustainability;
  - carrying capacity;
  - pricing mechanisms;
  - tourist education.

Candidates need to understand that careful and sensitive management is crucial in helping to ensure the long-term sustainability of adventure tourism.

Candidates need to assess the economic, socio-cultural and environmental impacts of ATAs in the chosen destinations. Candidates need to consider both positive and negative impacts. Candidates need to evaluate management strategies which seek to maximise the positive and minimise the negative impacts.

#### 3.13.4 Benefits of ATAs

A range of participants enjoy ATAs:

- individuals;
- groups;
- families;
- businesses;
- competitors;
- recreational users.

Candidates need to identify the reasons why such people participate in ATAs and, from these reasons, consider the benefits they expect to gain from their own activity. Benefits vary from one person to another but could include:

- social interaction;
- personal enjoyment;
- promoting team building and leadership;
- skills development;
- contribution to health and fitness;
- gaining qualifications.

Candidates' own values and attitudes could change whilst participating in an ATA and they need to consider this when preparing the evaluations of their own and their team's performance. These values and attitudes could relate to the activity or to the rest of the team. Candidates need to understand how these benefits, values and attitudes might differ from other participants in the same activity.

### 3.13.5 Choice of a feasible and safe ATA

Before an ATA takes place, candidates need to consider whether it is feasible for them and their peers to take part in that ATA. Candidates certainly need to discuss this with their teacher. Candidates need to assess:

- the requirements of each activity they consider, examples include:
  - type of activity;
  - equipment;
  - transport;
- the reasons for participation, examples include: skills development;
  - team-building;
  - enjoyment;
  - to gain a proficiency award;
- the needs of the group, examples include:
  - numbers involved;
  - physical ability;
  - fitness.

Candidates then need to assess the suitability of the possible providers which they may use.

Candidates need to consider:

- their facilities and location;
- the programmes and activities on offer, examples include:
  - education;
  - recreation;
  - development;
  - training;
- cost and value for money, examples include:
  - group discounts;
  - equipment hire.

Candidates need to realise that there is almost always an element of danger in many ATAs. Therefore, hazards need to be identified and prepared for as this is an essential part of ATAs at all levels.

In order to make the final selection, candidates need to understand how to carry out a comprehensive risk assessment which needs to take into account all safety factors, identifying all the possible hazards relating to:

- the type of activity;
- the location of the activity and the environment;
- the time of year and the expected weather conditions;
- the number of participants involved;
- the equipment required;
- the level and quality of supervision required.

Much of this information will be available by contacting the adventure-tourism providers directly; however, candidates need to validate this with the national governing body of their chosen activity, where appropriate.

Candidates need to investigate the feasibility of possible activities and aim for a shortlist of **three** or **four** possibilities from which they choose **one** based on that study. Candidates could consider an

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urban location in the interests of access and cost.

### 3.13.6 Role of national governing bodies and regulatory bodies in ATAs

The role of both national governing bodies and regulatory bodies has developed to help ensure the safety of ATAs.

For the chosen activity candidates need to know:

- the national governing body involved;
- the safety standards set by the national governing body and its codes of practice;
- how the national governing body promotes and encourages participation in the activity;
- the proficiency and leadership awards available from the national governing body.

Candidates also need to learn about the role and significance of:

- the Health and Safety Executive;
- the Adventure Activities Licensing Authority (AALA);
- the Activity Centres (Young Persons' Safety) Act 1995 (or latest);
- local authorities.

Candidates will use this information from their feasibility study in the planning of an effective ATA.

### 3.13.7 Effective planning of and participation in the chosen ATA

Candidates now need to action some of the points assessed in their feasibility study.

Candidates need to identify:

- the objectives of their group's participation and the evaluation criteria for the activity;
- the physical and human resource needs, examples include:
  - equipment,
  - capabilities of participants,
  - instructor,
  - resources required;
- the date, time and duration of the activity;
- the booking arrangements;
- the transport arrangements;
- the costs involved and how payment will be made;
- the procedures to be undertaken should problems arise.

Candidates also need to action aspects of their feasibility study which are to do with the safety of the activity. Candidates need to understand the legal requirements relating to their activity, focusing on:

- health, safety and security;
- consumer protection legislation;
- regulations and industry codes of practice and how these can affect the planning of their activity.

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In their risk assessment, they will have established procedures that minimise the risk of any hazard

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occurring and now they need to put in place measures that can minimise the damage should a hazard occur. These may include:

- accident and first aid procedures;
- principles of group safety, e.g. how to recognise personal difficulties, such as hypothermia, low motivation;
- the range of safety equipment to be taken;
- team work and methods of communication.

### 3.13.8 Evaluation of the chosen ATA

It is important that candidates are able to evaluate the benefits of their chosen activity both for themselves and their group. In doing this, they need to evaluate the success of the activity in terms of:

- their own contribution, i.e. the role they played in the group;
- the performance of the group, i.e. group behaviour and learning;
- the teacher's assessment of the candidate's role in the planning;
- the ATA provider's assessment of their:
  - listening skills,
  - interaction with others,
  - skills development.

The evaluation needs to take into consideration the reasons for choosing this activity, and consider:

- how well the activity met the objectives;
- the benefits of taking part, examples include:
  - personal development,
  - increase in personal fitness,
  - achievement of a proficiency award;
- how well the planning stage prepared each member for participation and how closely the plan was adhered to, especially in unforeseen circumstances.

Overall, candidates need to understand how they can learn from the experience of participation in their ATA, and make recommendations and suggestions about any future involvement in a similar or different activity.

Candidates need to focus on their evaluation at the planning stage, so that they can build their criteria into the process and gather feedback from varied sources at different times. Feedback can come from the teacher's observation records, peer observation and witness statements from instructors/providers of the activity.

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### 3.14 A2 Unit G733: *Cultural tourism*

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This unit explores the exciting and dynamic role of culture within tourism. Every country attaches cultural importance to places, buildings and artefacts which give meaning to our heritage and achievements. Culture is important to tourism and is the reason why many tourists are drawn to visit people and places. There is, therefore, a need to appreciate the range of cultural characteristics which can be diverse and complex.

This unit offers the opportunity to appreciate the significance of cultural backgrounds, and of the needs and expectations of visitors in a variety of tourist destinations worldwide. Candidates will have the opportunity to study tourist behaviour and settings for cultural visits. In particular candidates will:

- explore travel motivators and the movement of cultures;
- assess cultural characteristics through religion, traditions and customs;
- understand the issues of culture and heritage;
- investigate how tourism can influence lifestyles.

Tourism is a multidisciplinary activity on a global scale. It encompasses economic, social, cultural, scientific, educational and ethical dimensions. The work candidates will cover in this unit clearly links with Unit G720: *Introducing travel and tourism*, Unit G722: *Travel destinations* and Unit G731: *Ecotourism*. An understanding of different cultures will help them to identify different needs of tourists, which links to Unit G721: *Customer service in travel and tourism*. The importance of existing and proposed heritage sites is considered in Unit G728: *Tourism development*, whilst Unit G724: *Tourist attractions* offers the opportunity to investigate heritage and cultural attractions.

Candidates will investigate the reasons for cultural tourism in **two** diverse international destinations. The evidence will include:

- the results of an investigation into the reasons for the travel experience and evidence of the movement of cultures at **two** chosen diverse international destinations, including internal and external features and motivational appeal;
- an explanation and comparison of how religion, traditions and customs have helped define the culture at **two** chosen diverse destinations;
- relevant research and analysis informing their assessment of the importance of cultural heritage at **two** chosen diverse destinations;
- an evaluation of tourism's cultural impacts on traditional ways of life at **two** chosen diverse destinations.

#### 3.14.1 Travel motivators

As candidates have learned in Unit G720: *Introducing travel and tourism*, there are many reasons for embarking on a trip. The tourism experience is not one which can be standardised easily and each individual will have a unique experience. By looking at tourist motivation, candidates will learn that there are many influences on our decisions to travel. It will become clear that both tourism and culture are inextricably linked. Some people travel to experience culture, whilst others travel for different reasons but may become interested in that culture. The importance of people, places and objects become clear. Candidates need to understand that it is cultures, as well as people, which travel.

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Why do we wish to travel and visit places? Our reasons for taking a 'travel and tourism' trip can be

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summarised by the following distinct categories:

- leisure;
- business;
- visiting friends and relatives (VFR).

These can be further sub-divided:

- educational trips;
- holidays and excursions;
- attending an event (sport as either a spectator or participant, attending music or dance festivals, etc.);
- religious pilgrimages;
- attending conferences, meeting and exhibitions;
- staying with friends and family.

Our decision-making is influenced further by our *personal* preferences taking into consideration the many features of a destination, examples include:

- climate;
- attractions;
- festivals;
- accommodation types;
- restaurants/bars;
- transport to and around the destination.

Our decision-making is also influenced further by external factors, examples include:

- destination security;
- exchange rates.

The psychological reasons why people choose to travel or indulge in a tourism experience are considered in Maslow's hierarchy of needs. The opportunity to embrace new cultures, peoples and places is sought by many. Candidates need to understand the importance of human needs and wants. It is vital that candidates appreciate that these needs and wants vary from person to person and over time in the investigation of **two** diverse international destinations in detail (the UK, or part of it, may be chosen as **one** of the destinations).

### 3.14.2 Movement of cultures

Cultures travel as well as people. The movement of culture can, be demonstrated by the migration of objects as well as people. The result is that culture is continuously reinvented. Tourist resorts or destinations often use replicas of famous cultural sites in order to entice visitors, e.g. Las Vegas, where candidates can not only visit a replica of a pyramid but also stroll along a Venetian Canal. Similarly, destinations offer activities such as re-enactments of Wild West shows, or life depicted in Victorian England.

Shopping centres in the UK display the products of cultural movement. Although based in the North of England, the Trafford Centre in Manchester tempts people to visit a Mexican saloon, Mediterranean Village, and Thai and Chinese restaurants. Candidates will almost certainly find American burger bars in any town or city in the UK. Travel further and you will find the same chain

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of burger bars in cities from Moscow to Beijing.

Many tourists visit hotels and specifically ask to stay in themed rooms not necessarily associated with that particular country. In Las Vegas, hotels offer rooms with themes ranging from a Bedouin tent to a Caribbean island.

Many cities have a Chinatown and a wide choice of Italian, sushi, Indian and French restaurants. Indeed, curry has become a more popular dish than some of the more traditional British foods. The movement of cultures has enabled tourists to sample the delights of a culture before visiting the real thing. Similarly, performances offered by touring companies have not only helped in spreading different cultures but also encouraged many tourists to embark on tours of their own culture. Examples of touring companies include:

- theatre;
- opera;
- art;
- music;
- dance;
- ballet.

Candidates need to investigate the reasons for the travel experience and movement of cultures at **two** contrasting destinations, which must be diverse and international. The diversity can relate to their stage of tourism development, e.g. New York and Cuba, Japan and Spain, or to their cultures (occidental and oriental).

### 3.14.3 Cultural characteristics

Candidates need to focus attention on the nature of culture and its effect on different people's perceptions. candidates need to appreciate that culture is made up of all the things which are learnt and attitudes which are shared with people from the same backgrounds. Having an understanding of these cultural influences will give candidates a greater insight when working with tourists.

#### **Religions, traditions and customs**

The most easily identifiable aspects of culture are language (communication) and religion. It is important that both verbal and non-verbal methods of communication are considered, along with religious practices such as festivals, the days when worship takes place and the places where it takes place.

However, there are also other important cultural characteristics which need to be considered:

- social customs (greetings, ceremonies);
- food and drink (permitted and excluded food/drinks, fasting);
- dress (covering the body when in religious buildings, costumes, formal dress for functions);
- arts and crafts;
- music and dance.

Candidates need to consider issues surrounding foods, such as acceptable places and times to eat, and ways of eating certain foods linked to traditional methods or procedures, e.g. the significance of a Japanese tea ceremony.

Candidates need to investigate these cultural characteristics at **two** contrasting tourism

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destinations.

### **Issues of culture and heritage**

Candidates need to investigate the importance of cultural attractions. From a study of tourist motivations, candidates will see that many tourists specifically choose to visit a cultural or heritage site. Cultural heritage frequently contributes greatly to the attractiveness of a country or destination to tourists. What would Egypt be without its pyramids, Greece without its Acropolis, China without its Great Wall? Visits to areas of historical and cultural significance are of great importance.

candidates need to consider:

- the growth of cultural and heritage tourism:
  - from poetry and painting trips
  - to cookery tours;
- cultural events which are supported by tourists, examples include:
  - Trooping the Colour,
  - battlefield re-enactments,
  - film festivals;
- religious tourism, pilgrimages, examples include:
  - Amritsar,
  - Lourdes,
  - the Vatican,
  - the Wailing Wall,
  - Jerusalem,
  - the River Ganges;
- the growth and success of cultural and heritage sites: redefining museums, renaming and redeveloping sites of cultural and historic significance.

Candidates need to explore the importance and growth of heritage attractions and their cultural significance on a national and international scale, examples include:

- Westminster Abbey;
- London;
- the Colosseum;
- Rome;
- the Parthenon;
- Athens;
- the Leaning Tower of Pisa.

candidates also need to assess the significance of cultural activities, examples include:

- the Eisteddfod;
- Llangollen (world music festival);
- the Passion Play in Oberammergau, Germany.

Some destinations have a wide variety of cultural and heritage attractions, which in turn serve the desires and expectations of a multitude of visitors, e.g. Edinburgh for its architecture, writers and festival.

Candidates also need to compare cultural differences in languages and also in body language,

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examples include:

- acceptable hand gestures;
- bowing;
- shaking of hands.

Candidates need to investigate the importance of the differences in culture and heritage, both to visitors and the destinations themselves, at **two** contrasting tourism destinations.

### **Investigation of how tourism can influence established lifestyles**

Culture and tourism are intrinsically linked. Inevitably, tourism will affect host cultures and populations in either positive or negative ways, or both. In some instances, tourism has caused a host population or way of life to be adapted. Some customs may be lost whilst new lifestyles and behaviour may be introduced. Some cultural and heritage sites have been lost, or indeed in some instances redeveloped, in order to meet a new or evolving market. candidates will have the opportunity to consider these links by exploring:

- redevelopment/restaging of traditional cultural/heritage, examples include:
  - re-enactments of historic events,
  - dances,
  - redevelopment of industrial heritage sites;
- altering the tourism product specifically for the benefit of tourists, examples include:
  - the anglicising of areas such as Costa del Sol, Spain and Ayia Napa,
  - Cyprus in music, food, drink, restaurants etc.;
- positive cultural impacts, examples include:
  - preservation of local customs, crafts, education, etc.;
- negative cultural impacts, examples include:
  - inappropriate behaviour, e.g. Falaraki, Rhodes,
  - crime,
  - loss of local customs.

candidates need to explore the importance of accepted behaviour within certain situations, examples include:

- within buildings of religious importance, such as
  - mosques,
  - temples,
  - churches;
- within common public areas, such as
  - restaurants,
  - shops,
  - bars.

Candidates also need to explore codes on good tourist behaviour, how respecting customs, laws, traditions and cultures makes a 'responsible tourist'.

Candidates need to investigate tourism cultural impacts and how they affect traditional ways of life at **two** chosen contrasting cultural destinations.

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## 3.15 A2 Unit G734: *Marketing in travel and tourism*

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In this unit candidates will investigate the marketing process and the way in which it can help travel and tourism enterprises achieve their objectives, financial or otherwise. Candidates will find that marketing is a continuous process that involves anticipating and identifying customers' needs and then supplying products and services to meet these needs.

Marketing is not just another word for selling or advertising. Whilst both of these activities are obviously important elements, they are actually only facets of a much broader process. The total marketing effort also involves assessing customer needs and carrying out market research, together with the development of the product and its pricing, promotion and distribution. For the marketing effort to be successful in any travel and tourism organisation, all of these factors need to be planned and coordinated as a whole.

The travel and tourism industry is highly competitive and is constantly changing to meet customer needs and changes in technology. Candidates will investigate the part that market research plays in identifying customer needs and then consider the main marketing communications used by organisations to make customers aware of their products and services. The travel and tourism market is maturing and, despite the fact that overall demand rates are continuing to rise, growth rates are predicted to slow over the next couple of decades. Thus, the role of marketing will become increasingly important for travel and tourism organisations.

Within this unit, candidates will develop vocational and problem-solving skills involving market-research and analysis techniques using primary and secondary sources of information.

This unit has overarching links with all other units, especially Unit G721: *Customer service in travel and tourism*, Unit G724: *Tourist attractions* and Unit G729: *Event management*.

### 3.15.1 Marketing of travel and tourism

Whatever the type of travel and tourism organisation and its motives for providing products and services, the basic principles underpinning the marketing concept are the same – getting the right product to the right people in the right place at the right price using the right promotion. The Institute of Marketing defines marketing as 'the management process of identifying, anticipating and satisfying customer requirements profitably'.

Candidates need to learn that marketing is a continuous and dynamic process that embraces everything an organisation does to identify, anticipate and satisfy customer needs and expectations. The marketing process is particularly important in the travel and tourism industry, as it is characterised by fierce competition and constantly changing customer needs and expectations.

The marketing of services, such as those in the travel and tourism industry, does call for a different approach to that required in the marketing of goods, examples include:

- a different marketing mix;
- different distribution systems;
- a different emphasis on sales and customer servicing.

Travel and tourism is a people industry, in which the product is inseparable from the staff who deliver it, whether they are waiters, tour guides, travel agents or coach drivers. Each member of the industry has a marketing function to perform in their dealings with the public, and it is therefore vital that they acquire, and put to use, the practical skills of marketing.

It is important for travel and tourism organisations to get all aspects of marketing right, and the consequences of getting them wrong need to be understood, e.g. a company developing a new

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hotel complex may have top-class facilities for guests and the latest computerised management-information system, but if it fails to market the hotel effectively, the venture will not reach its full business potential and may fail through insufficient sales revenue.

It is important to understand how travel and tourism organisations apply the marketing process to their business and how current issues affecting the travel industry have an impact on individual organisations' marketing. Candidates need to understand how and why travel and tourism organisations:

- undertake marketing planning, and the purpose of the marketing plan for travel and tourism organisations;
- set marketing objectives to focus clearly on what organisations hope to achieve, and the use of SMART criteria and mission statements;
- analyse internal influences on the business environment, e.g. using SWOT analysis;
- analyse external influences on the marketing environment, e.g. using PEST analysis and analysing cultural and legislative factors and competitor activity;
- identify and analyse the needs and expectations of customers, e.g. market research, market segmentation;
- develop a marketing mix;
- continually evaluate progress to determine if their marketing mix meets customer needs and expectations – this includes targeting (the tailoring of products and services to the needs of specific markets segments) and an understanding of market position.

In preparation for the assessment, candidates need to investigate marketing in a minimum of **one** travel and tourism organisation, in addition to the pre-released materials.

Examples from the UK or overseas might include:

- tourist boards (national, regional, local);
- travel agencies;
- transport providers;
- tourist attractions;
- tourist information service providers;
- hospitality providers;
- conference centres;
- tourist destinations.

The selected organisation can be in the private/public or voluntary sector and can be a local, national or international provider. As the travel and tourism industry is predominantly made up of small organisations, these are suitable as case studies, but candidates need to ensure that they select organisations that have a clearly defined marketing strategy and are willing to provide them with the relevant information. Candidates may conduct this research into the marketing activities of travel and tourism providers individually or on a group basis.

Candidates will be examined on the marketing process in travel and tourism. Candidates need to demonstrate knowledge, skills and understanding of marketing planning, missions, objectives and business environments. Candidates need to give logical and well-structured interpretations of marketing activities and evaluate the marketing process in travel and tourism organisations. Candidates need to show that they understand the importance of understanding customer needs and what motivates customers to buy a particular travel and tourism product.

### 3.15.2 The marketing mix

The term marketing mix is used to describe the key elements that an organisation offers to meet its customers' needs and expectations. Candidates need to know how each element of the marketing mix is developed and how they all interact. Candidates need to learn about the elements of the marketing mix: price, place, product, and promotion.

For example, a small specialist tour operator offering villa holidays to Majorca must be sure that the product it is offering meets its customers' requirements in terms of quality, available features and benefits. It must also be aware of offering the product at a competitive price, giving value for money regardless of the price paid. The place component will include the location of the villas and resorts in the tour operator's programme and how a product is made available to the public, i.e. either sold through a travel agent or direct to the customer. Either way, the customer must have access to reliable information on availability of properties, flights, seasonal adjustments etc. How the tour operator promotes its product will depend on a number of factors, such as its promotional budget, whether it sells direct or through an agent, the size of its operation and the type of customers it is trying to attract.

#### **Product**

Product includes the distinction between products, services and brands. Product characteristics are the specific features which attract a customer as (s)he regards them as important. Core values and unique sales points (USPs) of products are important for the organisations. Candidates need to understand and explain the purpose of branding in travel and tourism organisations.

Candidates need to study the ways in which the product component of the marketing mix can be analysed, including:

- the product life cycle;
- current marketing models that analyse products.

#### **Place**

The channels of distribution are often of equal importance to the physical location of a travel and tourism product/service. Candidates need to study the following aspects in the context of travel and tourism:

- location;
- chain of distribution;
- cooperative distribution systems;
- consortia;
- franchises.

#### **Price**

Candidates need to understand the range of pricing policies, how they are determined and why a particular policy is used for specific travel and tourism products.

#### **Promotion**

Candidates need to distinguish between the main categories of promotion and consider the benefits of each for specific travel and tourism products.

Promotion is used to:

- stimulate demand;

- 
- inform customers of product benefits;
  - raise and maintain customer awareness;
  - provide incentives to purchase.

Promotion can include:

- advertising;
- direct marketing;
- public relations;
- personal selling;
- sales promotion;
- sponsorship.

Candidates need to learn how the organisation's mission and objectives influence the development of the marketing mix. Candidates need to apply the marketing mix to a range of travel and tourism organisations and evaluate how the components interact.

Candidates will be examined on the marketing mix in travel and tourism. Candidates need to describe the components of the marketing mix and analyse marketing mixes in travel and tourism. Candidates need to analyse the effectiveness of marketing mixes in meeting customer needs and expectations and make recommendations as to how organisations could improve their marketing mixes.

### 3.15.3 Market research

Successful marketing in travel and tourism organisations, both in the commercial and non-commercial sectors, is founded on an effective market-research base. All organisations need to have detailed information on their existing customers, as well as data with which to plan for the future. Identifying customer needs is an essential first stage in the marketing process in travel and tourism, from which products and services geared to customer needs can be developed and their success monitored. Without the structured, objective and focused approach to the collection of data that a well-designed market-research study can offer, decisions taken by travel and tourism organisations are unlikely to be wholly effective.

Market research is the planned process of collecting, analysing and evaluating information and data about customers and markets.

Candidates need to understand standard industry methods to:

- identify research objectives;
- design a research strategy;
- carry it out;
- collect and analyse data;
- report findings.

Candidates need to:

- use effective sampling techniques to achieve accurate samples in travel and tourism;
- classify customers into key segments in order to divide up markets into similar target groups;
- collect primary-research data – surveys, focus groups and observation – and understand the different contact methods;

- 
- understand the difference between quantitative and qualitative research;
  - identify and understand the importance of secondary research (from internal and external sources);
  - analyse their findings using ICT;
  - choose research techniques for collecting market-research data and evaluate their suitability in respect of:
    - cost;
    - time;
    - accessibility;
    - validity and reliability;
    - fitness for purpose.

Candidates need to identify the strengths and weaknesses of the main market-research methods.

Candidates need to study market-research techniques to allow a piece of market research to be carried out. Candidates need to understand why one particular method may be more suitable than another, in a specific travel and tourism situation.

Candidates will be examined on market-research techniques used by travel and tourism organisations. Candidates need to explain how market-research techniques influence the marketing mix and evaluate the effectiveness of market-research activities to organisations in travel and tourism.

#### 3.15.4 Marketing communications

All travel and tourism enterprises need to make customers aware of their products and services to achieve their operational objectives. A wide variety of effective tools and technologies are used to communicate, either directly or indirectly, with customers and the trade.

Candidates need to apply their knowledge and understanding of marketing communications, the media used and the channels of communication to case-study material, and evaluate the advantages and disadvantages of the different methods.

All travel and tourism organisations, whether in commercial or non-commercial sectors of the industry, rely heavily on a range of marketing-communication techniques to sell their products and services. The intangible nature of travel and tourism products gives marketing communications a special importance, since they must often persuade a potential purchaser to part with their money for a product they may only have seen in pictures.

Candidates need to know about the following marketing communications:

- advertising, examples include:
  - Internet;
  - press;
  - TV;
  - radio;
  - magazines;
  - leaflets;
  - point-of-sale material;
  - posters;
  - the role of advertising agencies;
- holiday brochures, examples include:
  - Internet-based travel service providers;
  - hotel prospectus;
  - holiday brochure;
  - airline timetable;
  - resort area guide;

- 
- CD brochures;
  - direct marketing, examples include:
    - direct mail;
    - mail shots;
    - e-mail;
    - telemarketing;
    - door-to-door distribution;
    - media direct response;
  - public relations, examples include:
    - media inclusion;
    - press release;
    - community relations;
    - lobbying (people with a common interest joining together in an attempt to change or influence opinion);
    - corporate communications;
  - sales promotion, examples include:
    - those aimed at consumers price reductions;
      - discounting;
      - free gifts and incentives;
      - special offers;
      - competitions;
      - loyalty incentives;
      - extra products (BOGOF);
    - those aimed at the trade
      - familiarisation visits;
      - bonus payments/commission;
      - trade passes;
      - trade shows;
  - sponsorship.

Candidates need to know about the media used in marketing communications in travel and tourism, examples include:

- Internet;
- television;
- teletext;
- radio;
- cinema;
- video;
- DVD;
- newspapers;
- magazines;
- travel-trade journals;
- brochures and leaflets;
- point of sale (POS) materials;
- posters;
- displays.

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Candidates need to understand how expenditure on marketing communications can be considered:

- above the line (all costs directly attributable to a campaign);
- below the line (ancillary costs).

Candidates need to apply the concept of AIDA (attention, interest, desire and action) to the design of promotional materials to judge their effectiveness. Candidates need to study the amount of money available for marketing communications in an industry where margins are traditionally low, and where public-relations activity is more common because of the ease with which interest can be created by journalists resulting from the offer of free products or services to them.

Candidates need to understand the seasonal nature of the travel and tourism industry and how this affects the timing of marketing communications, e.g. travel agents and tour operators concentrate their advertising campaigns in January to promote the peak holiday summer season. If an organisation gets the timing wrong the marketing objectives might not be achieved, irrespective of how attractive the price or product is.

### **Legislation**

Candidates need to be aware of how marketing communication is affected by law, and they need to demonstrate an up to date understanding of the legislation and role of regulatory bodies that affects marketing communications, with examples of how the travel and tourism industry complies with, or contravenes, the legislation:

- laws restricting advertisers, examples include:
  - Trade Descriptions Act 1968 (or latest);
  - EU Directive on Package Travel, Package Holidays and Package Tours 1990 (or latest);
  - Consumer Protection Act 1987 (or latest);
  - Data Protection Act 1998 (or latest);
- regulatory bodies, examples include:
  - Ofcom;
  - Advertising Standards Authority (ASA).

Candidates will be examined on the purpose of marketing communications in travel and tourism. Candidates need to explain fully the purpose of different methods of marketing communications and analyse their suitability. Candidates need to evaluate the results of marketing communications.

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## 3.16 A2 Unit G735: *Human resources in travel and tourism*

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In this unit, candidates will gain insight into how travel and tourism organisations recruit, retain and manage one of their crucial resources – people. Whatever type of employment they enter on completion of their studies, they need to work with people and may be expected to manage people too.

Travel and tourism organisations perform needs analysis of the type of job roles they require, followed by an effective recruitment, selection, induction and training programme. By doing this, they will be better able to achieve their corporate objectives by having the right number of employees with the right qualifications and training to meet the needs of the organisation.

Candidates may already have work experience and will appreciate how important it is for an organisation to motivate employees, to monitor their performance and to help them 'learn for life' through on-going additional training.

Candidates will learn how different organisations approach the above aspects of human resources and they will have the opportunity to draw on and extend their own experience of this central aspect of business. Candidates will develop research skills during their investigation of human resources and analytical skills when preparing recruitment documents for their presentation.

This unit has overarching links with all other units, especially Unit G721: *Customer service in travel and tourism* and Unit G729: *Event management*. This unit broadly contributes knowledge, skills and understanding for a range of business-related GCEs and NVQs.

Candidates will produce a report comparing and contrasting the management of human resources within **two** travel and tourism organisations. Candidates will also plan a successful recruitment and selection process for a travel and tourism related job role. Evidence of their participation as a candidate for a *different* interview is also necessary. To complement this process, candidates will give an evaluation of how **one** of their chosen organisations manages the performance and discipline of its staff.

The evidence will include:

- a report comparing and contrasting the management and planning of human resources within **two** travel and tourism organisations;
- a recommendation for a selection process and production of a needs analysis, job advertisement, job description and person specification for a job role in **one** of the chosen organisations;
- evidence of the candidate's participation as a *candidate* for an interview for a travel and tourism related job role, with an analysis of their performance;
- an evaluation of how **one** of the chosen organisations manages the training, motivation, performance and discipline of its staff, with reference to relevant legislation.

### 3.16.1 Human-Resource Management (HRM)

HRM plays a significant role in any travel and tourism organisation. Candidates need to demonstrate their understanding of human-resource management within a range of travel and tourism organisations. Therefore, candidates need to understand:

- what is meant by the term human-resource management;
- the relationship between human resources and other resources in the organisation, e.g. financial resources;

- 
- the cost of human resources within the travel and tourism industry;
  - current theories and trends which influence human resources.

### 3.16.2 Human-Resource planning

Organisations within the travel and tourism industry, as in any industry, need to conduct a *needs analysis* of job roles to ensure they have the right number of suitable, if not ideal, employees for their needs.

Candidates need to use needs analysis in order to identify the roles and functions of various jobs within the organisations they investigate, and to establish the skills and personal qualities needed by employees in particular job roles within the industry.

Candidates need a good understanding of the labour market, in terms of the organisations, and will need to identify the effects of labour-market factors for human-resource planning. These factors can be external to or internal to the business.

Candidates need to know about *external influences*, which can be national or local, and include:

- the economy, in terms of interest rates, inflation and employment levels;
- employment levels in relation to the economy;
- employment trends, in terms of the range and nature of employment opportunities in travel and tourism;
- skills shortages and surpluses, e.g. impact of ICT, languages, customer service;
- competition for job seekers;
- market demand;
- location issues, in terms of catchment areas of facilities;
- seasonality, tangibility, perishability of the product/service of the organisations;
- current issues affecting travel and tourism.

Candidates need to know about *internal influences*, which are more controllable by the organisation, and include:

- different organisational structures, staff roles and responsibilities;
- response to customer trends, in terms of products/services;
- levels of motivation;
- staff turnover;
- sickness rates and absenteeism.

### 3.16.3 Recruitment and selection

This involves recruiting and selecting the right people for the right job at the right time. The needs analysis conducted in the human-resource planning stage will be continual in any proactive travel and tourism organisation. Candidates need to know why and how decisions to recruit staff are made. These include:

- the changing needs of the organisation – these could be as a result of:
  - growth,
  - changing job roles,
  - natural wastage
  - (internal promotion,

- 
- resignation,
  - retirement,
  - dismissal);
  - the use of documents to aid the recruitment and selection process – these could include:-
    - job descriptions,
    - person/job specifications,
    - job advertisements,
    - psychometric tests,
    - aptitude tests;
  - the identification of strengths and weaknesses of:
    - job applications,
    - curriculum vitae,
    - letters of application,
    - performance in interviews,
    - performance in tests;
  - the skills and qualities required to work effectively in the travel and tourism industry;
  - the criteria used to select the best candidate for the job.

Candidates also need to demonstrate knowledge of the following legal and ethical responsibilities relating to equal opportunities, in particular, the key implications for recruitment of the following legislation:

- Race Relations Act 1976 (or latest);
- Equal Pay Act 1970 (or latest);
- Sex Discrimination Act 1975 (or latest);
- Disability Discrimination Act 1995 and new provisions 2004 (or latest);
- Working Time Directive 1998 (or latest).

Legal considerations are constantly changing and, therefore, it is crucial for candidates to keep up to date with current developments:

- employment rights, in terms of:
  - contracts of employment
    - notice periods,
    - hours of work,
    - annual leave,
  - disciplinary and grievance procedures,
  - redundancy and dismissal,
  - health and safety,
  - maternity, paternity and sickness benefits;
- effective advertising, interview, testing and selection techniques;
- the importance of recruiting and maintaining a flexible workforce by means of different terms and conditions for:
  - core employees,
  - part-time employees,
  - temporary employees,
  - contract labour;
- candidates also need to consider the use of homeworkers and teleworkers in the travel and tourism industry;

- 
- the importance of:
    - integrity,
    - discretion,
    - confidentiallywhen managing the workforce.

In addition, candidates need to understand that the recruitment process can be costly in terms of time and money. The recruitment of poorly-performing staff adds to the cost of recruitment. It is important for travel and tourism organisations to select people for jobs effectively and to be clear about the requirements of different jobs. Candidates need to consider all these issues when they are preparing a selection process for a job role in a travel and tourism organisation.

#### 3.16.4 Induction, training and development

Continuous investment in people in travel and tourism organisations will encourage a motivated workforce geared towards the objectives of the organisation. Candidates need to understand the meaning and use of the following:

- induction training;
- mentoring;
- coaching;
- apprenticeships (including Modern Apprenticeships);
- in-house and on-the-job training;
- external and off-the-job training;
- transferable versus non-transferable skills arising from training programmes.

Candidates need to understand how nationally recognised training structures, such as *Investors in People*, and nationally recognised qualifications, including NVQs and GCEs, can contribute to a training-and-development programme within travel and tourism organisations. The views of organisations towards induction, training and development will differ and be affected by the values and attitudes of management. Candidates need to analyse the effect of this on employees' motivation and willingness to train to meet the needs of the organisation.

#### 3.16.5 Staff motivation

Successful motivation of staff will result in reduced staff turnover and absenteeism. This, in turn, will help the organisation achieve its corporate objectives.

Candidates need to understand the range of theories, approaches and techniques used to motivate staff in travel and tourism organisations:

- theories, including:
  - Maslow's hierarchy of needs;
  - Taylor's Scientific Management;
  - McGregor's Theory X and Theory Y;
  - Herzberg's two-factor theory;
- management styles, including the communication of clear objectives and target setting;
- financial and non-financial rewards;
- job enlargement, job rotation and job enrichment;
- working in teams, multi-skilling, quality circles and empowerment;

- 
- goal setting and management by objectives.

Candidates need to consider whether the theoretical approaches listed would be appropriate in the organisations they investigate.

Candidates need to understand the significance of the above in terms of motivation. Candidates also need to be aware of aspects that can be considered counter-productive as regards staff motivation.

### 3.16.6 Performance management

Travel and tourism organisations need to manage the performance of their employees effectively in order to remain competitive. When investigating 'staff motivation', candidates will have observed the benefits of non-financial rewards in terms of incentives to motivation. Candidates need to investigate the following methods used by organisations to manage the performance of their employees:

- performance reviews and appraisals;
- individual and group target setting;
- self, peer and organisation evaluation;
- wage and salary structures;
- personal evaluation of own knowledge, skills and experience to develop a personal plan for a successful career in the travel and tourism industry.

### 3.16.7 Appraisal and termination of employment

This links with 'performance management' and requires candidates to investigate the range and frequency of appraisal techniques used in travel and tourism organisations and how they complement training and development and support staff motivation. Candidates need to understand the following different methods of appraisal:

- supervisor appraisal;
- self appraisal;
- peer appraisal;
- 360° appraisal;
- performance reviews.

Candidates need to consider why a contract of employment might come to an end. Candidates need to demonstrate knowledge of the following, in terms of job termination:

- changing jobs and promotion;
- dismissal;
- end of contract;
- redundancy;
- illness;
- retirement and early retirement.

Candidates need to understand the link between effective appraisal and low staff turnover needs.

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# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

### AS GCE Travel and Tourism (H189)

#### AS Unit G720: *Introducing travel and tourism*

33% of the total AS GCE 2hr written paper 100 marks	This paper has structured questions based on pre-released stimulus material.  This unit is externally assessed.
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#### AS Unit G721: *Customer service in travel and tourism*

33% of the total AS GCE Coursework 50 marks	This unit is assessed through portfolio work  This unit is internally assessed
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**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

#### AS Unit G722: *Travel destinations*

33% of the total AS GCE Coursework 50 marks	This unit is assessed through portfolio work  This unit is internally assessed
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**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

## 4.2 AS GCE (Double Award) Scheme of Assessment

### AS GCE (Double Award) Travel and Tourism (H389)

AS Units G720 - G722 as above, all units being 16.67% of the AS GCE (Double Award) marks. Candidates must take unit G723 and two units from G724 – G727.

#### AS Unit G723: *International travel*

16.7% of the total AS (Double Award) GCE 2hr written paper 100 marks	This paper has structured questions based on stimulus material.  This unit is externally assessed.
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#### AS Unit G724: *Tourist attractions*

16.7% of the total AS (Double Award) GCE Coursework 50 marks	This unit is assessed through portfolio work  This unit is internally assessed
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**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

*AS Unit G725: Organising travel*

16.7% of the total AS (Double Award) GCE Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

*AS Unit G726: Hospitality*

16.7% of the total AS (Double Award) GCE Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

*AS Unit G727: Working overseas*

16.7% of the total AS (Double Award) GCE Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

## 4.3 Advanced GCE Scheme of Assessment

### Advanced GCE Travel and Tourism (H589)

AS Units G720 – G722 as above, all units being 16.67% of the Advanced GCE marks. Candidates must take units G728 and G729 and one unit from G730 – G733.

#### A2 Unit G278: *Tourism development*

16.7% of the total GCE  
2hr written paper  
100 marks

This paper has **three** sections. One based on a UK destination, one based on an overseas destination and one based on a case study which may be in the UK or overseas.

This unit is externally assessed.

#### A2 Unit G729: *Event management*

16.7% of the total GCE  
Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

#### A2 Unit G730: *The guided tour*

16.7% of the total GCE  
Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

#### A2 Unit G731: *Ecotourism*

16.7% of the total GCE  
Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

#### A2 Unit G732: *Adventure tourism*

16.7% of the total GCE  
Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

#### A2 Unit G733: *Cultural tourism*

16.7% of the total GCE  
Coursework  
50 marks

This unit is assessed through portfolio work

This unit is internally assessed

**Assessment Criteria:** Please refer to Appendix B at the back of this specification.

## 4.4 Advanced GCE Scheme of Assessment (Double Award)

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### Advanced GCE (Double Award) Travel and Tourism (H789)

AS and A2 Units as above, all units being 8.3% of the Advanced GCE (Double Award) marks. Candidates must take units G720 – G723, G728 and G729 and G734 – G735 (detailed below). Candidates must complete two units from G724 – G727 and two units from G730 – G733.

#### A2 Unit G734: *Marketing in travel and tourism*

8.3% of the total Advanced GCE (Double Award)	This paper has consists of structured questions based on pre-released case study material.
2hr written paper	
100 marks	This unit is externally assessed.

#### A2 Unit G735: *Human resources in travel and tourism*

8.3% of the total Advanced GCE (Double Award)	This unit is assessed through portfolio work
Coursework	This unit is internally assessed
50 marks	<b>Assessment Criteria:</b> Please refer to Appendix B at the back of this specification.

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For the Advanced Subsidiary GCE **two** units will be assessed internally, through a teacher-assessed portfolio and **one** unit will be assessed externally with the assessment set and marked by OCR. These **three** units will be equally sized and equally weighted.

For the Advanced Subsidiary GCE (Double Award) **four** units will be assessed internally, through a teacher-assessed portfolio and **two** units will be assessed externally with the assessment set and marked by OCR. These **six** units will be equally sized and equally weighted.

For the Advanced GCE **four** units will be assessed internally, through a teacher-assessed portfolio and **two** units will be assessed externally with the assessment set and marked by OCR. These **six** units will be equally sized and equally weighted.

For the Advanced GCE (Double Award) **eight** units will be assessed internally, through a teacher-assessed portfolio and **four** units will be assessed externally with the assessment set and marked by OCR. These **twelve** units will be equally sized and equally weighted.

The assessment will be conducted in accordance with the GCE Code of Practice.

## 4.5 External Assessment

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External assessment forms 33% of each qualification:

Advanced Subsidiary GCE:	Candidates take <b>one</b> unit of external assessment.
Advanced Subsidiary GCE (Double Award):	Candidates take <b>two</b> units of external assessment.
Advanced GCE:	Candidates take <b>two</b> units of external assessment.
Advanced GCE (Double Award):	Candidates take <b>four</b> units of external assessment.

External assessments are 2 hours. Units G720: *Introducing travel and tourism* and G734 *Marketing in travel and tourism* have pre-released case-study material which will be available to centres (once they have made their *provisional* candidate entries) approximately **six** weeks prior to the examination date.

The externally assessed units will be marked by OCR. The maximum raw score will be stated on the front cover of the question paper.

## 4.6 Portfolio Assessment

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Internal assessment forms 67% of each qualification. Internally assessed units take the form of a portfolio of work designed to enable the candidate to demonstrate understanding of the content of the unit. Each internal assessment is set by the centre to OCR guidelines, is internally marked and externally moderated by OCR.

## 4.7 Unit Order

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The normal order in which the unit assessments are designed to be taken is AS Units in the first year of a **two** year course, leading to an AS GCE award, then A2 Units are designed to be taken in the second year leading to the Advanced GCE award.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

Suggested schemes of assessment will be provided as part of the teacher resource material. Centres should also ensure all authentication documentation for every candidate is completed and kept securely with the work until moderation takes place.

## 4.8 Unit Options (at AS/A2)

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There are no optional units in the AS GCE specification; for AS GCE Travel and Tourism candidates must take AS Units G720, G721 and G722.

There are optional units in the AS GCE (Double Award) specification; for AS GCE (Double Award) Travel and Tourism candidates must take AS Units G720, G721, G722 and G723, and choose two Units from AS Units G724 – G727.

There are optional units in the Advanced GCE specification; for Advanced GCE Travel and Tourism candidates take AS Units G720, G721 and G722 *and* A2 Units G728 and G729, and choose one unit from A2 Units G730 – G733.

There are optional units in the Advanced GCE (Double Award) specification; for Advanced GCE (Double Award) Travel and Tourism candidates must take AS Units G720 – G723 *and* A2 units G728 – G729 and G734 – G735. Candidates choose two Units from AS Units G724 – G727 and two Units from A2 Units G730 – G733.

## 4.9 Synoptic Assessment (A Level GCE)

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Synoptic assessment at Advanced GCE is designed to ensure that candidates have a good understanding of the subject as a whole and are able to address issues within the subject from a range of perspectives and in an integrated way. The emphasis is on strategic understanding and on the ability to draw evidence together from any relevant areas of the specifications. Assessment focuses on the breadth, depth and quality of the candidate's analysis and evaluation and will be drawn from across the specifications.

In the context of travel and tourism, synoptic assessment involves assessment of candidates' ability to draw on their understanding of the connections between different aspects of travel and tourism represented in the specifications. Synoptic assessment is in Unit G729: *Event management*.

## 4.10 Assessment Availability

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There are two examination series each year, in January and June.

## 4.11 Assessment Objectives

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Candidates are expected to demonstrate the following in a range of work related contexts:

### AO1 Demonstrate knowledge, understanding and skills

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- Candidates demonstrate knowledge and understanding of the specified content, and of related skills, in vocationally-related contexts.

### AO2 Application of knowledge, understanding and skills

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- Candidates apply knowledge and understanding of the specified content and of related skills in vocationally-related contexts.

### AO3 Research and Analysis

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- Candidates use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.

### AO4 Evaluation

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- Candidates evaluate information to make judgements, draw conclusions and make recommendations about vocationally-related issues and problems.

The assessment objectives are weighted as follows:

	<b>AS Units</b>	<b>A2 Units</b>	<b>GCE and GCE (Double Award)</b>
<b>AO1</b>	25-35%	15-25%	20-30%
<b>AO2</b>	20-30%	20-30%	20-30%
<b>AO3</b>	20-30%	20-30%	20-30%
<b>AO4</b>	15-25%	25-35%	20-30%

## 4.12 AO weightings

The relationship between assessment objectives and the units of assessment is shown in the grids below.

### AO weightings in AS GCE

<b>Unit of Assessment</b>	<b>Mandatory or Optional</b>	<b>Level</b>	<b>Percentages</b>				<b>Total</b>
			<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	
G720	m	AS	32	28	25	15	100
G721	m	AS	30	26	24	20	100
G722	m	AS	30	26	24	20	100
<b>Total</b>			<b>92</b>	<b>80</b>	<b>73</b>	<b>55</b>	<b>300</b>

### AO weightings in AS GCE (Double Award)

<b>Unit of Assessment</b>	<b>Mandatory or Optional</b>	<b>Level</b>	<b>Percentages</b>				<b>Total</b>
			<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	
G720	m	AS	32	28	25	15	100
G721	m	AS	30	26	24	20	100
G722	m	AS	30	26	24	20	100
G723	m	AS	31	25	24	20	100
One of G724-G727	o	AS	30	26	24	20	100
One of G724-G727	o	AS	30	26	24	20	100
<b>Total</b>			<b>183</b>	<b>157</b>	<b>145</b>	<b>115</b>	<b>600</b>

## AO weightings in Advanced GCE

Unit of Assessment	Mandatory or Optional	Level	Percentages				Total
			AO1	AO2	AO3	AO4	
G720	m	AS	32	28	25	15	100
G721	m	AS	30	26	24	20	100
G722	m	AS	30	26	24	20	100
G728	m	A2	20	24	28	28	100
G729	m	A2	20	24	26	30	100
One of G730-G733	o	A2	20	24	26	30	100
<b>Total</b>			<b>152</b>	<b>152</b>	<b>153</b>	<b>143</b>	<b>600</b>

## AO weightings in Advanced GCE (Double Award)

Unit of Assessment	Mandatory or Optional	Level	Percentages				Total
			AO1	AO2	AO3	AO4	
G720	m	AS	32	28	25	15	100
G721	m	AS	30	26	24	20	100
G722	m	AS	30	26	24	20	100
G723	m	AS	31	25	24	20	100
One of G724-G727	o	AS	30	26	24	20	100
One of G724-G727	o	AS	30	26	24	20	100
G728	o	A2	20	24	28	28	100
G729	o	A2	20	24	26	30	100
One of G730-G733	o	A2	20	24	26	30	100
One of G730-G733	o	A2	20	24	26	30	100
G734	o	A2	18	30	21	31	100
G735	o	A2	20	24	26	30	100
<b>Total</b>			<b>301</b>	<b>307</b>	<b>298</b>	<b>294</b>	<b>1200</b>

## 4.13 Quality of Written Communication

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*Quality of written communication* is assessed in all units and credit may be restricted if communication is unclear.

Candidates will:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- Select and use a form and style of writing appropriate to purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary when appropriate.

# 5 Technical Information

## 5.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Final entries for units (including internally assessed units) are made in October for January units and in March for June units. It is important that entries are received by the deadline date – late entries cause major problems for OCR and attract a substantial late entry fee to reflect this. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

**It is essential** that unit entry codes are quoted in all correspondence with OCR. See Sections 4.1 – 4.4 for these unit entry codes.

To enter for certification, candidates must have a valid combination of unencashed units for that qualification.

For Unit G721, G722, G724, G725, G726, G727, G729, G730, G731, G732, G733 and G735 (all the C/W units) candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

Unit Entry code	Component code	Submission method	Unit titles
G720	01	-	Introducing travel and tourism
G721	01	OCR Repository	Customer service in travel and tourism
	02	Postal moderation	
G722	01	OCR Repository	Travel destinations
	02	Postal moderation	
G723	01	-	International travel
G724	01	OCR Repository	Tourist attractions
	02	Postal moderation	
G725	01	OCR Repository	Organising travel
	02	Postal moderation	
G726	01	OCR Repository	Hospitality
	02	Postal moderation	

Unit Entry code	Component code	Submission method	Unit titles
G727	01	OCR Repository	Working overseas
	02	Postal moderation	
G728	01	-	Tourism development
G729	01	OCR Repository	Event management
	02	Postal moderation	
G730	01	OCR Repository	The guided tour
	02	Postal moderation	
G731	01	OCR Repository	Ecotourism
	02	Postal moderation	
G732	01	OCR Repository	Adventure tourism
	02	Postal moderation	
G733	01	OCR Repository	Cultural tourism
	02	Postal moderation	
G734	01	-	Marketing in travel and tourism
G735	01	OCR Repository	Human resources in travel and tourism
	02	Postal moderation	

## 5.2 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (H189).
- AS GCE (Double Award) certification (H389).
- Advanced GCE certification (H589).
- Advanced GCE (Double Award) certification (H789).

A candidate who has completed all the units required for the qualification may enter for certification either in the same examination series (within a specified period after publication of results) or at a later series.

Candidates following a course over a number of examination series have a variety of options open to them that allow them to certificate part-way through their course. All three- and six-unit qualifications are automatically 'banked' by OCR to enable the candidate to use them towards larger qualifications at a later date.

Candidates may enter for:

- Advanced Subsidiary GCE aggregation
- Advanced Subsidiary GCE aggregation, bank the result, and complete the Advanced Subsidiary GCE (Double Award) assessment at a later date
- Advanced Subsidiary GCE aggregation, bank the result, and complete the A2 assessment at a later date for either an Advanced GCE or an Advanced GCE (Double Award)
- Advanced Subsidiary GCE (Double Award) aggregation
- Advanced Subsidiary GCE (Double Award) aggregation, bank the result, and complete the A2 assessment at a later date for either an Advanced GCE or an Advanced GCE (Double Award)
- Advanced GCE aggregation
- Advanced GCE aggregation, bank the result, and complete the Advanced GCE (Double Award) assessment at a later date
- Advanced GCE (Double Award) aggregation.

Candidates must enter the appropriate Advanced Subsidiary units to qualify for the Advanced Subsidiary GCE (Double Award).

Candidates must enter the appropriate AS and A2 units to qualify for the Advanced (Single or Double Award) GCE.

These specifications will be shown on the certificate as:

OCR Advanced Subsidiary GCE in Travel and Tourism.

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

OCR Advanced GCE in Travel and Tourism.

OCR Advanced GCE in Travel and Tourism (Double Award).

## 5.3 Issue of Results

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Individual unit Statements of Results will be issued in March for January entries and in August for June entries for all units (both portfolio units and external units). Statements of Results will include, for each unit, the unit title, the unit UMS mark, the grade and the date the unit was taken.

Certification is **not** an automatic process, since OCR is unable to determine at which point a candidate wishes to complete their course. Candidates **must** be entered for the appropriate certification code (see Section 5.2) to claim their overall grade.

**Entry for unit will *not* generate a final certificate – a separate certification entry must be made at the appropriate time. If it is not, there will be a delay in issuing the candidate's final grade.**

## 5.4 Grading

All GCE units are awarded A to E. The Advanced Subsidiary GCE is awarded on the scale A to E. The Advanced GCE is awarded on the scale A to E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A Level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables aggregation of candidates' best performances across units and series to determine the qualification grade. The three-unit AS GCE has a total of 300 *uniform* marks and the six-unit Advanced Subsidiary (Double Award) GCE has a total of 600 *uniform* marks. The six-unit Advanced GCE has a total of 600 *uniform* marks and the twelve-unit Advanced (Double Award) GCE has a total of 1200 *uniform* marks.

OCR converts the candidate's *raw* mark for each unit to a *uniform* mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these Travel and Tourism specifications, all the units have equal UMS weightings with a *uniform mark* total of 100 for each unit. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
16.67%	100	100-80	79-70	69-60	59-50	49-40	39-0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	300-240	239-210	209-180	179-150	149-120	119-0
Advanced GCE	600-480	479-420	419-360	359-300	299-240	239-0

Qualification	Qualification Grade									U
	AA	AB	BB	BC	CC	CD	DD	DE	EE	
AS GCE (Double Award)	600-480	479-450	449-420	419-390	389-360	359-330	329-300	299-270	269-240	239-0
Advanced GCE (Double Award)	1200-960	959-900	899-840	839-780	779-720	719-660	659-600	599-540	539-480	479-0

Candidates who fail to achieve the standard for a grade EE will be awarded a Uniform Mark in the range 0-239 for the Advanced Subsidiary GCE (Double Award) and 0-479 for the Advanced GCE (Double Award) and will be recorded as U (unclassified). This does not lead to a certificate.

## 5.5 Enquiries about Results

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Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 5.6 Shelf-Life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.7 Unit and Qualification Re-sits

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There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 5.8 Guided Learning Hours

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Each unit requires 60 guided learning hours.

AS GCE Travel and Tourism requires **180** guided learning hours in total.

AS GCE Travel and Tourism (Double Award) requires **360** guided learning hours in total.

Advanced GCE Travel and Tourism requires **360** guided learning hours in total.

Advanced GCE Travel and Tourism (Double Award) requires **720** guided learning hours in total.

## 5.9 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, the subject criteria for GCE Travel and Tourism and *The Statutory Regulation of External Qualifications 2004*.

## 5.10 Disability Discrimination Act Information Relating to this Specification

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GCEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 5.11 Arrangements for Candidates with Particular Requirements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements, Reasonable Adjustments and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

## 5.12 Classification Code

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Every specification is assigned to a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 0017.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCEs. The same view may be taken if candidates take two GCE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

# 6 Coursework Administration/Regulations

## 6.1 Supervision and Authentication

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As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

OCR expects teachers to supervise and guide candidates who are producing portfolios. The degree of teacher guidance in candidates' work will vary according to the kind of work being undertaken. However, it should be remembered that candidates are required to reach their own judgements and conclusions.

When supervising candidates, teachers are expected to:

- Offer candidates advice about how best to approach their tasks
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Work on portfolios may be undertaken outside the centre and in the course of normal curriculum time. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work. This does not prevent groups of candidates working together in the initial stages, but it is important to ensure that the individual work of a candidate is clearly identified separately from that of any group in which they work.

Throughout the course, the teacher should encourage the candidate to focus on achieving the criteria listed in the *Assessment Evidence Grids*.

Once the mark for the unit portfolio has been submitted to OCR, no further work may take place. However, the portfolio can be improved and resubmitted under the re-sit rule (Section 5.7)

Teachers may comment on a candidate's unit portfolio and return it for redrafting without limit until the deadline for the submission of marks to OCR.

Teachers must record details of any assistance given and this must be taken into account when assessing candidates' work.

Teachers must complete and sign the *Centre Authentication Form* to confirm that the work submitted for moderation was produced by the candidates concerned. Once completed this form must be sent to the moderator along with candidates' work.

## 6.2 Avoiding Plagiarism

---

Plagiarism in coursework is the equivalent of cheating in written examinations.

Candidates should be taught how to present material taken directly from other sources and must observe the following when producing portfolios:

- Any copied material must be suitably acknowledged

- Quotations must be clearly marked and a reference provided wherever possible.

## 6.3 Submitting marks to OCR

---

Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either via Interchange, on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending to their allocated moderator).

Teachers may set internal deadlines for candidates submitting work to them. However, should candidates fail to meet this deadline, they may only be penalised if they fail to achieve one or more of the criteria in the *Assessment Evidence Grid* for that unit. A candidate whose work is submitted so late that the teacher is unable to meet OCR's deadline for receipt of marks should be warned by the teacher that failure to submit marks by this deadline may result in OCR failing to issue grades on the agreed date. OCR will supply centres with MS1 Internal Assessment Mark Sheets to record the marks and instructions for completion. It is essential that centres send the top copy of these completed forms to OCR, the second copy to the Moderator and keep the third copy for their own records.

The deadlines for the receipt of coursework marks are published on the OCR website.

The awarding body must require centres to obtain from each candidate a signed declaration that authenticates the coursework they produce as their own. For regulations governing coursework, centres should consult the *Admin Guide: 14-19 Qualifications*. Further copies of the coursework administration documents are available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

## 6.4 The Assessment Evidence Grids

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Centres are required to carry out internal assessment of portfolios using the *Assessment Evidence Grids* in accordance with OCR procedures. Candidates' marks are recorded on these grids. **One** grid should be completed for each candidate's **unit** portfolio. The information on each of these grids should eventually be transferred onto a *Unit Recording Sheet* and attached to the front of the candidate's portfolio for the unit for inspection by the Moderator when the moderation process takes place.

When candidates are given their assignments, they should also be issued with a reference copy of the appropriate *Assessment Evidence Grid*.

Candidates' portfolios must be clearly annotated to demonstrate where, and to what level, criteria have been achieved. This will help in the moderation process. On completion of a unit, the teacher must complete the *Assessment Evidence Grid* and award a mark out of **50** for the unit.

## 6.5 Standardisation and Moderation

---

All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which moderation takes place in accordance with OCR procedures.

Internal standardisation can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold a preliminary meeting of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

The purpose of moderation is to ensure that the standard for the award of marks in internally-assessed coursework is the same for each centre, and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Work submitted for moderation must be marked with the:

- Centre number
- Centre name
- Candidate number
- Candidate name
- Specification code and title
- Unit code.

For each (portfolio) unit, centres must complete the appropriate *Unit Recording Sheet* sent out annually by OCR and downloadable from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C.

## 6.6 Centre Accreditation

---

If your centre demonstrates accurate marking of internally assessed units, your centre may be offered accredited status (by specification and level). This means that there is **no** requirement to submit work for moderation for those specifications.

Eligibility for accreditation is offered to a Programme Leader (nominated by the centre), who is responsible for the standardisation of internal assessment and must be personally involved in the assessment of candidates' work.

In each examination series, a number of accredited centres will be randomly selected for moderation as part of the control procedure. Every accredited centre will be 'sampled' at least once in every period of accreditation.

The standard accreditation period lasts for the remainder of the academic year in which it is granted and the following two academic years although the period of accreditation may be altered on the basis of the results of the random sampling. Centres will be informed of any changes to their accreditation status before each series.

Centres must ensure that:

- The Head of Centre provides the Programme Leader details and initially accepts accreditation for each level
- OCR is informed if the Programme Leader leaves the post or their responsibilities change with respect to the specification(s)
- All marks are submitted to OCR by the published deadlines

- Centre Authentication forms for accredited units with entries are completed and submitted to OCR Data Capture each series.

However, centres must have work available in case they receive requests for work required for awarding purposes.

## 6.7 Minimum Coursework Required

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If a candidate submits no work for a unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

## 6.8 Instructions for Marking

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### Sources of Guidance

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The starting point in assessing portfolios is the *Assessment Evidence Grid* within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The *Guidance for Teachers* within the unit expands on these criteria and clarifies the level of achievement the assessor should be looking for when awarding marks.

OCR will hold training meetings on portfolio assessment led by senior GCE moderators. Details of these are in the OCR INSET booklets which are sent to centres in the summer term or they may be obtained from the Training and Customer Support Division (tel. 01223 552950). They are also published on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Determining a candidate's mark

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

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

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

Each portfolio should be marked by the teacher according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (a sample of which is available in Appendix B).

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

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

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

Teachers should use the full range of marks available to them. Teachers must award full marks in any strand of work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS or A2 level.

However, for strands which include a quantified element, e.g. **two** different situations or **two different customer types**, and where a candidate's evidence includes less than the number specified, or includes the correct number but at varying levels of quality, teachers will use their professional judgement to allocate an appropriate mark. It is the *quality* of the evidence that is paramount rather than the *quantity*, although, in such circumstances, candidates will be unable to access the highest mark band for that strand.

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

## 6.9 Administering Portfolio Assessment and Moderation

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Portfolio units are internally assessed by centres and externally moderated by OCR. There are **three** key points in the administrative cycle that require action by the teacher:

The centre enters candidates who wish to submit portfolios (October for January examinations, March for June examinations)

The centre sends OCR and the moderator a set of provisional marks by a set deadline.

The moderator contacts the centre on receipt of marks and asks for a sample of work.

OCR will conduct all administration of the GCE through the Examination Officer at the centre. Teachers are strongly advised to liaise with their Examination Officer to ensure that they are aware of key dates in the administrative cycle.

Assessment-recording materials and full details of administrative arrangements for portfolio assessment, will be forwarded to Examination Officers, following receipt of provisional entries. At the same time the materials will be made available within *Portfolio Assessment Packs* and on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). The materials will include master copies of mandatory *Unit Recording Sheets* on which to transfer the assessments from each candidate's *Assessment Evidence Grids*. Forms may be photocopied and used as required.

Although coursework submitted for moderation will normally be returned to centres as soon as possible, candidates must keep a copy of their work.

## 6.10 OCR Repository

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The OCR Repository allows centres to submit moderation samples in electronic format.

The OCR GCE Travel and Tourism units (G721, G722, G724, G725, G726, G727, G729, G730, G731, G732, G733 and G735) can be submitted electronically to the OCR Repository via Interchange: please check section 5.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix C: Guidance for the Production of Electronic Coursework Portfolio. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

# 7 Other Specification Issues

## 7.1 Overlap with other Qualifications

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The units of these qualifications have some overlap of content with OCR's GCEs in Geography, Leisure Studies, Business and Applied Business.

## 7.2 Progression from these Qualifications

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These specifications are designed to give a broad introduction to this sector and aim to prepare candidates for further study in higher education or further training which might be whilst in employment. However, these qualifications are not designed for candidates' direct entry into employment.

## 7.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C2				C3				AoN2			AoN3			ICT2			ICT3			WwO2			WwO3			IoLP2			IoLP3			PS2			PS3			Unit			
	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3				
G721	F		F				F																		F	F	F	F	F	F	F	F	F	F	F	F	F	G721				
G722														P	P	P																							G722			
G724			F				F																																G724			
G725		F						P	P	P				P	P	P																							G725			
G726			F	F																																			G726			
G727																	P	P	P					P	P	P													G727			
G729				P				P						P	P	P				F	F	F	F	F	F	P	P	P	P	P	P	P	P	P	P	P		G729				
G730				P										P	P	P				P	P																		G730			
G732				P				P	P	P									P	P	P	P	P	P															G732			
G735	F			P	F			P						P	P	P								P	P	P	P	P	P										G735			
Unit	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	Unit
	C2				C3				AoN2			AoN3			ICT2			ICT3			WwO2			WwO3			IoLP2			IoLP3			PS2			PS3						

F: full coverage of that criterion of the key skill possible;  
P: partial coverage of that criterion of the key skill possible.

## 7.4 Spiritual, Moral, Ethical, Social and Cultural Issues

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Travel and Tourism offers a wide range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

**Social** issues may be specifically addressed in:

- Unit G721: *Customer service in travel and tourism;*
- Unit G722: *Travel destinations;*
- Unit G723: *International travel;*
- Unit G724: *Tourist attractions;*
- Unit G727: *Working overseas;*
- Unit G728: *Tourism development;*
- Unit G730: *The guided tour;*
- Unit G733: *Cultural tourism.*

**Spiritual** issues may be specifically addressed in:

Unit G724: *Tourist attractions;*  
Unit G728: *Tourism development;*  
Unit G733: *Cultural tourism.*

**Moral** issues may be specifically addressed in:

Unit G721: *Customer service in travel and tourism;*  
Unit G728: *Tourism development;*  
Unit G731: *Ecotourism;*  
Unit G733: *Cultural tourism.*

**Ethical** issues may be specifically addressed in:

Unit G722: *Travel destinations;*  
Unit G723: *International travel;*  
Unit G728: *Tourism development;*  
Unit G731: *Ecotourism;*  
Unit G733: *Cultural tourism;*  
Unit G735: *Human resources.*

**Cultural** issues may be specifically addressed in:

Unit G722: *Travel destinations;*  
Unit G723: *International travel;*  
Unit G728: *Tourism development;*  
Unit G731: *Ecotourism;*  
Unit G733: *Cultural tourism;*  
Unit G735: *Human resources.*

## 7.5 Sustainable Development, Health and Safety Considerations and European Developments

---

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

**Environmental** issues may be specifically addressed in:

- Unit G724: *Tourist attractions*;
- Unit G728: *Tourism development*;
- Unit G731: *Ecotourism*;
- Unit G732: *Adventure tourism*.

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

Teachers are expected to take appropriate opportunities to consider issues in the European context.

**European** issues may be specifically addressed in:

- Unit G722: *Travel destinations*;
- Unit G723: *International travel*;
- Unit G725: *Organising travel*;
- Unit G727: *Working overseas*;
- Unit G728: *Tourism development*;
- Unit G731: *Ecotourism*;
- Unit G733: *Cultural tourism*.

Candidates are introduced to health and safety issues in the context of this sector and should be made aware of the significance of safe working practices.

**Health and safety** issues may be specifically addressed in:

- Unit G724: *Tourist attractions*;
- Unit G727: *Working overseas*;
- Unit G729: *Event management*;
- Unit G732: *Adventure tourism*.

## 7.6 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 7.7 Language

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These specifications and associated assessment materials are in English only.

## 7.8 Status in Wales and Northern Ireland

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This specification has been approved by DCELLS for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

## 7.9 Citizenship

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This section offers guidance on opportunities for delivering knowledge, skills and understanding of citizenship issues during the course.

**Citizenship** issues may be specifically addressed in:

Unit G721: *Customer service in travel and tourism;*

Unit G728: *Tourism development;*

Unit G729: *Event management;*

Unit G730: *The guided tour;*

Unit G731: *Ecotourism;*

Unit G733: *Cultural tourism.*

# Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. The performance descriptions for GCE Travel and Tourism aim to describe learning outcomes and levels of attainment likely to be shown by a representative candidate performing at the A/B and E/U boundaries for the AS and A2. They illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at a specification or unit level. Each performance description is aligned to **one** assessment objective. An alphabetical system has been used to denote each element of a performance description. There is no hierarchy of elements.

Performance descriptions are designed to assist examiners in exercising their professional judgement at awarding meetings where the grade A/B and E/U boundaries will be set by examiners using professional judgement. This judgement will reflect the quality of the candidates' work, informed by the available technical and statistical evidence. Performance descriptions will be reviewed continually and updated where necessary.

Teachers may find performance descriptions useful in understanding candidates' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing candidates' work.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of Written Communication
Assessment Objectives for both AS GCE and Advanced GCE	Candidates demonstrate knowledge and understanding of the specified content, and of related skills, in vocationally-related contexts.	Candidates apply knowledge and understanding of the specified content and of related skills in vocationally-related contexts.	Candidates use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.	Candidates evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally-related issues and problems.	
AS A/B boundary Performance Descriptions	<p>Candidates:</p> <ul style="list-style-type: none"> <li>demonstrate, with few omissions, sound knowledge and understanding of the specified content across a variety of vocationally-related contexts;</li> <li>demonstrate, with few omissions, sound knowledge and understanding of the vocationally-related skills required in a variety of situations.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>apply broadly relevant knowledge and understanding of the specified content to familiar and some unfamiliar vocationally-related situations;</li> <li>apply effectively the relevant skills in familiar and some unfamiliar vocationally-related situations.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>use effectively a range of research techniques to obtain relevant information from a range of sources;</li> <li>use this information to analyse a range of vocationally-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>evaluate the appropriateness of the information obtained through research;</li> <li>use the evidence to draw valid conclusions about vocationally-related issues and problems;</li> <li>make well-reasoned judgements and recommendations about vocationally-related issues and problems.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>is appropriate for purpose;</li> <li>is accurate in terms of spelling, punctuation and grammar;</li> <li>is organised coherently and clearly.</li> </ul>
AS E/U boundary Performance Descriptions	<p>Candidates:</p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge and understanding of the specified content in given vocationally-related contexts. There may be significant omissions;</li> <li>demonstrate basic knowledge and understanding of the vocationally-related skills required in given situations. There may be significant omissions.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>apply some knowledge and understanding of the specified content to familiar vocationally-related situations;</li> <li>apply some relevant skills to familiar vocationally-related situations, with guidance.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>use research techniques with guidance to obtain information;</li> <li>carry out some basic analysis of vocationally-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>present information and draw basic conclusions about vocationally-related issues and problems.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>is adequate for purpose;</li> <li>may be expressed in a non-specialist way.</li> </ul>

A2 A/B boundary Performance Descriptions	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• demonstrate in-depth knowledge and thorough understanding of the specified content across a range of vocationally-related contexts;</li> <li>• demonstrate in depth knowledge and thorough understanding of the vocationally-related skills required in a range of situations.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• apply relevant knowledge and critical understanding of the specified content to familiar and unfamiliar vocationally-related situations;</li> <li>• effectively apply with few exceptions the relevant skills in familiar and unfamiliar vocationally-related situations;</li> <li>• demonstrate a good command of technical language. They select, organise and present relevant information in a clear, logical and appropriate form.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• select and use a range of appropriate research techniques effectively to obtain relevant information from a range of sources;</li> <li>• use this information to make a critical analysis of complex vocationally-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• critically evaluate the appropriateness of the information obtained through research;</li> <li>• use the evidence to draw valid and substantiated conclusions about vocationally-related issues and problems;</li> <li>• make well reasoned judgements and recommendations about vocationally-related issues and problems.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>• is appropriate for purpose;</li> <li>• is accurate in terms of spelling, punctuation and grammar;</li> <li>• is organised coherently and clearly.</li> </ul>
A2 E/U boundary Performance Descriptions	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• demonstrate some knowledge and understanding of the specified content in given vocationally-related contexts. There may be significant omissions;</li> <li>• demonstrate some knowledge and understanding of the vocationally-related skills required in given situations. There may be significant omissions.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• apply some knowledge and understanding of the specified content to some familiar and some unfamiliar vocationally-related situations;</li> <li>• apply relevant skills in some familiar and some unfamiliar vocationally-related situations.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• use research techniques with guidance to obtain relevant information from limited sources;</li> <li>• make use of this information to carry out straightforward analysis of vocationally-related issues and problems.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of some information obtained through research;</li> <li>• use evidence to draw conclusions;</li> <li>• make judgements about vocationally-related issues and problems.</li> </ul>	<p>Candidates use written expression which:</p> <ul style="list-style-type: none"> <li>• is adequate for purpose;</li> <li>• may be expressed in a non-specialist way.</li> </ul>

# Appendix B: Coursework Assessment Evidence Grids

## Unit G721 - Assessment Evidence Grid

Unit G721: Customer service in travel and tourism				
What candidates need to do:				
<p><b>Candidates need to produce</b> a review of customer service for <b>one</b> chosen travel and tourism organisation and provide evidence of their ability to provide customer service in a variety of situations, including handling a complaint or problem [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> how the needs of internal and external customers are met in their chosen travel and tourism organisation [15];</p> <p><b>AO2</b> their application of customer-service skills with a variety of customers in a variety of situations (minimum of <b>two</b> different situations, <b>two</b> different customer types) including handling a complaint or problem, with a basic evaluation of their own performance [13];</p> <p><b>AO3</b> research and analysis into the ways in which their chosen travel and tourism organisation assesses the effectiveness of the customer service it provides to its customers [12];</p> <p><b>AO4</b> an evaluation of the customer-service principles underlying the service provided to different types of customers by their chosen travel and tourism organisation with recommendations for improvement to meet the organisation's values and attitudes [10].</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Candidate shows some understanding of how the differing needs of internal and external customers are met; the needs may not be specifically applied to the chosen organisation; there are some omissions or inaccuracies showing lack of full understanding; <b>[0 1 2 3 4 5]</b>	candidate provides a summary of how the needs of internal and external customers are met by the chosen organisation, with few omissions, showing clear understanding of customer-service principles; <b>[6 7 8 9 10]</b>	candidate provides a detailed summary of how the needs of internal and external customers are met by the chosen organisation and draws reasoned conclusions about how the organisation could benefit as a result. <b>[11 12 13 14 15]</b>	<b>/15</b>

<b>Unit G721: Customer service in travel and tourism (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO2</b>	Candidate provides evidence of communication with a variety of customers in a variety of situations (minimum <b>two</b> different situations, <b>two</b> different customer types) whereby some basic customer-service skills have been applied; their evidence of handling a customer problem or complaint is weak and shows lack of customer-service skills, or may not have been included, and supporting evidence may be lacking in depth and detail; <b>[0 1 2 3 4 5]</b>	candidate provides evidence of effective communication and customer-service skills being applied in a variety of situations (minimum <b>two</b> different situations, <b>two</b> different customer types), <b>one</b> being the handling of a customer complaint or problem; supporting evidence is appropriate to the situations concerned and there is some evaluation of their own performance; <b>[6 7 8 9]</b>	candidate provides evidence of successful communication and customer-service skills being applied in a range of customer-service situations with a wide variety of customers, which includes dealing confidently with customer complaints or problems; supporting evidence of customer-service activities is thorough and appropriate and presents a reasoned evaluation of their own performance. <b>[10 11 13]</b>	<b>/13</b>
<b>AO3</b>	Candidate provides an outline of the ways in which the chosen organisation assesses the effectiveness of the customer service it provides to its customers; the sources may not be named, the research may not always be relevant to the chosen organisation and the findings may not always be used effectively; <b>[0 1 2 3 4]</b>	candidate provides evidence of an analysis of the methods by which the chosen organisation assesses the effectiveness of the customer service it provides to its customers; the research is mostly relevant and most of the findings are used in the analysis; <b>[5 6 7 8]</b>	candidate provides a critical analysis of the ways in which the chosen organisation assesses the effectiveness of the customer service it provides to its customers and the measures it takes to make improvements; the research is relevant and effectively used to inform the analysis. <b>[9 10 11 12]</b>	<b>/12</b>
<b>AO4</b>	Candidate attempts an evaluation of the customer-service delivery in their chosen organisation; candidate identifies only the main strengths and weaknesses of the service provided and make only basic recommendations for improvement, which may not be realistic; <b>[0 1 2 3 4]</b>	candidate provides an evaluation of the customer-service delivery in their chosen organisation; candidate draws sound conclusions and makes judgements about the service provided to make limited but realistic recommendations for improvement; <b>[5 6 7]</b>	candidate provides an evaluation of the customer-service delivery in their chosen organisation; candidate draws valid and substantiated conclusions and makes well-reasoned judgements about the service provided, to make valid recommendations for improvements to the organisation's customer service. <b>[8 9 10]</b>	<b>/10</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G722 - Assessment Evidence Grid

Unit G722: Travel destinations				
What candidates need to do:				
<p><b>Candidates need to produce</b> evidence of their investigation into <b>two</b> travel destinations (<b>one</b> short-haul and <b>one</b> long-haul) [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> a locational description with maps of different scales of their <b>two</b> chosen destinations [15];</p> <p><b>AO2</b> a detailed study of their <b>two</b> contrasting travel destinations identifying their key features, along with an explanation of why they appeal to different types of tourists [13];</p> <p><b>AO3</b> their research and analysis, with information from a range of sources, into the key features of their <b>two</b> chosen travel destinations [12];</p> <p><b>AO4</b> a reasoned explanation of recent trends in the popularity of their <b>two</b> chosen travel destinations, as judged by visitor numbers, with their reasoned predictions about their likely appeal in the foreseeable future [10].</p>				
How the candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>Candidate produces a brief locational description, with basic maps, at either international or national (or local) scales, which identify the <b>two</b> chosen tourist destinations; candidate demonstrates basic knowledge, skills and understanding but there are significant omissions; [0 1 2 3 4 5]</p>	<p>candidate produces an accurate locational description, with maps, at both international and national (and/or local) scales, which clearly identify the <b>two</b> chosen destinations; candidate demonstrates sound knowledge, skills and understanding with few omissions; [6 7 8 9 10]</p>	<p>candidate produces a comprehensive detailed locational description and series of maps at international, national and local scales for the <b>two</b> chosen destinations; candidate demonstrates thorough knowledge, skills and understanding with no significant omissions. [11 12 13 14 15]</p>	/15
AO2	<p>Candidate presents some information on the appeal of the <b>two</b> chosen destinations, covering some of the key features for both destinations, with an attempt to explain why they appeal to a limited range of particular types of tourists; their explanation of why each destination appeals to particular types of tourists is simplistic but shows some understanding, with some inaccuracies and with little evidence of structured work or clarity in presentation; [0 1 2 3 4 5]</p>	<p>candidate presents an account of the appeal of the <b>two</b> chosen destinations, covering the relevant key features for both destinations, but with some omissions; their explanation of why each destination appeals to particular types of tourists is logical, and shows good understanding and is accurate in most respects, with their evidence being organised in a clear, logical and appropriate format, although there may be some sections lacking in clarity; [6 7 8 9]</p>	<p>candidate produces a detailed study of the appeal of the <b>two</b> chosen destinations which considers the full range of key features, with no relevant omissions, both destinations being fully considered; candidate provides a full and accurate explanation of why each destination appeals to particular types of tourists, with all their evidence being well organised and presented in a clear, logical and appropriate format, using specialist vocabulary. [10 11 12 13]</p>	/13

<b>Unit G722: Travel destinations (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	<p>Candidate provides evidence that some research has been carried out on their <b>two</b> chosen destinations, though from limited sources;  research may not all be relevant and there is little analysis of the research material;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate provides evidence that research has been undertaken, using different sources, when investigating the <b>two</b> chosen tourist destinations;  research is mostly relevant and most findings are analysed;</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>candidate provides evidence that detailed research has been undertaken, using a broad range of sources, when investigating the <b>two</b> chosen tourist destinations;  all research is relevant and the findings are effectively and fully analysed.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>	<b>/12</b>
<b>AO4</b>	<p>Candidate presents basic information on recent trends in the popularity of the chosen destinations with little attempt to draw conclusions, or draw simplistic, speculative conclusions based on no real evidence;  predictions about future trends may be unrealistic and contain little valid reasoning;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate provides some evidence of evaluation to produce a sound explanation of recent trends in the popularity of the chosen travel destinations, as judged by visitor numbers;  predictions about their likely appeal in the foreseeable future are mainly realistic, justified and backed by some reasoning;</p> <p style="text-align: right;"><b>[5 6 7]</b></p>	<p>candidate provides evidence of a full evaluation to produce 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.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>	<b>/10</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G724 - Assessment Evidence Grid

Unit G724: Tourist attractions				
What candidates need to do:				
<p><b>Candidates need to produce</b> an investigation into <b>two</b> contrasting UK visitor attractions, <b>one</b> from the private sector and <b>one</b> from the public or voluntary sectors and demonstrate the factors contributing to their success by comparing and contrasting their features [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> their investigation into the ownership, funding and management operations at <b>each</b> visitor attraction and a comparison between them [15];</p> <p><b>AO2</b> an explanation of how technology is used to enhance the experience for both staff and customers at <b>each</b> visitor attraction [13];</p> <p><b>AO3</b> their research and analysis into assessing the importance of visitor and traffic management of <b>each</b> visitor attraction [12];</p> <p><b>AO4</b> an evaluation of the success of <b>each</b> visitor attraction in terms of its popularity [10].</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>Candidate provides a description of how each of the <b>two</b> attractions operate, covering ownership, funding and management operations, shows some understanding but there is little evidence of comparison; there may be limited examples given for the attractions, with some omissions; the work may show weak organisational skills;</p> <p>[0 1 2 3 4 5]</p>	<p>candidate shows knowledge and understanding when comparing each attraction in terms of its ownership funding and management operations; there may be some minor omissions but understanding of the areas is clearly conveyed, with some demonstration of ability to contrast the features; organisation of work is generally clear; data is sourced;</p> <p>[6 7 8 9 10]</p>	<p>candidate provides an assessment of both visitor attractions, ably comparing and contrasting ownership, funding and management operations and how these are affected by the different values and attitudes of the management of these organisations; candidate demonstrates thorough knowledge, skills and understanding with no omissions; the work is well organised and presented with great skill, clarity and coherence; all data is clearly sourced. [11 12 13 14 15]</p>	/15

<b>Unit G724: Tourist attractions (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO2</b>	<p>Candidate provides a brief description of the technological features of each attraction with little reference to how this enhances the experience for staff and customers; the work may lack detail and include some omissions and inaccuracies; there is little attempt to present their evidence logically, or to use specialist language; their use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate applies knowledge and understanding when comparing the technological features of the <b>two</b> attractions and relate this to the enhancement of customer and staff experiences, with few inaccuracies and omissions; their evidence is presented with good attention to detail, using appropriate terminology and clear communication; candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language;</p> <p style="text-align: right;"><b>[6 7 8 9]</b></p>	<p>candidate compares and contrasts, demonstrating clear evaluation of the technological features of the <b>two</b> attractions; their evaluation details the success and suitability of these features to enhance staff and customer experiences; there is evidence of excellent organisational skills and their work has clarity and coherence; work is presented logically, showing use of appropriate terminology, and the meaning is clear and accurately conveyed.</p> <p style="text-align: right;"><b>[10 11 12 13]</b></p>	<b>/13</b>
<b>AO3</b>	<p>Candidate provides evidence that some research has been carried out, using limited sources, to gain information on the importance of visitor and traffic management to the success of each attraction; the research is not always relevant or effective, nor are the findings appropriately used in their analysis;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate provides evidence that research from different sources has been accessed, and their research is mostly relevant, to produce a comparison of the impact of visitor and traffic management on the success of each attraction;</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>candidate provides evidence of thorough research from a broad range of sources; candidate compares and contrasts the <b>two</b> attractions to demonstrate an analysis of the impact of visitor and traffic management on the success of each attraction.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>	<b>/12</b>
<b>AO4</b>	<p>The evaluation of the popularity of the visitor attractions is brief and is not clearly related to its target markets or to data researched; the work may have omissions and detail will be limited, with little attempt at producing a conclusion;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate provides an evaluation using evidence from research data and makes comparisons between the <b>two</b> visitor attractions; there are some omissions but the popularity is covered clearly, with a good attempt at correlation to target markets;</p> <p style="text-align: right;"><b>[5 6 7]</b></p>	<p>the evaluation contains strong evidence of accurate data indicating precise target markets and a comparison and contrast between the <b>two</b> chosen attractions; candidate assesses the factors which have contributed to the popularity of each attraction and may include some prediction of future trends.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>	<b>/10</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G725 - Assessment Evidence Grid

Unit G725: Organising travel				
What candidates need to do:				
<p><b>Candidates need to provide</b> evidence of their investigation into organising travel and produce travel itineraries for specific customer groups [50 marks].</p> <p>Their evidence needs to include:</p> <p><b>AO1</b> the results of their investigation into <b>two</b> types of travel organisers, with a comparison of their products and services, their operating procedures and their role in the chain of distribution [15];</p> <p><b>AO2</b> an explanation of the importance of technology for each organiser and how this can affect their popularity within the industry [13];</p> <p><b>AO3</b> relevant research into the marketing techniques used by different travel organisation providers and an analysis of their impact and effectiveness [12];</p> <p><b>AO4</b> preparation and presentation of <b>two</b> complex travel itineraries for different types of customers, with an evaluation of why these meet the needs of these customers [10].</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>The description of <b>two</b> different types of travel organisers, the products and services they provide, how they operate and their role in the chain of distribution is brief and shows little understanding;</p> <p>there are omissions and detail may be lacking;</p> <p>[0 1 2 3 4 5]</p>	<p>the description of <b>two</b> types of travel organisers with a comparison of the products and services they provide, as well as their operation and role in the chain of distribution, shows knowledge and understanding;</p> <p>there are some omissions;</p> <p>[6 7 8 9 10]</p>	<p>candidate provides a description of <b>two</b> types of travel organisers which shows comprehensive knowledge and understanding;</p> <p>candidate contrasts their products and services, the way in which they operate and their role in the chain of distribution.</p> <p>[11 12 13 14 15]</p>	/15
AO2	<p>The explanation of the importance of the use of technology for each travel organiser and attempt at a description of how this affects the popularity within the industry is brief and contains some inaccuracies and omissions, with little application of knowledge and understanding;</p> <p>their use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p>[0 1 2 3 4 5]</p>	<p>candidate provides a clear description of the way in which technology has affected the popularity of each travel organiser within the industry, showing application of knowledge and understanding;</p> <p>candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language;</p> <p>[6 7 8 9]</p>	<p>candidate provides a detailed description of the effects of technology on both travel providers and forecast how technological advances may affect the organisations' share of the industry in the future, with possible suggestions for improvement, which demonstrates thorough knowledge and understanding;</p> <p>candidate presents their work logically showing use of appropriate terminology and their meaning is clear and accurately conveyed.</p> <p>[10 11 12 13]</p>	/13

<b>Unit G725: Organising travel (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	Candidate undertakes research into the marketing techniques used by the <b>two</b> travel organisations, with an attempt at analysis of the effectiveness of the techniques; there are some inaccuracies or omissions in their evidence which relate to lack of understanding of techniques; <b>[0 1 2 3 4]</b>	candidate provides evidence of research, from a variety of sources, on various types of marketing techniques used by the <b>two</b> organisations, and most of the findings are used to produce an analysis on the effectiveness of the techniques; <b>[5 6 7 8]</b>	candidate undertakes research from a broad range of sources when investigating the marketing techniques used by the <b>two</b> organisations, and use this to support and inform an analysis of the effectiveness of the techniques. <b>[10 11 12]</b>	<b>/12</b>
<b>AO4</b>	Candidate prepares and presents <b>two</b> costed itineraries, suitable for <b>two</b> different customer types, which may lack complexity in arrangements; the presentation of the itineraries may not be in an industry-acceptable format and contains inaccuracies and incorrect or unrealistic calculations, with little attempt at explanation of how the itineraries meet the needs of the customers; <b>[0 1 2 3 4]</b>	candidate produces <b>two</b> fully-costed, complex itineraries for <b>two</b> different customer types, presented in an acceptable industry format and containing the majority of the relevant details; candidate includes an explanation of how each itinerary meets the needs of the customers; <b>[5 6 7]</b>	candidate produces thoroughly prepared and fully-costed, complex itineraries, suitable for <b>two</b> different customer types, which are presented in an acceptable industry format and contain all relevant details; their analysis of how each itinerary meets the needs of the customers is well substantiated, with alternatives shown to have been considered. <b>[8 9 10]</b>	<b>/10</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G726 - Assessment Evidence Grid

Unit G726: Hospitality				
What candidates need to do:				
<p><b>Candidates need to produce</b> evidence of their investigation into the provision of hospitality in travel and tourism [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> 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 [15];</p> <p><b>AO2</b> an investigation into <b>two</b> organisations in the sector, <b>one</b> which provides hospitality services and <b>one</b> which provides a corporate-hospitality package [13];</p> <p><b>AO3</b> relevant research and analysis when assessing the customer-service provision of their chosen hospitality provider, with recommendations for improvement or development [12];</p> <p><b>AO4</b> an analysis of the current provision of hospitality within their chosen locality and any recommendations for improvement or development of that provision to meet trends in the sector [10].</p>				
How the candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>Candidate provides a brief summary of the scale of the industry, which may include some brief details of employment characteristics, trends and effects of seasonality, and gives <b>one</b> named example of each type of hospitality provider, identify its products and services locally and nationally and briefly describes corporate hospitality;</p> <p>their summary shows little knowledge and understanding and there are some omissions or inaccuracies in type or named examples;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate provides a summary of the scale of the industry with some explanation of employment characteristics and the effects of seasonality. Candidate provides evidence of all types of providers in the hospitality sector, with local and national examples for each, including products and services and reference to at least <b>one</b> grading system;</p> <p>candidate describes corporate hospitality. Their summary shows knowledge and understanding; with few omissions or inaccuracies;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>candidate provides a summary of the scale of the industry, employment characteristics and all types of providers in the hospitality sector, including a full explanation of corporate hospitality, with examples and appropriate references to recognised systems, which demonstrates thorough knowledge, skills and understanding with no significant omissions.</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>

<b>Unit G726: Hospitality (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO2</b>	Candidate applies some knowledge and understanding of the sector in presenting a brief investigation into <b>one</b> hospitality provider which provides accommodation and food and drink services and attempt a review of <b>one</b> corporate-hospitality package; not all aspects or details of provision are covered and explanations may be simplistic or contain some inaccuracies and the work may not be well organised; their use of terminology is not always accurate and written communication lacks detail in accuracy and content; <b>[0 1 2 3 4 5]</b>	candidate applies knowledge and understanding of the sector in their investigation of <b>one</b> hospitality provider which provides accommodation and food and drink services, with some omissions, and produces a review of <b>one</b> corporate-hospitality package with some errors or omissions; candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language; <b>[6 7 8 9]</b>	candidate demonstrates relevant knowledge and understanding of the values and attitudes of the chosen hospitality provider which provides accommodation and food and drink services; their review of <b>one</b> corporate-hospitality package is thorough and includes all components of the package and marketing strategies; candidate presents their work logically, showing use of appropriate terminology, and their meaning is clear and accurately conveyed. <b>[10 11 12 13]</b>	<b>/13</b>
<b>AO3</b>	Candidate carries out some research from limited sources when investigating customer-service practices and procedures in their chosen hospitality provider; their research is not always relevant and may not always present their findings effectively; their recommendations for improvement/development are minimal or not wholly realistic; <b>[0 1 2 3 4]</b>	candidate carries out research from a variety of appropriate sources when assessing the customer-service practices and procedures in their chosen hospitality provider, with some omissions; their research is mostly relevant to the chosen organisation and uses most of the findings of their research in their work and make some realistic recommendations for improvement/development; <b>[5 6 7 8]</b>	candidate carries out research from a broad range of sources when investigating current customer-service practices and procedures in their chosen hospitality provider and use this research to recommend improvements/developments in customer-service provision; their research is relevant and uses the findings of their research effectively. <b>[9 10 11 12]</b>	<b>/12</b>
<b>AO4</b>	Candidate presents information with little attempt to draw conclusions on the current provision of hospitality in the locality and makes limited recommendations for future improvements/developments, of which some may be unrealistic or show little relevance to trends in the sector; <b>[0 1 2 3 4]</b>	candidate includes analysis of current provision of hospitality in their chosen locality, with limited but realistic conclusions and recommendations for improvement/development showing an awareness of future trends in the sector; <b>[5 6 7]</b>	candidate includes analysis of the current provision of hospitality in their chosen locality, with realistic and detailed conclusions and recommendations for improvement or development of this provision to meet the needs and trends in the sector. <b>[8 9 10]</b>	<b>/10</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G727 - Assessment Evidence Grid

Unit G727: Working overseas				
What candidates need to do:				
<p><b>Candidates need to produce</b> an investigation into the roles and responsibilities of working overseas and evidence of their involvement in real or simulated situations in a chosen destination [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> a description of the different opportunities for overseas employment that exist, the range of companies which offer them and the personal qualities necessary for working overseas [15];</p> <p><b>AO2</b> an investigation into the legal implications of working overseas [13];</p> <p><b>AO3</b> an analysis, using relevant research, of the operational and administrative practices involved in working overseas [12];</p> <p><b>AO4</b> an evaluation of their involvement in a real or simulated 'Welcome Party' as a 'Resort Representative' in a chosen destination and their recommendations about the key features and personal qualities necessary for working overseas [10].</p>				
How the candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>Candidate describes overseas-employment opportunities in the industry, with limited valid examples of organisations offering employment and with some identification of personal qualities necessary for working overseas; their description is brief, showing little knowledge and understanding, and there are some omissions and inaccuracies in opportunities, examples and personal qualities;</p> <p>[0 1 2 3 4 5]</p>	<p>candidate describes job opportunities overseas, demonstrating knowledge and understanding of the range of opportunities available, and their evidence comes from a range of relevant companies offering employment opportunities;</p> <p>there may be some omissions in identification of personal qualities necessary for working overseas;</p> <p>[6 7 8 9 10]</p>	<p>candidate demonstrates knowledge and understanding of the opportunities available for working overseas and describes a wide range of job opportunities, together with the companies that offer them;</p> <p>there are no omissions in identification of personal qualities necessary for working overseas.</p> <p>[11 12 13 14 15]</p>	/15

<b>Unit G727: Working overseas (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO2</b>	Candidate applies some knowledge and understanding of the legislation concerning tour operators and their customers when overseas, with limited explanation of the relevant laws and acts, and showing little understanding of working practices in relation to these acts; their use of terminology is not always accurate and written communication lacks detail in accuracy and content; <b>[0 1 2 3 4]</b>	candidate demonstrates an understanding of the importance of the law on overseas working practices, using industry examples to illustrate their findings, and their evidence shows a command of specialist language; candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language; <b>[5 6 7 8 9]</b>	candidate applies their knowledge and understanding of all legal implications when working overseas effectively and their evidence is logically and clearly presented, with use of industrial terminology; candidate presents their work logically, showing use of appropriate terminology, and their meaning is clear and accurately conveyed. <b>[10 11 12 13]</b>	<b>/13</b>
<b>AO3</b>	Candidate uses some research from limited sources to attempt analysis of the key functions of both administrative and operational tasks involved in working overseas; there may be references to all relevant sections, however, this may be brief in parts, showing a lack of understanding of the importance of certain aspects of the roles; there are some minor omissions and inaccuracies; <b>[0 1 2 3 4]</b>	candidate demonstrates their ability to use research from a variety of sources to analyse the specific key features of both administrative and operational working practices, which include procedures to deal with complex situations; their work shows an understanding of the demands of the role; <b>[5 6 7 8]</b>	candidate uses research from a broad range of sources to produce a thorough account of working practices that presents an analysis of all administrative and operational functions, including dealing with complex situations; their evidence conveys a strong sense of industrial practice, with evidence of thorough research. <b>[9 10 11 12]</b>	<b>/12</b>
<b>AO4</b>	Candidate attempts an evaluation of their own performance prior to, and during, the 'Welcome Party' (simulated or real), making limited recommendations for improvement; some may be unrealistic; <b>[0 1 2 3 4]</b>	candidate evaluates their own performance prior to, and during, the delivery of the 'Welcome Party', making limited but realistic recommendations for improvement; candidate makes use of relevant examples to highlight given situations; <b>[5 6 7]</b>	candidate provides an evaluation of their own performance prior to, and during, the delivery of the 'Welcome Party', making a realistic justification for their approach and identifying recommendations for improvement. <b>[8 9 10]</b>	<b>/10</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G729 - Assessment Evidence Grid

Unit G729: Event management				
What candidates need to do:				
<p><b>Candidates need to produce</b> a business plan for a travel and tourism group project and provide evidence of their involvement in carrying out this group project [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> a business plan of their travel and tourism group project, presented individually [10];</p> <p><b>AO2</b> evidence of their involvement in the planning, preparation and running of the project and a detailed record of their contribution [12];</p> <p><b>AO3</b> relevant research and analysis into the feasibility and management of the group project [13];</p> <p><b>AO4</b> an evaluation of their own performance and the team's performance during and after the group project, including recommendations for improvement [15]..</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>The business plan for the selected group project is brief, with little explanation of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; their plan has omissions and may be unrealistic but incorporates some learning from areas of study within travel and tourism;</p> <p>their business plan is presented individually;</p> <p style="text-align: right;">[0 1 2 3 4]</p>	<p>candidate produces a business plan for the selected group project which gives details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; their plan has some omissions but is realistic in terms of the project's management, showing knowledge and understanding of purpose and some relevant skills learnt from areas of study within travel and tourism;</p> <p>their business plan is presented individually;</p> <p style="text-align: right;">[5 6 7]</p>	<p>candidate produces a business plan for the selected group project, giving clear details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements;</p> <p>their evidence reflects their consideration of all aspects of the project's management and shows understanding of purpose, application of relevant skills (financial, legal, marketing, risk assessment, customer service and understanding of team roles and functions);</p> <p>their business plan is presented individually;</p> <p>their timescales are logical and achievable and their plan is realistic and demonstrates thorough knowledge, skills and understanding of travel and tourism with no omissions.</p> <p style="text-align: right;">[8 9 10]</p>	/10

<b>Unit G729: Event management (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO2</b>	<p>Candidate contributes to the planning, preparation and running of the group project; their performance as part of the team is minimal and only just sufficient to show participation in planning and performance; their record of their contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; their work will have some inaccuracies/omissions;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate contributes to the effective planning, preparation and running of the group project; their record of their contribution shows their consistent involvement in the selected project and ability to work as a team member; they deal with any complaints or problems experienced during preparation and management, although not always effectively, showing some lack of consideration towards the rest of the group or an individual; their work includes some inaccuracies/omissions;</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>candidate contribute to the planning, preparation and running of the group project constructively and competently, reflecting the ability to perform under pressure, candidate cooperates with others; their record of their contribution shows that they play a full and valuable role in the selected group project; candidate deals effectively with problems and/or complaints, showing good interpersonal skills.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>	<b>/12</b>
<b>AO3</b>	<p>Candidate carries out some research from limited sources when assessing the feasibility of their selected group project and when managing the project, which may require other team members to obtain more information or may lead to delays; their research is not always relevant and does not always use the findings of their research effectively, but it is just sufficient to enable the group project to take place; there is little attempt to address contingency plans or to research alternatives in case of problems;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate carries out research from different sources when assessing the feasibility of their selected group project and when managing the project, and searches for alternatives for costs, resources and project ideas; their research is mostly relevant and uses most of the findings of their research to inform the running of the group project appropriately;</p> <p style="text-align: right;"><b>[6 7 8 9]</b></p>	<p>candidate carries out research using a broad range of sources, which are clearly indexed, when assessing the feasibility of their selected group project and in both the preparation and management of their project; their research is relevant and they use the findings of their research effectively to inform the running of the group project, with contingency plans included should problems arise.</p> <p style="text-align: right;"><b>[10 11 12 13]</b></p>	<b>/13</b>
<b>AO4</b>	<p>The evaluation of their own performance, and the team's performance, during and after the project, may be limited to simple facts, comments or statements and they make limited recommendations for improvement, which may be unrealistic; their use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate includes an evaluation of their own performance, and the team's performance, during and after the project, making limited but realistic recommendations for improvement, but not all aspects may be fully covered; candidate includes how these recommendations may have been affected by their own values and attitudes</p> <p>candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>candidate includes a comprehensive evaluation of their own performance, and the team's performance, at all stages of the project, through use of evaluative tools. Candidate makes detailed and realistic recommendations for improvement which confirm their ability to analyse and reflect on areas for future development, including changes that have occurred in their own values and attitudes; candidate presents their work logically, showing use of appropriate terminology, and their meaning is clear and accurately conveyed;</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G730 - Assessment Evidence Grid

Unit G730: The guided tour				
What candidates need to do:				
<p><b>Candidates need to</b> investigate the range of guided tours available and devise and deliver a guided tour [50 marks].                      The evidence needs to include:  <b>AO1</b> an account of the range of guided tours available <i>and</i> the plan of their guided tour [10];  <b>AO2</b> evidence of their delivery of their guided tour, with any supporting participants' documents [12];  <b>AO3</b> relevant research and analysis into their investigation of the range of guided tours <i>and also</i> of their guided tour [13];  <b>AO4</b> an evaluation of the success of their guided tour, including their recommendations for improvement [15].</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Candidate demonstrates some knowledge and understanding when they provide a brief account of the range of guided tours available that uses only <b>one</b> or <b>two</b> examples to illustrate the <b>four</b> main types of guided tour; candidate provides an outline of their guided tour that covers only the main points and may be unrealistic and not identify potential problems or ways of solving these; either or both of these have some omissions;  [0 1 2 3 4]	candidate provides an account of the range of guided tours available that considers variations within the types of guided tour and uses a number of relevant examples, demonstrating knowledge and understanding; candidate provides a plan of the guided tour that covers the main points necessary to run it to planned timings, with procedures/actions to be followed should problems arise; both their account and their plan show some evidence of their knowledge, skills and understanding;  [5 6 7]	candidate provides a comprehensive account of the range of guided tours available that investigates sub-divisions of the main types of guided tour, with sufficient appropriate examples, showing full knowledge and understanding; candidate provides a comprehensive plan of the guided tour that can be used to run it successfully, with details of any procedures to be followed or actioned should problems arise; both their account and their plan demonstrate thorough knowledge, skills and understanding.  [8 9 10]	/10

Unit G730: The guided tour (continued)				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO2	<p>Candidate applies knowledge and understanding in the evidence of their delivery of a short guided tour; however the tour lacks detail and has some omissions; its purpose is not clear and it is not of the most appropriate type;</p> <p>candidate has made little attempt to produce appropriate supporting participants' documents;</p> <p>their use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate applies knowledge and understanding when producing evidence of their delivery of a guided tour which is detailed but has minor omissions; its purpose is clearly explained, the type of tour chosen is appropriate and there is appropriate evidence of handouts/support material for participants;</p> <p>candidate presents materials suitably, with appropriate use of some terminology, and their understanding is conveyed through use of appropriate language;</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>candidate provides evidence of their delivery of a well-structured guided tour which is well-delivered, detailed and contains no omissions; its purpose is clearly explained, it is of the most appropriate type and there is extensive evidence of good-quality, appropriate and informative support materials provided for participants which show full application of knowledge and understanding;</p> <p>candidate presents their work logically, showing use of appropriate terminology, and their meaning is clear and accurately conveyed.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>	<b>/12</b>
AO3	<p>Candidate provides some research from limited sources when investigating the range of guided tours available and/or when researching their own guided tour;</p> <p>candidate compares the different types of guided tour available, briefly using few examples, covering only the main types and identifying only <b>one</b> or <b>two</b> advantages and disadvantages for each;</p> <p>their research is not always relevant and does not always use the findings of their research effectively;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate provides research from a variety of sources when investigating the range of guided tours available and/or when researching their own guided tour;</p> <p>candidate analyses, compares and contrasts the different types of guided tour, considering variations within them and using a number of examples, identifies a range of advantages and disadvantages for each;</p> <p>their research is mostly relevant and uses most of the findings of their research to inform both their analysis of the different types of guided tour and/or their own guided tour;</p> <p style="text-align: right;"><b>[6 7 8 9]</b></p>	<p>candidate provides independent and comprehensive research, using a broad range of sources, when investigating the range of guided tours available and when researching their own guided tour;</p> <p>candidate provides a comprehensive analysis, comparing and contrasting critically the relative merits and deficiencies of different types of guided tour and sub-divisions within them, using a range of relevant examples;</p> <p>their research is relevant and uses the findings of their research to inform both their analysis of the different types of guided tour and their own guided tour.</p> <p style="text-align: right;"><b>[10 11 12 13]</b></p>	<b>/13</b>
AO4	<p>Candidate evaluates their guided tour briefly, using only <b>one</b> or <b>two</b> methods, which may be inappropriately applied, and attempts to make recommendations for improvement, some of which may be unrealistic;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate evaluates their guided tour, drawing supported conclusions and using at least <b>two</b> appropriate methods, and makes reasoned judgments and use these to make limited but realistic recommendations for improvement;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>candidate provides a critical and comprehensive evaluation of their guided tour, which uses more than <b>two</b> appropriate methods to substantiate their findings, and makes well-reasoned judgments and use these to make valid and substantiated recommendations for improvement.</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G731 - Assessment Evidence Grid

<b>Unit G731: Ecotourism</b>				
<b>What candidates need to do:</b>				
<p><b>Candidates need to produce</b> a written and illustrated account of an ecotourism project in any worldwide destination of their choice [50 marks].                      The evidence needs to include:</p> <p><b>AO1</b> knowledge and understanding of the aims and objectives of ecotourism and the role of ecotourism organisations in relation to their chosen project destination [10];  <b>AO2</b> application of their knowledge and understanding of ecotourism's contribution to environmental, social and cultural issues in relation to their chosen project destination [12];  <b>AO3</b> their research and analysis when investigating an ecotourism project in a worldwide destination of their choice, in terms of environmental, social and cultural issues [13];  <b>AO4</b> an evaluation of the future trends and appeal of worldwide ecotourism principles and projects which relate to their chosen project destination [15].</p>				
<b>How a candidate will be assessed:</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO1</b>	Candidate demonstrates, through their explanation, some understanding of the aims and objectives of the industry's definition of ecotourism as they relate to their chosen project destination; candidate produces limited evidence of the different types of organisation that are involved with, or support, ecotourism principles; there may be limited examples from a range of organisations in the public, private and voluntary sectors with some omissions and/or inaccuracies; [0 1 2 3 4]	candidate demonstrates knowledge and understanding of the aims and objectives of ecotourism as they relate to their chosen project destination; their work refers to and describes the role of a variety of organisations in the travel and tourism industry which support and contribute to ecotourism principles and objectives; there are few omissions and/or inaccuracies [5 6 7]	candidate produces a comprehensive account of ecotourism aims and objectives as they relate to their chosen project destination; their evidence demonstrates their knowledge and detailed understanding of ecotourism from the range of examples from a variety of situations; the organisations used to demonstrate their understanding are from all sectors – public, private and voluntary. [8 9 10]	<b>/10</b>
<b>AO2</b>	Candidate gives an explanation of the ways in which attention can be focused upon environmental, social and cultural issues in the travel and tourism industry for their chosen project destination; candidate demonstrates some application of knowledge to examples, however there may be a lack of detail; their use of terminology is not always accurate and written communication lacks detail in accuracy and content; [0 1 2 3 4]	candidate gives a clear explanation of how ecotourism may contribute to, and focus attention upon, environmental, social and cultural issues for their chosen project destination; their evidence provides examples from other sources candidate has investigated and made some attempt to apply their understanding to their chosen project destination. candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language; [5 6 7 8]	candidate gives a detailed and comprehensive explanation of the influences of ecotourism principles upon environmental and social/cultural issues as they relate to their chosen project destination; their evidence provides detailed examples from a range of sources and applies their understanding to these examples confidently, relating them to their chosen project destination; candidate presents their work logically, showing use of appropriate terminology, and their meaning is clear and accurately conveyed. [9 10 11 12]	<b>/12</b>

<b>Unit G731: Ecotourism (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	<p>Candidate carries out some research from limited sources when investigating their chosen project; their research is not always relevant and does not always use the findings of it effectively; candidate relies on published findings which may not be interpreted clearly and their illustrative examples from their destination may lack detail, with little attempt at analysis;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate carries out research from a variety of sources when investigating their chosen destination; their research is mostly relevant and they use most of the findings of it to address the major issues of ecotourism; candidate provides good illustrative examples to enhance their research and support their findings and analysis;</p> <p style="text-align: right;"><b>[6 7 8 9]</b></p>	<p>candidate carries out detailed and comprehensive research from a broad range of sources when compiling evidence for their chosen ecotourism project and they produce a detailed project that fully addresses all the issues of ecotourism; their project provides many examples of independent research and uses a range of techniques and illustrations to give validity to their analysis.</p> <p style="text-align: right;"><b>[10 11 12 13]</b></p>	<b>/13</b>
<b>AO4</b>	<p>Candidate attempts an evaluation of the future trends and appeal of ecotourism worldwide, using their chosen project destination as a basis; their conclusions are limited or contain omissions and attempts at evaluation of future trends and appeal may be unrealistic; candidate makes little or no reference to views and attitudes;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate evaluates their findings regarding the principles of ecotourism and show that they can evaluate the evidence provided and make a sound conclusion of the future prospects and appeal of ecotourism, based on their study of their chosen project destination; their judgments and recommendations are relevant to the future of the travel and tourism industry and they link their findings to their own values and attitudes;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>candidate produces a detailed and comprehensive evaluation of the evidence provided to draw valid and substantiated conclusions about the future trends and appeal of ecotourism issues worldwide, based on their study of their chosen project destination; candidate makes effective use of existing examples to make reasoned judgments and recommendations for the future management of ecotourism and they clearly express their own values and attitudes within their work.</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G732 - Assessment Evidence Grid

Unit G732: Adventure tourism				
What candidates need to do:				
<p><b>Candidates need to produce</b> evidence of their investigation into adventure tourism activities (ATAs) through the use of examples at a local, national and international scale, and evidence of their involvement in the planning, of and participation in an ATA [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> a report that examines the growth in ATAs in their local region, <b>one</b> other region of the UK and <b>one</b> overseas destination [10];</p> <p><b>AO2</b> an assessment of the impacts and benefits of adventure tourism and how they can be managed [12];</p> <p><b>AO3</b> relevant research and analysis into assessing the feasibility of, and planning of, <b>one</b> group ATA [13];</p> <p><b>AO4</b> an evaluation of their own performance and the team's performance in the planning of and participation in the ATA, including their recommendations for improvement [15].</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>Candidate produces a brief report of ATAs in the chosen destinations which shows some understanding of growth in ATAs, with some omissions, and puts forward limited reasons for the development of ATAs which will not be specific to the destinations;</p> <p>candidate makes limited reference to organisations involved in the development of ATAs and although all destinations will be addressed, detail may be lacking in more than <b>one</b> of these and there will be little reference to the values and attitudes of the chosen organisations;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate produces a descriptive report of ATAs in the chosen destinations which shows knowledge and understanding of the reasons for growth, and they link reasons for development to the destinations where appropriate;</p> <p>there are some omissions in covering the range of organisations involved in the development of ATAs, but there is an attempt to explain the values and attitudes of the ATAs;</p> <p style="text-align: right;"><b>[5 6 7]</b></p>	<p>candidate produces a detailed report of ATAs in the chosen destinations which demonstrates thorough knowledge and understanding of reasons for growth in ATAs, with few omissions;</p> <p>candidate links organisations and reasons for the development and growth of ATAs clearly to the chosen destinations and how this has been affected by the values and attitudes of the different organisations.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>	<b>/10</b>

Unit G732: Adventure tourism (continued)				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO2	Candidate shows some ability to identify the impacts and benefits of adventure tourism with little amplification, and there is an imbalance between discussion of positive and negative impacts of ATAs, with some omissions; some of their recommendations for management of impacts may be unrealistic or not related to the chosen destinations; their use of terminology is not always accurate and written communication lacks detail in accuracy and content; [0 1 2 3 4]	candidate shows an understanding of both the positive and negative economic, environmental and socio-cultural impacts and benefits of ATAs in the chosen destinations; candidate discusses ways of managing the impacts and relate these to chosen destinations where appropriate, but with some omissions; candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language; [5 6 7 8]	candidate shows a thorough understanding of both the positive and negative impacts and benefits of ATAs in the chosen destinations; candidate discusses fully ways of managing impacts and clearly relate these to the chosen destinations where appropriate; candidate makes realistic recommendations where management strategies are not in place; candidate presents their work logically, showing use of appropriate terminology, and their meaning is clear and accurately conveyed. [9 10 11 12]	/12
AO3	Candidate undertakes some research from limited sources when assessing the feasibility of their selected activity and assess <b>one</b> or <b>two</b> ATA options for their feasibility; candidate produces a brief outline of the expected benefits of the activity to their group and contribute to the planning of the activity; their record of contribution shows their involvement in the selected activity but will also show that they did not perform <i>consistently</i> in the group; it also lacks details and includes some inaccuracies/omissions; they meet most planning deadlines but not all; [0 1 2 3 4 5]	candidate undertakes research from different sources when assessing the feasibility of their selected activity and assess a wide range of activities and venues for their feasibility; candidate produces a description of the potential benefits of the activity to individuals and the group, and makes a sound contribution to the running of the activity; their record of contribution shows their consistent involvement in the selected activity, with some attempt at solving any problems which arise; it also includes some inaccuracies/omissions but they meet all planning deadlines; [6 7 8 9]	candidate undertakes comprehensive research from a broad range of sources when assessing the feasibility of their selected activity, and produces a detailed analysis of the benefits of the activity to individuals, the group and other participants in the chosen activity; their research is relevant and they use the findings from it to inform their effective running of, and contribution to, the activity; their record of contribution shows that they play a full and valuable role in the selected activity, showing an ability to solve problems which arise, and they meet all planning deadlines. [10 11 12 13]	/13
AO4	Candidate attempts an evaluation of their own performance, and the team's performance, in planning and carrying out the activity; candidate makes little attempt to match <i>actual</i> benefits with <i>expected</i> benefits and makes limited and basic recommendations for improvement, some of which may be unrealistic; [0 1 2 3 4 5]	candidate provides an evaluation of their own performance, and the team's performance, in planning and carrying out the activity; candidate makes some attempt to match <i>actual</i> benefits with <i>expected</i> benefits for the group and individuals, and makes limited but realistic recommendations for improvement, with some relevance to their values and attitudes; [6 7 8 9 10]	candidate provides a comprehensive evaluation of their own performance, and the team's performance, in planning and carrying out the activity; candidate produces clear statements of how <i>actual</i> benefits match <i>perceived</i> benefits for the group and individuals, and makes detailed and realistic recommendations for improvement, reflecting their values and attitudes. [11 12 13 14 15]	/15
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G733 - Assessment Evidence Grid

Unit G733: Cultural tourism				
What candidates need to do:				
<p><b>Candidates need to produce</b> an investigation which examines the reasons for cultural tourism in <b>two</b> diverse international destinations [50 marks]. The evidence needs to include:</p> <p><b>AO1</b> the results of an investigation into the reasons for the travel experience and evidence of the movement of cultures at their <b>two</b> chosen diverse international destinations, including internal and external features and motivational appeal [10];</p> <p><b>AO2</b> an explanation and comparison of how religions, traditions and customs have helped define the culture at their <b>two</b> chosen diverse destinations [12];</p> <p><b>AO3</b> relevant research and analysis informing their assessment of the importance of cultural heritage at their <b>two</b> chosen diverse destinations [13];</p> <p><b>AO4</b> an evaluation of tourism's cultural impacts on traditional ways of life at their <b>two</b> chosen diverse destinations [15].</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>Candidate provides a brief description of the reasons for the travel experience and provide only limited examples of the movement of cultures, internal and external features and motivational theory, showing minimal knowledge and understanding;</p> <p>[0 1 2 3 4]</p>	<p>candidate provides a description of the reasons for the travel experience, with internal and external features, including travel motivation and the movement of cultures; there may be some omissions but an understanding of the areas is clearly conveyed;</p> <p>[5 6 7]</p>	<p>candidate provides a comprehensive assessment of the reasons for travel motivation, the movement of cultures and visiting, along with a detailed and logical account of cultural movements; candidate demonstrates thorough knowledge, skills and understanding.</p> <p>[8 9 10]</p>	/10
AO2	<p>Candidate applies some knowledge and understanding in their brief description of how religions, traditions and customs have helped define the culture of their <b>two</b> chosen destinations, with only little attempt at comparison and showing a lack of detail, including some omissions and inaccuracies; their use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p>[0 1 2 3 4]</p>	<p>candidate applies knowledge and understanding when comparing how religions, traditions and customs have helped define the culture of their <b>two</b> chosen destinations, with some references to their own views and attitudes; there are some inaccuracies and omissions; candidate presents materials suitably with appropriate use of some terminology and their understanding is conveyed through use of appropriate language;</p> <p>[5 6 7 8]</p>	<p>candidate applies thorough knowledge and understanding effectively in their detailed explanation of both destinations, demonstrating how religions, traditions and customs have helped define the culture, relating this to their own values and attitudes; candidate presents their work logically, showing use of appropriate terminology and their meaning is clear and accurately conveyed.</p> <p>[9 10 11 12]</p>	/12

<b>Unit G733: Cultural tourism (continued)</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO3</b>	<p>Candidate undertakes some research from limited sources, which may not be clearly identified, to gain information to assess the importance of cultural heritage at their <b>two</b> chosen destinations; their research is not always relevant or effective, and the findings are not appropriately used in the analysis;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate provides evidence of research, from a variety of sources which are mostly relevant, in producing their analysis of the importance of cultural heritage at their <b>two</b> chosen destinations; candidate uses most of the findings of their research to address the major issues of cultural heritage;</p> <p style="text-align: right;"><b>[6 7 8 9]</b></p>	<p>candidate carries out detailed and comprehensive research from a broad range of sources when critically analysing the importance of cultural heritage at their <b>two</b> chosen destinations.</p> <p style="text-align: right;"><b>[10 11 12 13]</b></p>	<b>/13</b>
<b>AO4</b>	<p>Candidate provides a brief evaluation of the cultural impacts of tourism on the traditional ways of life in their <b>two</b> chosen destinations; there are omissions and limited detail, with little attempt at producing a conclusion;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate provides an evaluation of the cultural impacts of tourism on the traditional ways of life in their <b>two</b> chosen destinations; there are some omissions but the impacts of tourism are clearly covered for both destinations and they are able to support their conclusions;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>candidate provides a critical and comprehensive evaluation using accurate data to indicate clear cultural impacts on the traditional ways of life in their <b>two</b> chosen destinations; candidate includes a critical assessment of the impacts at both of their chosen destinations and there is evidence of prediction and future trends for both destinations.</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>
<b>Total mark awarded:</b>				<b>/50</b>

## Unit G735 - Assessment Evidence Grid

Unit G735: Human resources in travel and tourism				
What candidates need to do:				
<p><b>Candidates need to produce a</b> report comparing and contrasting the management of human resources within <b>two</b> travel and tourism organisations. Candidates also need to produce evidence showing how they have planned a successful recruitment and selection process for a travel and tourism related job role. Evidence of their participation as a candidate for a <i>different</i> interview is also necessary. To complement this process, candidates will give an evaluation of how <b>one</b> of their chosen organisations manages the performance and discipline of its staff [50 marks].</p> <p>The evidence needs to include:</p> <p><b>AO1</b> a report comparing and contrasting the management and planning of human resources within <b>two</b> travel and tourism organisations [10];</p> <p><b>AO2</b> their recommendation for a selection process and production of a needs analysis, job advertisement, job description and person specification for a job role in <b>one</b> of their chosen organisations [12];</p> <p><b>AO3</b> evidence of their participation <i>as a candidate</i> for an interview for a travel and tourism related job role, with an analysis of their performance. This must be a <b>different</b> role to the job investigated for AO2. [13];</p> <p><b>AO4</b> an evaluation of how <b>one</b> of their chosen organisations manages the training, motivation, performance and discipline of its staff, with reference to relevant legislation [15].</p>				
How a candidate will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	<p>Candidate provides a brief summary of the management and planning of human resources for <b>two</b> travel and tourism organisations which shows some understanding, but with little comparison made between them;</p> <p>there are omissions or inaccuracies in the interpretation of technical language or content, and little consideration of each organisation's values and attitudes in relation to human-resource management and planning;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate produces a report on the management and planning of human resources for <b>two</b> travel and tourism organisations, where some features may be covered in more detail than others, showing knowledge and understanding;</p> <p>candidate contrasts and makes some comparisons between the <b>two</b> organisations, and gives some consideration to each organisation's values and attitudes in relation to human-resource management and planning;</p> <p style="text-align: right;"><b>[5 6 7]</b></p>	<p>candidate produces a report on the management and planning of human resources for <b>two</b> travel and tourism organisations, showing full understanding of the issues, and identifies different approaches used by each organisation;</p> <p>candidate makes a comprehensive comparison between the <b>two</b> organisations, with mature consideration of each organisation's values and attitudes, in relation to human-resource planning and management.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>	<b>/10</b>

Unit G735: Human resources in travel and tourism (continued)				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO2	<p>Candidate applies knowledge and understanding of the recruitment and selection process by producing an outline plan for a job role in <b>one</b> travel and tourism organisation, with outlines of a needs-analysis, a job advertisement, a job description and a person specification; their use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p style="text-align: right;"><b>[0 1 2 3 4]</b></p>	<p>candidate provides a plan and implementation programmed of the recruitment and selection process for a job role in <b>one</b> travel and tourism organisation, with realistic needs analysis, job advertisement, job description and person specification, which match the job role and apply knowledge and understanding; candidate presents materials suitably, with appropriate use of some terminology, and their understanding is conveyed through use of appropriate language;</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>candidate provides thorough evidence of the planning and implementing of the recruitment and selection process for a job role in <b>one</b> travel and tourism organisation, with a comprehensive needs-analysis, appropriate job advertisement, job description and person specification, which fully reflect the job role, showing full application of knowledge and understanding; there are no inaccuracies in content and the coverage of the skills required is complete; candidate presents their work logically, showing use of appropriate terminology and their meaning is clear and accurately conveyed.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>	<b>/12</b>
AO3	<p>Candidate provides limited evidence of their participation in an interview, as a <i>candidate</i>, for a job role in the travel and tourism industry; there may be limited evidence of their research into the requirements or skills of the job concerned and no attempt at analysis of their own performance;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate provides clear evidence of their research into the requirements of the job for which they are being interviewed, as well as evidence of their participation in the interview, as a <i>candidate</i>, for a job role in the travel and tourism industry; candidate provides an analysis of their performance, with some attempt at making recommendations for improvement in their performance or further skills that they need;</p> <p style="text-align: right;"><b>[6 7 8 9]</b></p>	<p>candidate provides comprehensive research into the requirements of the job for which they are being interviewed, and they give a mature performance in an interview situation for this job within the travel and tourism industry; candidate also produces a thorough analysis of their performance during this interview, with well-considered recommendations for improvement in their performance and the skills which they need to develop to improve this performance. <b>[10 11 12 13]</b></p>	<b>/13</b>
AO4	<p>Candidate evaluates briefly how their chosen organisation manages the training, motivation, performance and discipline of its staff and their conclusions and references to relevant legislation are limited; there are omissions and/or inaccuracies in their interpretation of technical language or content;</p> <p style="text-align: right;"><b>[0 1 2 3 4 5]</b></p>	<p>candidate provides an evaluation of how their chosen organisation manages the training, motivation, performance and discipline of its staff and draws some supported conclusions, which may not be wholly realistic but meet the requirements of current legislation; there may be some inaccuracies and/or omissions in content and little reference to values and attitudes of stakeholders;</p> <p style="text-align: right;"><b>[6 7 8 9 10]</b></p>	<p>candidate produces a critical and comprehensive evaluation of the way the chosen organisation manages the training, motivation, performance and discipline of its staff, which includes valid conclusions and recommendations for improvement reflecting the effects of legislation and the values and attitudes of stakeholders.</p> <p style="text-align: right;"><b>[11 12 13 14 15]</b></p>	<b>/15</b>
<b>Total mark awarded:</b>				<b>/50</b>

# Appendix C: Guidance for the Production of Electronic Coursework Portfolio

## Structure for evidence

A Coursework portfolio is a collection of folders and files containing the candidate's evidence for each unit. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Coursework portfolio should be stored in a secure area on the centre network. Prior to submitting the Coursework portfolio to OCR, the centre should add a folder to the folder tree containing Coursework mark sheets.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Coursework is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advise against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

## Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

## Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)