

**Pearson Edexcel Level 3 Advanced  
Subsidiary GCE in Travel and  
Tourism (Single Award: 8791)/  
(Double Award: 8792)**

**Pearson Edexcel Level 3 Advanced  
GCE in Travel and Tourism  
(Single Award: 9791)/  
(Double Award: 9792)**

**Pearson Edexcel Level 3 Advanced  
GCE with Advanced Subsidiary  
(Additional) in Travel and Tourism  
(9793)**

## **Specification**

Applied GCE

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**Pearson Edexcel Level 3 Advanced Subsidiary GCE in Travel and Tourism (Single Award) (8791)**

**Pearson Edexcel Level 3 Advanced Subsidiary GCE in Travel and Tourism (Double Award) (8792)**

**Pearson Edexcel Level 3 Advanced GCE in Travel and Tourism (Single Award) (9791)**

**Pearson Edexcel Level 3 Advanced GCE in Travel and Tourism (Double Award) (9792)**

**Pearson Edexcel Level 3 Advanced GCE with Advanced Subsidiary (Additional) in Travel and Tourism (9793)**

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# Introduction

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This suite of nine qualifications comprises General Certificates of Education in:

- Applied Art and Design
- Applied Business
- Applied ICT
- Engineering
- Health and Social Care
- Leisure Studies
- Media
- Performing Arts
- Travel and Tourism.

The qualifications are designed to give learners a broad introduction to a vocational sector.

## Edexcel GCE in Travel and Tourism

These qualifications have been developed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the travel and tourism sector. They have been designed to be delivered in a work-related context and to allow learners to develop an understanding of the travel and tourism sector.

## Qualification codes

Each qualification title is allocated a National Qualifications Framework (NQF) code.

The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.

The QNs for the qualifications in this publication are:

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Travel and Tourism (Single Award): 100/4744/X

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Travel and Tourism (Double Award): 100/4745/1

Pearson Edexcel Level 3 Advanced GCE in Travel and Tourism (Single Award): 100/4801/7

Pearson Edexcel Level 3 Advanced GCE in Travel and Tourism (Double Award): 100/4802/9

Pearson Edexcel Level 3 Advanced GCE with Advanced Subsidiary (Additional) in Travel and Tourism:  
500/5780/7

# Qualification overview

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## Structure

### **Advanced Subsidiary/Advanced GCE (Single Award)**

All Single Award Advanced GCE qualifications in this suite comprise six equally-weighted units and contain an Advanced Subsidiary subset of three AS units. The AS is the first half of a GCE course and contributes 50 per cent of the total Advanced GCE marks. The A2, the second half of the Advanced GCE, comprises the other 50 per cent of the total Advanced GCE marks.

### **Advanced Subsidiary (Double Award)/Advanced GCE (Double Award)**

All Advanced GCE (Double Award) qualifications in this suite comprise 12 equally-weighted units and contain an Advanced Subsidiary (Double Award) subset of six AS units. The Advanced Subsidiary (Double Award) is the first half of an Advanced GCE (Double Award) course and contributes 50 per cent of the total Advanced GCE (Double Award) marks. The A2, the second half of the Advanced GCE (Double Award), comprises the other 50 per cent of the total Advanced GCE (Double Award) marks.

### **Advanced GCE with Advanced Subsidiary (Additional)**

All Advanced GCE with Advanced Subsidiary (Additional) qualifications in this suite comprise nine equally-weighted units.

## Guided learning hours

The number of guided learning hours for the three-unit Advanced Subsidiary GCE (Single Award) qualification is 180.

The number of guided learning hours for the six-unit Advanced Subsidiary (Double Award) qualification is 360.

The number of guided learning hours for the six-unit Advanced GCE (Single Award) qualification is 360.

The number of guided learning hours for the nine-unit Advanced GCE with Advanced Subsidiary (Additional) qualification is 540.

The number of guided learning hours for the 12-unit Advanced GCE (Double Award) qualification is 720.

## Overview of units

Unit	Title	Unit code	Level	AS	AS (Double)	GCE	GCE with AS (Additional)	GCE (Double)	Assessment mode	Assessment availability
1	The Travel and Tourism Industry	6987	AS	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	External	June
2	The Travel and Tourism Customer	6988	AS	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Internal	June
3	Destination Europe	6989	AS	Optional	Compulsory	Optional	Compulsory	Compulsory	Internal	June
4	Destination Britain	6990	AS	Optional	Compulsory	Optional	Compulsory	Compulsory	Internal	June
5	Travelling Safely	6991	AS	N/A	Compulsory	N/A	Compulsory	Compulsory	External	June
6	Resort Operations	6992	AS	N/A	Compulsory	N/A	Compulsory	Compulsory	Internal	June
7	Responsible Tourism	6993	A2	N/A	N/A	Compulsory	Compulsory	Compulsory	External	June
8	Current Issues in Travel and Tourism	6994	A2	N/A	N/A	Compulsory	Compulsory	Compulsory	Internal	June
9	Working in Travel and Tourism	6995	A2	N/A	N/A	Optional	Optional	Compulsory	Internal	June
10	Promotion and Sales in Travel and Tourism	6996	A2	N/A	N/A	Optional	Optional	Compulsory	External	June
11	Special Interest Holidays	6997	A2	N/A	N/A	Optional	Optional	Compulsory	Internal	June
12	Travel Organisations	6998	A2	N/A	N/A	Optional	Optional	Compulsory	Internal	June

\*To achieve this qualification learners must complete the compulsory units, units 1 to 8 plus one unit from units 9, 10, 12 and 12.

## Rationale

This suite of nine General Certificates of Education is part of the Level 3 provision of the National Qualifications Framework (NQF).

These GCEs aim to:

- widen participation in vocationally-related learning
- allow learners to experience vocationally-related learning to see if it is suitable for them
- enable learners to make valid personal choices on completion of the qualification
- raise attainment at Level 3/Advanced level of the NQF.

The broad objectives of the GCEs are to:

- introduce learners to work-related learning
- give learners a broad introduction to a vocational sector
- give learners the technical knowledge, skills and understanding associated with the subject at this level
- equip learners with some of the skills they will need in the workplace or in further education or training
- empower learners to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential.

The Applied GCE suite of qualifications contributes to the quality and coherence of national provision, as shown by their place in the Government's Green Paper '*14-19 Extending Opportunities, Raising Standards*'.

The GCE in Travel and Tourism has been designed to provide a broad educational basis for further education or for moving into employment within the travel and tourism sector. This is achieved by ensuring that learners develop the general skills, knowledge and understanding needed within the sector. This qualification conforms to the General Qualification Criteria for GCEs, any additional criteria for GCE (Double Award) qualifications and to the subject criteria for GCE qualifications in Travel and Tourism, which set out the knowledge, understanding, skills and schemes of assessment common to all GCE qualifications in the subject. Subject criteria help ensure consistent and comparable standards in the same subject area across awarding bodies and help further and higher education institutions and employers know what has been studied and assessed.

In particular, the aims of the GCE qualifications in Travel and Tourism are to encourage learners to:

- develop broad skills, knowledge and understanding of the travel and tourism industry
- develop and sustain an interest in travel and tourism, 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, the environment and the 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 its 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 research, evaluation and problem-solving skills in vocational contexts
- plan, prioritise and meet deadlines, working independently and within teams
- participate in visits to travel and tourism organisations and destinations.

Through AS and AS (Double Award) qualifications, learners should develop an understanding of the characteristics of the travel and tourism industry and its individual sectors and the skills required to operate effectively therein.

Through Advanced GCE and Advanced GCE (Double Award) qualifications, learners should 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 apply this understanding in unfamiliar contexts. In addition, learners should be encouraged to develop a holistic view of the travel and tourism industry and an understanding of the interrelationship and interdependencies of its different sectors. They should also have the opportunity for an in-depth study of one or more sectors and its operation, and develop skills to deal with complex situations and problems.

## Recommended prior learning

Learners who would benefit most from a GCE in Travel and Tourism are likely to have one or more of the following:

- an Edexcel Level 2 BTEC First Diploma in Travel and Tourism
- a Level 2 qualification such as GCSE (Double Award) in Leisure and Tourism at grades A\*A\*– CC.

## Progression

This qualification supports progression into further education, training or employment. Appropriate further education includes the Edexcel Level 4 BTEC Higher Nationals in Travel and Tourism Management. It also supports progression to training such as Advanced Modern Apprenticeships in Travel Services.

## Classification code

Every qualification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this qualification is 0017.

Centres should be aware that learners who enter for more than one Level 3 qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

## Links with other qualifications

There are links between the Edexcel GCE in Travel and Tourism and:

- Edexcel Level 3 BTEC Nationals in Travel and Tourism.



# Specification content

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The guidance for learners sections are *Introduction*, *Recommended prior learning* and *What you need to learn* and, for internally assessed units only, *Assessment evidence*. The other sections give guidance for teachers.

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# Unit 1: The Travel and Tourism Industry

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Externally assessed

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## Introduction

The travel and tourism industry is one of the biggest and fastest growing industries in the UK. This unit provides you with an understanding of the industry that can be used as a foundation for further study. You will learn about the nature and characteristics of tourism and how it is developed. You will also learn about the scale and structure of the travel and tourism industry.

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## Recommended prior learning

This is an introductory unit and as such there are no requirements for prior learning. Knowledge of the travel and tourism industry through study of qualifications such as the GCSE in Leisure and Tourism (Double Award) or the BTEC First Certificate/Diploma in Travel and Tourism may support your understanding of the content of the unit. This unit will provide the basic underpinning knowledge to support other units in the qualification.

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## External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 1.1 The nature and characteristics of travel and tourism and the travel and tourism industry

You will need to know the accepted definitions of the term 'tourism' so that you can appreciate the scope of the area you have chosen to study. You will also need to develop an understanding of the nature of travel and tourism, such as the fact that it is perishable and intangible, and how this affects organisations in the industry.

You will need to know about different types of tourism:

- incoming
- domestic
- outgoing
- business
- leisure
- excursions
- adventure
- package
- independent
- visiting friends and relatives (VFR).

You will be able to describe each type and give examples, as well as understand the differences between them.

You will gain an understanding of the characteristics of the travel and tourism industry:

- that it is predominantly private sector led
- the majority of enterprises are small and medium sized but the industry is dominated by a small number of large organisations
- the industry makes extensive use of new technologies such as information and communication technology (ICT)
- the industry is vulnerable to external pressures, eg currency fluctuation, government legislation, climatic changes, war, civil unrest, terrorist attacks, economic climate
- that the industry has positive and negative impacts on a host environment.

You will be able to give examples of these characteristics in the UK travel and tourism industry through research into the operations of different types of organisations.

**1.2 The development of the travel and tourism industry**

You will need to know the key stages in the development of the travel and tourism industry, including an overview of developments that took place in ancient times including Greek and Roman civilisations, during the industrial revolution and in the inter-war years. You will gain more in-depth knowledge of post-second world war developments and their effect on the travel and tourism industry.

Through investigation, you will develop an understanding of the main factors leading to the growth of the UK travel and tourism industry:

- motivating factors
- enabling factors
- socio-economic factors
- technological factors
- product development and innovation
- changing consumer needs
- expectations and fashions.

You will be able to explain how these factors have led to current characteristics, giving appropriate examples that you have researched from the UK travel and tourism industry.

**1.3 Structure of the UK travel and tourism industry**

You will learn about the different sectors that make up the UK travel and tourism industry:

- transport principals
- tour operators
- travel agents
- attractions
- accommodation providers
- ancillary service providers
- support services.

Through research, you will be able to identify the key organisations in each sector and describe their products and services, objectives and values.

You will develop an understanding of the functions of the different sectors, their roles and responsibilities and they way that each sector works with the others, so that you can analyse the interrelationships and interdependencies within the industry. You will learn to demonstrate understanding through the use of models such as the chain of distribution.

Through research, you will learn to describe the extent of horizontal and vertical integration within the travel and tourism industry and the names of the organisations involved, explaining the reasons why they are involved and the scale of their involvement. You will be able to explain the effect that this level of integration has had on different travel and tourism organisations and on the structure of the travel and tourism industry.

**1.4 Scale of the travel and tourism industry**

You will learn to interpret statistics presented to you to determine conclusions about the scale of the travel and tourism industry locally, nationally and globally in terms of visitor numbers, visitor spending and levels of employment.

## Assessment evidence

This unit will be assessed through external assessment. The mark you achieve for this assessment will be your mark for the unit.

The external assessment will be in the form of a marked test. This test will consist of a series of short and long-answer questions. The content of the external assessment will relate directly to what you should have learned as a result of the activities you have carried out as part of your work for this unit.

You will need to be able to apply the knowledge, skills and understanding of the unit to the demands of the questions set. The ability to transfer knowledge, skills and understanding to different situations is an invaluable preparation for employment, training and higher education. External assessment is one example of where this transference is critical, eg by coping with the controlled conditions of an external assessment and the scenarios and by responding to questions.

The external assessment will require evidence of:

- a being able to demonstrate knowledge and understanding of the subject content of this unit and of related skills in vocationally-related contexts
  - b being able to apply your knowledge and understanding of the subject content of this unit and of related skills in vocationally-related contexts
  - c being able to use appropriate research techniques to obtain information to analyse vocationally-related issues and problems
  - d being able to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally-related issues and problems.
-

## Delivering this unit

### Review definitions of tourism

Learners could be presented with different definitions of tourism that could be reviewed and discussed to see how they relate to their own perceptions of tourism. This will assist in developing analytical skills and an understanding of the nature of travel and tourism.

### Case studies of different tourism situations

Learners could be presented with brief case studies of different tourism situations so that they can learn to differentiate between different types of tourism. They could also develop their own brief case studies. The case studies of tourism situations could be used when considering the characteristics of the industry. The case studies could centre on different types of organisations and be used to explain different characteristics. For instance, they could have a case study on an independent tour operator and discuss how it is vulnerable to external pressures. Case studies can also be used when they are learning about the structure of the industry. They could consider how the organisation might work with other sectors of the industry, to assist in their learning of how the sectors are interrelated and interdependent.

### Research into the travel and tourism industry

There are opportunities to undertake research into different aspects of this unit to fully understand the characteristics of the travel and tourism industry and the factors that have affected its development. Research can also give them an overview of the development of the travel and tourism industry. Learners could gain an overview of significant developments going back to ancient times. They can see how many of the developments which took place during Roman times and The Industrial Revolution can be used to gain an understanding of enabling and motivating factors, knowledge that learners could then apply when researching more current developments. The focus of learners' research should be on more recent developments since 1945. Through research there is the potential to make learners aware of current issues and allow them to reflect on their own values, particularly in terms of positive and negative impacts of tourism and changing customer needs and expectations. Analytical skills could be developed through a thorough scrutiny of learners' findings, perhaps through class discussions. Presenting their own ideas and findings to a group will develop written and oral communication skills and there is the opportunity to respond to questioning to develop reasoning skills. Research will also give the opportunity to work in groups and learn essential group-working skills. Each group could be given a specific period of time or characteristic to research and present their findings.

### Use available statistics

A range of statistics can easily be accessed through textbooks and websites. Learners can review these statistics to identify key points, examine trends, and determine cause and effect leading to statistics presented. Learners develop analytical skills and the ability to substantiate conclusions by using available statistics.

**Practical activities relating to different sectors of the industry**

While textbooks give an overview of the functions of different sectors of the industry, it may support learners understanding to undertake practical activities that replicate the operation of organisations in different sectors of the industry. Through this approach, learners could develop technical skills that could be used in the travel and tourism industry. These activities can also assist their consideration of employment opportunities that may be available to them on completion of the qualification, and the skills and qualities needed to succeed in the travel and tourism industry. Practical activities can also be undertaken in groups, as many of them would be in the industry. This gives learners the opportunity to develop relevant group work skills.

**Guest speakers and visits related to different sectors of the travel and tourism industry**

This provides opportunities for learners to gain knowledge of the roles of different sectors of the industry through observation and practical activities rather than through scrutinising written documents. It should assist their understanding as they are likely to be given the opportunity to ask questions which cannot be answered by information provided in a textbook. Through questioning, learners will develop oral communication and reasoning skills.

**Regular updating of industry activities through newspaper and journal reviews**

Weekly or monthly reviews of travel sections of daily newspapers or trade press such as *Travel Weekly* and *Travel Trade Gazette* reinforces learners' knowledge and understanding of current issues and responses that the industry is making to these issues. It also assists in their understanding of the role of the different sectors. Learners will gain knowledge of key organisations, their products and services, objectives and values. It also introduces learners to sources of information with which they may be unfamiliar but could be useful in studying other units.

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## Links

**Other units**

This unit provides an understanding of the travel and tourism industry which can be further developed through all other units in the qualification.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Marvell A – *GCE AS Travel and Tourism for Edexcel* (Heinemann Educational Publishers, 2005) ISBN 0435446428

Holloway C – *The Business of Tourism, Seventh Edition* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Prosser R – *Leisure, Recreation and Tourism, Second Revised Edition* (Collins Educational, 2000) ISBN 0003266508

Yale P – *The Business of Tour Operations* (Longman, 1995) ISBN 0582277973

### Websites

Alton Towers	<a href="http://www.altontowers.com">www.altontowers.com</a>
Association of British Travel Agents	<a href="http://www.abta.com">www.abta.com</a>
Avis	<a href="http://www.avis.co.uk">www.avis.co.uk</a>
Heathrow Airport Holdings	<a href="http://www.heathrowairport.com">www.heathrowairport.com</a>
Best Western Hotels Great Britain	<a href="http://www.bestwestern.co.uk">www.bestwestern.co.uk</a>
British Airways	<a href="http://www.britishairways.com">www.britishairways.com</a>
Center Parcs	<a href="http://www.centerparcs.com">www.centerparcs.com</a>
Cosmos	<a href="http://www.cosmos.co.uk">www.cosmos.co.uk</a>
Countryside Council for Wales	<a href="http://www.ccw.gov.uk">www.ccw.gov.uk</a>
Department for Culture, Media and Sport	<a href="http://www.gov.uk/government/organisations/department-for-culture-media-sport">www.gov.uk/government/organisations/department-for-culture-media-sport</a>
English Heritage	<a href="http://www.english-heritage.org.uk">www.english-heritage.org.uk</a>
First Choice	<a href="http://www.firstchoice.co.uk">www.firstchoice.co.uk</a>
Inghams Travel	<a href="http://www.ingham.co.uk">www.ingham.co.uk</a>
MyTravel	<a href="http://www.mytravel.com">www.mytravel.com</a>
National Statistics	<a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>
National Trust	<a href="http://www.nationaltrust.org.uk">www.nationaltrust.org.uk</a>
Natural England	<a href="http://www.naturalengland.org.uk">www.naturalengland.org.uk</a>
People 1st	<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>
Port of Dover	<a href="http://www.doverport.co.uk">www.doverport.co.uk</a>
Superbreaks	<a href="http://www.superbreak.com">www.superbreak.com</a>

<b>Websites (continued)</b>	Thomas Cook	<a href="http://www.thomascook.com">www.thomascook.com</a>
	Thomson Holidays	<a href="http://www.thomson.co.uk">www.thomson.co.uk</a>
	Tourism Society	<a href="http://www.tourismsociety.org">www.tourismsociety.org</a>
	Travelbag	<a href="http://www.travelbag.co.uk">www.travelbag.co.uk</a>
	Travelport	<a href="http://www.travelport.com">www.travelport.com</a>
	Travel Weekly	<a href="http://www.travelweekly.co.uk">www.travelweekly.co.uk</a>
	Ukinbound	<a href="http://www.ukinbound.org">www.ukinbound.org</a>
	Virgin Atlantic	<a href="http://www.virgin-atlantic.com">www.virgin-atlantic.com</a>
	Visit Britain	<a href="http://www.visitbritain.com">www.visitbritain.com</a>
	Visit Wales (Wales Tourist Board)	<a href="http://www.visitwales.com">www.visitwales.com</a>
	Wallace Arnold Holidays	<a href="http://www.waworldchoice.com">www.waworldchoice.com</a>
	World Tourism Organisation	<a href="http://www2.unwto.org">www2.unwto.org</a>
	World Travel and Tourism Council	<a href="http://www.wttc.org">www.wttc.org</a>
	Youth Hostels Association	<a href="http://www.yha.org.uk">www.yha.org.uk</a>

**Video** *Inside a Travel Business* (TV Choice, 2001)

**Other resources** *Insights* – English Tourism Council  
*Leisure Management and Leisure Opportunities* – Leisure Media Company Ltd  
*Travel Trade Gazette* – CNP Information Ltd  
*Travel Weekly* – Reed Business Information Ltd

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# Unit 2: The Travel and Tourism Customer

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Internally assessed

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## Introduction

The travel and tourism industry is very competitive and organisations that lose sight of the customer could lose their competitive edge. This unit looks at how organisations can focus on the customer by identifying and fulfilling their needs and wants, not just in terms of products and services sold, but also any additional services that are required. One key method that organisations use to focus on the customer is to ensure a high level of customer service is provided. The unit will also aim to develop your own customer service skills and provide the opportunity to consider the level of customer service delivered in a travel and tourism organisation.

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## Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

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## What you need to learn

### 2.1 The organisation and its customers

You will learn about the importance of organisations adopting a customer focus. To do this you will first need to know who the customers are. You will learn how to differentiate between an organisation's internal and external customers, giving examples of who they are in different sectors of the industry. You will also learn that, for many travel and tourism organisations, the internal customer, such as a supplier, is as important as the external customers who pay for their products and services.

You will be able to describe the needs and wants of different types of customer and explain how these needs and wants are met by different sectors of the travel and tourism industry. Needs and wants may relate to purchasable products and services but consideration should also be given to services that are often provided free, such as:

- late night openings
- telephone bookings
- late check-in
- translation service
- car pick up and drop off
- online services.

You will learn this by investigating the products and services provided by different sectors of the industry, eg travel agents, tour operators, attractions, airlines etc and you will study one sector in depth for assessment.

## 2.2 Providing effective customer service

You will learn to develop the personal and technical skills and qualities necessary to provide a level of customer service that shows a customer-focused approach to working and to a standard expected within the industry. Skills and qualities developed will include:

- personal – personal appearance, required resources available, use of initiative, problem solving, positive attitude to industry standards
- communication – questioning, listening, responding to customers, providing information, style and tone, written, oral, completion of appropriate documentation, use of Information Communication Technology (ICT)
- product knowledge – use of appropriate information sources, relevant to the sector and to meet customer needs.

You will need to demonstrate these skills in different situations to different types of customer. When developing these skills you should be considering how these different customers should be dealt with:

- groups
- people of different ages
- business customers
- those with specific needs, eg customers with disabilities, adults with young children, medical conditions such as pregnancy, diabetes, or age related
- language differences
- cultural differences.

You will learn to deal with customers effectively in situations that are complex and non-routine as well as those that are straightforward and routine. You should also learn how to deal with these customers in situations where they are looking for information, seeking advice, experiencing problems and/or have a complaint to make.

You should learn how to deal with a range of customers in a range of situations in preparation for assessment.

### 2.3 Measuring and monitoring the customer service of an organisation

You will learn the different methods used to monitor and measure an acceptable level of customer service, the advantages and disadvantages of the methods used and how they are appropriate in different situations and different types of organisations. This will include methods such as:

- mystery shoppers
- observations
- surveys.

You will learn to develop the documentation used to collect data for each of these methods.

You will learn to analyse which would be the most appropriate quality criteria used to monitor and measure an acceptable level of customer service in an organisation such as:

- health and safety
- speed of service
- availability of service
- products and services provided
- information and other needs met etc.

You will also learn to give a critical evaluation of customer service within an organisation. You will learn the benchmark standards for these criteria. Benchmarking is a term used to set a minimum standard and you will learn to critically evaluate customer service against benchmark standards.

You will learn to select an appropriate method suitable for evaluating customer service in a specific travel and tourism organisation and develop an appropriate methodology you can use. You will learn how to analyse the results of an evaluation and use this to determine improvements that are needed, learning to justify any proposals you make.

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## Assessment evidence

Assessment evidence could be in many different forms to allow for your learning preferences and strengths to be accommodated. Some of the evidence will be in the form of observation statements or witness testimonies with supporting documentation. There may also be written reports, completed documentation and data. Your work must include evidence of:

- a a description of the needs of customers in one sector of the travel and tourism industry  
and  
an explanation of how organisations in that sector attempt to meet those needs
- b your involvement with customers in four real or simulated travel and tourism-related situations demonstrating your own customer service skills by dealing with customers in different situations including a complaint and completing relevant documentation
- c using an appropriate methodology to research the standard of customer service within a travel and tourism organisation including documentation and the quality criteria to be used for evaluation
- d\* an evaluation of customer service in a travel and tourism organisation against quality criteria and recommendations for improvements.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>a</b> <b>(AO1)</b>	<p>A basic description of the needs of customers in one sector of the industry which lacks detail in terms of types of customer and the needs of those identified.</p> <p>A basic explanation of how organisations in that sector attempt to meet those needs which is mainly descriptive and is limited in terms of specific examples.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>A description of the needs of customers in one sector of the industry that has some detail in terms of types of customer and the needs of those identified. Some needs and types of customer are exemplified.</p> <p>An explanation of how organisations in that sector attempt to meet those needs using some specific examples to support responses.</p> <p style="text-align: right;"><b>(10-14)</b></p>	<p>A comprehensive description of a wide range of needs of customers in one sector of the industry which is detailed and exemplified in terms of types of customer and the needs of those identified.</p> <p>A thorough explanation of how organisations in that sector attempt to meet those needs using a range of examples to support responses.</p> <p style="text-align: right;"><b>(15-18)</b></p>	<b>18</b>
<b>b</b> <b>(AO2)</b>	<p>Customers have been dealt with in four real or simulated travel and tourism situations. Situations are mainly straightforward and routine. Customers' main needs have been met in most situations. Appropriate communication skills have been demonstrated. Appropriate documentation has been completed but there may be some inaccuracies. Complaint is dealt with in part leaving issues unresolved.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>Customers have been dealt with in four real or simulated travel and tourism situations. Situations dealt with are mainly complex. Some different types of customers in some different types of travel and tourism situations have been dealt with. In all situations, customers' main needs have been effectively met. In some situations, supplementary needs have been met. Appropriate communication skills have been demonstrated and in some situations a customer-focused approach is evident. Appropriate documentation is completed accurately in all situations. Complaint is dealt with effectively but some issues may be unresolved.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>Customers have been dealt with in four real or simulated travel and tourism situations. Situations dealt with are complex. A range of different types of customers in different types of travel and tourism situations have been dealt with by effectively identifying and meeting all of their needs. High levels of oral communication skills and a customer-focused approach to the situations are clearly demonstrated in all situations. Appropriate documentation is completed accurately for all situations. The complaint is dealt with fully showing sensitivity to the customer.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>c</b> <b>(A03)</b>	<p>A method is proposed for evaluating customer service. Some documentation is produced but this is limited in detail. Some quality criteria are used but there may be some irrelevancies. An explanation is given of why the methodology is appropriate for the selected organisation but this is mainly descriptive and has some omissions.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>An appropriate method is proposed for evaluating customer service. Appropriate documentation for the selected method is produced to capture data. Appropriate quality criteria are used. An explanation is given of why the methodology is appropriate for the selected organisation, with some clear reasoning.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>An appropriate method is proposed for evaluating customer service. Appropriate and detailed documentation for the selected method is produced that will aid the capture and analysis of data. Appropriate quality criteria are used. A comprehensive explanation is given of why the methodology is appropriate for the selected organisation with reasoning clearly presented.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>
<b>d</b> <b>(A04)</b> <b>QWC</b> <b>(i-iii)</b>	<p>An evaluation of customer service in a travel and tourism organisation covering limited quality criteria and has limited detail or judgements. Conclusions made are straightforward and subjective. Some recommendations for improvement are made.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-6)</b></p>	<p>An evaluation of customer service in a travel and tourism organisation covering a range of appropriate quality criteria with some depth. Conclusions made have some reasoning, with some link to benchmark standards, and some are substantiated. Recommendations for improvement are made and are mainly appropriate based on conclusions made. Some attempt is made to justify conclusions.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(7-9)</b></p>	<p>A comprehensive evaluation of customer service in a travel and tourism organisation covering a wide range of appropriate quality criteria in depth. Conclusions made are reasoned, linked to benchmark standards and substantiated. Recommendations for improvement are made and are based on findings of evaluation. These are justified.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(10-12)</b></p>	<b>12</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see Appendix B.)

## Assessment guidance

### Mark band 1

Learners' evidence will tend to be limited in detail, showing some knowledge and understanding of a customer focus but in a manner that is descriptive rather than analytical. There will be some evidence that the learner is able to demonstrate customer service skills and meet customer needs. For task (b) learners will have to deal with customers in real or simulated travel and tourism situations. Situations must be clearly related to travel and tourism. Real situations could be through work experience or part-time work. Details of the situation will need to be described to confirm the complexity of the situation, the nature of the situation and the type of customer dealt with.

Evidence will need to be produced from witnesses in the form of a witness testimony that is authenticated by the assessor through discussions with the witness or learner. These should be supported by the documentation completed by the learner. There should be sufficient evidence to support the mark awarded. Centres are advised not to rely entirely on real situations as they may provide limited opportunities for learners to meet the requirements of higher mark bands. Where simulated situations are used, an observation statement should be submitted as evidence for each situation. This should describe the situation to confirm the complexity of the situation, the nature of the situation and the type of customer dealt with. There should be a detailed description of the standard of performance of the learner in meeting customer needs. Witness testimonies and observation statements should be signed and dated by an assessor.

Scenarios can be developed for simulated situations that meet the learners' individual career aspirations and achievement potential. Learners can deal with four situations as a travel agent or four as an overseas representative or four as cabin crew etc. Alternatively, all learners in a cohort can work with the same scenarios that cover a range of different travel and tourism sectors. The assessor can design scenarios appropriate for a specific mark band or ensure that all scenarios have sufficient complexity, range of customers and range of situations to support learners accessing higher mark bands where they have the potential to do so. Further details of witness testimonies, observation statements and scenarios will be provided in the *Teacher guidance* to be published separately.

- a The learner is expected to focus on a sector of the industry, such as travel agents, tour operators, airlines etc but at this mark band they may have focused on one organisation within the industry. They have given some details of the needs of customers of that organisation or sector. Either customers and/or their needs are identified but with little detail, such as referring to individuals and groups rather than individuals of different ages or business people who are of management level or who will need entertainment on the aircraft. Internal and external customers may not be differentiated. These are relevant to the organisation or sector of the industry.

There is a basic explanation of how organisations in that sector attempt to meet those needs but reasoning is limited as work is mainly descriptive, such as there are 12 channels of entertainment on the plane including films, music and documentaries. How needs are met may be written in general terms rather than relate to specific examples of organisations in that sector.

- b The learner has dealt with customers in real or simulated travel and tourism situations. Only travel and tourism-related situations can be considered. One of the situations must be a complaint. The other must be in a different type of situation, eg providing information, giving advice etc. There will be at least two situations that are dealt with effectively in that customers' main needs are met. This might be because learners have only dealt with two situations or only two of the situations were dealt with effectively. The situations are mainly straightforward, eg a couple will call into your agency wanting a holiday to Benidorm for one week from 7 July departing from London Gatwick airport and staying in a three star hotel. At least one situation must be dealt with face to face. Appropriate oral communication skills will have been demonstrated.

The learner will have shown some listening skills and will have spoken clearly with appropriate pitch, style and tone. Some appropriate documentation has been completed but there may be some inaccuracies. These will not be significant. The complaint is dealt with in part leaving issues unresolved. This may be because it is referred to a superior or some aspects of the complaint were not noted. The complaint can be dealt with in writing. Learners will be expected to show effective written communication skills.

- c A research method is proposed for use in evaluating customer service within an organisation. The method will be appropriate. There will be some documentation produced but this is limited in detail, such as a straightforward checklist. Some quality criteria are identified as areas for research but there are some irrelevancies in that some are not appropriate for the organisation. There is a basic explanation of the methodology but this is limited in reason and coverage, for example it may only refer to quality criteria or method of recording. It will be mainly descriptive.
- d The learner has attempted to evaluate customer service in a travel and tourism organisation but this is basic in that it covers limited quality criteria or these are not clear. Detail is limited with the learner giving superficial coverage of the organisation's customer focus. Judgements made are simplistic and conclusions made are straightforward with little or no reasoning. Judgements may be mainly subjective. Some recommendations for improvement are made but these tend to lack detail and are not always relevant to improving a customer focus.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners will tend to produce work that meets the requirements of the task with some detail and some clarity. They will show sound knowledge and understanding through the ability to apply some of that in vocational situations. They will show they have some skills to provide a customer focus in real or simulated situations. For task (b) learners will have to deal with customers in real or simulated travel and tourism situations. Situations must be clearly related to travel and tourism. Real situations could be through work experience or part-time work. Details of the situation will need to be described to confirm the complexity of the situation, the nature of the situation and the type of customer dealt with.

Evidence will need to be produced from witnesses in the form of a witness testimony that is authenticated by the assessor through discussions with the witness or learner. These should be supported by the documentation completed by the learner. There should be sufficient evidence to support the mark awarded. Centres are advised not to rely entirely on real situations as they may provide limited opportunities for learners to meet the requirements of higher mark bands. Where simulated situations are used, an observation statement should be submitted as evidence for each situation. These should describe the situation to confirm the complexity of the situation, the nature of the situation and the type of customer dealt with. There should be a detailed description of the standard of performance of the learner in meeting customer needs. Witness testimonies and observation statements should be signed and dated by an assessor.

Scenarios can be developed for simulated situations that meet the learners' individual career aspirations and achievement potential. Learners can deal with four situations as a travel agent or four as an overseas representative or four as cabin crew etc. Alternatively, all learners in a cohort can work with the same scenarios that cover a range of different travel and tourism sectors. The assessor can design scenarios appropriate for a specific mark band or ensure that all scenarios have sufficient complexity, range of customers and range of situations to support learners accessing higher mark bands where they have the potential to do so. Further details of witness testimonies, observation statements and scenarios will be provided in the *Teacher guidance* to be published separately.

- a The learner will have selected a sector of the industry, such as travel agents, tour operators, airlines etc. They have given a description of the details of the needs of customers of that sector. Internal and external customers are referred to. They and their needs clearly relate to the sector. The descriptions have some detail in terms of the type of customer and their needs. This will include product and service needs. These will be clearly presented to differentiate needs of different types of customer. Some of the descriptions of customers and their needs will be exemplified and relate to different organisations within the sector.

There is an explanation of how organisations in that sector attempt to meet those needs. This will include some clear reasoning linking needs to provision. Specific examples of how organisations in the sector meets the needs of different types of customer are given and some of these are used to support their reasoning.

- b The learner has dealt with customers in real or simulated travel and tourism situations. Only travel and tourism-related situations can be considered. One of the situations must be a complaint. The others must be in different type of situation, eg providing information, giving advice, problem solving etc. There should be different types of customer. There will be four situations that are dealt with effectively in that customers' needs are identified and met by the learner. The learner has shown a customer focused approach, in some cases going beyond the minimum standards to meet the customers' supplementary needs. One or two of the situations dealt with are more complex or non-routine, eg a family want a holiday they can't find in the brochure. They are flexible on departure dates and have a limited budget. They have specific requirements during their stay. At least three situations are dealt with face to face.

Appropriate oral communication skills have been demonstrated. The learner will have shown listening skills responding and adapting to customer responses. They will have spoken clearly with appropriate pitch, style and tone. Appropriate documentation has been accurately completed. Complaint is dealt with effectively in that the customer is satisfied overall although some issues may be unresolved. The complaint can be dealt with in writing. Learners will be expected to show effective written communication skills with the reply letter using accepted business conventions and appropriate spelling and grammar.

- c A research method is proposed for use in evaluating customer service within an organisation. The method will be appropriate. There will be documentation produced to capture data which is detailed in terms of quality criteria to be measured, specific aspects of quality criteria and benchmark standards. This may be limited in some aspects.

Appropriate quality criteria are identified as areas for research. There is an explanation of the methodology to be used that includes some clear reasoning. Some of the reasoning may be limited in terms of the methodology used, eg it may not have reasoning for all quality criteria selected or the reasoning may be limited for choice of method.

- d The learner has produced an evaluation of customer service in a travel and tourism organisation. This has some detail and covers a range of quality criteria that are appropriate to the organisation. Most of these criteria are clearly presented and the evaluations have some depth rather than a superficial coverage. There is reasoning in the judgements and conclusions made. Some are substantiated either through data supplied by the organisation or through surveys of customers, staff etc. Some recommendations for improvement are made that are supported by the conclusions and judgements in the evaluation. Some attempt is made to justify conclusions.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners will submit evidence that clearly meets the requirements of the task with detail and clarity. Work will clearly be analytical and evaluative. Learners will demonstrate high level customer service skills. For task (b) learners will have to deal with customers in real or simulated travel and tourism situations. Situations must be clearly related to travel and tourism. Real situations could be through work experience or part-time work. Details of the situation will need to be described to confirm the complexity and nature of the situation and the type of customer dealt with.

Evidence will need to be produced from witnesses in the form of a witness testimony that is authenticated by the assessor through discussions with the witness or learner. These should be supported by the documentation completed by the learner. There should be sufficient evidence to support the mark awarded. Centres are advised not to rely entirely on real situations as they may provide limited opportunities for learners to meet the requirements of higher mark bands. Where simulated situations are used, an observation statement should be submitted as evidence for each situation. These should describe the situation to confirm its complexity, its nature and the type of customer dealt with. There should be a detailed description of the standard of performance of the learner in meeting customer needs. Witness testimonies and observation statements should be signed and dated by an assessor.

Scenarios can be developed for simulated situations that meet the learners' individual career aspirations and achievement potential. Learners can deal with four situations as a travel agent or four as an overseas representative or four as cabin crew etc. Alternatively, all learners in a cohort can work with the same scenarios that cover a range of different travel and tourism sectors. The assessor can design scenarios appropriate for a specific mark band or ensure that all scenarios have sufficient complexity, range of customers and range of situations to support learners accessing higher mark bands where they have the potential to do so. Further details of witness testimonies, observation statements and scenarios will be provided in the *Teacher guidance* to be published separately.

- a The learner provides a detailed description of the needs of customers of a selected sector of the travel and tourism industry, eg travel agents, tour operators, airlines. Internal and external customers are differentiated. They and their needs clearly relate to the sector. The descriptions are detailed in terms of the type of customer and their product and service needs. These are exemplified with specific examples from the sector. These will be clearly presented to differentiate needs of different types of customer.

There is a clear and thorough explanation of how organisations in that sector attempt to meet the needs of customers as specified in the description. This will include clear reasoning linking needs to provision. Specific examples of organisations in the sector and how they meet the needs of different types of customer are used to support their reasoning.

- b The learner has dealt with customers in real or simulated travel and tourism situations. Only travel and tourism related situations can be considered. One of the situations must be a complaint. The others must be in different types of situations, eg providing information, giving advice, problem solving etc. There should be different types of customer in each situation. There will be four situations that are dealt with effectively in that customers' needs are identified and met by the learner. The learner has shown a customer focused approach, going beyond the minimum standards to meet the customers' supplementary needs in all situations. Situations are complex in that they are non-routine and involve more than a straightforward requirement, eg a family want a holiday they can't find in the brochure. They are flexible on departure dates and have a limited budget. They have specific requirements during their stay. At least three situations are dealt with face to face. Appropriate oral communication skills have been demonstrated. The learner will have shown listening skills, responding and adapting their communication to customer responses. They will have spoken clearly with appropriate pitch, style and tone, responding to any difficulties the customers may have, eg language differences, urgency, communicating with all in the group. Appropriate documentation has been completed accurately. The complaint is dealt with fully and effectively in that the customer is satisfied overall and the learner has shown sensitivity in the way the complaint was handled. The complaint can be dealt with in writing. Learners will be expected to show effective written communication skills with the reply letter using accepted business conventions and appropriate spelling and grammar. They will also have responded by showing an understanding of how the industry would respond in similar situations, eg by level of compensation offered if appropriate.
- c A research method is proposed for use in evaluating customer service within an organisation. The method will be appropriate. There will be documentation produced to capture data that is detailed in terms of quality criteria to be measured, specific aspects of quality criteria and benchmark standards. The documentation is also designed to support analysis of data, eg easily transferred to a spreadsheet or database. Appropriate quality criteria are identified as areas for research. There is a comprehensive explanation of the methodology to be used with clear reasoning of why all aspects of the methodology are appropriate for the selected organisation.
- d The learner has produced a detailed evaluation of customer service in a travel and tourism organisation. This covers a wide range of quality criteria that are appropriate to the organisation. These criteria are clearly presented and the evaluations have depth rather than a superficial coverage. Judgements and conclusions are made against benchmarked standards that are substantiated either through data supplied by the organisation or through surveys of customers, staff etc. Recommendations for improvement are made that are supported by the conclusions and judgements in the evaluation and the learner has justified their inclusion. They clearly relate to how customer service can be improved in the selected organisation.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Delivering this unit

### Research

There are opportunities for learners to develop a range of research skills through this unit. Organisations in different sectors of the industry could be investigated through regular scrutiny of the travel press, such as *Travel Trade Gazette* and *Travel Weekly*. This will also familiarise learners with current activities in different sectors of the industry and they can then give regular updates to others in the group. This information can also be obtained through observation during work experience or through surveys of customers of organisations or types of organisations. For example, there may be sufficient people within a school or college that use travel agents, tour operators etc that could be included in a sample to determine needs and how these are met. Research skills are also developed when preparing to evaluate the customer focus of an organisation. They may have the opportunity to obtain data through direct contact with an organisation or scrutiny of company accounts and websites.

### Guest speakers

Guest speakers can provide information on the customer focus provided by an organisation. They can give input on activities and services provided by organisations and the types of customers that access them. Methods used to monitor and maintain a customer focus in an organisation could be presented outlining documentation used and standards expected so that this could be applied when preparing for assessment.

Guest speakers could also be involved in supporting the development of customer service skills. They could present scenarios, documentation and feedback on performance of the learners that would assist their development.

### Role plays

This is a key approach to teaching and learning. The primary focus of role play is on the development of customer service skills needed to access the assessment task. Through role plays, learners can develop their communication skills, particularly questioning and listening. They can also learn to adapt their responses to the needs of the customer. This will develop their problem-solving skills – an important requirement of the travel and tourism industry. Through role plays, learners can also develop technical skills – for instance, if role plays have a travel agency context, they will learn to interpret brochures, timetables etc. Through role plays, they will also develop a clearer understanding of the roles of the different sectors of the industry. Role play can develop the learners' ability to evaluate their own and others performance through observation of each other and completion of standard assessment feedback sheets. Evaluation skills will be needed to complete task (d) and this approach will encourage learners to be objective when making judgements.

## Outside visits

Visits to travel and tourism organisations would assist learners understanding of the customers of the different sectors and their needs through direct observation. Visits to an airport, attraction and hotel etc may be a new experience for many and enable them to visualise activities. Visits can also be used to evaluate the customer focus of an organisation. Before the visit, key quality criteria could be discussed and benchmark standards determined. Learners could complete evaluation checklists during the visit and these can be discussed on return to ensure they are familiar with how they are used and how conclusions can be drawn from data. This would assist preparation for assessment of the related task. Outside visits can also be organised to undertake customer surveys of different travel and tourism organisations.

Overseas residential visits provide a context and environment where learners can practice and develop their communication skills. They will also experience different sectors of the industry which could be evaluated in terms of their customer focus.

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## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this unit builds on the learners' understanding of the different sectors of the travel and tourism industry and the products and services provided.

*Unit 6: Resort Operations* – where learners will further use the customer-service skills developed here.

### Industry

The use of outside speakers and the provision of material from the travel and tourism industry would assist learners in determining customer needs and the standards expected of them when in industry and dealing with customers.

An overseas residential visit would provide a range of environments where customer service skills could be developed.

## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Marvell A – *GCE AS Travel and Tourism for Edexcel* (Heinemann Educational Publishers, 2005) ISBN 0435446428

Holloway C – *The Business of Tourism, Seventh Edition* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Prosser R – *Leisure, Recreation and Tourism, Second Revised Edition* (Collins Educational, 2000) ISBN 0003266508

Yale P – *The Business of Tour Operations* (Longman, 1995) ISBN 0582277973

### Videos

*Holiday Maker* – Channel 4

*I Am a Visitor* – English Heritage, 2000

*Inside a Travel Business* – TV Choice, 2001

### Multimedia

*Airline*

*Airport*

BBC Learning Zone – travel and tourism programmes

*Wish You Were Here*

### Other resources

*Insights* – English Tourism Council

*Leisure Management and Leisure Opportunities*

*Travel Trade Gazette* – CNP Information Ltd

*Travel Weekly*

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### Introduction

In this unit you will look at destinations in Europe that both leisure and business travellers visit. You will look at where they are located, the features that give them popularity and appeal and the transport routes that link the destination to the traveller. You will have the opportunity to learn about a range of destinations in Europe, some in detail.

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### Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

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### What you need to learn

#### 3.1 Location and types of tourist destinations

You will learn how to categorise destinations in Europe and locate examples of each category on a map. The different types you need to learn are:

- coastal areas
- tourist towns and cities
- business and conference destinations
- countryside areas
- heritage and cultural destinations
- purpose built – built specifically to meet the needs of tourists.

You will learn that not all destinations can be easily categorised. You will learn to use examples to explain the features that differentiate each category and how there are often overlaps.

### 3.2 The features and appeal of destinations to different types of tourist

You will learn about the features that attract tourists to destinations so that you can identify and describe the key features that give them appeal. You will learn to differentiate between those features that give a destination appeal and those that exist but are not relevant. You will learn where to find information about features of destinations and use these sources to research a range of destinations and their features. Features you should consider include:

- climate
- landscape
- transport and communication links
- accommodation
- facilities provided for activities, for business, general
- natural and built attractions
- events and entertainment
- cost of visiting and living
- local culture including food and drink.

Different types of tourists have different needs and expectations of destinations and you will learn about these needs. Your tutor will give you pen portraits of tourists. These are case studies that give details of customers and their wants, needs and interests. You will learn to apply your knowledge of key features that give destinations appeal by recommending destinations for different types of tourists that meet their needs and circumstances, as described in pen portraits. You should learn to recommend destinations that meet tourists' complex needs and circumstances, although initially you are likely to learn to recommend destinations that meet their more straightforward needs. You will also learn to justify any recommendations you make. There are many different types of tourist as indicated below.

- families
- young people
- senior citizens
- couples
- visitors with specific needs
- visitors with special interests
- business travellers.

You will learn about a number of destinations and focus on one destination for assessment of this topic.

### **3.3 Modes of transport and routes available to European travel destinations**

You will learn about key transport gateways in Europe so that you can locate them on a map. You will also learn to locate key rail and road routes linking European tourist receiving and generating areas on a map.

You will learn about the suitability of different modes of transport available between tourist receiving and generating areas so that you can apply your understanding to the needs and circumstances of different types of tourist. The needs and circumstances will be given to you by your tutor in the form of pen portraits. You will learn to consider complex needs of tourists, although initially you will learn how to assess the suitability of different modes of transport to meet more straightforward needs. You will learn to analyse the suitability of different modes of transport in terms of:

- overall length of journey time
- cost of entire journey
- quality and convenience, eg departure times, transfer connections
- services available, eg class of service, support for specific needs
- safety and security.

You will learn about access to a range of different European destinations, departing from different points in Europe. For assessment, you will focus on access to one destination.

### **3.4 Factors affecting the popularity and appeal of European travel destinations**

You will learn about the factors that have affected the popularity and appeal of tourist destinations to gain an understanding of why some destinations with comparable features are more popular than others. Some factors are controllable by the destination and some are uncontrollable. You will learn to research destinations in Europe to evaluate how they have controlled factors to maximise their appeal and popularity. Factors include:

- accessibility
- image and promotion
- availability of attractions and other tourist facilities
- destination management
- cost of visiting
- political factors.

You will learn to use a range of different sources of information when undertaking research and ensure the information you are using is current and relevant to today's travel and tourism industry. You will focus on one destination for assessment. It should be a destination that has grown in popularity in the last 15 years.

## Assessment evidence

Assessment evidence could be in many different forms to allow for your learning preferences and strengths to be accommodated. Learners will include maps, but many tasks could be evidenced through written reports, production of promotional material or witness testimonies of oral presentations or customer service role plays with supporting notes.

You are required to investigate **three** destinations in total for the unit. You do not research the three destinations for all tasks, each investigation will have a specific focus:

- one destination for task (b) focusing on features
- one destination for task (c) focusing on the factors that had affected popularity and appeal
- one destination for task (d) focusing on accessibility.

Your work must include evidence of:

- a six maps, one for each type of destination. Each map should locate the appropriate European travel destinations popular with UK tourists and highlight the relevant gateways and road and rail routes for these destinations from the UK

and

for each of the six types of destination, an explanation of the features that differentiate them and the difficulties in categorising some destinations, giving examples.

- b the key features that give destinations appeal to different types of tourist. Recommendations for a European destination that meets the needs of a tourist whose needs and circumstances are given to you by your tutor in the form of a pen portrait. These might be complex. A description of the main features that give the recommended destination appeal and an explanation of how it meets the needs of the tourist specified.

- c research undertaken to complete all tasks

and

an analysis of the factors that have led to the growth in popularity and appeal of one European travel destination and how the destination has controlled factors to maximise their appeal and popularity.

- d\* an assessment of the suitability of different modes of transport to a European travel destination for a type of tourist. Details of the type of tourist and their needs and circumstances will be given to you in the form of a pen portrait. This will include details of their departure point and destination. The tourist might have complex needs and circumstances.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>a</b> <b>(A01)</b>	<p>Maps are produced for each type of destination that show the location of appropriate European travel destinations. Some gateways and rail and road routes to destinations are also shown on maps. Maps will have little detail apart from the destinations and may have some omissions or minor errors in location.</p> <p>Explanation of features that differentiate types of destination is limited, and mainly descriptive.</p>	<p>Maps are produced for each type of destination showing the accurate location of appropriate key European travel destinations. All main gateways from UK are shown for different modes of transport. Major road and rail routes within Europe are also shown. Maps have some detail with few omissions. Locations may have some minor inaccuracies.</p> <p>Explanation of features relates to all types of destination and has some detail. There is an explanation of how these are used to categorise destinations. There is also an explanation of the difficulties of categorising destinations.</p>	<p>Detailed maps are produced for each type of destination showing the accurate location of appropriate key European travel destinations and some additional destinations where popularity is emerging. All main and some less important gateways from the UK are shown. Major road and rail routes within Europe are located. Maps have no significant omissions and all locations are accurate.</p> <p>Explanation of features is clear and detailed and relates to all types of destination. There is a clear and detailed explanation of how these features are used to categorise destinations with specific examples. There is also a clear and detailed explanation of the difficulties of categorising destinations using specific examples to illustrate this.</p>	<b>18</b>
<b>b</b> <b>(A02)</b>	<p>The features of a destination are described with some detail. There may be little discrimination between features that exist and those that give it appeal. An explanation of how the features of a destination meet the needs of the tourist as specified in the pen portrait is limited and mainly descriptive. The explanation refers to tourists' straightforward needs.</p>	<p>The key features that give a destination appeal are described in detail. There may be some minor irrelevancies. An explanation of how the features of a destination meet the needs of the tourist as specified in the pen portrait are given. There are some clear links between features available in the destination and the needs of the tourist. The explanation refers to some of the tourists' complex needs.</p>	<p>The key features that give a destination appeal are described in detail with no irrelevancies. A thorough explanation of how a destination clearly meets the needs of the tourist as specified in the pen portrait is given with clear links between the features available in the destination and all the complex needs of the tourist.</p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>C</b> <b>(AO3)</b>	<p>Some research has been undertaken and is evidenced mainly through a bibliography. Sources directed or provided by others were used.</p> <p>There is some basic analysis of the factors that have led to the popularity and appeal of a European travel destination but evidence tends to be descriptive. The destination chosen may be well established so some factors identified may be dated.</p> <p>There is some reference to how the controllable factors have been maximised but these are not clearly presented and tend to be covered superficially with little analysis.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>Research has been undertaken using different sources, some of which were obtained independently. Some evidence of research is referenced.</p> <p>There is some analysis of a variety of factors that have led to the popularity and appeal of a European travel destination. The destination chosen is one that has recently become popular so that factors identified are mainly current although some may be theoretical. There is also some analysis of how the controllable factors have been maximised by the destination to increase their popularity. The analysis is mainly clearly presented.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>Research has been undertaken using a range of different sources that have been obtained independently. Much of the evidence of research is referenced.</p> <p>There is analysis of a wide range of factors that have led to the popularity and appeal of a European travel destination. The destination chosen is one that has recently become popular, with current and relevant factors identified and analysed. There is also clear and detailed analysis of how the destination has maximised the controllable factors to increase their popularity.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>d</b> <b>(AO4)</b> <b>QWC</b> <b>(i-iii)</b>	<p>There is some assessment of the suitability of modes of transport to a European travel destination for a tourist as specified in a pen portrait, but evidence is mainly descriptive. Evidence is limited in terms of alternative modes of transport and factors considered. Access to destination might be straightforward and assessment refers to tourists' straightforward needs.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p><b>(0-6)</b></p>	<p>There is an assessment of the suitability of different modes of transport to a European travel destination for a tourist as specified in a pen portrait. A range of factors and transport modes are considered. Destination may have some difficulty in access. Assessment refers to some of the tourists' complex needs.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p><b>(7-9)</b></p>	<p>There is an assessment of the suitability of different modes of transport to a European travel destination for a tourist as specified in a pen portrait. A range of factors and transport modes are considered. Destination may have some difficulty in access. Assessment refers to tourists' complex needs.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p><b>(10-12)</b></p>	<b>12</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix B.*)

## Assessment guidance

### Mark band 1

Learners' evidence will tend to be limited in detail, with omissions, and be descriptive rather than analytical or showing detailed reasoning. Learners will need to be presented with pen portraits for tasks (b) and (d). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- a At this mark band, it might be that the learner has not provided maps for all types of destination given in the specification. Of those maps that are completed, one or two may be considered incomplete although most key destinations are shown for each type. Key destinations are those that are popular with UK tourists. There will be some evidence of discrimination in that the destinations are appropriate to the category and the learner hasn't simply shown every possible destination for that category. There may be some inaccuracies in locating destinations. Alternatively, it may be that all maps have been completed but there are some significant omissions, irrelevancies and/or inaccuracies. Maps will have little detail other than the location of destinations, eg there are no other physical reference points shown. There are some gateways and road and rail routes shown on maps. These may be incorporated into the maps for each type of destination or shown separately. Gateways and road and rail routes may not always be clearly labelled and may focus on one type, eg airports rather than including ferry ports.

Features of each type of destination tend to be descriptive rather than an explanation of how the features can be used to categorise destinations. There are likely to be omissions in types of destinations covered. There is no or little reference to difficulties in categorising destinations or understanding of overlap.

- b Learners will describe the features of a European destination. There will be some detail in the description either in terms of the range of features described or the depth given to the description of the features. It is likely that the learner has not clearly discriminated between those features that are key to the appeal of the destination and those features that exist there but don't contribute to appeal. Typically, they would have written about each type of feature given in the *What you need to learn* or simply written a comprehensive description of the destination. Destination is relevant to the needs of the tourist but the relevance is not clearly shown by the learner. The learner will have either been given a pen portrait of a tourist that has straightforward needs or has failed to consider the complex needs that were in the pen portrait. A pen portrait that focuses on straightforward needs will have limited detail, eg covers type, number, duration, general needs, eg fun, relaxing.

- c Some research has been undertaken but this tends to be from one or two sources, perhaps only those directed by a tutor/assessor, and evidence is limited perhaps to a bibliography only.

The factors that have led to the popularity and appeal of a selected European destination are highlighted and mainly described with some basic analysis. It may be that some of the content may be dated so factors may no longer be relevant. This is likely to be because the learner has chosen a destination that is well established such as Benidorm because information is easily available. There is some reference to how the destination has used factors to maximise appeal but this tends to be descriptive rather than analytical.

- d The learner has submitted details of transport modes available to a destination in Europe. Details tend to be descriptive and have little assessment of their suitability for the type of tourist. One or two factors are considered and these are more straightforward, such as time or cost. The assessor will give the learner a pen portrait that will have details of the tourists' departure point and destination, as well as tourist needs and circumstances. This will be in the form of a pen portrait. The pen portrait targeting this mark band will have a destination that is easily accessible from the departure point specified, eg London to Paris. The needs and circumstances of the tourist will be straightforward, such as needs to attend a meeting. If a pen portrait is used that has a destination that is not easily accessed, at this mark band, the learner is likely to have focused on one or two modes of transport only with limited consideration of alternatives. Where the needs of the tourist are complex, the learner is likely to have focused on their straightforward needs.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners will tend to produce work that meets the requirements of the task with some detail and some clarity. They will show sound knowledge and understanding through the ability to apply some of that in vocational situations. They will show some ability to undertake research independently and use their findings to make some reasoned judgments. Learners will need to be presented with pen portraits for tasks (b) and (d). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

a Maps will be provided for all types of destination given in the specification. There may be one or two with some omissions. Key destinations are shown for each type. Key destinations are those that are popular with UK tourists. The selected destinations show knowledge of key destinations in that the learner has clearly discriminated their choices of examples to include, as they are relevant to the category and only key destinations are included. Locations are accurate although there may be some minor inaccuracies, such as Nice is slightly further along the coast than it should be or Madrid is slightly further north than it should be. Most major gateways from UK to Europe are shown on maps. These may be incorporated into the maps for each type of destination and are clearly shown as gateways or are shown separately. If shown separately, there is some link to the categories they relate to; for example Paris wouldn't be shown as a gateway to a coastal area. Gateways for different modes of transport are included, eg air, rail, ferry. Major road and rail routes are located and labelled and are relevant to the category. Maps have some detail and include reference to some of the physical features relevant to the category.

There is at least an explanation, with some reasoning, for most types of destination of how features can be used to categorise a destination. There will be at least some reference to overlap of destinations and how this presents difficulties when attempting to categorise. This will be through examples or a basic explanation with some reasoning.

b Learners will describe the features of a European destination. There will be detail in the descriptions of the features in terms of the range of features and the depth of description. Features described show the learner understands those that are key to giving the destination appeal with the learner discriminating these from those that exist but do not contribute to appeal. Some features may be irrelevant but these are limited. The selected destination is appropriate. The learner has explained how the destination is suitable for the type of tourist as specified in the pen portrait, with some links evident between specific needs and specific features. The learner will have been given a pen portrait of a type of tourist that has some complex needs or has a range of complex needs and only some of these have been considered. The pen portrait will have some detail, eg family with three children under five with one infant who don't like long flights and father planning to run the London marathon after return. The learner may have failed to refer to some of the detail in the pen portrait.

- c Some research has been undertaken using a range of sources, such as websites, textbooks, brochures, guides, press. Some of these may have been directed by a tutor but there will be some that were used independently. A bibliography will detail the sources used and there will also be some referencing of sources within the content.

The learner has given an analysis of the factors that have led to the popularity and appeal of a selected European destination. There may be some descriptive elements in the content, but the work will be mainly analytical. There may be some omissions of relevant factors but key factors are covered. Some coverage may be theoretical rather than applied. The content will have some currency and relevance to today's tourism industry through the selection of a destination that has fairly recently gained popularity (within the last fifteen years). There is some analysis of how the destination has used controllable factors to maximise appeal and some of this analysis is clearly presented.

- d The learner has submitted details of different modes of transport between a departure point and a destination in Europe. There is an assessment made of the suitability of different modes of transport for a type of tourist as specified in a pen portrait. A number of factors are considered in the assessment made. The assessor will give the learner a pen portrait that will have details of the tourists' departure point and destination as well as their needs and circumstances. The pen portrait targeting this mark band will have a destination that has some difficulty in access either from any departure point or the departure point specified, eg not accessible by direct flights. There will be some detail of the type of tourists needs and circumstances, eg five young men travelling from Limoges, France and travelling with their own ski equipment to Courcheval. Alternatively, learners will have been given a more complex pen portrait but have failed to refer to all needs and circumstances or to consider a full range of alternatives. Destinations are not those used elsewhere in the unit.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners will submit evidence that clearly meets the requirements of the task with detail and some clarity. They will show sound knowledge and understanding and apply this in vocational situations. They will undertake research using a range of sources that they have found and used independently. They will show how they can use their findings to meet complex customer needs, using reasoning throughout including making reasoned judgements. Learners will need to be presented with pen portraits for tasks (b) and (d). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content:

- a Maps are provided for all types of destination given in the specification. On all maps, key destinations are shown. Key destinations are those that are popular with UK tourists. The selected destinations show thorough knowledge of those destinations that are key as none are inappropriate for the category. Each map may also include the location of destinations whose popularity is developing and these are clearly differentiated from those that are well established. Locations are accurate although there may be one or two minor inaccuracies, such as Nice is slightly further along the coast than it should be or Madrid is further north than it should be. These will be limited. All major gateways from UK to Europe are shown on maps as well as some less important, for example some regional airports that are growing in popularity. These may be incorporated into the maps for each type of destination but will be clearly differentiated from destinations or are shown separately but the link to the category shown. Gateways for different modes of transport are included, eg air, rail, ferry. Major road and rail routes are located and labelled and clearly relevant to the category. Maps have some detail with inclusion of appropriate physical features relevant to the category.

There is an explanation of how features can be used to categorise a destination. This will relate to all types of destination. The explanations will be detailed and have clear reasoning using specific examples to illustrate this. There will be an explanation of how categorising destinations presents difficulties with specific examples used to support the explanation. The explanation will show understanding of why there is overlap when categorising destinations.

- b Learners will describe the features of a European destination. There will be detail in the descriptions of the features and the range of features described. Features described show the learner fully understands those that are key to giving the destination appeal to that type of tourist and will not include any that are irrelevant. The selected destination is appropriate. The learner will give a clear and thorough explanation of how the destination is suitable for the tourist with clear links between specific needs given in the pen portrait and specific features. The type of tourist detailed in the pen portrait will have complex needs that are all considered, eg family with three children under 5 with one infant who don't like long flights. They want short transfers from gateway. Mother has Australian passport. Father planning to run the London marathon after return. Family keen on culture and want to experience traditional event or activity. Want to travel over Easter.

- c Research has been undertaken using a wide range of sources, such as websites, textbooks, brochures, destination promotional material, travel guides, destination media, national and trade press articles. These sources are mainly obtained independently without direction from a tutor. A bibliography will detail the sources used and the sources will also be evidenced through referencing throughout the content.

The learner has given a clear analysis of a wide range of factors that have led to the popularity and appeal of a selected European destination. Analysis is clear and applied to the destination. The content will have currency and relevance to today's tourism industry through the selection of a destination that has fairly recently gained popularity (within the last fifteen years). There is analysis of how the destination has used controllable factors to maximise appeal and increase popularity and the analysis is clearly presented.

- d The learner has made a clear and detailed assessment of the suitability of a comprehensive range of modes of transport between a departure point and destination in Europe. A range of factors are considered fully in the assessment. The assessments are made against the needs and circumstances of a type of tourist specified in a pen portrait. The pen portrait targeting this mark band will have a destination that has difficulty in access and the departure point will be from outside the UK and not directly accessible to the destination. There will be a detailed description of the needs and circumstances of the type of tourist, eg an elderly couple wish to travel from Barcelona to Florence. One of them has mobility problems but does not use a wheelchair, although does need to move around regularly. Both enjoy seeing landscapes different to their own and like to take in the images of the local environment. They will be taking some equipment on the trip as they are planning to paint during their stay. They have no time restrictions and no budget restrictions. Both have a current driving licence and own a car. They also have railcards that allow reduced train fares. Neither speaks a language other than Spanish. Destinations are not those used elsewhere in the unit.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

### Research

Learners may need to be introduced to resources that provide appropriate information to support completion of the unit. This may include atlases, timetables, travel guides, travel press, national media and the internet. Learners will need to know how to produce a bibliography and reference sources. The type of information they will access in these resources should also be discussed. This may be through a model presentation of findings on one or more destinations. Learners will need to develop research skills in order to complete the assessment requirements of the unit but in preparation they will need clear guidance in terms of the breadth and depth and usefulness of the information available. Research applies to all aspects of the unit. Learners can research the location of destinations, features of destinations, transport links and factors affecting popularity and appeal. The travel and tourism industry continually comments on the lack of knowledge of travel destinations amongst those seeking employment. Through this unit, there are opportunities to develop knowledge and understanding of a range of different types of destinations through learning activities. Popular and well-established destinations could be the focus of the learning activities so that those that have more recently been developed could be the focus of assessment. Learners could undertake research in small groups and feed back findings to the rest of the group. In this way, they group will gain an overview of a wide range of destinations. They could also develop effective oral and written communication skills through the feedback given. Feedback could be in the format of a welcome meeting or customer role play or exhibition display stand.

### Guest speakers

Guest speakers can be a great advantage and can give information not available from conventional sources based on personal experience. Unlike textbooks they can respond to questions, and questioning develops reasoning and communication skills. It also provides learners with the opportunity to review their own attitudes and values in terms of the appeal of different types of destinations and suitability of different modes of transport.

Use can be made of local travel agents who are constantly selling different destinations and are aware of a range of commercially available modes of transport. Overseas representatives may be available during winter months to give presentations on destinations where they worked and the type of tourist they dealt with. Transport operators may give details on different modes of transport and their suitability. Different types of potential tourists could also be invited to be mock customers where their needs are determined and used to develop pen portraits.

## Pen portraits

In order to apply their knowledge and understanding of the appeal and popularity of European travel destinations, learners need to be familiar with the needs of different types of tourist. Throughout this unit, learners could be provided with or develop their own pen portraits of different types of tourists with increasingly complex needs. These could be presented in writing, perhaps as a request for information from a tourist board or transport operator or through role plays. Through questioning, learners can determine needs and feed back findings. This develops communication skills, such as listening, speaking and writing as well as reasoning skills, and allows for different learning styles to be addressed. As learners can only access marks from the higher bands if they are responding to complex needs, the pen portraits should become increasingly complex.

## Outside visits

Within the UK, the most useful visit would be to a transport gateway or a transport operator where modes of transport could be observed in terms of products and services provided. Many learners may not have travelled on 'inter-city' train services or on a ferry for example.

Overseas residential visits are able to give learners first-hand knowledge of individual European tourist destinations and are to be recommended if this is possible. Learners could undertake initial research to determine suitability of different destinations for this purpose and in planning activities to be undertaken during the visit.

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## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this unit builds on the learners' understanding of the travel and tourism industry

*Unit 2: The Travel and Tourism Customer* – where learners learn about customers and their needs

*Unit 4: Destination Britain* – where similar types of resources will be accessed to obtain information

*Unit 5: Travelling Safely* – where a consideration of the safety and security of different transport methods will be considered

*Unit 6: Resort Operations* – where learners will develop materials for a welcome meeting based on a destination which may be in Europe.

### Industry

The use of external speakers and the provision of material from the travel and tourism industry would provide a great deal of valuable information.

An overseas residential visit would provide the opportunity to experience a destination and its transport links.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Marvell A – *GCE AS Travel and Tourism for Edexcel* (Heinemann Educational Publishers, 2005) ISBN 0435446428

Holloway C – *The Business of Tourism, Seventh Edition* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Page S – *Transport for Tourism* (Cengage Learning EMEA, 1999) ISBN 1861529694

### Websites

British Airways	<a href="http://www.britishairways.com">www.britishairways.com</a>
Eurostar	<a href="http://www.eurostar.com">www.eurostar.com</a>
Expedia	<a href="http://www.expedia.co.uk">www.expedia.co.uk</a>
First Choice	<a href="http://www.firstchoice.co.uk">www.firstchoice.co.uk</a>
Holiday Travel Watch	<a href="http://www.holidaytravelwatch.com">www.holidaytravelwatch.com</a>
Lonely Planet	<a href="http://www.lonelyplanet.com">www.lonelyplanet.com</a>
MyTravel	<a href="http://www.mytravel.com">www.mytravel.com</a>
National Express	<a href="http://www.nationalexpress.com">www.nationalexpress.com</a>
P&O Ferries	<a href="http://www.poferries.com">www.poferries.com</a>
Rough Guide	<a href="http://www.roughguides.com">www.roughguides.com</a>
Thomas Cook	<a href="http://www.thomascook.com">www.thomascook.com</a>
Thomson Holidays	<a href="http://www.thomson.co.uk">www.thomson.co.uk</a>
Tourism Concern	<a href="http://www.tourismconcern.org.uk">www.tourismconcern.org.uk</a>
Travel Weekly	<a href="http://www.travelweekly.co.uk">www.travelweekly.co.uk</a>
World Travel Guide	<a href="http://www.worldtravelguide.net">www.worldtravelguide.net</a>

### Multimedia

*Travel Geography* CD ROM – The Travel Training Company, 2000

### Other resources

Coach and rail timetables  
Lonely Planet guides  
*OAG Cruise and Ferry Guide*  
*OAG Guide to International Travel*  
*Rough Guides*  
Transport promotional material  
Travel channels on television  
Travel sections in daily and Sunday newspapers  
*Travel Trade Gazette*  
*Travel Weekly*  
*World Travel Guide* – Columbus Press

### Introduction

The British Isles are a popular destination for many visitors from overseas. You will find out just how popular they are by investigating the scale of tourism to the British Isles. This unit will give you the opportunity to look at the organisations involved in maintaining that popularity and appeal. You will examine a range of popular tourist destinations across all of the British Isles and the features they have that give them popularity and appeal. You will have the opportunity to develop itineraries for tourists planning to visit one or more of these islands. You will also look at the factors that affect the future popularity and appeal of British Isle tourist destinations.

For the purposes of this unit, 'the British Isles' can include England, Scotland, Wales, Northern Ireland, the Republic of Ireland, the Channel Islands and the Isle of Man.

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### Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

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### What you need to learn

#### 4.1 Travel and tourism organisations that support tourism in the British Isles

There are many different travel and tourism organisations that support tourism in the British Isles. There are public, private and voluntary sector organisations and these include:

- government departments and agencies
- regional tourist boards and national tourist offices
- local authority tourism departments
- regional development agencies
- tourist information centres
- membership organisations
- transport operators, accommodation providers, incoming tour operators.

You will learn to identify the local, regional and national organisations involved in supporting tourism to a specified area of the British Isles and explain their roles. A specified area could be a tourist board region, one or more counties or a themed area.

You will learn to explain the interdependence and interrelationships of these organisations, within a specified area, in supporting tourism in the British Isles.

## 4.2 Features of destinations in the British Isles

You will learn that there are different types of destinations in the British Isles. These could be categorised as:

- coastal areas
- tourist towns and cities
- business and conference destinations
- countryside areas
- heritage and cultural destinations
- purpose built – built specifically to meet the needs of tourists.

You will be able to give examples of the main destinations within these categories that are popular with incoming tourists to the British Isles. You will learn to locate these destinations on a map.

Destinations have many features that give them appeal to tourists. These include:

- climate
- landscape
- transport and communication links
- accommodation
- facilities provided
- natural and built attractions
- events and entertainment
- local culture including food and drink.

You will learn to differentiate between those features that are key to the appeal of a destination and those that exist but have no influence on appeal. You will learn to describe the key features that give popular destinations appeal and explain how they meet the needs of different types of incoming visitors. You will learn about the needs of different types of tourists including:

- groups
- people of different ages
- business customers
- those with specific needs, eg customers with disabilities, adults with young children, medical conditions such as pregnancy, diabetes, or age related
- language differences
- cultural differences.

You will learn to identify needs from information provided and recommend suitable destinations to meet those needs, justifying your choices. Information on the needs of visitors will be given to you by your tutor in the form of a pen portrait.

- 4.3 Constructing itineraries for tourists**
- An itinerary is a plan or schedule for tourists to follow. You will learn to include the following in an itinerary:
- who the itinerary is prepared for
  - dates
  - timing
  - what is included such as accommodation
  - contact details
  - details of destination such as attractions featured.
- You will learn the amount of detail needed and the format that is appropriate. You will learn how to construct an itinerary of complementary destinations to meet a visitor's specific needs. The visitor's specific needs will be given to you by your tutor in the form of a pen portrait.
- 4.4 Scale of tourism to the British Isles**
- You will learn to use different sources of information to research the scale of tourism to the British Isles. Through research, you will obtain statistical data and will learn to interpret and analyse the data to draw reasoned conclusions on the scale of tourism to the British Isles. You will research the importance of visitors to the British Isles in terms of:
- visitor numbers
  - visitor spending
  - type of visitor
  - bed nights used.
- 4.5 The factors that affect popularity and appeal of destinations**
- You will learn the factors that have led to the popularity and appeal of different British destinations. Factors include:
- accessibility
  - availability of attractions and other tourist facilities
  - cost of visiting
  - change in customer needs and expectations
  - destination management
  - image and promotion
  - political factors.
- You will learn that destinations will be affected by different factors and identify and describe those that are relevant. You will learn how to evaluate the factors that are key to the popularity and appeal of different destinations and to assess the effect that these factors can have. You will also learn to recommend ways that destinations can increase their appeal to make them more popular with incoming tourists, justifying your recommendations. You will examine a range of destinations and focus on one for assessment.

## Assessment evidence

Assessment evidence could be in many forms to allow learners' learning styles and preferences to be accommodated. There will be itineraries produced for task (b) but other tasks could be evidenced through written reports, newspaper articles, radio or television scripts or witness testimonies of oral presentations accompanied by supporting evidence.

For task (a) your evidence will be drawn from one selected area. For task (b) your evidence will be drawn from a range of destinations. Evidence for task (d) will be drawn from one destination. It could be one of the destinations featured in evidence for task (b).

Your work must include evidence of:

- a description of the roles of key travel and tourism organisations that support tourism to a selected area in the British Isles  
and  
an explanation of the interdependence and interrelationships of these organisations in supporting tourism to the selected area in the British Isles
- b an itinerary including examples of different types of British destinations. You will be given details of incoming tourists by your tutor in the form of a pen portrait and your itinerary should include destinations that meet the needs that are specified in the information you are given. Destinations should be located on a map and the features that give each destination in the itinerary appeal, should be described. There should be an explanation of how the itinerary meets the needs of the incoming tourists
- c research and analysis of the scale of tourism to the British Isles in terms of visitor numbers, visitor spending, type of visitor and bed nights used
- d\* an evaluation of the factors that have affected the popularity and appeal of a selected destination  
and  
recommendations of how this destination can develop its future popularity and appeal in order to receive more incoming visitors.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>a</b> <b>(AO1)</b>	<p>A description of the travel and tourism organisations that support tourism to the British Isles for a selected area. Some organisations may have limited detail provided and may not be specific to the area selected.</p> <p>An explanation of the interdependencies and interrelationships of the organisations selected in an area of the British Isles. Explanation may be limited and mainly descriptive.</p> <p><b>(0-9)</b></p>	<p>A detailed description of the main travel and tourism organisations that support tourism to the British Isles for a selected area. Organisations are specific to the area selected.</p> <p>An explanation of the interdependencies and interrelationships of the organisations selected in an area of the British Isles. Explanation is detailed and relates to attracting tourists to the area.</p> <p><b>(10-14)</b></p>	<p>A detailed and comprehensive description of the travel and tourism organisations that support tourism to the British Isles for a selected area.</p> <p>A clear and detailed explanation of the interdependencies and interrelationships of the organisations selected in a region of the British Isles. Explanation clearly shows interdependencies and interrelationships in attracting tourists to the area.</p> <p><b>(15-18)</b></p>	<b>18</b>
<b>b</b> <b>(AO2)</b>	<p>Itinerary presented shows different types of destination and includes most of the important information required by the tourist. Destinations are located on a map with minor inaccuracies in location.</p> <p>A description of the features that give each destination appeal with some minor features not addressed. There may be little discrimination between features that exist and those that give it appeal.</p> <p>An explanation of how the itinerary meets the needs of the incoming tourist is limited and mainly descriptive.</p> <p><b>(0-7)</b></p>	<p>A structured itinerary that shows a range of appropriate types of destination. The itinerary includes all the relevant information required by the tourist. Destinations selected are accurately located on a map.</p> <p>A number of features in each destination are described in detail. Key features of each destination are highlighted. There may be some minor irrelevancies.</p> <p>An explanation is provided of how the selection of destinations in the itinerary meets the needs of the incoming tourist, with clear links between the tourists' identified needs and the features provided in the destination within the itinerary.</p> <p><b>(8-12)</b></p>	<p>A detailed and well-structured itinerary that shows a range of different and appropriate types of destination. Itinerary clearly communicates all of the relevant information required by the tourist. Destinations selected are accurately located on a map.</p> <p>A detailed description of the key features that give each destination appeal. All features selected are relevant to the destination and visitor needs showing a thorough understanding of those features that give a destination appeal.</p> <p>A thorough explanation of how the itinerary meets the needs of the incoming tourists with clear links between their needs and the features available in the destinations within the itinerary.</p> <p><b>(13-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>c</b> <b>(A03)</b>	<p>Research has been undertaken but this is limited in terms of the range of sources used. Evidence of research is likely to be presented in a bibliography with limited referencing. Sources used are mainly those that have been provided.</p> <p>Basic analysis of the scale of British tourism from incoming tourists that tends to be mainly descriptive. Data used may have some irrelevancies or not used fully.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>Research has been undertaken using a range of sources of information and shows referencing throughout. Some sources of information obtained independently.</p> <p>Analysis of the scale of British tourism from incoming tourists. Analysis uses statistical data to determine the scale that is mainly appropriate.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>Evidence of thorough research of statistical data to determine the scale of tourism to the British Isles from incoming tourists. There is a wide range of sources of information used that have been obtained independently and referenced throughout.</p> <p>A thorough analysis of the scale of British tourism from incoming tourists. Analysis draws on relevant data with no irrelevancies and inaccuracies.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>
<b>d</b> <b>(A04)</b> <b>QWC</b> <b>(i-iii)</b>	<p>An evaluation of some of the factors that have led to the popularity and appeal of a selected destination in the British Isles. Evaluation tends to have limited detail and be descriptive.</p>	<p>A detailed evaluation of the main factors that have led to the popularity and appeal of a selected destination in the British Isles. The factors selected are linked well to how the destination has led to popularity and appeal. Some conclusions are substantiated.</p>	<p>A critical evaluation of the main factors that have led to the popularity and appeal of a selected destination in the British Isles. Factors selected are appropriate and covered in detail. Conclusions drawn are mainly substantiated.</p>	

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>d</b> <b>QWC</b> <b>(i-iii)</b> <b>cont.</b>	<p>Some recommendations on how the selected destination can develop in the future to attract incoming tourists. Some of these may not be feasible. The recommendations may be suggestions rather than justified recommendations.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-6)</b></p>	<p>Recommendations on how the selected destination can develop in the future to increase popularity and appeal to incoming tourists are provided with some detail. Recommendations are mostly relevant and feasible and some are justified. Either the main factors or recommendations for development show detail.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(7-9)</b></p>	<p>Justified recommendations on how the selected destination can develop in the future to increase popularity and appeal to incoming tourists. Recommendations are drawn from conclusions made in evaluation.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(10-12)</b></p>	<b>12</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix B.*)

## Assessment guidance

### Mark band 1

Learners' evidence will tend to be limited in detail, descriptive rather than evaluative or showing detailed reasoning, and with omissions. Research is likely to be from limited sources that are mainly directed by others. For task (a) learners will need to select an area of the British Isles. This can be a Regional Tourist Board area such as Heart of England, a Regional Development Agency area such as One North East, a county such as Pembrokeshire, a group of counties such as Northern Ireland, or a themed area such as Hardy Country. For task (b), learners need to be presented with pen portraits. The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately.

- a Learners must give a description of some of the travel and tourism organisations that support tourism in the British Isles within a selected area. The description will probably lack detail and not all the relevant organisations involved will be included. Learners may have written about organisations in general terms rather than those in a specified area. Evidence will therefore be more theoretical. Detail may be lacking in terms of the range of organisations included or the descriptions of their roles. Learners must also include an explanation of the interdependencies and interrelationships of the organisations involved. Explanations will tend to be general and not specific to the selected area and lack detail. Evidence is likely to be descriptive with little reasoning, so understanding is likely to be limited.
- b Learners must produce an itinerary for an incoming tourist. There will be different types of destination. Relevant information will be included but there may be some omissions. Information may be limited in terms of detail provided. Learners will locate the destinations on a map but there are likely to be some omission or inaccuracies. The features of destinations included in the itinerary will be described. At this mark band, there is likely to be little discrimination between those that give appeal and those that exist. It is likely to be a fact sheet approach. Descriptions may lack detail in some features. The itinerary must show some link to the needs of the incoming tourist although there may be some aspects of the itinerary that do not exactly meet their needs. There should be some explanation of how the itinerary meets the tourists' needs given in the pen portrait. This may be mainly descriptive or written in general terms without specific reference to their needs.
- c Some research has been undertaken but this tends to be from one or two sources, perhaps only those directed by a tutor/assessor, and evidence is limited perhaps to a bibliography only. Learners will need to demonstrate some analysis of the scale of incoming tourism in the British Isles. Statistics are evident but not fully used. Some may be irrelevant. Evidence is likely to be descriptive rather than analytical.

- d Evidence must attempt to review and evaluate some of the factors that have led to the popularity and appeal of a British destination. Evidence may show some evaluation but this may be limited and more descriptive. Evidence may not include all of the factors that have affected the selected destination. There may be some general factors included. Learners must suggest some ideas how the selected destination attract incoming visitors in the future but these will be suggestions with very limited justification.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners' evidence will show that they have understood the requirements of all tasks. Evidence will tend to have some detail, showing clear knowledge and understanding. There will be some clear evaluation and reasoning in the work submitted. Learners are likely to have undertaken some in-depth and wide-ranging research, some of it independently. They will have used some of their findings to draw conclusions. For task (a) learners will need to select an area of the British Isles. This can be a Regional Tourist Board area such as Heart of England, a Regional Development Agency area such as One North East, a county such as Pembrokeshire, a group of counties such as Northern Ireland, or a themed area such as Hardy Country. For task (b), learners need to be presented with pen portraits. The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately.

- a Learners must give a detailed description of the main travel and tourism organisations that support tourism in the British Isles within a selected area. The description must show detail of the relevant organisations involved. The organisations will be those specific to the selected area although there may be some that are irrelevant or general. Learners must also include an explanation of the interdependencies and interrelationships of the organisations involved. Explanations will have some detailed reasoning in terms of how the organisations attract tourists to the area.
- b Learners must produce an itinerary for an incoming visitor. There will be a wide range of different types of destination included. Itineraries should be structured and include all the relevant information for the visitor. There will be some detail provided in the itinerary. The location of each destination in the itinerary will be accurately shown on a map. The key features of the destinations included in the itinerary will be described in detail. Those described in detail are those that are relevant to giving the destination popularity and appeal, showing an understanding of the needs of the tourist and the features that exist. The itinerary must show links to the incoming tourist and meet their requirements. There will be an explanation of how the destinations included in the itinerary meet the tourists' needs. This will be reasoned and show links to their identified needs.
- c Some research has been undertaken using a range of sources such as websites, textbooks, brochures, guides, press. Some of these may have been directed by a tutor but there will be some that were used independently. A bibliography will detail the sources used and there will also be some referencing of sources within the content.

Learners will need to demonstrate analysis of the scale of incoming tourism in the British Isles. Statistics are used and interpreted in the analysis. Some might be irrelevant. There are some conclusions related to the scale of tourism to the British Isles. The analysis is clear.

- d Evidence must include an evaluation of the factors that have led to the popularity and appeal for a selected British destination. Learners must make suggestions of how the selected destination can continue to attract incoming visitors in the future. These suggestions should be realistic and appropriate for the destination and the incoming visitor. The evaluation must show detail. Factors must be specifically link to the popularity and appeal of the selected destination.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners will clearly meet the requirements of all tasks. Evidence will be detailed and comprehensive, showing thorough knowledge and understanding. There will be clear evaluation and reasoning in the work submitted. Learners will have researched widely and independently using their findings to substantiate conclusions. For task (a) learners will need to select an area of the British Isles. This can be a Regional Tourist Board area such as Heart of England, a Regional Development Agency area such as One North East, a county such as Pembrokeshire, a group of counties such as Northern Ireland, or a themed area such as Hardy Country. For task (b), learners need to be presented with pen portraits. The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately.

- a Learners must produce detailed and comprehensive descriptions of all the main key travel and tourism organisations that support tourism in the British Isles for the selected area. The descriptions will be comprehensive in terms of the organisations involved and detailed in terms of their roles. Where organisations from outside the area are involved, the distinction is clearly shown. Learners need to give a detailed explanation of the interdependencies and interrelationships of the organisations demonstrating a thorough understanding of how they attract tourists to the area. Explanation clearly shows interdependencies and interrelationships.
- b Learners must produce an itinerary for an incoming tourist. There will be a wide range of different types of destination included. Itineraries should be well structured, clearly communicating all the relevant information in detail to the tourist. Itineraries will show planning in the choice and sequence of destinations included in the itinerary. The location of each destination in the itinerary will be accurately shown on a map. Learners must describe in detail the key features of each destination included in the itinerary. They will have discriminated between those that give the destination appeal and those that exist. They will have identified some less well-known features showing a clear attempt to meet tourist needs. All aspects of the itinerary should clearly link to the needs of the tourist and all destinations selected should be appropriate. There must be a detailed explanation of how the itinerary meets the needs of the incoming tourist. This will include detailed reasoning and clear links to tourist needs. The explanation is likely to go beyond stated needs in that they have realised that there will be certain additional requirements.
- c Research has been undertaken using a wide range of sources, such as websites, textbooks, destination media, national and trade press articles. These sources are mainly obtained independently without direction from a tutor. A bibliography will detail the sources used and the sources will also be evidenced through referencing throughout the content.

Learners will need to demonstrate detailed analysis of the scale of incoming tourism in the British Isles. Learners must use statistical information and other data. All data is relevant, used and interpreted. Substantiated conclusions must be drawn from research undertaken.

- d Evidence must include a critical evaluation of all of the factors that have led to the popularity and appeal for a selected British destination. Conclusions made should be substantiated. Learners must make suggestions of how the selected destination can attract incoming visitors in the future. These suggestions should be realistic and appropriate for both the destination and the incoming visitor and must be substantiated and justified.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

<b>Research</b>	Learners should be encouraged to access the internet to support the development of knowledge of different types of destinations within the British Isles, and the organisations involved in supporting tourism here. They could start by looking at the different types of destinations and the features of each. The internet could also be used as a resource to research information on a destination, which would support the production of the itinerary and to also investigate the factors affect a destination. It can be used to access statistical information. Learners should also be encouraged to collect articles from newspapers and magazines featuring destinations in the British Isles. They should also follow other media to expand their knowledge of factors affecting tourism destinations and popularity of destinations in the British Isles.
<b>Presentations</b>	Learners could give mini presentations on research of different types of destination around the British Isles. Presentations could also be used as a method of assessment for tasks. Learners could present their findings on the organisations in their selected area and independencies and interrelationships of the organisations. Alternatively presentations could be on the itinerary for a specific incoming visitor. These could be given to peers.
<b>Pen portraits</b>	Pen portraits of different types of incoming tourists could be presented to learners for discussion. Initially they could focus on learners identifying one suitable destination and increasingly build to something more complex. Learners could also write their own pen portraits, perhaps of the type of tourist that would find a destination appealing, learning to justify their proposals.
<b>Case studies</b>	Using case studies of different destinations could be used to develop understanding of the type of destination, features and appeal of that destination. Case studies can provide the opportunities for further discussion as well as make the learner familiar with a variety of types of destination.
<b>Guest speakers</b>	The use of organisations such as English Heritage, Blue Badge Guides, regional development agencies etc as guest speakers can provide learners with a good understanding of any aspect of this unit. Guest speakers provide credibility as well as giving learners the opportunity to ask questions. It should support their understanding as the guest speaker can respond to questions which cannot be done through a textbook. This will also develop their oral communication skills.
<b>Visits</b>	Many learners may have had limited experience of tourism in the British Isles or tourism in different types of destination. Visits through day trips or residentials may assist their understanding of the appeal of different types of destination, and provide experience of some of the features that give that destination appeal. During visits, they could undertake research, through a survey for example, of what was appealing about the destination.

## Videos

There are a number of documentary videos such as BBC Learning Zone – Travel and Tourism programmes that provide learners with a visual image of destinations and also feature the destinations appeal. The videos can provide the opportunity for further discussion as well as seeing the appeal of a variety of destinations. Many destinations also produce promotional videos such as Center Parcs.

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## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this unit builds on their understanding of the roles and responsibilities of different types of organisation in the travel and tourism industry.

*Unit 2: The Travel and Tourism Customer* – gives the opportunity to consider the needs of incoming visitors developed in the customer service unit when exploring the suitability of destinations for incoming tourists, appeal and features of a destination.

*Unit 10: Promotion and Sales in Travel and Tourism* – the features of a destination in the British Isles could build of their understanding of sales and promotion when considering the appeal of a destination.

*Unit 12: Travel Organisations* – provides an understanding of a range of travel organisations.

### Industry

A visit to a destination in the British Isles could provide the opportunity to compare the features and appeal of the local area as well as support knowledge of a variety of destinations. Guest speakers could also provide excellent information on destinations. Useful links could be established with the local Tourist Information Centre, local authority tourism office/department and Blue Badge Guides.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Holloway C – *The Business of Tourism, Seventh Edition* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Law C – *Urban Tourism* (Cengage Learning EMEA, 2002) ISBN 0826449263

Page S – *Transport for Tourism* (Cengage Learning EMEA, 1999) ISBN 1861529694

### Websites

Department for Culture,  
Media and Sport

[www.gov.uk/government/  
organisations/department-for-  
culture-media-sport](http://www.gov.uk/government/organisations/department-for-culture-media-sport)

English Heritage

[www.english-heritage.org.uk](http://www.english-heritage.org.uk)

Guild of Registered Tourist  
Guides

[www.britainsbestguides.org](http://www.britainsbestguides.org)

Lake District National Park  
Authority

[www.lakedistrict.gov.uk](http://www.lakedistrict.gov.uk)

National Trust

[www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

Northern Ireland Tourist Board

[www.discovernorthernireland.com](http://www.discovernorthernireland.com)

Scottish Youth Hostels Assoc.

[www.syha.org.uk](http://www.syha.org.uk)

Tourism Concern

[www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)

Ukinbound

[www.ukinbound.org](http://www.ukinbound.org)

Visit Britain

[www.visitbritain.com](http://www.visitbritain.com)

Visit Scotland

[www.visitscotland.com](http://www.visitscotland.com)

Visit Wales

[www.visitwales.com](http://www.visitwales.com)

Youth Hostels Association  
(England and Wales)

[www.yha.org.uk](http://www.yha.org.uk)

### Videos

BBC Learning Zone – travel and tourism programmes

*Wish You Were Here*

### Multimedia

*Travel Geography* CD ROM – The Travel Training Company, 2000

### Other resources

Daily newspaper travel sections

*In Britain* (Visit Britain)

*Insights* (English Tourism Council)

*Travel Trade Gazette* – CNP Information Ltd

## Unit 5: Travelling Safely

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Externally assessed

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### Introduction

Through this unit you will find out how the travel and tourism industry operates to ensure the safety of the traveller – the person, their belongings and their money. Safety refers to their health and their security. You will examine the legal and regulatory requirements placed upon organisations by governments and agencies, and how these requirements are applied in different situations. Many countries protect the traveller by restricting access. You will learn the measures that are used and the implications of these to the traveller. You will also explore how the industry deals with emergency situations, whether small scale such as medical problems encountered by the traveller, or major such as hurricanes and volcanic eruptions.

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### Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

*Unit 2: The Travel and Tourism Customer*

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### External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 5.1 Legal and regulatory requirements

You will learn about the key organisations involved in regulating the travel and tourism industry. You will learn to differentiate between these organisations by summarising their main regulatory responsibilities and the regulations they have put in place. The organisations you need to learn are:

- Civil Aviation Authority (CAA)
- Association of British Travel Agents (ABTA)
- International Air Transport Association (IATA)
- Joint Aviation Authorities (JAA).

You will also learn to analyse how these organisations affect different types of travel and tourism organisations.

There are many legal requirements placed upon the industry. Some of these are specific to the industry and others apply to all organisations. You will examine these laws so that you can differentiate between them and give accurate summaries of each. The legislation you need to learn are:

- EU Directive
- Disability Discrimination Act
- Data Protection Act
- Trades Description Act
- Fair Trading Act
- Sale of Goods and Services Act.

Note, the year of the legislation is not stated as you are expected to have knowledge of the Acts that are current at the time of your studies.

You will learn to analyse situations given in a case study to decide which legislation is relevant. You will also learn to analyse how travel and tourism organisations organise their practices and procedures to comply with legislation. You will learn to make recommendations for improvements to practices and procedures and analyse the implications this may have on travellers and travel and tourism organisations.

## 5.2 Restrictions on travel

Many national governments place restrictions on tourist movements. This may be into, within or from the country. This is mainly through the use of passports and visas. Travel and tourism organisations also have measures that restrict travel, such as tickets and boarding passes. You will learn to use information provided to advise travellers of passport, visa and other measures that are adopted to restrict travel. You will also learn to analyse the implications for organisations in the travel and tourism industry of failing to implement these restrictions.

With international travel increasing, the potential for disease to spread across borders is also increasing. Travellers are often restricted from accessing a country from another country where contagious diseases are prevalent. You will learn about the major contagious diseases that exist in the world so that you can identify where they are located and describe the causes and symptoms and how the spread of risk is minimised. The diseases you will need to learn about are:

- cholera
- typhoid
- HIV and AIDS
- yellow fever
- malaria
- hepatitis C.

You will learn to use information available to advise travellers on potential risk and restrictions.

### 5.3 Emergency situations

You will learn about small-scale emergency situations including:

- holiday cancellations
- holiday curtailment
- medical problems
- lost passport
- lost money
- lost luggage
- theft and muggings
- arrest and imprisonment.

You will learn to interpret information, such as insurance policies and tour operators, agreements, so as to advise customers on how to deal with a small-scale emergency situation.

You will learn about key organisations that can provide support to deal with emergency situations, such as the Foreign Office and their embassies and consulates, insurance companies, medical assistance companies, tour operators, and airlines. You will learn to state the name of the organisation or agency that can provide support and explain the type of support they can provide.

You will also learn about more serious, large-scale emergency situations, known as *force majeure*, such as:

- wars
- terrorist attacks
- strikes
- natural disasters such as volcanic eruptions, flooding
- severe weather conditions such as hurricanes
- major outbreaks of disease
- other disasters such as plane and train crashes.

Through research, you will learn how the industry deals with these situations. You will learn to describe situations and analyse how they were dealt with by organisations in the travel and tourism industry. You will also learn to make recommendations for how organisations in the travel and tourism industry could deal with emergency situations.

## Assessment evidence

This unit will be assessed through external assessment.

The mark you achieve for this assessment will be your mark for the unit.

The external assessment will be in the form of a marked test. This test will consist of a series of short and long-answer questions. The content of the external assessment will relate directly to what you should have learned as a result of the activities you have carried out as part of your work for this unit.

You will need to be able to apply the knowledge, skills and understanding of the unit to the demands of the questions set. The ability to transfer knowledge skills and understanding to different situations is an invaluable preparation for employment, training and higher education. External assessment is one example of where this transference is critical, eg coping with controlled conditions of an external assessment, the scenarios and responding to questions.

The external assessment will require evidence of:

- a being able to demonstrate knowledge and understanding, of the subject content of this unit, and of related skills in vocationally-related contexts
- b being able to apply your knowledge and understanding of the subject content of this unit, and of related skills in vocationally-related contexts
- c being able to use appropriate research techniques to obtain information to analyse vocationally-related issues and problems
- d being able to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally-related issues and problems.

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## Delivering this unit

### Learner-led seminars

There are a range of sources of information that learners can access relating to the topics outlined in this unit. Not all of them will specifically relate to travel and tourism but will have relevant content. Learners could be divided into small groups to undertake research of different aspects of the unit. This could be when examining different legislation and regulation, for instance or different types of emergency situations. Each group could undertake research where the findings are presented to the rest of the class. This could be as a 30-minute seminar with each group given a clear focus. Learners will need to have experienced seminars prior to undertaking this activity so that they understand the purpose and process they will lead. These activities will develop a range of skills as they will work in a group, research information and communicate findings. The seminars could alternatively be a 'training session to a group of staff in your organisation' so that learners can not only see the vocational relevance of their activity but also develop their ability to take on supervisory responsibilities working in the industry.

### **Case studies of different emergency situations**

There are many examples of emergency situations, both small and large scale, that can be found on the internet and in the national and travel press. In addition, learners themselves may have experienced an emergency situation. They could write case studies of their own experiences or those they have observed. Alternatively, they could be asked to produce fictitious case studies. Case studies will enable learners to learn to apply their knowledge and understanding to vocational situations. Initially, case studies should be used in discussions where they can become familiar with the content. Increasingly, they should be presented with case studies with which they are not familiar in order to prepare them for the exam where the case studies presented will be unfamiliar.

### **Research into the travel and tourism industry**

It is feasible that much of the content of the unit can be presented to learners in the form of handouts but for many learners these would not support their learning and development. It is preferable for learners to take some responsibility to undertake their own research so that they become familiar with different sources and how they might be used for other units. The national and travel press provide a wealth of information on different emergency situations and how they are dealt with. Learners will need to research different types of situation in order to prepare for the exam. The results of their research could be presented in a seminar, as stated above, or through role plays (see below). Learners could also produce a storyboard for a TV or radio show or present a display of their findings.

### **Role plays**

This unit gives opportunities to develop communication, interpersonal and problem-solving skills. It is important that learners are able to apply their acquired theoretical knowledge and understanding to vocational situations. The unit requires the acquisition of a significant amount of theoretical knowledge and understanding but it is only useful if it can be applied. Whilst the external assessment will require learners to show they can apply their knowledge and understanding in writing, the unit could provide opportunities for learners to apply in simulated situations where they learn to deal with different types of customer in different contexts. This may assist their understanding of the responsibilities of various agencies if they take on the role of a member of staff within the organisation.

### **Written activities**

Through this unit, there are many opportunities to develop learners' practical skills through role plays and the use of case studies. Effective oral communication is a key requirement of those working in the travel and tourism industry and activities that develop these skills are recommended. The external assessment, however, is in the form of a written exam. Learners should prepare for this exam by completing some activities in writing so that they learn how to clearly structure their responses.

**Guest speakers and visits related to different sectors of the travel and tourism industry**

This provides opportunities for learners to gain knowledge of the roles of different sectors of the industry through observation. A visit to an airport, ferry port and/or rail terminal, for example, would enable learners to see at first hand potential emergency situations and how legislation and regulation has affected its operations. It should assist their understanding as they are likely to be given the opportunity to ask questions, which they cannot do of information provided in a textbook. Guest speakers could be people who are currently working or who have worked in the industry and have dealt with an emergency situation. During the winter, there are many overseas representatives and cabin crew who will be in the UK that could be invited to discuss their experiences. Guest speakers could also be members of the local community who have experienced an emergency situation. Recent severe hurricanes in the Caribbean affected many tourists from the UK who may be available to discuss their experiences.

**Regular updating of industry activities through newspaper and journal reviews**

Weekly or monthly reviews of travel sections of daily newspapers or trade press such as *Travel Weekly* and *Travel Trade Gazette* reinforces learners' knowledge and understanding of recent emergency situations and responses that the industry is making to these. It also assists in their understanding of the role of the different organisations.

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## Links

**Other units**

*Unit 1: The Travel and Tourism Industry* – this unit builds on their understanding of different types of organisation in the travel and tourism industry.

*Unit 2: The Travel and Tourism Customer* – learners can use their understanding of communicating with customers to give advice on travel restrictions and dealing with emergency situations.

*Unit 6: Resort Operations* – learners will learn to deal with problem situations as overseas representatives and about the role of the resort office in dealing with emergency situations.

*Unit 8: Current Issues in Travel and Tourism* – learners may develop an interest in the safety and security of travellers that could be pursued in further depth.

*Unit 9: Working in Travel and Tourism* – knowledge and understanding of how the safety of travellers is maintained by the travel and tourism industry could assist in learning about the skills and qualities needed in some sectors of the industry.

*Unit 12: Travel Organisations* – learners may wish to investigate a sector of the industry where the safety of the traveller is a key element of their operations.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Marvell A – *GCE AS Travel and Tourism for Edexcel* (Heinemann Educational Publishers, 2005) ISBN 0435446428

Holloway C – *The Business of Tourism, Seventh Edition* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Prosser R – *Leisure, Recreation and Tourism, Second Revised Edition* (Collins Educational, 2000) ISBN 0003266508

Yale P – *The Business of Tour Operations* (Longman, 1995) ISBN 0582277973

### Websites

Association of British Travel Agents

[www.abta.com](http://www.abta.com)

BBC Watchdog

[www.bbc.co.uk/programmes/b006mg74](http://www.bbc.co.uk/programmes/b006mg74)

Civil Aviation Authority

[www.caa.co.uk](http://www.caa.co.uk)

Foreign & Commonwealth Office

[www.gov.uk/government/organisations/foreign-commonwealth-office](http://www.gov.uk/government/organisations/foreign-commonwealth-office)

Home Office

[www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

International Air Transport Association

[www.iata.org](http://www.iata.org)

Travel Weekly

[www.travelweekly.co.uk](http://www.travelweekly.co.uk)

UK Passport Service

[www.gov.uk/government/organisations/hm-passport-office](http://www.gov.uk/government/organisations/hm-passport-office)

World Travel Guide

[www.worldtravelguide.net](http://www.worldtravelguide.net)

### Videos

*Airline*

*Airport*

*Watchdog*

### Other resources

*Insights* – English Tourism Council

*Travel Trade Gazette* – CNP Information Ltd

*Travel Weekly* – Reed Business Information Ltd

Insurance policies

Tour operators' brochures

### Introduction

'Resort operations' concerns the work of the tour operator in a resort. It plays a key role in the ability of a tour operator to deliver its product or service to the customer. This unit examines resort operations in terms of the duties and activities carried out in the resort office. The resort office works closely with departments in the UK and you will examine situations in which the two liaise with each other. You will also look at the duties of the resort representative and develop practical skills to deal with situations handled overseas in both straightforward and complex situations. You will look at the significance of induction, training and product knowledge for overseas representatives.

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### Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

*Unit 2: The Travel and Tourism Customer*

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### What you need to learn

#### 6.1 The activities of the resort office

You will learn about how tour operators' resort offices are organised so that you can describe how they operate in terms of preparing and dealing with customers in resort. You will learn about the activities carried out in the resort office such as:

- how rooming lists are organised and supplied
- how excursions are organised
- liaising with local agencies
- how transport is arranged for transfers to and from the airport
- how the resort office deals with extra rooms allocation
- the procedures for dealing with complaints and emergencies.

You will learn that resort operations are dealt with by different staff. You will learn to describe the job roles of the different overseas staff employed by the tour operator including:

- administration staff
- other overseas representative
- team leaders
- team, area and general managers.

You will learn to describe the type of situations where the resort staff liaise with the UK office, such as building work updates and emergencies. You will learn to explain why and how these situations are dealt with.

You will learn to explain how the resort office operates in general terms and then through research how this is applied to different tour operators, including how it differs between resorts and different tour operators. You will also research examples of the types of situations where resort staff liaise with the UK office.

## 6.2 Duties of an resort representative

### *Welcome meeting*

You will learn how to organise and present a successful welcome meeting including how to engage your audience. You will learn about the content of a welcome meeting including:

- an introduction and welcome
- address of health and safety
- information provided about the property, destination
- selling of excursions
- advice on local amenities.

You will learn how to structure and deliver a welcome meeting and how to present yourself in a confident and professional manner portraying a positive image for an organisation.

You will also learn how to produce materials used to organise and present a welcome meeting such as invites, information booklets about excursions and other services, maps and booking forms.

You will learn how to research information in order that you can prepare and deliver a welcome meeting with materials.

### *Selling*

Most welcome meetings provide opportunities for resort representatives to sell additional products and services of the tour operator including car hire and excursions. Overseas representatives also have accommodation visits which give them another opportunity to sell. You will learn about the products and services sold by overseas representatives and learn how to demonstrate effective selling skills to sell products and services to different customers.

### *Documentation*

You learn how to complete documentation used in sales processes such as:

- receipts
- liquidation reports
- excursion booking forms
- car hire booking forms.

### *Problem situations*

One of the key responsibilities of a resort representative is to deal with their customers' problem situations. You will learn how problem situations should be dealt with and develop skills to show you can apply that knowledge in simulated situations such as:

- overbooking
- a dirty room
- noise due to building work or other customers
- accident
- lost or stolen passport.

For the welcome meeting, selling and problem situations you will be given pen portraits of tourists that describe their needs and circumstances. You will learn to apply your knowledge of how to deal with customers and the information that each tourist would need for each situation dealt with. You should learn to include appropriate information of the destination that meets tourists' needs highlighted in each pen portrait.

### **6.3 The significance of induction, training and product knowledge of staff in delivering high quality customer service**

For many customers, the role the resort representative plays is crucial to the enjoyment of their holiday. If even minor problems are not solved effectively it could have an adverse effect on their level of satisfaction. For tour operators, the resort representative is the only person the customer is likely to come into contact with and that interaction must give the organisation a positive image. Tour operators make significant investments into the induction and training of their staff. You will learn about what an induction programme is and the information that is included in the programme. You also will learn about the amount and type of training that is undertaken by resort representatives prior to and during employment, such as:

- in-house
- mentoring
- external
- work shadowing
- visits.

You will also learn about the content of training given to the resort representative in order to evaluate the significance of product knowledge in delivering quality customer service. You will learn to research the type of product knowledge a resort representative needs to know, such as:

- the excursions the company operates
- company information on policies and practice
- company profile
- legal and regulatory requirements
- health and safety
- resort and destination information
- property requirements.

You will learn how to research different sources of information so you can evaluate the significance of induction, training and product knowledge for overseas representatives in the delivery of high quality customer service, and give examples of induction and training carried out by tour operators.

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## Assessment evidence

Assessment evidence could be in many forms to allow learners' learning styles and preferences to be accommodated. There will be witness statements for the welcome meeting, problem-solving and sales activity. Supplementary evidence should include completed documentation and supporting material such as information sheets.

Other tasks could be evidenced through written reports or presentations accompanied by supporting evidence and tutor witness testimonies.

Your work must include evidence of:

- a a description of how tour operators organise resort operations to prepare and deal with customers in resort  
and  
an explanation of situations that require the resort office to liaise with their UK office
- b organising and presenting a welcome meeting, selling an additional service including completion of appropriate documentation and effective handling of a problem situation for a customer whose needs and circumstances are given to you
- c research undertaken to complete all tasks
- d\* an evaluation of the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>a</b> <b>(A01)</b>	<p>A description of how tour operators overseas resort offices operate which is mainly theoretical and lacks detail.</p> <p>An explanation of some situations when a tour operator's overseas resort office liaises with the UK office. Tends to be descriptive and lack detail. Situations may be limited in detail and range.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>A description of how tour operator resort offices operate that includes detail in terms of the depth of coverage of the activities of resort office and its operation. Appropriate tour operator examples given.</p> <p>An explanation of situations when a tour operator's resort office liaises with the UK office using examples to support the explanation.</p> <p style="text-align: right;"><b>(10-14)</b></p>	<p>A detailed description of how tour operator resort offices operate that includes in-depth coverage of the activities of the resort office and its operation. Appropriate range of tour operator examples given.</p> <p>A detailed explanation of situations when a tour operator's resort office liaises with the UK office using a range of examples to support the explanation.</p> <p style="text-align: right;"><b>(15-18)</b></p>	<b>18</b>
<b>b</b> <b>(A02)</b>	<p>The welcome meeting is presented but may lack structure and depth of knowledge of the destination. There may be some inaccuracies in the materials or limited materials used.</p> <p>Some selling skills used to sell an additional service completing some appropriate documentation. The selling situation may only consider some of the customers needs given in the pen portrait. There may be some inaccuracies in the documentation.</p> <p>The problem situation is dealt with in part leaving some issues unresolved. Problem is straightforward.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>A structured and organised welcome meeting which shows depth of knowledge of the destination and uses appropriate materials throughout. The welcome meeting shows interaction with the group and effective use of materials.</p> <p>Appropriate selling skills used to sell an additional service completing appropriate documentation. The selling situation identifies the customer's needs and sales opportunity and sells an appropriate product or service that meets the customer's needs given in the pen portrait.</p> <p>The problem situation is dealt with effectively with issues resolved. The problem dealt with is complex.</p> <p style="text-align: right;"><b>(10-14)</b></p>	<p>A well-structured and organised welcome meeting which shows in-depth knowledge of the destination, uses a wide range of appropriate materials effectively and engages the audience throughout.</p> <p>Effective selling skills to sell an additional service accurately completing all appropriate documentation. The selling situation identifies the customer's needs and sales opportunity and sells an appropriate product or service that meets all the customers needs given in the pen portrait.</p> <p>The problem situation is dealt with fully and effectively with all matters and issues resolved. The problem situation is complex.</p> <p style="text-align: right;"><b>(15-18)</b></p>	<b>18</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>c</b> <b>(AO3)</b>	Some research has been undertaken and is evidenced mainly through a bibliography. Sources directed or provided by others were used. <b>(0-6)</b>	Research has been undertaken using different sources some of which were obtained independently. Some evidence of research is referenced <b>(7-9)</b>	Research has been undertaken using a range of different sources that have been obtained independently. Much of the evidence of research is referenced. <b>(10-12)</b>	<b>15</b>
<b>d</b> <b>(AO4)</b> <b>QWC</b> <b>(i-iii)</b>	An evaluation of the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service that is mainly descriptive and may lack detail. Not all parts are evaluated. The evaluation tends to be theoretical. The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy <b>(0-6)</b>	An evaluation of the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service. Evaluation draws on examples of practice carried out by a number of tour operators. Some conclusions are substantiated. The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. <b>(7-9)</b>	A critical evaluation of the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service. Evaluation draws on a wide range of examples of practice carried out by a number of tour operators. Conclusions drawn are mainly substantiated. The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. <b>(10-12)</b>	<b>12</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix B.*)

## Assessment guidance

### Mark band 1

Learners' evidence will tend to be limited in detail, with omissions, and be descriptive rather than evaluative or showing detailed reasoning. Learners will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- a At this mark band learners must be able to give a description of how tour operators' overseas resort offices operate. The descriptions may not focus on all of the activities of the resort office and may have limited detail in places. There may be limited overseas staff and roles described. Learner's evidence may be general rather than specific to tour operators.

Learners must also give an explanation of situations when tour operators' overseas resort office liaises with the UK office. This may be mainly descriptive. There may be limited situations and they may lack detail. Evidence will tend to be theoretical and not refer to examples of tour operators.

- b At this mark band learners will be given pen portraits that are straightforward. Learners have to present a welcome meeting. The pen portrait for this could be one customer type such as 18-30 years age group so that the customer's needs are not so diverse. Learners must show some evidence of research of their selected resort, eg Las Americas in Tenerife. They should research the destination in terms of the resort, the property and the attractions in the area. The welcome meeting should include an introduction, address health and safety, provide some information about the property, eg use of the pool, attempt to sell excursions and give advice on local amenities although it may not follow in structure and may lack detail. Learners must use some materials such as welcome invites, excursion leaflets, maps however there may be some inaccuracies and be limited in detail or range used.

At this mark band the pen portrait may include straightforward needs and may be specific in the excursion or type of car group needed for hire. Learners need to sell an additional service to a customer using some appropriate selling skills. Learners should find out some of the customer's needs so questions can be directed to the customer. For example, if it was a family they may need to find the ages of the children and types of activities they all like doing in order to determine the appropriate type of excursion. There may be limited needs matched. Learners need to complete some documentation although there may be some inaccuracies and limited documentation used.

At this mark band the pen portrait may be a straightforward situation to deal with. Learners must deal with a customer in a problem situation and show some problem-solving skills. The situation must be dealt with although there may be some issues unresolved.

- c Some research has been undertaken but this tends to be from one or two sources, perhaps only those directed by a tutor/assessor, and evidence is limited perhaps to a bibliography only. Learners need to research for all tasks but there may be limited research in aspects of tasks undertaken.
- d Learners must attempt to evaluate the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service. There may be limited research used to draw conclusions. The evaluation will probably be descriptive and theoretical rather than looking specifically at evaluating what individual tour operators do.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners will tend to produce work that meets the requirements of the task with detail and some clarity. They will show sound knowledge and understanding through the ability to apply some of that in vocational situations. They will show some ability to undertake research independently and use their findings to make some reasoned judgments. Learners will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- a At this mark band learners must be able to give a description of how tour operators' overseas resort offices operate. The descriptions must include detail in terms of the depth of coverage of the activities of the resort office and its operations and appropriate examples given including how the operation differs between each tour operator and resort.

Learners must give an explanation of situations of how a tour operator's overseas resort office liaises with the UK office. These situations must be exemplified.

- b At this mark band learners must organise and present a welcome meeting. The pen portrait may be more complex to deal with a range of customers in the group. Learners must show evidence of research of their selected resort, eg Las Americas in Tenerife, as well as the needs of the customers identified in the pen portrait. They should research the destination in terms of the resort, the property and the attractions in the area by giving detail to the customers given in the pen portrait. The welcome meeting should include an introduction and welcome, address health and safety, provide some information about the property, eg use of the pool, give general information about the resort, attempt to sell excursions and give advice on local amenities and show some structure. Learners must consider the different customers by their choice of information used in the welcome meeting. The welcome meeting must show interaction however it must include use of appropriate materials such as welcome invites, excursion leaflets, maps etc in the preparation and delivery. For example, maps should be produced and used to show customers where places are in and around the destination.

At this mark band learners should be given a pen portrait that does not identify specific additional service the customer wants. It should allow the learner to ask appropriate questions to gauge the information from the customer in order that their needs and the sales opportunity can be identified. Learners need to sell an additional service to a customer using appropriate selling skills. Learners must identify the needs of the pen portrait and match those needs to an appropriate product. For example, if it was a family they may need to find the ages of the children and types of activities they all like doing in order to determine the appropriate type of excursion. Learners need to complete appropriate documentation with minimum omissions.

Learners must deal with a customer in a problem situation and show problem-solving skills. The situation must be dealt with effectively and issues should be resolved. At this mark band the situation would be complex.

- c Research has been undertaken using a range of sources such as websites, text books, brochures, guides, press. Some of these may have been directed by a tutor but there will be some that were used independently. A bibliography will detail the sources used and there will also be some referencing of sources within the content. The resort operation and the significance of induction, training and product knowledge of overseas representatives will include research of a number of different tour operators. There must also be evidence of effective research into the destination included in the welcome meeting and information booklets used, as well as the selling situation.
- d Learners must evaluate the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service. There must be evidence of research to demonstrate substantiated reasoning and justification. The evaluation must consider the variety of induction and training that is undertaken both in the UK, eg intense training prior to being allocated a position in a resort, and the training taken overseas, eg work shadowing colleagues, going on excursions to improve product knowledge etc, and the significance of this. Evaluation must consider the significance of induction and training, and link specifically to examples of duties undertaken by the overseas representative.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners will submit evidence that clearly meets the requirements of the task with detail and clarity. They will show sound knowledge and understanding and apply this in vocational situations. They will undertake research using a range of sources that they have found and used independently. They will show how they can use their findings to meet complex customer needs, using reasoning throughout, including making reasoned judgements. Learners will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- a At this mark band learners must be able to give a detailed description of how tour operator resort offices operate, including an in-depth coverage of the activities undertaken in the resort office and how the overseas office operates, giving a range of appropriate examples.

Learners must give a detailed explanation of situations of how a tour operator's overseas resort office liaises with the UK office. All situations must be exemplified.

- b At this mark band learners should be given pen portraits that offer the opportunity to meet the needs of different customers. Learners must effectively organise and present the welcome meeting. Learners must show evidence of detailed research of their selected resort, eg Las Americas in Tenerife. They should research the destination in terms of the resort, the property and the attractions in the area. The welcome meeting should include an introduction and welcome, address health and safety, provide information about the property, eg use of the pool, provide information about the destination, sell excursions and give advice on local amenities. It should be well structured and delivered in a confident and professional manner portraying a positive image for an organisation. Learners must consider the different customers by their choice of information used in the welcome meeting. The welcome meeting must show interaction throughout with the audience. The use of appropriate materials such as welcome invites, excursion leaflets, maps etc in the preparation and delivery should be used. For example maps should be produced and used to show customers where places are in and around the destination.

At this mark band learners need to sell an additional service to a customer using appropriate and effective selling skills. Learners must explore the customers' needs in detail therefore pen portraits must offer the opportunity to identify customer needs and selling situations. Learners must, therefore, ask appropriate questions to gauge information from customers. For example, if it was a family they may need to find the ages of the children and types of activities they all like doing, how many excursions they might want to book, the duration they want – half or full day – their budget etc in order to determine the appropriate type of excursion. All of the customer needs should be addressed and the majority matched. Learners need to complete all appropriate documentation with minimum omissions.

Learners must deal fully and effectively with a customer in a problem situation showing excellent problem-solving skills. For example, if a customer complained about building work they should give solutions such as change rooms, show customers the new room, check customers are happy with the solution, offer to get assistance with moving bags. Customers should be dealt with sensitively. At this mark band the pen portrait should be complex.

- c Research has been undertaken using a wide range of sources, such as websites, textbooks, brochures, destination promotional material, travel guides, destination media, national and trade press articles. These sources are mainly obtained independently without direction from a tutor. A bibliography will detail the sources used and the sources will also be evidenced through referencing throughout the content.

The resort operation and the significance of induction, training and product knowledge of overseas representatives will include research of a wide range of different tour operators. Evidence should be referenced throughout. The content of the welcome meeting, information pack and selling situation must demonstrate thorough research of the destination and product.

- d Learners need to show a critical evaluation of the significance of induction, training and product knowledge of overseas representatives in order to deliver high quality customer service. The evaluation needs to show detail of the variety of induction and training that is undertaken both in the UK, eg intense training prior to being allocated a position in a resort, and the training taken overseas, eg work shadowing colleagues, going on excursions to improve product knowledge etc, and the significance of this. The evaluation should consider the significance of induction and training and link specifically to examples of a range of duties undertaken by the overseas representative. There should be evidence of thorough research linked to this task to show detail and reasoning. The evaluation should show objectivity.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

<b>Research</b>	Learners should be encouraged to access the internet to investigate tour operators' resort operations. They could start by looking at the different jobs available to establish the staff employed in the structure of the resort operations and the job roles undertaken. The internet can also be used as a resource to research information on a destination which would support the assessment of the welcome meeting. Learners can also access tour operator websites to find out about induction programmes and training.
<b>Role plays</b>	This unit requires learners to participate in a range of role plays. To develop the necessary skills learners should be encouraged to participate in mock role plays. These could involve a range of different representatives dealing with a range of situations, eg a range of different customers selling excursions and other additional services. This could support the learners understanding of the resort office and the links with the UK office, and their development of demonstrating selling skills when dealing with customers.
<b>Case studies</b>	Using case studies referring to product knowledge or handling situations could be used to develop understanding of their significance in delivering high quality customer service or the significance of training. Case studies on problem situations would also support learner knowledge problem solving. They can provide the opportunities to discuss what could be done in a live situation. It could also provide the opportunity to discuss the internal customers.
<b>Guest speakers</b>	The use of overseas representatives as guest speakers can provide learners with a good understanding of any aspect of this unit. Guest speakers provide credibility as well as giving learners the opportunity to ask questions. It should support their understanding as the guest speaker can respond to questions which cannot be done through a textbook. This will also develop their oral communication skills.
<b>Videos</b>	There are a number of documentary videos such as BBC <i>Holiday Reps</i> that provide learners with a visual image of life as an overseas representative and examples of situations that overseas representatives are faced with on a day-to-day basis. The videos can provide the opportunity for further discussion as well as seeing professionals carrying out their job.
<b>Industry</b>	Residential visits could form part of an assessment. They could be used as research of a destination in preparation and delivery of a welcome meeting. It could also be used as part of the research for organisations induction, training and product knowledge as learners could interview representatives in resort.

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## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this builds on their understanding of the travel and tourism industry.

*Unit 2: The Travel and Tourism Customer* – this gives the opportunity to build on the customer service skills developed in this unit.

*Unit 10: Promotion and Sales in Travel and Tourism* – the welcome meeting and selling an additional service builds on their understanding of sales and promotion.

### Industry

An overseas residential could provide the opportunity to observe the resort operations. Guest speakers could also provide links with industry.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Holloway C – *The Business of Tourism, Seventh Edition* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Marks S – *Working as a Holiday Rep* (How to Books, 1996) ISBN 1857033302

Yale P – *The Business of Tour Operations* (Longman, 1995) ISBN 0582277973

### Websites

Association of British Travel Agents

[www.abta.com](http://www.abta.com)

Cosmos Holidays

[www.cosmos.co.uk](http://www.cosmos.co.uk)

First Choice

[www.firstchoice.co.uk](http://www.firstchoice.co.uk)

Federation of Tour Operators

[www.fto.co.uk](http://www.fto.co.uk)

Holiday Travel Watch

[www.holidaytravelwatch.com](http://www.holidaytravelwatch.com)

Holidays Uncovered

[www.holidaysuncovered.co.uk](http://www.holidaysuncovered.co.uk)

Inghams Travel

[www.ingham.co.uk](http://www.ingham.co.uk)

MyTravel

[www.mytravel.com](http://www.mytravel.com)

Thomas Cook

[www.thomascook.com](http://www.thomascook.com)

Thomson Holidays

[www.thomson.co.uk](http://www.thomson.co.uk)

Travel Weekly

[www.travelweekly.co.uk](http://www.travelweekly.co.uk)

Watchdog

[www.bbc.co.uk/programmes/b006mg74](http://www.bbc.co.uk/programmes/b006mg74)

### Videos

BBC *Holiday Reps*

BBC Learning Zone – travel and tourism programmes

*Club Reps*

**Multimedia**

*Travel Geography* CD ROM – The Travel Training Company, 2000

**Other resources**

Daily and Sunday newspaper travel sections

*Travel Trade Gazette* – CNP Information Ltd

*Travel Weekly*

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## Unit 7: Responsible Tourism

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Externally assessed

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### Introduction

In this unit you will look at what is meant by 'responsible tourism'. For the purposes of this unit, responsible tourism can include alternative, responsible, sustainable, green and ethical tourism.

You will learn about how tourism is developed and the different agents are involved. You will learn about how tourism development can be related to the Tourist Area Life Cycle (TALC) model and how potential positive and negative impacts of tourism can be managed in a responsible or sustainable way.

You will study a range of destinations from both the Less Economically Developed World (LEDW) and the More Economically Developed World (MEDW) to see if tourism development in these destinations follows the principles of responsible tourism.

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### Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

*Unit 3: Destination Europe*

*Unit 4: Destination Britain*

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### External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 7.1 Responsible tourism

You will learn what is meant by the term ‘responsible tourism’ so you can describe how this approach to tourism development is different from other types of tourism.

You will learn about the principles of responsible tourism so that you can identify and describe these. The principles of responsible tourism are applied where tourism development:

- minimises negative economic, environmental, and socio-cultural impacts
- creates economic benefits for local people and improves their quality of life
- promotes the conservation of natural and cultural heritage
- promotes respect between tourists and local people.

You will learn about these principles so that you can describe and explain your own tourism development ideas and justify them.

You will also learn to research existing and proposed developments from a range of destinations so that you can evaluate to what extent they support the principles of responsible tourism. You will learn to use these examples you have researched to support and justify your own proposals for development of responsible tourism.

### 7.2 The agents involved in tourism development

You will learn about the many different types of organisations and agencies involved in tourism development so that you can identify and describe which organisations belong to the three main sectors involved in tourism development – these are the private, public and voluntary sectors:

- private sector organisations, eg landowners, development companies, consultancies, travel organisations, leisure organisations, entertainment organisations, accommodation providers, eg hotel chains
- public sector organisations, eg local authorities, national governments, national and regional tourist boards, UK regional development agencies, non-governmental organisations, English Heritage
- voluntary sector bodies, eg community groups, pressure groups, Tourism Concern, National Trust and registered charities involved in tourism and its development.

You will learn about organisations from each of these sectors so you can describe and explain their role in the process of tourism development.

You will also learn about the different reasons organisations have for being involved in tourism development so that you can explain these:

- private sector organisations – mainly commercial, profit making but increasingly also customer care, concern for the environment
- public sector organisations – mainly non-commercial but maximise economic contribution of tourism locally and nationally to enhance community experience
- voluntary sector organisations – mixture of non-commercial, eg education, raising awareness, responsible tourism and commercial, eg need to fund themselves to survive.

You will learn about tourism development objectives so that you can state suitable objectives for organisations and explain similarities and differences between the objectives of different organisations. These objectives can include:

- economic, eg employment creation, increased foreign currency earnings, tourist contributions to the multiplier effect
- environmental, eg environmental education of local people and tourists, preservation of wildlife habitats, regeneration, conservation, stimulation of environmental improvements
- socio-cultural, eg promoting cultural understanding between local people (hosts) and tourists, encouraging positive host-tourist interactions, improving the local people's 'quality of life' through providing community amenities as well as tourist amenities.
- political, eg enhancing the image of an area, creating a regional or national identity.

From investigating different destinations you will learn about organisations which are involved in tourism development that have conflicting objectives, so you can explain why these conflict and how these conflicts could be resolved. You will learn about how organisations can work in partnership so that you can justify how effective this approach is to resolving conflicts.

### **7.3 The impacts of tourism development**

You will learn how to interpret information on destinations where planned and unplanned tourism development has occurred so you can explain the positive and negative impacts on a destination's economy, environment and on the people who live there.

The different types of impacts you will learn about are:

- economic
  - positive: increased domestic income and foreign currency earnings, benefits of multiplier effect, increased opportunities for employment for locals (direct and indirect), improved infrastructure
  - negative: leakage, change from traditional employment opportunities, seasonal unemployment, increased living costs for the local community, eg rising house prices
- environmental
  - positive: environmental education for local people and tourists, improved assets, landscaping, conservation and habitat preservation, regeneration of derelict areas
  - negative: traffic congestion, erosion of land, loss of natural habitats, decreasing biodiversity and pollution (air, water, noise, visual)
- socio-cultural
  - positive: preservation of customs and crafts, revival of festivals and ceremonies, provision of community facilities and public services, improved infrastructure for local community
  - negative: conflicts with and influence on local community, crime, prostitution, staged authenticity of festivals and events, loss of cultural identity.

#### 7.4 The tourist area life cycle

You will learn about the model of the Tourist Area Life Cycle (TALC) which shows tourist numbers over time so you can identify and describe the characteristics of each stage.

You will learn that the tourist area life cycle consists of a number of different stages:

- exploration – small number of visitors arrive seeking ‘unspoiled’ destinations creating few negative impacts. Attitudes of local people are positive towards tourism
- involvement – local people begin to provide resources (facilities, people, events) for tourists. Tourist numbers increase
- development – the number of tourists keeps increasing attracted by natural and cultural attractions but also more human-made facilities are provided
- consolidation – local economy begins to rely heavily on tourism, growth in facilities and easier access attracts more organized package tours – strain on environment is growing
- stagnation – saturation is reached in ‘mature’ destinations. The quality of tourist services and amenities falls and environmental degradation is obvious. Local attitudes to tourism vary potentially either:
  - decline – tourists numbers decrease, economy suffers in area, poor image of destination fails to attract back tourists
  - or
  - rejuvenation – re-imaging and regeneration of area, new focus for tourism, new attractions, tourist numbers start to rise again.

You will learn to apply the model to different destinations so that you can identify the stage of development they are at and explain the link between changing impacts and popularity and appeal.

#### 7.5 The management of responsible tourism in destinations

You will learn about how the impacts of tourism are managed to support the principles of ‘responsible tourism’. You will learn to explain in detail how positive impacts can be maximised and negative impacts minimised through a number of different principles and strategies. These include:

- Maximising positive impacts through:
  - retention of visitor spending, widening access to facilities, staff training and development, investment of tourism income in community projects, training and employment of local people and tourism education
- Minimising negative impacts through:
  - visitor and traffic management, planning control, implementing changes as a result of environmental impact assessments and environmental audits.

You will learn to justify to what extent these can support responsible tourism development.

You will learn to research a range of destinations from the UK, Europe and worldwide (both MEDW and LEDW) so you can give real examples to support your answers in the external assessment.

## Assessment evidence

This unit will be assessed through external assessment.

The mark you achieve for this assessment will be your mark for the unit.

The external assessment will be in the form of a marked test. This test will consist of long and short-answer questions. The content of the external assessment will relate directly to what you should have learned as a result of the activities you have carried out as part of your work for this unit.

You will need to be able to apply the knowledge, skills and understanding of the unit to the demands of the questions set. The ability to transfer knowledge, skills and understanding to different situations is an invaluable preparation for employment, training, further education and higher education. External assessment is one example of where this transference is critical, eg coping with the controlled conditions of an external assessment, the scenarios and responding to questions.

The external assessment will require evidence of:

- a being able to demonstrate knowledge, skills and understanding of the subject content of this unit, and of related skills in vocationally-related contexts
- b being able to apply your knowledge, skills and understanding of the subject content of this unit, and of related skills in vocationally-related contexts
- c being able to use appropriate research techniques to obtain and analyse information relevant to the subject content of this unit
- d being able to evaluate information and reach reasoned judgements, draw conclusions and make recommendations based on the subject content of this unit.

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## Delivering this unit

### Review definitions of responsible tourism

Encourage learners to scrutinise different definitions of types of responsible tourism, particularly those relating to 'alternative' or 'new tourism'. New tourism forms include many terms including alternative tourism (alternative to the excesses of mass tourism) Within alternative tourism there is green tourism (rural/nature tourism) and ecotourism. Alternative tourism embraces the principles of fair trade, ethical, responsible and sustainable tourism. This will support learners in extending their understanding of the nature of travel and tourism from AS level, It will also enable learners to review and question their own attitudes about the different types of tourism, eg 'is all ecotourism green?' or 'is it too simplistic to see all mass tourism as irresponsible and alternative tourism as responsible?'.

## Research

Learners will need assistance in order to develop research skills and familiarise themselves with different sources of information about international, national and domestic tourism organisations and agencies involved in responsible tourism development. Learners should consider which organisations and agencies are involved, identify sectors and objectives and ascertain the extent of their involvement. Analytical skills could be developed through group discussions which could encourage learners to investigate how different organisations, agencies and stakeholders work together in their quest for responsible tourism. Where there are conflicts of interest between stakeholders, encourage learners to suggest how these conflicts may be overcome. This could be based on a local tourism development venture.

The internet can be used to access information on key tourist destinations, their appeal and their target markets. Many destinations also now publish tourism strategies on their websites. Learners should be encouraged to analyse and evaluate the extent to which such strategies support responsible tourism in practice.

Information from national tourist offices and tour operators' brochures are also very useful tools for researching destinations. Learners can develop their written communication skills by contacting via email or letter.

Primary research is a good method for determining the appeal of a destination. This can develop the learners' skills in interviewing, questionnaire writing, analysis of results, and subsequent IT skills when presenting their findings.

Learners will need to be able to support their answers to questions in the external assessment with a range of case study destinations where different approaches to tourism development have occurred. This will allow them to potentially access more marks.

## Case studies

Using case studies on key tourist destinations in the UK, continental Europe and worldwide, both LEDW and MEDW, can develop learners' knowledge, values and personal opinions of the appeal of key tourist destinations and the markets they attract. This will also extend their understanding of how development has occurred and the impact it has had. Case studies can also provide the opportunity to discuss positive and negative impacts and generate ideas about how tourism development can be sustained or how tourism can satisfy the needs and values of different stakeholders in tourism. Using case studies from the local area will allow opportunities for visits, guest speakers and local media interpretations to be evaluated. Topicality is also important so that learners are aware of current developments taking place.

## Practical activities relating to different sectors of the industry

Learners' understanding of the different roles and objectives of the different sectors of the industry can be supported through undertaking practical activities. This could take the form of responding to declining visitor numbers at a local tourist destination and putting forward a 'responsible tourism' development plan for consideration at a public meeting. Participating in a mock public meeting, each taking on the role of different agents, could help provide more in-depth understanding.

## Guest speakers and visits

Many UK destinations, tourist areas and entertainment and shopping centres now have managers who can provide knowledge as to why and how the destination has developed over time. Guest speakers from destinations or organisations could also provide links with industry, giving explanations of how tourism is managed to ensure sustainability. Guest speakers provide up-to-date information, putting knowledge into context, as well as giving learners an opportunity to develop their communication skills, in particular their questioning and listening skills.

Visits to destinations will enable learners to gain first-hand knowledge of the appeal of a destination and the impact the development of tourism has had. Overseas residential visits are also a way that learners can experience the range of approaches adopted by destinations.

## Videos

There are numerous examples of how tourism has been developed in key destinations, and consequently many videos are available. It is useful to view videos on UK, continental Europe and worldwide destinations, to provide learners with visual images and aid understanding for this external assessment.

## Regular updating of industry activities through newspaper, journal reviews and press releases

Weekly or monthly reviews of travel sections of daily newspapers and trade press, eg *Travel Weekly* and *Travel Trade Gazette* will reinforce learners' knowledge of current issues and concerns relating to 'responsible tourism'. Learners can examine 'Sustainable Tourism Award' shortlists to evaluate the criteria on which they have been chosen in relation to their own understanding of what is 'responsible tourism'.

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## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this builds on their understanding of the travel and tourism industry.

*Unit 3: Destination Europe* – this gives knowledge of Continental European destinations and their appeal.

*Unit 4: Destination Britain* – this provides knowledge of key UK destinations and their appeal.

*Unit 8: Current Issues in Travel and Tourism* – where issues related to responsible tourism development in a destination may be studied in more depth.

*Unit 11: Special Interest Holidays* – this gives locational knowledge of international destinations and their appeal.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Dale G – *Edexcel A2 GCE Travel and Tourism* (Heinemann Educational Publishers, 2006) ISBN 0435463543

Fennell D – *Ecotourism: An Introduction, Second Edition* (Routledge, 2003) ISBN 0415303656

Holloway C – *The Business of Tourism, Seventh Edition* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Jafari J (editor) – *Encyclopaedia of Tourism* (Routledge, 2003) ISBN 0415308909

Prosser R – *Leisure, Recreation and Tourism Second Revised Edition* (Collins Educational, 2000) ISBN 0003266508

Yale P – *The Business of Tour Operations* (Longman, 1995) ISBN 0582277973

### Websites

#### Organisations

International Centre for Responsible Tourism

[www.icrtourism.org](http://www.icrtourism.org)

International Ecotourism Society

[www.ecotourism.org](http://www.ecotourism.org)

Planeta

[www.planeta.com](http://www.planeta.com)

Sustainable Development Commission

[www.sd-commission.org.uk](http://www.sd-commission.org.uk)

Tourism Concern

[www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)

Tourism for All

[www.tourismforall.org.uk](http://www.tourismforall.org.uk)

Travel Foundation

[www.thetravelfoundation.org.uk](http://www.thetravelfoundation.org.uk)

Travel Mole

[www.travelmole.com](http://www.travelmole.com)

UN Division for Sustainable Development

[www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)

UN Environment Programme

[www.unep.org](http://www.unep.org)

World Tourism Organization

[www.world-tourism.org](http://www.world-tourism.org)

World Travel and Tourism Council

[www.wttc.org](http://www.wttc.org)

World Wildlife Fund

[www.wwf.org.uk](http://www.wwf.org.uk)

## Websites (Continued)

### Travel/tour operators

Association of British Travel Agents	<a href="http://www.abta.com">www.abta.com</a>
Association of Independent Tour Operators	<a href="http://www.aito.co.uk">www.aito.co.uk</a>
Responsible Travel	<a href="http://www.responsibletravel.com">www.responsibletravel.com</a>
Tour Operators Initiative	<a href="http://www.toinitiative.org">www.toinitiative.org</a>

### Travel companies

British Airways	<a href="http://www.britishairways.com">www.britishairways.com</a>
Exodus	<a href="http://www.exodus.co.uk">www.exodus.co.uk</a>
Explore Worldwide	<a href="http://www.exploreworldwide.com">www.exploreworldwide.com</a>

### Other

<i>Travel Weekly</i>	<a href="http://www.travelweekly.co.uk">www.travelweekly.co.uk</a>
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## Videos

*Goa Under Siege* – Tourism Concern, 1998  
*Looking Beyond the Brochure (Gambia)* – Tourism Concern, 1999  
National Trust/BBC productions

## Other resources

*The Good Alternative Travel Guide* (Earthscan)  
*Which? Holiday*  
*In Focus* magazine (Tourism Concern)  
*Leisure Management*  
*National Geographic*  
*Tourism Intelligence Papers and Insights* (English Tourism Council)  
*Travel Trade Gazette*  
*Travel Weekly*  
Daily newspapers, eg *Guardian*, *Times*  
Specific destination case studies  
Tour operators' brochures

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## Unit 8: Current Issues in Travel and Tourism

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Internally assessed

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### Introduction

Through this unit you will have the opportunity to develop knowledge and understanding of an issue that is currently affecting or recently affected the travel and tourism industry. This may be something you have developed an interest in through your earlier studies or something you are introduced to through this unit. The issue will be current in that it has arisen in the last five years or is ongoing.

The travel and tourism industry is dynamic and continually responding to demands and changes in the environment. Many of these demands and changes are issues that can be studied in depth to be the focus of a research project.

Through this unit, you will be able to reflect on the knowledge that you have already gained in the other units of this qualification to appreciate the connections between different aspects of your learning and of the travel and tourism industry.

The unit requires you to plan, carry out and present a research project on a travel and tourism-related issue. It will be important to consider carefully an issue in travel and tourism that you enjoy studying and that will provide opportunities for further research.

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### Recommended prior learning

This A2 unit can build upon the knowledge and understanding gained in all other units of this GCE, drawing on aspects of each, to inform the choice of issue to research.

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## What you need to learn

### 8.1 Issues in travel and tourism

Issues in travel and tourism may be political, economic, environmental, social, cultural or technological but they will affect a travel and tourism organisation, sector or industry as a whole. You will learn about a number of issues so that you are able to analyse their effect on a travel and tourism organisation, sector or industry. You will focus on one of those issues for assessment.

You will learn how to select an issue for a project through a review of its potential for providing data and an appropriate level of analysis. You will learn to determine the research requirements of the project and to undertake initial research to assess the potential availability of information. Data may present itself in a range of formats, some being easy to access and consider, whilst other information may need careful consideration to pinpoint an appropriate method of accessing it. You will learn how to access and use information and data presented in different formats.

When selecting a research topic you may wish to consider some of the following.

- The emergence of e-tourism and e-retailing in travel and tourism and the developments in Information Communication Technology (ICT).
- Global warming and the effect on climate, such as increasing strength and frequency of hurricanes and other climatic phenomenon.
- Globalisation in different sectors of the travel and tourism industry from hotel chains to the UK's leading tour operators.
- The increase in terrorism and specific acts of terrorism such as those in New York, Bali, Madrid and Egypt.
- The removal of barriers to travel has seen the spread of disease that has had an effect on the travel and tourism industry, such as SARS and foot and mouth.
- The effect of tourism development on the culture of Less Economically Developed Countries (LEDCs).
- In the last century, developments in transport and the movement of troops that took place during the world wars are often linked to development of tourism. More recently, wars have had an adverse effect on tourism in destinations such as Turkey, Cyprus and Israel. International relations could have positive or negative effects on travel and tourism.

This list is not exhaustive; there will be a number of other issues well worth consideration. You will need to discuss the issue you plan to research with your tutor, to ensure that it is appropriate and will provide the required opportunities for research.

## 8.2 Travel and tourism research project

In order to successfully complete your research project, you will learn how to plan, then carry out and finally present it in an acceptable format. You will need to learn to:

- produce a research proposal; a rationale including a summary of the research project, its aims and the parameters of the study, stating the 'what', 'why' and 'how' of the project
- use and evaluate the research methodology, assessing the merits of different research techniques such as interviews, questionnaires, scrutiny of documents as well as the sources used to obtain information
- present your project in an appropriate format; the inclusion of aims, methodology, research, analysis, conclusions, references/bibliography.

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## Assessment evidence

Assessment evidence will consist of a completed research project, where a range of research methods have been used, that focuses on a travel and tourism issue. Evidence will include some written commentary and may also be supported by witness testimonies and observation statements if some of the tasks are presented orally. Written notes will be presented in support of any oral presentations.

It is suggested that between two and four thousand words would be appropriate for a 'written' project.

Your work must include evidence of:

- a a research proposal that includes a description of the issue  
and  
a plan that shows the project aims and the research methodology adopted, including timescales and planned sources of reference
- b how you have worked independently and followed your research plan to meet the project aims and timescales  
and  
how you have dealt with changes to your plan
- c research undertaken as indicated in the plan for the project  
and  
an analysis of the issue and its effect on the travel and tourism industry or one of its component sectors
- d\* an evaluation of the project and the research methodology with recommendations for approaches to be adopted for future projects.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>a</b> <b>(A01)</b>	<p>A research proposal that identifies and describes with limited detail, the issue to be the focus of the research project.</p> <p>The plan indicates how the project aims will be met and the research methodology to be used. The plan may lack clarity, be unrealistic in parts and have some omissions.</p> <p style="text-align: right;"><b>(0-6)</b></p>	<p>A research proposal that describes in some detail the issue to be the focus of the research project.</p> <p>The plan describes in some detail how the project aims will be met and the research methodology to be used. All parts of the plan are clear and feasible.</p> <p style="text-align: right;"><b>(7-9)</b></p>	<p>A comprehensive research proposal that clearly identifies and describes in detail the scope and range of the issue to be the focus of the research project.</p> <p>The plan explains how the project aims will be met and the research methodology to be used. The proposal and plan reflect the project aims and include a timescale where priorities concerning the research and collection of data are acknowledged. All parts of the plan are clear, relevant, appropriate and feasible.</p> <p style="text-align: right;"><b>(10-12)</b></p>	<b>12</b>
<b>b</b> <b>(A02)</b>	<p>Project has been completed with guidance from others.</p> <p>The project meets most aims and timescales set including final completion by deadline stated.</p> <p>Changes made to the plan were not updated and were often as a result of factors within their control.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>Project has been completed with some guidance from others but mainly independently.</p> <p>There is evidence that the proposed plan has been followed and indicated aims and timescales have been met.</p> <p>Changes made to the plan were documented. These were mainly as a result of factors outside of their control and appropriate changes implemented.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>Project has been completed independently.</p> <p>The project plan has been followed and all aims clearly met and timescales adhered to.</p> <p>The plan is regularly updated throughout the process with an indication of how aims and timescales met and any changes that were required. Contingencies were in place for any required deviations from the plan.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>c</b> <b>(A03)</b>	<p>Research has been undertaken that uses a limited range of sources that have mainly been directed. There is some use of the research methodology identified in the plan for the project.</p> <p>There is some analysis of the issue and its effect on the travel and tourism industry or a specific sector of the industry but this is mainly descriptive.</p>	<p>Research has been undertaken that uses a range of sources, many of them identified and used independently. Sources are clearly referenced throughout. The sources used are as identified in the plan for the project.</p> <p>There is a clear analysis of the issue and its effect on the travel and tourism industry or a specific sector of the industry.</p>	<p>A range of research techniques is used to obtain data and sources of information have been obtained independently. Sources are clearly and fully referenced throughout. Sources used exceed those identified in the plan for the project and the need for these additional sources is explained.</p> <p>There is a clear and comprehensive analysis of the issue and its effect on the travel and tourism industry or a specific sector of the industry.</p>	<b>18</b>
<b>d</b> <b>(A04)</b> <b>QWC</b> <b>(i-iii)</b>	<p>There is an evaluation of the project. This is mainly superficial and subjective.</p> <p>There is an evaluation of the research methodology with some awareness of the limitations of sources of information available to support the research project or some acknowledgement of their own limitations in terms of the range and depth of research undertaken.</p>	<p>An evaluation that evaluates the project with some objectivity and some depth drawing valid conclusions that are mainly reasoned.</p> <p>There is an evaluation of the research methodology that acknowledges the limitations of the research where appropriate and its effect on the outcomes of the research project.</p>	<p>A comprehensive evaluation that is objective and in depth with valid and accurate conclusions that are clearly reasoned.</p> <p>Research methodology and data obtained is evaluated and where there are limitations these are clearly explained in terms of its effect on the outcomes of the research project.</p>	

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>d</b> <b>(AO4)</b> <b>QWC</b> <b>(i-iii)</b> <b>cont.</b>	Recommendations are made but these are limited in detail and are not always feasible and/or appropriate. The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. <b>(0-7)</b>	Recommendations for improvement are made, some of them justified. Most have some detail and are appropriate. The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. <b>(8-12)</b>	Valid recommendations for improvement are made that are justified and presented in detail. The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. <b>(13-15)</b>	<b>15</b>
<b>Total marks</b>				<b>60</b>

| (For description of AOs see *Appendix B.*)

## Assessment guidance

### Mark band 1

For this assessment, learners should select an issue that is or has affected the travel and tourism industry, or a sector of the industry, within the last five years. Within a cohort of learners, they may all select to investigate and analyse the same issue or each may select a separate issue. Either approach is acceptable. Learners are assessed on their ability to work independently. This needs to be considered where a cohort has all selected to investigate the same issue.

Learners' evidence will tend to be limited in detail, showing some knowledge and understanding of an issue but in a manner that is descriptive rather than analytical and that shows little evidence of planning and effective use of a research methodology. The learner is required to be able to identify an area of research and to organise how the research will be carried out. At this level, there may be the need to assist the learner with a number of issues critical to the success of the whole project, the plan may be unrealistic in parts. There may also be the need to direct the learner to specific issues that would lend themselves to further investigation or provide the scope for a worthwhile data collection and appropriate sources of information via books, journals, the web and to access library support systems.

- a The research proposal will identify the issue. The issue may not be appropriate in that it is no longer current (within the last five years). There will also be a description of the issue although detail may be limited.

A research plan is submitted. It will include project aims although these may not be specific. There will also be a research methodology. This is likely to lack detail in that information is listed with little description. There is little attempt to show how the plan will enable the aims to be met. Some of the plan may be unclear or vague and may also be unrealistic in parts, eg timescales, range of information sources to be used, attempts to collect primary data.

- b Learners must undertake the project and it should be mainly completed although there may be some omissions. The learner may need support and guidance throughout the project either to identify what information is relevant, its implications to the industry and how it can be presented. Learners may need to be reminded of the project aims so that emerging evidence supports the research.

The learner has generally not followed a plan and may not be meeting planned deadlines. The final project will be completed by the deadline set. Most aims will be met.

Changes were not made to the plan even though the plan was not followed. Where changes were required this will mainly be as a result of factors within their control, eg they have not met deadlines.

- c Research has been undertaken but a limited range of sources will be used, eg one or two websites, textbooks or journals. The sources used will be mainly those directed by a tutor and few will have been found independently. There is some use of the research methodology presented in the plan but this is limited.

There is some analysis of the issue although this is mainly descriptive. The effect on the industry is limited to one or two impacts only and these are covered mainly superficially.

- d The learner is required to look at their completed project. The evaluation undertaken will be mainly subjective with little supporting evidence. Coverage will be superficial.

There is an evaluation of the research methodology adopted. This will include some reference to the sources of information used and the extent to which this was sufficient to meet the aims of the project.

Areas learners think could be improved will be recommended but their suggestions may not always be relevant and ideas as to how improvement could be made may not always be realistic. Recommendations will lack detail.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

For this assessment, learners should select an issue that is or has affected the travel and tourism industry, or a sector of the industry, within the last five years. Within a cohort of learners, they may all select to investigate and analyse the same issue or each may select a separate issue. Either approach is acceptable. Learners are assessed on their ability to work independently. This needs to be considered where a cohort has all selected to investigate the same issue.

Learners will tend to produce work that meets the requirements of the task with some detail and some clarity. They will undertake research using a range of sources and use the information and data obtained to analyse issues in relation to the travel and tourism industry. They will show the ability to work independently and deal with problems as they arise.

- a The research proposal will clearly identify the issue. The issue will be current (within the last five years). There will be a description of the issue with some detail.

A research plan with some detail is submitted. It will include project aims that are specific. It will also detail how these aims will be met through a research methodology. The plan will mainly be clear and realistic.

- b Learners must complete the project as outlined in the plan. There may be some minor omissions. Most of the project is completed independently although there may have been some support and guidance. Learners may need to be reminded of the project aim so that emerging evidence supports the research.

The learner has generally followed a plan. The final project will be completed by the deadline set. Aims will be met.

Alterations or changes are an accepted part of the process and fully incorporated into updating their plan in response to changes that are required either because of lack of evidence or resources available or changes in demands on their time.

- c Research has been undertaken that used a range of sources either primary or secondary. The sources used will be mainly found independently and referenced throughout the project. There is use of the research methodology presented in the plan.

The issue is analysed in terms of its effect on the industry or a specific sector.

- d The learner is required to evaluate their completed project. The evaluation will have some objectivity and some depth through consideration of a range of factors or through detailed evaluation of one or two factors. Evaluation is used to draw mainly reasoned conclusions.

There is an evaluation of the research methodology adopted. This will clearly evaluate the limitations of the research undertaken, either range of sources used or specific sources. There will be an explanation of how the research has affected the outcomes of the project.

There will be recommendations made. There will be some detail in the recommendations that are mainly appropriate and drawn from conclusions. Some recommendations are justified.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

For this assessment, learners should select an issue that is or has affected the travel and tourism industry, or a sector of the industry, within the last five years. Within a cohort of learners, they may all select to investigate and analyse the same issue or each may select a separate issue. Either approach is acceptable. Learners are assessed on their ability to work independently. This needs to be considered where a cohort has all selected to investigate the same issue.

Learners will produce work that clearly meets the requirements of all tasks with detail and clarity. They will undertake comprehensive research using a wide range of sources and select appropriate information and data to analyse issues in relation to the travel and tourism industry. They will work independently and deal effectively with problems as they arise.

- a The research proposal will clearly identify the issue. The issue will be current (within the last five years). There will be a detailed description of the issue. This will clarify the scope and range of the issue.

A detailed research plan is submitted. It will include project aims that are specific. It will also detail how these aims will be met through a research methodology. Each aim will be clearly referred to in the plan. Priorities will be identified, described and explained. The plan will be clear and realistic.

- b Learners complete the project as outlined in the plan. The project is completed independently.

The learner has clearly followed a plan with all aims clearly met within the range and scope described and all significant timescales adhered to.

Alterations or changes are an accepted part of the process and fully incorporated into updating their plan in response to changes that are required. Potential changes have been identified and contingencies put in place in advance. They will need to demonstrate the process associated with a systematic enquiry.

- c Research has been undertaken that used a wide range of primary or secondary sources. The sources used will be found independently and fully and clearly referenced throughout the project. There is use of the research methodology presented in the plan and where additional sources are used in addition to those planned, these are explained.

The issue is clearly and comprehensively analysed in terms of its effect on the industry or a specific sector.

- d The learner is required to comprehensively evaluate their completed project. The evaluation will be objective and in depth through consideration of a range of factors in detail. Evaluation is used to draw clearly reasoned conclusions.

There is an evaluation of the research methodology adopted. This will fully evaluate the range and limitations of the research undertaken. There will be a clear and thorough explanation of how the research has affected the outcomes of the project.

There will be a number of detailed and appropriate recommendations made. These will be drawn from conclusions and fully justified.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Delivering this unit

### **Tutor-led and self-directed study**

This unit has been designed with a research focus to stimulate learners into both tutor-led and self-directed study. As it is internally assessed there is tremendous scope for the travel and tourism industry to be related directly to the interests of the learners. Tutors could introduce issues to stimulate interest and indicate typical sources of information. As marks are awarded according to the level of independent work, learners should be encouraged to work independently through a series of workshops. These should have clear learning outcomes with a focus on a straightforward issue so that learners can appreciate how to undertake a research project.

### **Guest speakers**

Guest speakers may stimulate areas of research or provide sources of information. The library may inspire learners to identify research material or provide them with the information to investigate further avenues of potential data.

### **Research project**

Newspapers, journals or magazines may provide the focus of some areas of study to provide mini or pilot discussions, work could be analysed in seminars or relayed through presentations.

It is envisaged that the major project will form the main focus of this unit and should be planned so that the learners have enough time to plan, organise and write up their findings.

### **Presentation**

Presentations should naturally follow the submission of the research project and could be delivered in several ways; ranging from a PowerPoint supported presentation, to an informative guide or leaflet.

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## Links

### **Other units**

This unit potentially links to all units of this qualification, depending on the issue used to form the focus of the research project. The other units of this qualification will form a knowledge base from which learners should be able to consider the issues that need to be addressed.

### **Industry**

Links with industry could be developed to assist the learners by introducing them to an issue to investigate or to discuss how an issue has affected their organisation.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Texts which look at research methods, particularly those with a leisure focus, will be a useful resource, including:

Bell J – *Doing Your Research Project* (Open University Press, 2005)  
ISBN 0335215041

Burns R – *Introduction to Research Methods, Fourth Revised Edition* (Sage Publications, 2000) ISBN 0761965939

Dale G – *Edexcel A2 GCE Travel and Tourism* (Heinemann Educational Publishers, 2006) ISBN 0435463543

### Websites

BBC [www.bbc.co.uk](http://www.bbc.co.uk)

*Daily Telegraph* [www.telegraph.co.uk](http://www.telegraph.co.uk)

English Heritage [www.english-heritage.org.uk](http://www.english-heritage.org.uk)

*Guardian* [www.guardian.co.uk](http://www.guardian.co.uk)

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# Unit 9: Working in Travel and Tourism

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Internally assessed

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## Introduction

One of the attractions of the travel and tourism industry for many people is the variety of employment opportunities that it offers. With this unit you will look at the nature and range of those employment opportunities and the skills required for a successful career within travel and tourism. You will also explore how to work effectively in a team and develop and use team working skills that will be useful to you when working in the industry.

By understanding the skills you need to work in the industry, you will be able to evaluate your own skills level by conducting a personal skills audit and create a personal development plan for a selected employment opportunity within the industry.

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## Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

*Unit 2: The Travel and Tourism Customer*

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## What you need to learn

### 9.1 The range, nature and skills required for employment opportunities within travel and tourism

You will learn to research the range of employment opportunities available within the travel and tourism industry. You will learn where employment opportunities are advertised so that you will know where to look for your information on employment opportunities. You will learn to examine a range of job advertisements and other sources of information so that you can draw conclusions about the nature and range of employment opportunities available at different levels, in different sectors of the industry. You will learn to examine

- the contractual requirements of jobs in the travel and tourism industry, eg temporary or permanent, self-employed or employed status
- the rates of pay available for different jobs
- the working hours of different jobs, eg unsociable hours, split shifts, length of working day
- the location of different jobs, eg local, regional, national, international, some jobs are only available in certain locations (airport, ferry terminal, tour operators, attractions)
- seasonality of different jobs
- the age and other entry requirements of different types of jobs, eg minimum age for resort representatives, physiological requirements for cabin crew.

You will learn to analyse the evidence obtained through research regarding the nature and range of employment opportunities in the travel and tourism industry.

With knowledge of the different jobs available, and the work undertaken in these jobs, you will learn to examine the technical and interpersonal skills and qualities that are required so that you can understand the key skills and qualities needed to work in the travel and tourism industry. You will understand the relationships between different job roles in different sectors of the industry so that you can analyse how acquisition of these skills and qualities can lead to a career that encompasses the different sectors of the industry at different levels.

## 9.2 Teamwork

You will learn about the theory of effective teamwork so that you can understand how and why different types of teams are created and operate. Different types of teams are:

- formal and informal teams
- short-term, long-term and ad-hoc teams.

You will learn about different situations when these teams are developed in travel and tourism.

You will learn about the role of the individual in any team and how their needs must be considered to effectively manage the team's development and cohesion, as well as any conflicts that may arise between team members.

You will also learn to develop your own skills for working as a member of a team. You will learn to apply your understanding of the theory of team work to participate in the formation of a team working towards completing a specific travel and tourism-related task and deal with issues and conflicts that arise throughout their operation.

You will learn to evaluate your performance in team activity, based on information from a range of sources.

### 9.3 Personal skills and career development

You will learn to evaluate your own potential and assess potential careers within the travel and tourism industry. You will learn to undertake a personal skills audit, using a variety of sources of evidence and evaluate your:

- own personal skills
- attitudes
- qualities
- knowledge and experience.

You will learn to use this understanding of your personal skills to assess potential career opportunities within the industry. You will learn to devise a personal career development plan based on your personal skills audit. The personal career development plan will cover a minimum of five years and include:

- your career goal
- the types of job involved in achieving your career goal
- how you will develop the skills and qualities required
- how you will gain the knowledge and experience required
- how you will develop the qualities required
- how you will adapt your attitudes to be successful in the career identified
- the timescales involved
- the sources of support that will be needed.

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## Assessment evidence

Assessment evidence could be in many different forms to allow for your learning preferences and strengths to be accommodated. Task (b) would be evidenced through witness testimonies. Many tasks could be evidenced through written reports, but there could also be witness testimonies of oral presentations with supporting notes.

Your work must include evidence of:

- a your participation in a team, working towards completion of a significant travel and tourism-related task. This could be as a result of work completed on another unit in the qualification or a specific task designed for this unit
- b an analysis of the range of employment opportunities and the skills and qualities required for a successful career in the travel and tourism industry
- c\* a detailed career development plan based upon a personal skills audit produced using information from a range of sources.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
a (A01) (A02)	<p>A role has been taken within a team. The role may not be significant but as agreed by other team members.</p> <p>Participation in the team has been effective although contribution may not be significant to completing the task.</p> <p>The contribution of others within the team is recognised.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>A significant role has been taken within a team.</p> <p>Participation in the team has been effective with a valid contribution made to completing the task.</p> <p>The contribution of others within the team is recognised and conflicts that arise are dealt with effectively</p> <p>Evidence of involvement is drawn from a range of sources.</p> <p style="text-align: right;"><b>(10-17)</b></p>	<p>A significant role has been taken within a team.</p> <p>Participation in the team has been consistently effective, with a significant contribution made to completing the task. Potential difficulties in meeting objectives are identified and alternative approaches suggested and adopted.</p> <p>The contribution of others within the team is clearly acknowledged and support provided to others as required. Potential conflicts are identified and solutions proposed and implemented.</p> <p>Evidence of involvement is drawn from a wide range of sources.</p> <p style="text-align: right;"><b>(18-21)</b></p>	<b>21</b>
b (A01) (A03)	<p>Some research has been undertaken and is evidenced mainly through a bibliography. Sources used are those directed by others.</p> <p>There is some basic analysis of the nature and range of employment opportunities and the skills and qualities required for a successful career in the industry that is mainly descriptive.</p> <p style="text-align: right;"><b>(0-8)</b></p>	<p>Research has been undertaken using different sources, some of which were obtained independently. Some evidence of research is referenced throughout the text, as well as in a bibliography.</p> <p>There is an analysis of the nature and range of employment opportunities and the skills and qualities required for a successful career in the industry. A range of employment opportunities has been included in the analysis, which is mainly clear.</p> <p style="text-align: right;"><b>(9-14)</b></p>	<p>Research has been undertaken using a range of different sources that have been obtained independently. Much of the evidence of research is referenced throughout the text, as well as in a bibliography.</p> <p>There is clear analysis of the nature and range of employment opportunities and the skills and qualities required for a successful career in the industry. A wide range of employment opportunities has been included in the analysis.</p> <p style="text-align: right;"><b>(15-18)</b></p>	<b>18</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<p><b>c</b></p> <p><b>(AO1)</b></p> <p><b>(AO4)</b></p> <p><b>QWC</b></p> <p><b>(i-iii)</b></p>	<p>The career development plan lacks detail in some parts and may have some omissions although these are not significant. The focus of the plan may be on the short-term rather than medium-term future. The plan makes limited use of the personal skills audit. The personal skills audit lacks some detail and is mainly subjective.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>The career development plan has some detail and some justification. There may be some omissions but these are not significant. The focus of the plan is on the medium term future. Use has been made of the personal skills audit to develop the career development plan. The personal skills audit is detailed and reasoned with some parts substantiated. Evidence is drawn from a range of sources.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(10-17)</b></p>	<p>The career development plan is comprehensive, well reasoned and fully justified making clear and sustained use of the personal skills audit. The focus of the plan is on long-term career goals. The personal skills audit is comprehensive and detailed drawing on evidence from a wide range of sources to fully substantiate conclusions.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(18-21)</b></p>	<b>21</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix B.*)

## Assessment guidance

### Mark band 1

In task (b) the learner has to participate in a team event. This may be specifically designed for this task or may contribute towards completion of another unit. It must be related to travel and tourism. The team event should be significant. This may be organising a residential visit, undertaking a research project on behalf of a travel and tourism organisation, delivering a training session to another travel and tourism group, organising a travel exhibition or conference. There may be other travel and tourism-related team events that they can be involved in. The team event will be a specific task they are working towards.

At this mark band, learners will tend to produce work that is mainly descriptive and subjective with limited detail. They are likely to undertake research but using sources that are provided rather than seek alternatives. Involvement with a team will tend to be directed and superficial with little impact on overall outcome.

- a The learner may not have a significant role but this will have been agreed at the outset rather than as a result of their failure to fulfil their requirements.

There is some evidence that the learner has recognised the contribution of others in the team. This may be through an evaluation or through comments made throughout the team process. This will show some knowledge and understanding of the theory of teamwork and how that can be applied in real situations.

- b Some research will have been undertaken but this will tend to be from one or two sources, perhaps only those that are tutor-directed and evidence will be limited perhaps to a bibliography only.

Learners are to produce an analysis of the nature and range of employment opportunities and the skills and qualities needed for a successful career in the travel and tourism industry. This may be descriptive rather than analytical. Analysis will be mainly linked to specific jobs and not an overview of the nature of employment within the industry. There is likely to be an emphasis on operational positions and not a range of levels. Knowledge and understanding is evident but little use is made of evidence to substantiate their findings.

- c Learners are required to produce a career development plan. This may lack detail in some parts and have some omissions. The limitations and omissions are not significant. The focus of the plan may be on the short term rather than medium term future in that they might focus on the job they would like on leaving school/college. A personal skills audit is produced. This lacks some detail in that some key skills identified as necessary for the industry are not included. Evidence will tend to be subjective with learners failing to draw from any independent sources. There is some use of the personal skills audit to produce the career development plan but this is limited or unclear.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

In task (b) the learner has to participate in a team event. This may be specifically designed for this task or may contribute towards completion of another unit. It must be related to travel and tourism. The team event should be significant. This may be organising a residential visit, undertaking a research project on behalf of a travel and tourism organisation, delivering a training session to another travel and tourism group, organising a travel exhibition or conference. There may be other travel and tourism-related team events that they can be involved in. The team event will be a specific task they are working towards.

At this mark band, learners will tend to produce work that is analytical and evaluative, showing knowledge and understanding on a range of topics. They are likely to undertake research widely across all tasks. Involvement with a team will be significant in that it is likely to affect the overall outcome of the task. They will often show the ability to use initiative and work independently.

- a The learner will have a significant role. This could be as a result of working in a small group of no more than five people, likely to be others in the class. It could also be through leading a larger team where perhaps one or two members of the class are working with other groups who are following their instructions. This might be working with a group from a local school or community group. The learner will have made a valid contribution to the team completing its task. They will have carried out tasks as agreed although there may have been some omissions or some tasks not completed to the required standard. Their omissions would not have caused significant additional stress or work for others in the team. Their contribution will have been effective in that without it the task could not have been completed.

There is evidence that the learner has recognised the contribution of others in the team. This may be through an evaluation or through comments made throughout the team process. The learner has also been able to deal with conflicts that have arisen. This may be through pre-emptive action or restorative action. This will show knowledge and understanding of the theory of teamwork and how that can be applied in real situations.

- b Research will have been undertaken using a range of sources, some of which will have been obtained independently without direction from others such as a tutor. These sources will be evidenced through some referencing of sources within the content. There will also be a bibliography.

The learner will produce an analysis of the nature and range of employment opportunities and the skills and qualities needed for a successful career in the travel and tourism industry. This will draw on evidence related to a range of jobs at different levels demonstrating knowledge and understanding in some depth. The learner will clearly show the skills and qualities generic to the industry. Knowledge and understanding is evident, with use made of evidence to substantiate their findings.

- c Learners are required to produce a career development plan. This will include some detail in terms of action required. It may also include details of costs and timescales. It will consider development of skills and qualities as well as knowledge, experience and qualifications. Some parts of the plan are justified with clear links to their personal skills audit. There may be some omissions but these are not significant. The plan covers a minimum five year period so will involve at least two stages, eg post school/college and the next stage of first employment. An example might be to work in ground handling on leaving school/college and then on to be an overseas representative.

A personal skills audit is produced. This covers all key skills identified as necessary for the industry. There is some detail and reasoning in the personal skills audit. Some findings will be substantiated with evidence drawn from some independent sources. A description of a range of employment opportunities within the travel and tourism industry is given. There will be employment opportunities described at all levels and for a range of industry sectors. Job roles will be described in some detail showing knowledge and understanding of what the jobs involve and where differences may apply.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

In task (b) the learner has to participate in a team event. This may be specifically designed for this task or may contribute towards completion of another unit. It must be related to travel and tourism. The team event should be significant. This may be organising a residential visit, undertaking a research project on behalf of a travel and tourism organisation, delivering a training session to another travel and tourism group, organising a travel exhibition or conference. There may be other travel and tourism-related team events that they can be involved in. The team event will be a specific task they are working towards.

At this mark band, learners will tend to produce work that is clearly analytical and evaluative, showing thorough knowledge and understanding on a range of topics. They are likely to undertake research widely across all tasks. Involvement with a team will be consistently significant in that it is likely to affect the overall outcome of the task. They will clearly show the ability to use initiative and work independently, taking on effective leadership roles in one or more aspects of completing the task.

- a The learner has participated in a team event. At this level, the learner will have a significant role throughout the completion of the task. This could be as a result of working in a small group of no more than 5 people, likely to be others in the class. It could also be through leading a larger team where perhaps one or two members of the class are working with other groups who are following their instructions. This might be working with a group from a local school or community group.

The learner will have made a significant and valid contribution to the team completing its task. They will have carried out tasks as agreed to an appropriate standard. Their performance in the team would not have caused significant additional stress or work for others. They will have undertaken additional tasks using their own initiative to alleviate the stress or workload of others. Their contribution will have been significant in that without it the task would not have been completed.

The learner will have taken a leadership role within the team. This may be through decision-making or dealing with unplanned or unexpected outcomes. It is not necessary for them to have taken a leadership role throughout the process but it should be at a significant point; for instance where clear direction was needed to enable a task to be completed or where there were significant problems in meeting objectives or for a significant period of time.

Potential difficulties in meeting objectives will have been identified independently. Alternative approaches to overcoming difficulties will have been suggested that are valid and feasible.

There is evidence that the learner has acknowledged the contribution of others in the team. This will be through comments made throughout the team process. The learner has also been able to identify potential conflicts within the team and have used techniques to either prevent conflict or deal with them as they have arisen. This will be through pre-emptive action or restorative action.

Evidence of involvement is drawn from a wide range of sources and will show a thorough knowledge and understanding of teamwork and problem solving.

- b Research will have been undertaken using a wide range of sources, most of which will have been obtained independently without direction from others such as a tutor. These sources will be evidenced through referencing of sources within the content. There will also be a bibliography.

The learner will produce a comprehensive analysis of the nature and range of employment opportunities and the skills and qualities needed for a successful career in the travel and tourism industry. This will draw on evidence from a range of sources of information to substantiate their findings. The analysis will relate to a range of jobs at different levels, across all sectors of the industry, demonstrating thorough knowledge and understanding. The learner will clearly show the skills and qualities generic to the industry.

A comprehensive and detailed personal skills audit is produced. This covers all key skills identified as necessary for the industry, as well as others that may be required for specific jobs or specific levels of jobs appropriate to the learner's aspirations. Findings will be substantiated with evidence drawn from a range of independent sources.

- c Learners are required to produce a career development plan. This will be detailed in terms of action required, timescales and costs. It will consider development of skills and qualities as well as knowledge and experience and qualifications. The plan is reasoned and justified and clearly linked to their personal skills audit. The plan covers a significant period of time but at least five years. It should involve at least three stages, eg post-school/college, first employment in the industry and then progression. An example might be to go on to university to study for a degree, then to be cabin crew and then a trainer for an airline.

A personal skills audit is produced. This covers all key skills identified as necessary for the industry. There is clear detail and reasoning in the personal skills audit. Findings will be substantiated with evidence drawn from a range of independent sources.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

### Research

Learners should be encouraged to create a file of travel and tourism job advertisements to enable them to have a realistic understanding of the types of opportunities they are suited to and qualified to apply for. Whilst the trade press can provide advertisements there will also be examples in local and regional newspapers. Many travel and tourism organisations include career summaries (and, often, online application forms) that learners can access for further information. Not only will learners gain knowledge and understanding of the topics, they will also learn where to investigate employment opportunities when seeking work for themselves.

Through research, learners will also obtain information on the theories of teamwork. They can determine their own preferred role in a team, which should assist them when working on their team project. This will also help them when analysing their teamwork activities as they could relate them to the theories they have researched.

### Guest speakers

Many travel and tourism organisations are keen to talk to learners about career opportunities. A further source of valuable advice is from employment agencies – many of whom have presentations and information packs on topics such as interview skills, writing CVs, career planning, etc. Whilst not all of this is a requirement of the unit, this input is of relevance and would assist learners when developing their own career plan.

### Workshops

When evaluating their own skills and qualities, their own performance in teamwork and when learning to develop their own career plans, learners will need support and guidance from various sources. This will include teachers and careers advisors as well as other learners in their class. Workshop-style activities, with clear and focused learning outcomes and appropriate resources available would enable learners to complete activities fully.

### Case studies

Through the use of case studies, learners can learn to analyse performance to see where skills were lacking and improvements are needed. Case studies can also introduce them to problems and potential conflicts. They could use these to discuss different approaches to resolution and to develop their own problem-solving skills. This would also assist learners when working in teams as they could more easily identify potential problems and conflicts and put into practice the ideas they discussed. Case studies can be developed through class activities drawing on learners' and teachers' own experiences of working in teams. They could also be through scrutiny of episodes of TV programmes such as *Airline* or *Airport*.

### Role plays

Learners could participate in role plays to gain a clearer understanding of the job roles and the skills and qualities required to undertake tasks effectively. Through the role plays they could also learn to analyse the performance of an individual.

## Work placement

Where learners undertake a work placement, a range of additional opportunities arise, enabling learners to learn about the roles of a specific job and the skills required to undertake that job. They are also likely to develop teamwork skills. Through work placement, learners may also consider their own values and attitudes to working in the travel and tourism industry.

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## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this builds on learners' understanding of the different sectors within the industry and specific roles.

*Unit 2: The Travel and Tourism Customer* – when looking at the necessary interpersonal skills required for employment opportunities, learners will need to consider the skills learned in Customer Service.

*Unit 6: Resort Operations* – where learners have selected employment opportunities from resort operations they will benefit from their understanding of this unit.

*Unit 12: Travel Organisations* – where learners have selected employment opportunities from travel organisations they will benefit from their understanding of this unit.

### Industry

Involving industry representatives in providing input to employment and skills required will greatly enhance the delivery of this unit. They may also be able to propose a realistic project for learners to demonstrate team work skills or they could provide work experience where learners can learn about employment opportunities and skills and qualities required within a sector of the industry.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Belbin M – *Team Roles at Work* (Butterworth-Heinemann, 1996)  
ISBN 0750626755

Collins V – *Working in Tourism: The UK, Europe and Beyond, Third Edition*  
(Vacation Work Publications, 2004) ISBN 1854583115

Dale G – *Edexcel A2 GCE Travel and Tourism* (Heinemann Educational  
Publishers, 2006) ISBN 0435463543

Gagnon P – *Travel Career Development: Student Workbook, Seventh  
Edition* (Institute of Certified Travel, 2002) ISBN 0931202531

Poore C – *Building Your Career Portfolio* (Career Press, 2001)  
ISBN 1564145409

### Videos

Fly-on-the-wall documentaries on organisations such as airlines, hotels and  
tour operators can provide stimulating careers discussion material for  
learners.

*TV Choice* offers videos on the various sectors of the travel and tourism  
industry as well as some focused on teamworking for the educational  
market (TV Choice Ltd, PO Box 597, Bromley, Kent BR2 0YB, UK).

BBC Learning Zone also has a number of useful programmes related to  
working in travel and tourism.

### Websites

Most travel and tourism organisations have websites and a large number  
include a section on careers within the organisation as well as providing  
online application forms. The major tour operators, travel agents, airlines,  
train and ferry operators, hotel chains and many visitor attractions also  
include job descriptions. The following site may also be useful:

Springboard [www.springboarduk.org.uk](http://www.springboarduk.org.uk)

### Other resources

*Leisure Management*

*Leisure Opportunities*

*Travel Trade Gazette*

*Travel Weekly*

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# Unit 10: Promotion and Sales in Travel and Tourism

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Externally assessed

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## Introduction

In this unit, you will learn about the marketing process and the key role that promotion plays. You will learn about different techniques used by travel and tourism organisations to promote their products and services and to evaluate the effectiveness of these techniques. As the purpose of promotion is often to increase sales of the organisations' products and services, you will learn about the sales process and how to use this to develop your own selling skills.

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## Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

*Unit 2: The Travel and Tourism Customer*

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## External assessment

This unit will be assessed through an examination set and marked by Edexcel.

There will be a 1 hour and 30 minute examination paper.

The number of raw marks available is 90.

The examination will be available in the June examination series.

The paper will be a question and answer booklet.

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## What you need to learn

### 10.1 The sales process and buyer behaviour

There are different approaches that travel and tourism organisations use to sell their products and services. These may be face-to-face, telephone or electronic. You will learn to describe the skills and qualities needed to effectively sell a product or service and explain how they may differ according to the situation involved.

You will learn to describe the different selling situations that exist for travel and tourism organisations and explain how buyer behaviour can differ in each situation.

You will learn the stages involved in the sales process:

- establish rapport
- determine customer needs and expectations
- outline features and benefits
- overcoming objections
- closing a sale
- after-sales service.

You will learn to describe each stage. You will also learn to apply the sales process in different travel and tourism situations.

### 10.2 The role of promotion in the marketing process

You will learn about the marketing process and the key stages involved. For each stage you will learn the role that promotion plays in ensuring its effectiveness. The stages in the marketing process you will learn about are:

- setting marketing objectives – so that you can explain how different approaches to promotion can be used to achieve these objectives
- market segmentation – you will learn different ways used to segment the market (age, socio-economic group, lifestyle, gender, ethnicity and geography) and how this can be used to develop promotional materials and campaigns
- market research – you will learn the difference between primary and secondary research and the methods used for each approach. You will learn to analyse these methods and explain their advantages and disadvantages for different types of travel and tourism organisations and situations. You will focus on learning about market research used to assist in segmenting the market to develop promotional activities and to determine the effectiveness of promotional activities undertaken
- analysing the key factors of the business environment likely to affect promotional activities (legal, environmental, profitability, competition, economic, technological)
- developing a marketing mix by describing an organisation's products, price, place and promotion and explain how they work together to meet the organisation's objectives.

### 10.3 The promotion mix

You will learn to understand and use the range of different terminology used in connection with promotional activities of travel and tourism organisations:

- marketing communications
- communication channels
- media
- promotional techniques
- promotional materials.

You will learn about the following promotional techniques:

- advertising – for example TV, local and national press, radio, magazines, internet, posters, point of sale
- holiday brochures
- displays
- direct marketing – for example direct mail/mail-shot, telemarketing, door-to-door, media direct response
- public relations (PR) – for example press release, media inclusion, community relations, corporate communications (colours, logos, etc)
- sponsorship
- sales promotions – for example discounts, incentives, free gifts, special offers, competitions, loyalty schemes, extra products, trade promotions
- personal selling – face to face, telesales, cold calling.

You will learn to describe each technique and identify where they are being used by an organisation. You will also learn to recommend which techniques are appropriate to meet an organisation's objectives, justifying your choices. You will learn to evaluate the appropriateness of techniques used by travel and tourism organisations.

You will learn to evaluate promotional materials used by travel and tourism organisations. You will also learn to design effective promotional materials that are appropriate for a specified target market.

You will learn about promotional campaigns. You will learn to devise a promotional plan that covers a period of time and uses a range of techniques and materials to meet specified objectives, working within a budget. You will learn to justify your proposals for a promotional plan. You will also learn to investigate promotional campaigns undertaken by travel and tourism organisations so that you can evaluate their effectiveness.

## Assessment evidence

This unit will be assessed through external assessment.

The mark you achieve for this assessment will be your mark for the unit.

The external assessment will be in the form of a marked test. This test will consist of a series of short and long-answer questions. The content of the external assessment will relate directly to what you should have learned as a result of the activities you have carried out as part of your work for this unit.

You will need to be able to apply the knowledge, skills and understanding of the unit to the demands of the questions set. The ability to transfer knowledge skills and understanding to different situations is an invaluable preparation for employment, training and higher education. External assessment is one example of where this transference is critical, eg coping with controlled conditions of an external assessment, the scenarios and responding to questions.

The external assessment will require evidence of:

- a being able to demonstrate knowledge and understanding of the subject content of this unit, and of related skills in vocationally-related contexts
- b being able to apply your knowledge and understanding of the subject content of this unit, and of related skills in vocationally-related contexts
- c being able to use appropriate research techniques to obtain information to analyse vocationally-related issues and problems
- d being able to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally-related issues and problems.

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## Delivering this unit

### Research

Learners will specifically need to undertake research related to promotional campaigns of travel and tourism organisations as they may be asked to analyse these in the external assessment. They should be encouraged to obtain details of different types of campaigns used by different types of organisations such as a local museums campaign for a new range of exhibits or a new ride for a large theme park or a tour operator's brochure launch or an airline's new products. They could undertake their research in groups and present their findings to others in the class in the form of a seminar. The results of the research would need to be discussed and analysed.

Research could also be undertaken on different products and services provided by organisations and how they are promoted. The same approach could be taken for all aspects of the marketing mix.

Research could also be undertaken to evaluate the effectiveness of promotional materials and campaigns. This would assist their understanding of different approaches to market research and could also develop their communication skills and their analytical, number and IT skills when interpreting the results.

## Guest speakers

Guest speakers could be invited that are marketing specialists in fields that are not travel and tourism-related to focus on how different promotional techniques are used, how they ensure promotional materials are effective, and how they measure and monitor their effectiveness.

Guest speakers could also be invited to give presentations on sales techniques and how to overcome objections from potential customers.

## Workshops

There could be workshops where learners develop their own promotional materials. These could be using ICT equipment or audio/visual equipment to consider approaches using a range of media.

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## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this builds on learners' understanding of the different sectors within the industry which they can use to determine appropriate approaches to sales and buyer behaviour as well as how promotional activities vary according to different sectors of the industry.

*Unit 2: The Travel and Tourism Customer* – when looking at the necessary interpersonal skills and the role of selling and sales in customer service.

*Unit 6: Resort Operations* – where learners are involved in selling additional services and promoting available services through welcome meetings and support materials.

*Unit 8: Current Issues in Travel and Tourism* – where learners may choose to study changes in buyer behaviour and how this has affected promotional activities of travel and tourism organisations.

### Industry

Involving industry representatives in providing input will enhance the delivery of the sales aspect of this unit. Industry representatives can give specific examples of different types of sales situations, how skills can be used, the types of objections encountered and how they can be overcome.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Briggs S – *Successful Tourism Marketing* (Kogan Page, 2000)  
ISBN 0749434694

Dale G – *Edexcel A2 GCE Travel and Tourism* (Heinemann Educational Publishers, 2006) ISBN 0435463543

Horner S and Swarbrooke J – *Consumer Behaviour in Tourism: An International Perspective* (Heinemann Educational, 1999) ISBN 0750632836

Kotler P et al – *Marketing for Hospitality and Tourism, Fourth Edition* (Pearson Education, 2005) ISBN 0132017733

Smith I – *Meeting Customer Needs, Third Edition* (Butterworth Heinemann, 2003) ISBN 075065984X

Stewart M – *Keep the Right Customers* (McGraw-Hill, 1996)  
ISBN 0077091396

### Websites

Most travel and tourism organisations have websites and a number have specific sections for learners and/or marketing information. The following may also be useful:

*Marketing Magazine*

[www.marketingmagazine.co.uk](http://www.marketingmagazine.co.uk)

### Videos

Television documentaries about travel and tourism organisations often provide useful discussion material for marketing.

*TV Choice* offer a wide range of both general and travel and tourism specific marketing videos for the educational market (TV Choice Ltd, PO Box 597, Bromley, Kent BR2 0YB).

# Unit 11: Special Interest Holidays

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Internally assessed

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## Introduction

In this unit you will learn about special interest holidays in worldwide destinations. You will look at the features of special interest holidays, the destinations where they take place and the tour operators who cater for this market. You will assess the factors affecting their popularity with tourists and recommend a suitable holiday you have designed to meet the needs of different types of tourists.

You will have the opportunity to learn about a range of special interest holidays, some in detail.

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## Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

*Unit 2: The Travel and Tourism Customer*

*Unit 3: Destination Europe*

*Unit 4: Destination Britain*

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## What you need to learn

### 11.1 The range, geographical distribution, features and providers of special interest holidays

Special interest holidays are those that focus on a specific activity. There are two categories of special interest. Examples of different types of special interest holidays for each category are:

- holidays that normally take place in one destination for their duration
  - cultural such as attending a music festival
  - religious such as pilgrimage or retreat
  - heritage, which could be industrial or historical
  - sporting, which could be attending as a spectator such as at the Olympics or World Cup or participating in a sporting activity such as golfing or scuba diving
  - specialist activity such as dancing or cooking
  - health and fitness such as staying at health spas
  - weddings and honeymoons
  - working such as on a kibbutz or summer camp
  - conservation such as restoring natural habitats

- holidays that involve tourists moving around during their stay, with some form of tour or travel; in these types of special interest holiday, the travel is often an essential element
  - trekking such as walking or horse-riding
  - cycling
  - cruising
  - rail journeys using established rail systems, such as Blue Train, Orient Express, Trans Siberian
  - specialised tours such as wine tasting
  - overland adventure
  - safaris
  - independent travel such as backpacking.

You will learn about a range of different types of special interest holiday in each category, their geographical distribution, key features and providers.

You will learn about destinations throughout the world where tourists can experience different types of special interest holiday. You will learn to group destinations for each type of special interest holiday and to locate them on a map to show their geographical distribution. You will learn how to add details and clarity to your maps by annotating and labelling key features.

You will learn about the features of destinations that are used to support different types of special interest holidays. You will learn where to find information so that you can select those features that are significant to the type of special interest holiday and they can then be described and summarised. You will consider:

- climate
- landscape
- transport routes and accessibility
- accommodation
- local services
- natural and built attractions
- events and entertainment
- local culture and heritage
- activities and facilities.

You will learn to explain why certain destinations and features are significant to special interest holidays.

You will learn about the providers of special interest holidays. You will learn to identify those that provide specific special interest holidays. Providers include:

- mass market and independent tour operators
- specialists in tailor made holidays
- specialists in one destination or market segment
- transport principals.

## 11.2 Itineraries for special interest holidays

An itinerary is a plan or schedule for tourists to follow. You will learn how to put together an itinerary for a special interest holiday that takes place in one destination. You will learn to include the following in an itinerary:

- who the itinerary is prepared for
- dates
- timing
- what is included such as activities, excursions, accommodation
- contact details
- details of destination such as attractions featured.

You will learn the amount of detail needed and the format that is appropriate.

You will be given pen portraits of tourists by your tutor that describe their needs and circumstances. You will learn to apply your knowledge of key features and destinations that support different types of special interest holiday by producing an itinerary that meets their needs and circumstances as described in pen portraits. You will learn that there are 'basic' and 'complex' needs including:

- education
- leisure
- sports
- religious
- relaxation
- special travel arrangements
- special facilities and services
- alternative activities for different members of a group
- standards, quality, exclusivity.

You will also learn to justify any recommendations you make.

You will learn about a number of types of special interest holidays and focus on one for assessment of this topic.

## 11.3 Appeal and popularity of special interest holidays

You will learn where to find information about the popularity and appeal of different types of special interest holidays. You will learn to analyse the information you obtain and use it to compare the popularity and appeal of different types of special interest holidays. You will learn to interpret statistical data and other information to draw conclusions about how destinations and their features are significant to the popularity and appeal of special interest holidays.

#### **11.4 Factors that influence the popularity of special interest holidays**

You will learn about the factors that have influenced the popularity of different types of special interest holidays so that you can assess which have been significant to the popularity of different types of special interest holidays. Factors you could consider include:

- life-work changes
- accessibility
- availability of attractions and other tourist facilities
- changing attitudes
- increased awareness of cultural, environmental and health issues
- increased health, wealth and fitness of retirees
- increased interest in national sports, education, adventure
- changing holiday patterns – increased demand for short breaks.

You will learn how to research current statistical data so that you can assess the popularity of special interest holidays and make judgements on the factors influencing their appeal.

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## Assessment evidence

Assessment evidence could be in many different forms to allow for your learning preferences and strengths to be accommodated. There will at least be maps for task (a), and an itinerary for task (b), but there could also be written reports, or witness testimonies of oral presentations or customer service role plays with supporting notes.

For task (a) of the assessment you should consider all types of special interest holidays from the range given in 11.1.

Task (b) requires you to select a type of special interest holiday that is based at one destination.

For task (c) and task (d) you are required to investigate two types of special interest holiday. You must choose one holiday type from each of the two categories given, eg one must be a holiday that involves a tour or some travel and the other must be based at one destination. You can choose the same types of holiday for tasks (c) and (d).

Your work must include evidence of:

- a maps showing the geographical distribution of different types of special interest holidays  
and  
a description and explanation of the geographical distribution and providers of a range of special interest holidays
- b an itinerary for a special interest holiday based at one destination and an explanation of how the itinerary meets the needs of tourists as provided to you by your tutor in the form of a pen portrait
- c a comparison of features, tourist types and popularity of two different types of special interest holidays; one involving a tour and one based at one destination
- d\* an assessment of the factors influencing the popularity of two types of special interest holidays; one involving a tour and one based at one destination.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>a</b> <b>(A01)</b>	<p>Location of destinations for a limited range of special interest holidays will be described with little reference to the geographical distribution. A limited range will be provided. Some maps may have inaccuracies in selection of destination and location although some appropriate destinations are located. The explanation of geographical distribution will be mainly descriptive.</p> <p>Some providers of special interest holidays are stated but their link to different types of special interest holidays may be limited.</p> <p style="text-align: right;"><b>(0-6)</b></p>	<p>The locations of a range of special interest holidays are described in some detail with clear reference to their geographical distribution. Maps are presented for appropriate destinations that are located accurately. There will be some detail. There is an explanation of the geographical distribution of a range of special interest holidays that makes reference to key features.</p> <p>A range of different types of providers of special interest holidays are identified, some of them exemplified.</p> <p style="text-align: right;"><b>(7-9)</b></p>	<p>The locations of a wide range of special interest holidays are described in detail with clear reference to their geographical distribution. Maps show the appropriate world-wide destinations for a wide range of special interest holidays and their location and key features. Maps are detailed, fully labelled and accurate. A clear and comprehensive explanation is given of the geographical distribution of a wide range of special interest holidays that makes clear links between key features and the geographical distribution.</p> <p>A wide range of providers of a wide range of special interest holidays is stated with examples of specific named products.</p> <p style="text-align: right;"><b>(10-12)</b></p>	<b>12</b>
<b>b</b> <b>(A02)</b>	<p>An itinerary is submitted that may have some inaccuracies or omissions and limited detail. It is appropriate to tourists' needs as provided in the pen portrait. There may be evidence to suggest that an existing itinerary or package has been used. The style of presentation may lead to information lacking clarity.</p> <p>The explanation about appeal will be mainly descriptive and make limited links to tourists needs. Emphasis will be on their basic needs.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>The itinerary will be realistic and appropriate to tourist needs. Itinerary will include all appropriate information, much of it described in detail. The itinerary will include many original elements. The itinerary will be presented in a style that is clear and easy to interpret.</p> <p>There is an explanation of how the itinerary meets the needs of the tourist with clear links to specified needs, many of which are complex.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>The itinerary will be realistic and clearly appropriate to tourists' needs. There will be no inaccuracies or omissions. Information provided will be detailed and specific. The itinerary will be original. It will be presented clearly and in a style that is appropriate for the task.</p> <p>There is a comprehensive explanation of how the entire itinerary meets the needs of the tourist with clear links to their complex needs.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>c</b> <b>(A03)</b>	Some research has been undertaken and evidence may be provided in a bibliography. The appeal and popularity of two different types of special interest holidays have been included but there is limited comparison. The conclusions are mainly subjective with little use of information or statistical data used in support. <b>(0-7)</b>	Research has been undertaken using different sources, some of which are referenced. The appeal and popularity of two different types of special interest holidays have been compared. Conclusions are drawn from information and statistical data. Some findings are substantiated. <b>(8-12)</b>	Independent research is evident and there is evidence from a range of sources of information, which are referenced. There is a comprehensive comparison of the appeal and popularity of two different types of special interest holidays that draws on information and statistical data obtained as a result of research undertaken. Findings are substantiated. <b>(13-15)</b>	<b>15</b>
<b>d</b> <b>(A04)</b> <b>QWC</b> <b>(i-iii)</b>	There is an assessment of the factors affecting the popularity and appeal of two different types of special interest holidays. This will be mainly subjective and descriptive with little supporting evidence and detail. Generalised comments are likely. The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy. <b>(0-9)</b>	An assessment is made that considers a range of factors influencing the popularity of two types of special interest holidays. Evidence obtained through research is used to support the assessments made, some of which are in-depth. The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy. <b>(10-14)</b>	A detailed assessment is made of a wide range of factors influencing the popularity of two types of special interest holiday. Statistical data and other evidence is used to substantiate assessments made. The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. <b>(15-18)</b>	<b>18</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see *Appendix B.*)

## Assessment guidance

### Mark band 1

Learners' evidence will tend to be limited in detail, with omissions, and descriptive rather than analytical or showing detailed reasoning. Learners will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- a Learners are likely to describe the location of types of special interest holidays. This will be limited in terms of the numbers of destinations included or the detail provided for each. There is likely to be no description that gives an overview of geographical distribution (eg on a regional, national or global scale) in that specific destinations are described rather than their features and relationship with each other. Maps provided may lack destinations that have been identified or have inaccuracies in their location. They will tend to contain minimal information. Learners will identify providers of special interest holidays but these are likely to be limited in range and are more generic providers rather than specifically related to the types of special interest holidays given.
- b Learners will submit an itinerary for a special interest holiday. It is likely to have a number of omissions, although these should not be significant. The itinerary will meet most needs as given in a pen portrait. The itinerary is likely to show an over-reliance on existing packages and information taken directly from holiday brochures without specific detail of features, amplification or amendment. The presentation of the itinerary may lack clarity. There will be some attempt to explain the appeal of some of the features to each tourist type, but this will focus on tourists' basic needs with little discrimination in terms of features included or how they meet the complex needs of tourists. The learner will have either been given a pen portrait of a tourist that has straightforward needs or has failed to consider the complex needs that were in the pen portrait. A pen portrait that focuses on straightforward needs will have limited detail, eg covers type, number, duration, general needs, eg skiing, nightlife. Some parts of the itinerary may be unrealistic, such as tour itinerary travel times and costs, or inaccurate, such as climate.
- c Some research has been undertaken but this tends to be from easily available sources that are mainly directed by others such as a tutor. Evidence of research is limited perhaps to a bibliography only. The appeal and popularity of two different types of special interest holiday has been given but there is little comparison of the two. Conclusions made are mainly subjective with little evidence used to support their ideas. Little use is made of data and information so that comment is generic.

- d Learners are likely to produce an assessment of a limited number of factors. It is likely to contain generalised statements with little supporting evidence. The assessment will tend to be largely descriptive and subjective with some reasoning. Conclusions made will be simplistic and generalised with little specific reference to the destinations. At this mark band, there is likely to be one destination that is covered superficially.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners will tend to produce work that meets the requirements of the task with some detail and some clarity. They will show sound knowledge and understanding through the ability to apply some of that in vocational situations. They will show some ability to undertake research independently and use their findings to make some reasoned judgements. Learners will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- a Learners will describe the location of a range of special interest holidays in some detail, in that there will be a range from each category included. For each type there will be destinations showing global distribution and/or each will be described in some detail. There will be a clear reference to geographical distribution that summarises their global spread with reference to destination features. Maps are provided in support of their descriptions. The location of destinations on the map is appropriate and accurate. Maps will have detail in terms of geographical features related to the special interest holiday. Learners will provide details of a range of providers of different special interest holidays that are exemplified in that they are specific examples for each type included in their evidence.
- b Learners will submit an itinerary for a special interest holiday. It will be appropriate to tourists' needs and realistic. It will be mainly accurate with insignificant inaccuracies. The itinerary will show evidence of the learner using original sources rather than a package to create an itinerary to meet customer needs. The itinerary will be presented in a format that is clear and easy to interpret. There will be an explanation of how the itinerary meets the tourists' needs. There will be a clear link between the features in the itinerary and destination and tourists' basic and some complex needs. The learner will have been given a pen portrait of a type of tourist that has some complex needs or has a range of complex needs and only some of these have been considered. The pen portrait will have some detail, eg family with three children under five with one an infant, one of adults is an advanced skier, one of children likes snowboarding and the other children want to learn to ski but mornings only, they want glacier skiing and late season. Learners may have failed to refer to some of the detail in the pen portrait.
- c Research has been undertaken that uses a range of techniques and sources of information, some of which have been obtained independently as a result of initial research. Some sources are clearly referenced throughout their work. The appeal and popularity of two different types of special interest holiday has been given. There is a comparison between the two types that identifies and explains a number of similarities and differences. Conclusions made are reasoned and mainly drawn from data and information presented.

- d Learners provide an assessment that considers a variety of factors influencing the appeal of the two selected special interest holidays. There will be consistency in the coverage of both destinations. Assessments made show clear reasoning, some of which is drawn from evidence to substantiate judgements made. Some assessments made are in depth.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners will submit evidence that clearly meets the requirements of the task with detail and clarity. They will show sound knowledge and understanding and apply this in vocational situations. They will undertake research using a range of sources that they have found and used independently. They will show how they can use their findings to meet complex customer needs, using reasoning throughout, including making reasoned judgements. Learners will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of learners or can be written to target a specific mark band. This would support learners to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content:

- a Learners describe in detail a wide range of special interest holidays. Detail will include the number of special interest holidays included from both categories, the number of range of destinations described to ensure global coverage and each will be described in detail. There will be a clear summary of the geographical distribution of a wide range of special interest holidays that fully explains the link between features and their location. Maps are provided to support the descriptions in all cases. These show appropriate world-wide destinations and key features. The locations of destinations and features on maps are consistently accurate. Learners will provide details of a wide range of providers of different special interest holidays that include specific examples for each type which detail the products and services these provide.
- b Learners will submit an itinerary for a special interest holiday. It will be clearly appropriate to tourists' needs and realistic. It will be accurate with no inaccuracies or omissions. Information provided will be detailed and specific and all parts will be original. The itinerary will be presented in a format that is clear and easy to interpret. There will be a comprehensive explanation of how the itinerary meets the tourists' needs. There will be a clear link between the features in the itinerary and destination and tourists' complex needs. The learner will have been given a pen portrait of a type of tourist that has a range of complex needs and all have been considered. The pen portrait will have some detail, eg family with three children under five with one an infant, one of adults is an advanced skier and one of children likes snowboarding, the other children want to learn to ski but mornings only, and they want glacier skiing and late season.
- c Independent research has been undertaken using a wide range of appropriate techniques and information sources. Sources are referenced consistently throughout the work submitted. The appeal and popularity of two different types of special interest holiday has been given. There is a comprehensive comparison between the two types that clearly identifies and comprehensively explains similarities and differences. Conclusions made are clearly and consistently reasoned and drawn from data and information presented.

- d Learners provide an assessment that considers a wide range of factors influencing the appeal of the two selected special interest holidays. There will be consistency in the coverage of both destinations. Assessments made are detailed and comprehensive using statistical data and other information to draw conclusion and substantiate judgements made.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

### Research

Learners may need to be introduced to resources that provide appropriate information to support completion of the unit. This may include atlases, holiday brochures, travel guides, travel press, travel supplements in the national press, media and the internet. Learners will need to know how to produce a bibliography and reference sources. The type of information they will access in these resources should also be discussed. This may be through a model presentation of findings on one or more special interest holidays. Learners will need to develop research skills in order to complete the assessment requirements of the unit but in preparation they will need clear guidance in terms of the breadth and depth and usefulness of the information available. Research applies to all aspects of the unit. Learners can research the range of special interest holidays, the providers of special interest holidays, the locations of destinations providing these kinds of holidays, the elements of package holidays, the key features of special interest holidays and appeal to tourists' needs, trends, types of tourists and the factors affecting popularity. The travel and tourism industry continually comments on the lack of knowledge of travel destinations amongst those seeking employment. Through this unit, there are opportunities to develop knowledge and understanding of a range of different types of destinations through learning activities. Learners could undertake research in small groups and feedback findings to the rest of the group. In this way, the group will gain an overview of a wide range of destinations. They could also develop effective oral and written communication skills through the feedback given. Feedback could be in the format of a welcome meeting, customer role play or exhibition display stand.

### Guest speakers

Guest speakers can be a great advantage and can provide first-hand information that is not available from conventional sources. Unlike textbooks they can respond to questions, and questioning develops reasoning and communication skills. It also give learners the opportunity to review their own attitudes and values in terms of the appeal of different types of special interest holidays and an appreciation of a range of different types of tourists' needs.

A local independent travel agent who recommends all kinds of different holidays to a wide range of customers on a daily basis may be available on anticipated 'quiet days'; they may also be able to provide information on factors influencing the popularity of special interest holidays. Overseas representatives may be available during winter months to give presentations on destinations where they worked and they type of tourist they dealt with.

### Case studies

In order to apply their knowledge and understanding of the appeal and popularity of special interest holidays, learners need to be familiar with the needs of different types of tourist. Throughout this unit, learners could be provided with or develop their own portfolio of different types of tourists with increasingly complex needs. These could be presented in writing, perhaps as a request for information from a tourist board or transport operator or through role plays when through questioning, learners can determine needs and feedback findings. This will develop communication skills, such as listening, speaking and writing as well as reasoning skills, and allows for different learning styles to be addressed.

**Visits** Overseas residential visits are able to give learners first-hand knowledge of individual European tourist destinations and are to be recommended if this is possible. Learners could undertake initial research to determine suitability of different destinations for this purpose and in planning activities to be undertaken during the visit.

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## Links

**Other units** *Unit 1: The Travel and Tourism Industry* – this unit builds on the learners’ understanding of the travel and tourism industry.  
*Unit 2: The Travel and Tourism Customer* – where learners learn about customers and their needs.  
*Unit 4: Destination Britain* – where similar types of resources will be accessed to obtain information.

**Industry** The use of outside speakers and the provision of material from the travel and tourism industry would provide a great deal of information.  
An overseas residential visit would provide the opportunity to experience a destination and its transport links.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

**Textbooks** Dale G – *Edexcel A2 GCE Travel and Tourism* (Heinemann Educational Publishers, 2006) ISBN 0435463543  
Holloway C – *The Business of Tourism* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

**Websites**

Association of Independent Tour Operators	<a href="http://www.aito.co.uk">www.aito.co.uk</a>
Audley Travel	<a href="http://www.audleytravel.com">www.audleytravel.com</a>
Blakes	<a href="http://www.blakes.co.uk">www.blakes.co.uk</a>
British Airways	<a href="http://www.britishairways.com">www.britishairways.com</a>
Brittany Ferries Holidays	<a href="http://www.brittanyferries.com">www.brittanyferries.com</a>
Colours of India & Indochina	<a href="http://www.partnershiptravel.co.uk">www.partnershiptravel.co.uk</a>
Cox and Kings	<a href="http://www.coxandkings.co.uk">www.coxandkings.co.uk</a>
Crystal Cruises	<a href="http://www.crystalcruises.com">www.crystalcruises.com</a>
Cunard	<a href="http://www.cunard.co.uk">www.cunard.co.uk</a>

**Websites (continued)**

Earthwatch Institute	<a href="http://www.earthwatch.org">www.earthwatch.org</a>
Esprit Holidays	<a href="http://www.esprit-holidays.co.uk">www.esprit-holidays.co.uk</a>
Eurocamp	<a href="http://www.eurocamp.com">www.eurocamp.com</a>
Exodus	<a href="http://www.exodus.co.uk">www.exodus.co.uk</a>
Explore	<a href="http://www.explore.co.uk">www.explore.co.uk</a>
First Choice	<a href="http://www.firstchoice.co.uk">www.firstchoice.co.uk</a>
Great Rail Journeys	<a href="http://www.greatrail.com">www.greatrail.com</a>
Intrepid Travel	<a href="http://www.intrepidtravel.com">www.intrepidtravel.com</a>
Headwater	<a href="http://www.headwater.com">www.headwater.com</a>
Holiday Travel Watch	<a href="http://www.holidaytravelwatch.org">www.holidaytravelwatch.org</a>
Journey Latin America	<a href="http://www.journeylatinamerica.co.uk">www.journeylatinamerica.co.uk</a>
Kirker Holidays	<a href="http://www.kirkerholidays.com">www.kirkerholidays.com</a>
Lonely Planet	<a href="http://www.lonelyplanet.com">www.lonelyplanet.com</a>
Mark Warner	<a href="http://www.markwarner.co.uk">www.markwarner.co.uk</a>
Mountain Kingdoms	<a href="http://www.mountainkingdoms.com">www.mountainkingdoms.com</a>
MyTravel	<a href="http://www.mytravel.com">www.mytravel.com</a>
Neilson BeachPlus	<a href="http://www.neilson.co.uk/beach">www.neilson.co.uk/beach</a>
Noble Caledonia	<a href="http://www.noble-caledonia.co.uk">www.noble-caledonia.co.uk</a>
On the Go Tours	<a href="http://www.onthegotours.com">www.onthegotours.com</a>
Orient Express	<a href="http://www.orient-express.com">www.orient-express.com</a>
P&O Ferries	<a href="http://www.poferries.com">www.poferries.com</a>
Ramblers Holidays	<a href="http://www.ramblersholidays.co.uk">www.ramblersholidays.co.uk</a>
Solos Holidays	<a href="http://www.solosholidays.co.uk">www.solosholidays.co.uk</a>
Sunsail	<a href="http://www.sunsail.co.uk">www.sunsail.co.uk</a>
Thomas Cook	<a href="http://www.thomascook.com">www.thomascook.com</a>
Thomson Holidays	<a href="http://www.thomson.co.uk">www.thomson.co.uk</a>
Titan HiTours	<a href="http://www.titantravel.co.uk">www.titantravel.co.uk</a>
Trailfinders	<a href="http://www.trailfinders.com">www.trailfinders.com</a>
<i>Travel Weekly</i>	<a href="http://www.travelweekly.co.uk">www.travelweekly.co.uk</a>
Virgin Atlantic	<a href="http://www.virgin-atlantic.com">www.virgin-atlantic.com</a>
Voyages of Discovery	<a href="http://www.voyagesofdiscovery.com">www.voyagesofdiscovery.com</a>

**Multimedia**

*Travel Geography* CD ROM – The Travel Training Company, 2000

**Other resources**

*Lonely Planet*

*OAG Holiday Guide* – summer and winter

*Rough Guide*

*Travel Trade Gazette* – CNP Information Ltd

*Travel Weekly*

*World Travel Atlas* – Columbus Press

*World Travel Guide* – Columbus Press

Timetables

Travel channels on television

Travel sections in daily and Sunday newspapers

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# Unit 12: Travel Organisations

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Internally assessed

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## Introduction

This unit provides you with the opportunity to investigate one sector of the travel and tourism industry. Sectors include travel agents, tour operators, airlines, attractions, tourist boards etc. You will select a sector of the industry and explore its connections with other sectors in the industry. You will also examine the legal and regulatory requirements of organisations in the sector and how these have affected their operations. You will select an organisation from your sector that you can study in depth, considering its operations, products and services and how they can be adapted to meet the needs of its actual and potential customers. Much of your study of this unit could be undertaken through work experience or through desk research.

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## Recommended prior learning

*Unit 1: The Travel and Tourism Industry*

*Unit 2: The Travel and Tourism Customer*

*Unit 9: Working in Travel and Tourism*

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## What you need to learn

### 12.1 Sectors of the travel and tourism industry

There are many different sectors of the travel and tourism industry. These include:

- travel agents
- tourist boards
- attractions
- tour operators
- transport providers such as airlines
- accommodation providers.

Through research, you will learn to obtain and interpret statistical data regarding market share, turnover and profit as well as their marketing objectives to determine the key organisations in the sector and the degree of influence they have.

You will also learn how your chosen sector has connections with other sectors in the industry so that you can analyse its significance.

**12.2 Legal and regulatory requirements of organisations in a selected sector of the travel and tourism industry**

There are regulations and legislation that organisations in the travel and tourism industry must adhere to. These have affected their operations as well as the products and services they provide. Some of that legislation is specific to the industry or a sector within the industry. These include:

- EU Package Directive
- ABTA Code of Conduct
- ATOL.

Others are more generic and so apply to all organisations. These include:

- health and safety, eg Health and Safety at Work Act, Working Time Directives
- equal opportunities, eg Disability Discrimination Act, Sex Discrimination Act, Race Relations Act, Age Discrimination Act
- consumer protection, eg Trade Descriptions Act, Sale of Goods Act, Sale of Goods and Services Act
- data protection, eg Data Protection Act.

These are only examples of legislation that affect organisations in the industry. You will learn to summarise details of current legislation that affect organisations and analyse the extent to which organisations have adapted their operations to meet the requirements.

**12.3 A travel organisation, its operation and how it meets the needs of customers**

You will learn about one organisation from within the sector you have studied. You will learn to describe the organisation in terms of its scale and structure as well as the way it operates in terms of its business systems. You will also learn about the products and services it provides for its customers so that they can be described. You will learn to explain how the products and services available meet the needs of different types of customers and also identify gaps in provision. From these gaps you will learn to recommend new or adapted products and services, facilities or systems that the organisation can introduce.

## Assessment evidence

Assessment evidence could be in many different forms to allow for your learning preferences and strengths to be accommodated. Tasks could be evidenced through written reports, or witness testimonies of oral presentations with supporting notes. For task (b) there may also be diagrams or images used. You are required to investigate one sector of the travel and tourism industry and one organisation within that sector.

Your work must include evidence of:

- a a description of a selected organisation from within your chosen sector of the industry. The description should include the type, scale and structure of your organisation, as well as a description of its products and services.

You should also explain how the products and services meet the needs of its customers, identifying gaps in provision

- b your proposal for a new or adapted product, service or facility for your selected organisation to fill the identified gap(s) in provision. It should include a detailed description of your proposal and an explanation of how it meets customer needs
- c research undertaken to complete all tasks and an analysis of the extent to which legal and regulatory requirements have affected the operation of the chosen sector of the industry
- d\* an evaluation of the degree of influence held by key organisations in the sector and the connections between the sector and others in the travel and tourism industry.

\*Opportunity for learners to be assessed on Quality of Written Communication (QWC) - (i-iii).

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## Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>a</b> <b>(AO1)</b>	<p>A description of a selected organisation from within your chosen sector of the industry. The description includes the type, scale and structure of your organisation. Details of scale and structure may be limited.</p> <p>A range of products and services are described. Many of these have some detail although some have limited detail.</p> <p>An explanation is provided of how the products and services meet the needs of different types of customers. There may be a limited range of customers considered and explanation may be basic and more descriptive.</p> <p>Gaps in provision are identified with little link to customers or detail.</p> <p style="text-align: right;"><b>(0-6)</b></p>	<p>A description of a selected organisation from within your chosen sector of the industry. The description has detail in terms of type, scale and structure of your organisation.</p> <p>A range of products and services provided by the organisation are described in detail.</p> <p>A clear explanation is provided for how the products and services meet the needs of different types of customers. A range of customers are considered and the explanation clearly links to each type of customer.</p> <p>Gaps in provision are described and linked to customers.</p> <p style="text-align: right;"><b>(7-9)</b></p>	<p>A comprehensive description of a selected organisation from within your chosen sector of the industry. The description has detail in terms of type, scale and structure of your organisation. Description is current and accurate.</p> <p>A wide range of products and services provided by the organisation are described in detail.</p> <p>An exemplified explanation is provided for how the products and services meet the needs of a wide range of customers with explanations clearly linked to the type of customer.</p> <p>Gaps in provision are appropriate and described in detail and clearly linked to customers.</p> <p style="text-align: right;"><b>(10-12)</b></p>	<b>12</b>
<b>b</b> <b>(AO2)</b>	<p>A proposal is submitted for a new or adapted product, service or facility. This may lack detail or is not appropriate to fill identified gaps in provision.</p> <p>An explanation of the proposal is given but this may be limited in terms of its links to customers needs.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>A proposal is submitted for a new or adapted product, service or facility. The proposal is appropriate to fill identified gaps and meet customer needs. There is a clear description of the proposal.</p> <p>An explanation of the proposal is provided that makes clear links between gaps in provision and customer needs.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>A proposal is submitted for a new or adapted product, service or facility. The proposal is appropriate to fill identified gaps and meet customer needs. There is a clear and comprehensive description of the proposal.</p> <p>A thorough explanation of the proposal is provided that makes clear the link between gaps in provision and how it meets customer needs.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>C (A03)</b>	<p>Some research has been undertaken and is evidenced mainly through a bibliography. Sources used were those directed by others. There is some basic analysis of the legal and regulatory requirements that have affected the operation of the chosen sector of the industry but evidence tends to be descriptive. There may be some key legal and regulatory requirements not considered or some are not appropriate to the sector. There is some reference to how the operations in the sector of the industry have been affected but these are not clearly presented.</p> <p style="text-align: right;"><b>(0-7)</b></p>	<p>Research has been undertaken using different sources some of which were obtained independently. Some evidence of research is referenced throughout the text, as well as in a bibliography. There is some analysis of the legal and regulatory requirements that have affected the operation of a chosen sector of the industry. An appropriate selection of legal and regulatory requirements has been selected for analysis, most in some depth. The analysis relates to how the legal and regulatory requirements have affected operations within the sector and includes some exemplification. The analysis is mainly clear.</p> <p style="text-align: right;"><b>(8-12)</b></p>	<p>Research has been undertaken using a range of different sources that have been obtained independently. Much of the evidence of research is referenced throughout the text, as well as in a bibliography. There is clear analysis of a wide range of appropriate legal and regulatory requirements that have affected the operation of the chosen sector of the industry. The analysis relates to how each has affected the operation of a sector of the travel and tourism industry. The analysis is well-exemplified and clearly presented.</p> <p style="text-align: right;"><b>(13-15)</b></p>	<b>15</b>

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
<b>d</b> <b>(AO4)</b> <b>QWC</b> <b>(i-iii)</b>	<p>There is an evaluation of the degree of influence held by key organisations in the sector but this is mainly descriptive. Some key organisations may be omitted and some less important organisations included. The evaluation makes some reference to statistical data but this is limited.</p> <p>There is an evaluation of the connections between the sector and other sectors in the travel and tourism industry but this is mainly descriptive. There may be limited reference to some sectors of the industry. Judgements made may lack reasoning and be mainly subjective.</p> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0-9)</b></p>	<p>There is an evaluation of the degree of influence held by key organisations in the sector. Key organisations have been included. The evaluation makes use of statistical data, some of which is current. Data is interpreted mainly accurately.</p> <p>There is an evaluation of the connections between the sector and other sectors in the travel and tourism industry. There are clear references to all key sectors of the industry although some ancillary sectors may not be included. Judgements made show some reasoning and some are substantiated.</p> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(10-14)</b></p>	<p>There is a comprehensive evaluation of the degree of influence held by key organisations in the sector. Key organisations have been included. Other organisations are referred to in support of conclusions made. The evaluation makes use of a range of current statistical data. Data is interpreted accurately and used appropriately.</p> <p>There is comprehensive evaluation of the connections between the sector and other sectors in the travel and tourism industry. There are clear references to all key sectors of the industry. Judgements made are reasoned and substantiated.</p> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(15-18)</b></p>	<b>18</b>
<b>Total marks</b>				<b>60</b>

(For description of AOs see Appendix B.)

## Assessment guidance

### Mark band 1

Learners' evidence will tend to be limited in detail, with omissions and descriptive rather than analytical or showing detailed reasoning.

- a A selected travel and tourism organisation has been described. The description will include reference to the type, scale and structure of the organisation. Some aspects of the description may be limited in detail or have omissions. For instance, scale may refer to market share only and not cover numbers employed, numbers of facilities/outlets, numbers of customers etc. Structure of the organisation may refer to one facility or outlet rather than the organisation as a whole, for instance the focus may be on Lunn Poly rather than TUI. It may also be that the organisation selected lacks the potential for a detailed description, eg a small, voluntary sector museum or independent travel agency.

A range of products and services are described. Some of the products and services will be described in detail but some may be listed. Detail may be omitted. It is likely that the focus is on the main products and services with ancillary and support services offered or those provided free of charge are not included.

An explanation is provided of how the products and services meet the needs of different types of customers. There may be a limited range of customers considered or customers are referred to in general terms. The explanation may be basic and be more descriptive with little reasoning. Reasoning may not link to specific needs of customers but be very general.

Gaps in provision are identified but will have little detail. There may be gaps that are omitted. Gaps identified may not be linked to earlier explanation.

- b A proposal is submitted for a new or adapted product, service or facility. The proposal may not be appropriate to the organisation and its customer needs, for instance it may be a proposal for a new white knuckle ride at a theme park where the gaps in provision have focused on meeting the needs of younger children. The proposal may lack detail and clarity in that there is no clear vision for the product, service or facility.

An explanation of the proposal is given but this may be limited in terms of its links to customers needs. It may be general in terms of meeting organisational needs such as increasing profit but not show links with identified gaps.

- c Some research has been undertaken but this tends to be from one or two sources, perhaps only those that have been tutor-directed, and evidence is limited perhaps to a bibliography only.

A range of legal and regulatory requirements that have affected the operation of the chosen sector of the industry are selected and summarised. There may be some omissions in terms of those requirements selected or some that are covered are not appropriate to the sector, for instance there may be reference to ATOLs or ABTA Code of Conduct for attractions. There is some reference to how the operations in the sector of the industry have been affected but these are not clearly presented and tend to be descriptive rather than analytical.

- d Details are provided of key organisations in the sector and these are mainly descriptive with some evaluation. Some key organisations may be omitted and some less important organisations included that have not been used to evaluate the degree of influence within the industry. The evaluation makes some reference to statistical data but this is limited. Statistical data is presented but not used fully. There may be omissions in the coverage of statistical data.

There is an evaluation of the connections between the sector and other sectors in the travel and tourism industry but this is mainly descriptive. There may be limited reference to some sectors of the industry. Judgements made may lack reasoning and be mainly subjective.

The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

(See the section *Applying the mark bands* for further guidance.)

## Mark band 2

Learners will tend to produce work that meets the requirements of the task with some detail and some clarity. They will show sound knowledge and understanding through the ability to apply some of that in vocational situations. They will show some ability to undertake research independently and use their findings to make some reasoned judgments.

- a A selected travel and tourism organisation has been described. The description will include reference to the type, scale and structure of the organisation. All aspects of the description will have some detail but it may not be comprehensive. Type is likely to refer to ownership, legal status and level of independence. Scale is likely to refer to market share, numbers employed, numbers of facilities/outlets, numbers of customers etc. Some of these will be described in detail. Structure will refer to the whole organisation and its operation at national, regional and local level although detail may not be provided at all levels.

A range of products and services are described. Many of the products and services will be described in detail. There may be some omissions but these will tend to be minor ancillary and support services offered, or those provided free of charge are not included.

An explanation is provided of how the products and services meet the needs of different types of customers. There may be a range of customers clearly identified. The explanation will have some clear reasoning and show clear links between products and services provided and the needs of the specified customers. Gaps in provision are described with some detail and will be drawn from earlier explanation.

- b A proposal is submitted for a new or adapted product, service or facility. The proposal is appropriate in concept and detail in that it will fill a gap in meeting identified customer needs. The proposal is given in detail. There is clarity in the description. It is clear that the learner has fully considered their proposal by the detail given.

An explanation of the proposal is given and it makes clearly reasoned links to how it will enable the organisation to meet customers' needs. The learner has linked their proposal to gaps identified.

- c Research has been undertaken using a range of sources, some of which have been obtained independently without direction from others such as a tutor. These sources are evidenced through some referencing of sources within the content. There is also a bibliography. The learner has given an analysis of how the legal and regulatory requirements have affected the operation of a chosen sector. Appropriate legal and regulatory requirements have been selected for coverage. The analysis relates to how the legal and regulatory requirements have affected operations within the sector and includes some exemplification.

- d There is an evaluation of the degree of influence held by key organisations in the sector. All appropriate key organisations have been included. The degree of influence is clear. The evaluation makes use of statistical data, some of which is current, in order to draw conclusions. Data is interpreted mainly accurately although there may be some inaccuracies.

There is an evaluation of the connections between the sector and other sectors in the travel and tourism industry. There are clear references to all key sectors of the industry although some ancillary sectors may not be included. Omissions are minor and not significant to the evaluation made. Judgements made show some reasoning and some are substantiated.

The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.

(See the section *Applying the mark bands* for further guidance.)

### Mark band 3

Learners will submit evidence that clearly meets the requirements of the task with detail and some clarity. They will show sound knowledge and understanding and apply this in vocational situations. They will undertake research using a range of sources that they have found and used independently. They will show how they can use their findings to meet complex customer needs, using reasoning throughout, including making reasoned judgments.

- a A selected travel and tourism organisation has been described. The description will be comprehensive and detailed. Type will cover ownership and legal status as well as level of independence. Scale will cover market share, numbers employed, numbers of facilities/outlets, numbers of customers etc. Structure will refer to the whole organisation and its operation at national, regional and local level. All of these will be described in detail accurately using information that is current.

A wide range of products and services are described in detail. This will include ancillary and support services offered and those provided free of charge.

An explanation is provided of how the products and services meet the needs of different types of customers. There will be a range of customers clearly identified with their needs clearly described. The explanation will be exemplified with clear reasoning showing links between products and services provided and the needs of the specified customers. A range of gaps in provision is described in detail and these are clearly linked to customers and the earlier explanation.

- b A proposal is submitted for a new or adapted product, service or facility. The proposal is appropriate in concept and detail in that it will fill a gap in meeting identified customer needs. The proposal is comprehensively described covering main aspects of the product, service or facility as well as any ancillary or support elements. There is clarity in the description. It is clear that the learner has fully considered their proposal by the detail given.

A thorough explanation of the proposal is given and it makes clearly reasoned links to how it will enable the organisation to meet customer needs. Not only the concept but the detail of the proposal is shown to link to identified gaps and customers' needs. Full reasoning is given.

- c Research has been undertaken using a range of sources, many of which have been obtained independently without direction from others such as tutors. These are evidenced through referencing of sources throughout the content. There is also a bibliography. A wide range of appropriate legal and regulatory requirements have been selected for analysis and their effect on the operations of the chosen sector of the industry are consistently analysed and exemplified.

- d There is a comprehensive evaluation of the degree of influence held by key organisations in the sector. All key organisations have been included in the evaluation. Other organisations are referred to and are used in support of conclusions made. Conclusions are drawn from the evidence and are reasoned. The evaluation makes use of a range of current statistical data. Data is interpreted accurately and used appropriately.

There is comprehensive evaluation of the connections between the sector and other sectors in the travel and tourism industry. There are clear references to all key sectors of the industry. Judgements made are reasoned and substantiated.

The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

(See the section *Applying the mark bands* for further guidance.)

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## Delivering this unit

### Research

Learners may need to be introduced to resources that provide appropriate information to support completion of the unit. Learners will need to know how to produce a bibliography and reference sources. The type of information they will access in these resources should also be discussed to enable learners to pursue their own sources independently. Learners will need to develop research skills in order to complete the assessment requirements of the unit but in preparation they will need clear guidance in terms of the breadth and depth and usefulness of the information available. Research applies to all aspects of the unit. Learners will need to learn how to use their findings, including interpreting statistics, analysing information and drawing reasoned conclusions. Learners could undertake research in small groups and feedback findings to the rest of the group.

### Guest speakers

The use of guest speakers can be a great advantage and can give information not available from conventional sources based on personal experience. Unlike textbooks they can respond to questions and questioning develops reasoning and communication skills.

Use can be made of staff from different sectors of the industry. They can provide input on how their sector has responded to legal and regulatory requirements and how they have affected working practices and employment opportunities, where relevant. This can relate to sectors that are not the focus of assessment so that learners can learn to analyse information and then apply this to their chosen sector. They can also compare what they have learned from other sources researched with what they learn from the guest speaker.

Guest speakers can also explain how their organisations work with other sectors so that learners can learn the connections within the industry and start to evaluate the extent to which this takes place.

Guest speakers can also discuss how their products and services have changed over time, suggest gaps in provision they have identified and set problem-solving activities.

### Case studies

Case studies can be presented to develop problem-solving skills. Scenarios can outline operational practices and learners suggest how they may be adapted to meet the legal and regulatory requirements. Case studies can also outline gaps in provision so that learners can suggest ways in which gaps can be filled and learn how to propose these in detail.

### Work experience

Through work experience, learners will have the opportunity to observe operational practices within an organisation and the connections between the organisation and other sectors of the travel and tourism industry. They can research in depth the types of customer of the organisation and how products and services meet their needs.

### Visits

Within the UK, the most useful visit would be to a key organisation within a sector to observe their operational practices.

## Links

### Other units

*Unit 1: The Travel and Tourism Industry* – this unit builds on the learners' understanding of the travel and tourism industry to focus on one sector.

*Unit 2: The Travel and Tourism Customer* – where learners learn about customers and their needs.

*Unit 9: Working in Travel and Tourism* – where learners will learn about operational practices in the industry and consider their own career aspirations.

### Industry

The use of outside speakers and the provision of material from the travel and tourism industry would provide a great deal of information.

Work experience would provide learners with the opportunity to gain in-depth knowledge and understanding of the products and services provided by a travel and tourism organisation and how the sector has connections with others in the industry.

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## Resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Textbooks

Dale G – *Edexcel A2 GCE Travel and Tourism* (Heinemann Educational Publishers, 2006) ISBN 0435463543

Holloway C – *The Business of Tourism* (Financial Times/Prentice Hall, 2006) ISBN 0273701614

Page S J – *Transport for Tourism* (Cengage Learning EMEA, 1999) ISBN 1861529694

### Websites

British Airways [www.britishairways.com](http://www.britishairways.com)

First Choice [www.firstchoice.co.uk](http://www.firstchoice.co.uk)

Holiday Travel Watch [www.holidaytravelwatch.com](http://www.holidaytravelwatch.com)

MyTravel [www.mytravel.com](http://www.mytravel.com)

P&O Ferries [www.poferries.com](http://www.poferries.com)

Thomas Cook [www.thomascook.com](http://www.thomascook.com)

Thomson Holidays [www.thomson.co.uk](http://www.thomson.co.uk)

Tourism Concern [www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)

*Travel Weekly* [www.travelweekly.co.uk](http://www.travelweekly.co.uk)

**Other resources**

Travel channels on television

Travel sections in daily and Sunday newspapers

*Travel Trade Gazette*

*Travel Weekly*

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# Assessment information

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## Assessment Objectives (AO) and weightings

There are four Assessment Objectives for GCEs in Travel and Tourism. They detail the knowledge, skills and understanding that learners are required to demonstrate.

For this qualification, the weightings for each Assessment Objective are given below.

Assessment Objectives		Weighting		
		AS	A2	Advanced Subsidiary GCE and Advanced GCE (Double Award)
AO1	<p><b>Demonstration of knowledge, understanding and skills</b></p> <p>Candidates demonstrate knowledge and understanding of the specified content, and of related skills in vocationally-related contexts.</p>	25-35%	15-25%	20-30%
AO2	<p><b>Application of knowledge, understanding and skills</b></p> <p>Candidates apply knowledge and understanding of the specified content, and of related skills in vocationally-related contexts.</p>	20-30%	20-30%	20-30%
AO3	<p><b>Research and analysis</b></p> <p>Candidates use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.</p>	20-30%	20-30%	20-30%
AO4	<p><b>Evaluations</b></p> <p>Candidates evaluate information to make judgements, draw conclusions and make recommendations about vocationally-related issues and problems.</p>	15-25%	25-35%	20-30%

## Relationship of Assessment Objectives to units

Unit	A01	A02	A03	A04
1*	25-30%	25-30%	20-25%	20-25%
2	30%	25%	25%	20%
3	30%	25%	25%	20%
4	30%	25%	25%	20%
5*	25-30%	25-30%	20-25%	20-25%
6	30%	30%	20%	20%
7*	20-25%	20-25%	25-30%	25-30%
8	20%	25%	30%	25%
9	20%	25%	25%	30%
10*	20-25%	20-25%	25-30%	25-30%
11	20%	25%	25%	30%
12	20%	25%	25%	30%

\* A range of weightings for each Assessment Objective is given for the externally assessed unit.

## External assessment

The following units in the Edexcel GCE in Travel and Tourism are externally assessed:

- Unit 1: The Travel and Tourism Industry
- Unit 5: Travelling Safely
- Unit 7: Responsible Tourism
- Unit 10: Promotion and Sales in Travel and Tourism.

Assessment for these units will consist of a 1 hour and 30 minute written examination set and marked by Edexcel. There will be short and longer answer questions relating to scenarios and information given in each paper. The papers will be in the form of a question and answer booklet which will be available to learners in June of each year.

## Internal assessment

### Supervision of learners and authentication of work submitted

Learners must submit a portfolio of work for each internally assessed unit. Teachers are expected to guide and advise learners on the production of their portfolios. Teachers should monitor progress to ensure that the work is appropriate for the requirements of the specification. The GCSE, GCE, and GNVQ Code of Practice requires that assessors record full details of the nature of any assistance given to individual learners beyond that of the teaching group as a whole, but within the parameters laid down in this specification. The level of assistance should be taken into account when assessing learners' work; this is indicated in the *Delivering this unit* section that accompanies each internally assessed unit in this specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each learner's work with confidence.

If learners' practical skills are being assessed it is important that witness statements/checklists are completed by assessors to authenticate learner work and provide evidence that learners have achieved the level of performance required in the assessment criteria grid.

Observation records will be found in the separately published *Teacher guidance* together with the mark sheets which must be used for recording learners grades for the units.

## Applying the mark bands

Portfolios will be marked by the centre, and externally moderated by Edexcel. Each of the internally assessed units has an assessment criteria grid, divided into three broad mark bands, showing how to award marks in relation to the task and the Assessment Objectives. The assessment criteria grids indicate the required assessment outcomes as well as the quality of the outcomes needed for achievement in each of the mark bands. In general terms, progression across the bands is characterised as follows.

- The assessment criteria grid shows the allocation of marks by assessment criterion and by mark band. This grid should be used to determine marks for learner achievement in each unit. Learners can achieve marks in different bands for each assessment objective. The total mark achieved will depend on the extent to which the learner has met the assessment criteria overall.
- Within each assessment criterion, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. However, it is also important to note that for full marks in any particular assessment criterion, all the requirements should have been met.
- Marks should be awarded according to the criteria for each strand set out in the assessment criteria grid, and assessors should apply their professional judgement where relevant. The *Assessment guidance* section in each unit gives specific details of how marks should be allocated.
- There should be no reluctance to use the full mark range and, if warranted, assessors should award maximum marks. Learners' responses should be considered positively. A mark of 0 should be awarded only where the learner's work does not meet any of the required criteria.
- All learners are entitled to initial guidance in planning their work, but the level of assistance required should be taken into account when their work is assessed. In this publication, reference may be made to learners working with 'some support and guidance', with 'limited guidance' and 'independently'. When marking the work, assessors should follow the guidelines below.

*'Some support and guidance'*: the learner has to be guided and advised throughout to ensure that progress is made. The learner relies on the support of the teacher, who has to assist in most aspects of the work. This level of support restricts the learner's mark to band 1, irrespective of the quality of the outcomes

*'Limited guidance'*: the teacher supports the learner in the choice of topic for investigation. From then on, the teacher reacts to questions from the learner and suggests a range of ideas that the learner acts upon. The learner frequently checks matters of detail. The teacher needs to assist in some aspects of the work. This level of support restricts the learner's mark to bands 1 or 2, irrespective of the quality of the outcomes

*'Independently'*: the teacher supports the learner in the choice of topic for the investigation or task. From then on, the teacher occasionally helps the learner, and only when asked, but monitors progress throughout. This level of support gives access to all three mark bands.

- For internal record-keeping purposes, centres may wish to make a copy of the assessment criteria grid for each learner and use it to record the mark for that unit. The GCSE, GCE, GNVQ Code of Practice requires assessors to show clearly how credit has been assigned.

## Differentiation across AS and A2 units

Differentiation across AS and A2 units is characterised in general terms by:

- increasing depth and breath of understanding
- increasing application of knowledge and understanding and skills
- increasing analysis, synthesis and evaluation
- increasing independence.

There is also differentiation through the content of the units. AS unit content forms the foundation of knowledge and understanding which underpins the higher-level concepts found in the A2 units.

## Synoptic assessment

Synoptic assessment occurs at A2 in *Unit 8: Current Issues in Travel and Tourism*. It is designed to link together concepts, skills, knowledge and understanding across the entire course. The synoptic unit is internally assessed as a project where learners can select an issue related to the travel and tourism industry that they can research and analyse and present findings.

## Standardisation and moderation

Where marking for a unit has been carried out by more than one assessor in a centre, there must be a process of internal standardisation to ensure that there is consistent application of the criteria laid down in the assessment criteria grids.

Marks awarded by the centre will be subject to external moderation by Edexcel. This is to ensure consistency with national standards. A sample of learner portfolios will be examined, and marks will be adjusted where they are found to vary from the national standard. If the moderation process reveals an inconsistent application of the assessment criteria by centre assessors, Edexcel reserves the right to return the sample work in order for internal standardisation to be carried out.

## Language of assessment

Assessment for this qualification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## Statutory requirements

All assessment of this qualification will be carried out in accordance with the GCSE, GCE and GNVQ Code of Practice, published annually by the regulatory authorities.

# Grading information

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## Mark bands

The assessments are designed to allow learners to demonstrate positive achievement and to have a positive experience in completing each assessment.

In line with the above, the criteria for assessing each assignment have been written so that a learner working at the lower end of the GCE ability range should be capable of meeting approximately 80 per cent of the band 1 criteria. This equates to approximately 40 per cent of the total credit available for the assignment.

## Grading, aggregation, and equivalence

The overall grade for:

- Advanced Subsidiary (Single Award) qualifications will be graded on a five-grade scale from A to E where A is the highest grade.
- Advanced Subsidiary (Double Award) qualifications will be graded on a nine-grade scale from AA to EE where AA is the highest grade.
- Advanced GCE (Single Award) qualifications will be graded on a six-grade scale from A\* to E where A\* is the highest grade.
- Advanced GCE with Advanced Subsidiary (Additional) qualifications will be graded on a 10-grade scale from A\*A to EE where A\*A is the highest grade.
- Advanced GCE (Double Award) qualifications will be graded on an 11-grade scale from A\*A\* to EE where A\*A\* is the highest grade.

The mark bands used for internal assessment do not relate to pre-determined grade boundaries. Following each examination and moderation series, Edexcel will set the grade boundaries for internally and externally assessed units at an awarding meeting.

The raw mark boundaries will be converted to uniform marks on a scale of 0-100. The final grade for the qualification will be determined by aggregating the uniform marks for the units. The table below gives details of the uniform mark scales (UMS) used for the units and for the qualifications.

In Advanced Double Award, to gain Grade A\*A\* candidates must gain Grade AA on the qualification overall and at least 90% of the maximum uniform mark on the aggregate of the six A2 units. To gain A\*A, candidates must gain Grade AA on the qualification overall and at least 90% of the maximum uniform mark on the aggregate of the three best A2 units.

In Advanced with AS Additional, to gain Grade A\*A candidates must gain Grade AA on the qualification overall and at least 90% of the maximum uniform mark on the aggregate of the three A2 units.

## Unit results

The minimum uniform marks required for each grade:

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-39.

## Qualification results

### Advanced Subsidiary (Single Award)

The minimum uniform marks required for each grade:

Qualification grade	A	B	C	D	E
Maximum uniform mark = 300	240	210	180	150	120

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-119.

### Advanced GCE (Single Award)

The minimum uniform marks required for each grade:

Qualification grade	A	B	C	D	E
Maximum uniform mark = 600	480	420	360	300	240

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-239.

### Advanced Subsidiary (Double Award)

The minimum uniform marks required for each grade:

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 600	480	450	420	390	360	330	300	270	240

Candidates who do not achieve the standard required for a grade EE will receive a uniform mark in the range 0-239.

### Advanced GCE with Advanced Subsidiary (Additional)

The minimum uniform marks required for each grade:

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 900	720	690	630	600	540	510	450	420	360

Candidates who do not achieve the standard required for a grade EE will receive a uniform mark in the range 0-359.

### Advanced GCE (Double Award)

The minimum uniform marks required for each grade:

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 1200	960	900	840	780	720	660	600	540	480

Candidates who do not achieve the standard required for a grade EE will receive a uniform mark in the range 0-479.

# Performance descriptions

Performance descriptions for this subject are given in *Appendix B*.

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# Additional information

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## Learner entry

Details of how to enter learners for this qualification can be found in Edexcel's *Information Manual* produced each year, a copy is sent to all Examinations Officers. The information can also be found on our website ([www.edexcel.com](http://www.edexcel.com)).

## Resitting of units

There is no restriction on the number of times a unit may be attempted before claiming certification for the qualification. The best available result for each unit will count towards the final grade.

Results of units will be held in Edexcel's unit bank for as many years as this qualification remains available. Once the Advanced Subsidiary or Advanced GCE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level, but unit results remain available for any other qualifications available in this specification.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Joint Council for Qualifications (JCQ) website ([www.jcq.org.uk](http://www.jcq.org.uk)) for their policy on access arrangements, reasonable adjustments and special considerations.

Please see our website ([www.edexcel.com](http://www.edexcel.com)) for:

- the forms to submit for requests for access arrangements and special considerations
- dates for submissions of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Equality Act 2010

Please see our website ([www.edexcel.com](http://www.edexcel.com)) for information on the Equality Act 2010.

## Quality of Written Communication (QWC)

Learners will be assessed on their ability to:

- i) ensure that text is legible and that spelling, grammar and punctuation are accurate so that meaning is clear
- ii) select and use a form of writing appropriate to the purpose and to complex subject matter
- iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

## Stretch and challenge

Learners can be stretched and challenged in A2 units through the use of different assessment strategies, for example:

- using a variety of stems in questions - for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills - for example open-ended questions, case studies etc.

## Malpractice and plagiarism

For up-to-date advice on teacher involvement, malpractice and plagiarism, please refer to the latest *Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework* document. This document is available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

For additional information on malpractice, please refer to the latest *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations and Assessments: Policies and Procedures* document, available on the JCQ website.

## Learner recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

## The wider curriculum

### Spiritual, moral, ethical, social, cultural (SMESC) and other wider curriculum links

This qualification gives opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of environmental issues, health and safety considerations, and European initiatives consistent with relevant international agreements appropriate for the travel and tourism sector. *Appendix A: Wider curriculum* maps the opportunities available.



# Resources and support

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## Edexcel publications

You can order further copies of the Specification, Sample Assessment Materials (SAMs) and Teacher's Guide documents from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed)

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

## Edexcel support services

**ResultsPlus** - ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** - to make it easier for our teachers to ask us subject specific questions we have provided the **Ask the Expert** Service. This easy-to-use web query form will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at [www.edexcel.com/ask](http://www.edexcel.com/ask)

## Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- understand subject specifications
- access past papers and mark schemes
- learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. [www.edexcel.com/students](http://www.edexcel.com/students)



# Appendices

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## Appendix A: Wider curriculum

### Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Spiritual	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Moral		✓			✓	✓	✓	✓	✓	✓	✓	
Ethical		✓			✓	✓	✓	✓	✓	✓	✓	
Social	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cultural		✓	✓	✓	✓	✓	✓	✓	✓		✓	
Citizenship	✓			✓			✓		✓			
Environment	✓		✓	✓		✓	✓	✓			✓	
European initiatives	✓				✓	✓		✓	✓	✓		
Health and safety	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	

## Development suggestions

Issue	AS/A2 units	Opportunities for development	
Spiritual	Unit 1	There are aspects of the development of tourism and different types of tourism that can lead to development of spiritual issues.	
	Unit 2	Spiritual issues may affect the needs of different types of customer and these can be discussed and introduced into role plays. Ways in which travel and tourism organisations meet customers' spiritual needs can also be discussed.	
	Unit 3	When developing an understanding of customer needs and circumstances, it is important to consider their spiritual needs. These can be written into pen portraits.	
	Unit 4	When developing an understanding of customer needs and circumstances, it is important to consider their spiritual needs. These can be written into pen portraits.	
	Unit 7	Tourism has socio-cultural impacts that can affect people living in a destination. There are opportunities to consider the impact of tourism on the spirituality of the host community.	
	Unit 8	Spiritual issues may be considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.	
	Unit 9	As employment opportunities in the travel and tourism industry are global and require employees to work on any day at any time, there are many potential spiritual issues that may be discussed through the delivery of this unit.	
	Unit 10	Spiritual issues could be discussed in relation to an evaluation or development of promotional materials and campaigns. It can also be discussed in relation to buyer behaviour.	
	Unit 11	Many tourists participate in special interest holidays for spiritual reasons and so when learning about some of these there are opportunities to discuss spiritual issues.	
	Moral	Unit 2	There are opportunities to discuss ways that travel and tourism organisations have a moral responsibility to meet customer needs, when perhaps legally they have no responsibility.
		Unit 5	There are opportunities to discuss ways that travel and tourism organisations have a moral responsibility to consider customer safety that perhaps exceeds their legal responsibilities. For example, when a customer experiences an emergency situation and a tour operator has no legal responsibility.
Unit 6		There are many situations likely to be encountered when working as an overseas representative that can be discussed to develop learners understanding of moral issues.	
Unit 7		There are many opportunities to discuss moral issues when considering impacts of tourism and ideas for tourism development.	

Issue	AS/A2 units	Opportunities for development
Moral ( <i>continued</i> )	Unit 8	Moral issues may be considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.
	Unit 9	A discussion of the behaviour of employees in the travel and tourism industry can lead to consideration of moral issues.
	Unit 10	Ways in which travel and tourism organisations attempt to overcome customer objections to buying one of their products or services and the way they promote these can lead to discussions of moral issues.
	Unit 11	There are opportunities to discuss moral issues relating to certain types of specialist holiday.
	Unit 2	Ethical issues could be discussed when considering ways in which travel and tourism organisations meet the needs of different types of customer.
Ethical	Unit 5	There are opportunities to discuss ethical issues relating to the legal and regulatory responsibility of travel and tourism organisations and restrictions placed on travellers.
	Unit 6	When discussing the duties and responsibilities of a resort representative, there are opportunities to incorporate ethical issues.
	Unit 7	Ethical issues could be introduced when considering how different destinations have or are planning to develop tourism.
	Unit 8	Ethical issues may be considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.
	Unit 9	The nature of employment opportunities in the travel and tourism industry could give rise to discussion of ethical issues.
	Unit 10	An evaluation of promotional methods used by travel and tourism organisations could lead to discussion of ethical issues.
	Unit 11	There are opportunities to discuss ethical issues relating to certain types of specialist holiday.
	Unit 1	Many developments of tourism were as a result of social change and the similarities between historical and current developments could lead to discussion of social issues.
	Unit 2	There are social issues that can be discussed in relation to types of customer and their needs.
	Unit 3	The social needs and circumstances of customers can be introduced into pen portraits.
	Unit 4	The social needs and circumstances of customers can be introduced into pen portraits.
Unit 5	Social issues relating to health, safety and the security of travellers and their possessions.	
Unit 6	Resort representatives are likely to encounter social issues when undertaking their duties and these can give rise to discussion.	

Issue	AS/A2 units	Opportunities for development	
Social ( <i>continued</i> )	Unit 7	Social issues could be introduced when considering how different destinations have or are planning to develop tourism.	
	Unit 8	Social issues may be one that is considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.	
	Unit 9	The nature of employment opportunities in the travel and tourism industry could give rise to discussion of social issues.	
	Unit 10	An evaluation of promotional methods used by travel and tourism organisations could lead to discussion of social issues.	
	Unit 11	There are opportunities to discuss social issues relating to certain types of specialist holiday.	
	Unit 12	There may be social issues related to a specific sector of the industry that can be discussed.	
	Cultural	Unit 2	Culture can affect customer needs and expectations and this can be discussed as part of this unit and written into role plays.
		Unit 3	Cultural issues can be discussed in terms of the key features of European destinations. They can also be discussed in terms of customer needs and circumstances and written into pen portraits.
		Unit 4	Cultural issues can be discussed when considering what attracts overseas visitors to Britain. There are also opportunities to discuss cultural differences that exist in different regions and countries of Britain.
		Unit 6	Resort representatives are likely to encounter people with different cultural backgrounds and work in destinations with different cultures. They are also expected to advise visitors on the local culture. The unit will provide many opportunities to discuss cultural issues.
		Unit 7	The impacts of tourism and ways of developing tourism in a destination will each give rise to discussions on cultural issues.
		Unit 8	Cultural issues may be considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.
Citizenship	Unit 9	The nature of employment opportunities in the travel and tourism industry could give rise to discussion of cultural issues.	
	Unit 11	There are opportunities to discuss social issues relating to certain types of specialist holiday.	
	Unit 1	When considering heritage and the development of tourism, there are opportunities to discuss citizenship.	
	Unit 4	When considering how regions and countries in Britain differ, citizenship can be discussed.	
	Unit 7	When considering tourism development, particularly in the UK, there are opportunities to discuss citizenship.	
	Unit 9	Employment opportunities in travel and tourism can provide opportunities to discuss citizenship.	

Issue	AS/A2 units	Opportunities for development	
Environment	Unit 1	Environmental issues can be discussed when introducing learners to the impacts of tourism.	
	Unit 3	When considering key features that give destinations appeal and those that have affected the popularity and appeal of a destination, environmental issues can be discussed.	
	Unit 4	When considering key features that give destinations appeal, environmental issues can be discussed.	
	Unit 6	Resort representatives can provide information on environmental issues to tourists through welcome meetings and introducing this can lead learners to consider these issues.	
	Unit 7	Environmental issues will be discussed when learning about impacts of tourism.	
	Unit 8	Environmental issues may be considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.	
	Unit 11	For some sectors of the travel and tourism industry, environmental issues will be critical.	
	European initiatives	Unit 1	External factors that affect the travel and tourism industry may be as a result of European initiatives.
		Unit 5	There are many European initiatives that have affected the safety and security of travellers.
		Unit 6	European initiatives have affected the working practices of overseas representatives and these can be discussed through this unit.
		Unit 8	European initiatives may be considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.
Unit 9		There are many European initiatives that have affected working practices in the travel and tourism industry and have provided new employment opportunities.	
Unit 10		European initiatives have created new target markets for the travel and tourism industry.	

Issue	AS/A2 units	Opportunities for development
Health and safety	Unit 1	Health and safety can be discussed in terms of the motivating and enabling factors that have affected the development of tourism.
	Unit 2	Health and safety could be one of the key quality criteria used to evaluate customer service in an organisation.
	Unit 3	Health and safety in a destination could be one of the features considered for popularity and appeal.
	Unit 4	Health and safety in a destination could be one of the features considered for popularity and appeal.
	Unit 5	Health and safety should be a key element in the delivery of this unit.
	Unit 6	The responsibilities of resort representatives include the health and safety of the customer.
	Unit 7	Health and safety could be discussed in terms of tourism development in LEDCs.
	Unit 8	Health and safety may be one that is considered in depth for this unit or presented for initial discussion as learners consider a range of issues for further investigation.
	Unit 9	Health and safety could be discussed in terms of the nature of employment but may also be discussed in terms of the team activity.
	Unit 11	Health and safety could be discussed in relation to different types of specialist holidays such as safaris and cruising.
	Unit 12	Health and safety and its relevance to different sectors of the industry can be discussed.

## Appendix B: Performance descriptions

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. The performance descriptions illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at 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.

The performance descriptions for AS indicate the level of attainment characteristic of A/B and E/U boundary candidates. They give a general indicator of the required learning outcomes. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define the content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of assessment may be balanced by better performance in others. The requirement for all AS and A2 level specifications to assess candidates' quality of written communication will be met through all four Assessment Objectives.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of Written Communication
<b>Assessment Objectives for both AS and Advanced level</b>	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.	
<b>AS A/B boundary performance descriptions</b>	<p>Candidates:</p> <p>a demonstrate, with few omissions, sound knowledge and understanding of the specified content across a variety of vocationally-related contexts</p> <p>b demonstrate, with few omissions, sound knowledge and understanding of the vocationally-related skills required in a variety of situations.</p>	<p>Candidates:</p> <p>a apply broadly relevant knowledge and understanding of the specified content to familiar and some unfamiliar vocationally-related situations</p> <p>b apply effectively the relevant skills in familiar and some unfamiliar vocationally-related situations.</p>	<p>Candidates:</p> <p>a use effectively a range of research techniques to obtain relevant information from a range of sources</p> <p>b use this information to analyse a range of vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a evaluate the appropriateness of the information obtained through research</p> <p>b use the evidence to draw valid conclusions about vocationally-related issues and problems</p> <p>c make well-reasoned judgements and recommendations about vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a use written expression</p> <ul style="list-style-type: none"> <li>• which conveys appropriate meaning</li> <li>• which uses appropriate specialist vocabulary.</li> </ul>

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of Written Communication
Assessment Objectives for both AS and Advanced level	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 E/U boundary performance descriptions	<p>Candidates:</p> <p>a demonstrate basic knowledge and understanding of the specified content in given vocationally-related contexts. There may be significant omissions</p> <p>b demonstrate basic knowledge and understanding of the vocationally-related skills required in given situations. There may be significant omissions.</p>	<p>Candidates:</p> <p>a apply some knowledge and understanding of the specified content to familiar vocationally-related situations</p> <p>b apply some relevant skills to familiar vocationally-related situations, with guidance.</p>	<p>Candidates:</p> <p>a use research techniques with guidance to obtain information</p> <p>b carry out some basic analysis of vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a present information and draw basic conclusions about vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a use written communication</p> <ul style="list-style-type: none"> <li>• which is adequate to convey meaning</li> <li>• which may be expressed in a non-specialist way.</li> </ul>

The performance descriptions for A2 indicate the level of attainment characteristic of A/B and E/U boundary candidates. They give a general indicator of the required learning outcomes. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define the content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of assessment may be balanced by better performance in others. The requirement for all AS and A2 level specifications to assess candidates' quality of written communication will be met through all four Assessment Objectives.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of Written Communication
<b>Assessment Objectives for both AS and Advanced level</b>	Candidates demonstrate knowledge and understanding of the specified content, and 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.	
<b>A2 A/B boundary performance descriptions</b>	<p>Candidates:</p> <p>a demonstrate in-depth knowledge and thorough understanding of the specified content across a range of vocationally-related contexts</p> <p>b demonstrate in depth knowledge and thorough understanding of the vocationally-related skills required in a range of situations.</p>	<p>Candidates:</p> <p>a apply relevant knowledge and critical understanding of the specified content to familiar and unfamiliar vocationally-related situations</p> <p>b effectively apply with few exceptions the relevant skills in familiar and unfamiliar vocationally-related situations</p> <p>c demonstrate a good command of technical language. They select, organise and present relevant information in a clear, logical and appropriate form.</p>	<p>Candidates:</p> <p>a select and use a range of appropriate research techniques effectively to obtain relevant information from a range of sources</p> <p>b use this information to make a critical analysis of complex vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a critically evaluate the appropriateness of the information obtained through research</p> <p>b use the evidence to draw valid and substantiated conclusions about vocationally-related issues and problems</p> <p>c make well reasoned judgements and recommendations about vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a use written expression</p> <ul style="list-style-type: none"> <li>• which conveys appropriate meaning</li> <li>• which uses appropriate specialist vocabulary.</li> </ul>

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of Written Communication
<b>Assessment Objectives for both AS and Advanced level</b>	Candidates demonstrate knowledge and understanding of the specified content, and 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.	
<b>A2 E/U boundary performance descriptions</b>	<p>Candidates:</p> <p>a demonstrate some knowledge and understanding of the specified content in given vocationally-related contexts. There may be significant omissions</p> <p>b demonstrate some knowledge and understanding of the vocationally-related skills required in given vocationally related situations. There may be significant omissions.</p>	<p>Candidates:</p> <p>a apply some knowledge and understanding of the specified content to some familiar and some unfamiliar vocationally-related situations</p> <p>b apply relevant skills in some familiar and some unfamiliar vocationally-related situations.</p>	<p>Candidates:</p> <p>a use research techniques with guidance to obtain relevant information from limited sources</p> <p>b make use of this information to carry out straightforward analysis of vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a evaluate the appropriateness of some information obtained through research</p> <p>b use evidence to draw conclusions</p> <p>c make judgements about vocationally-related issues and problems.</p>	<p>Candidates:</p> <p>a use written expression</p> <ul style="list-style-type: none"> <li>• which is adequate to convey meaning</li> <li>• which may be expressed in a non-specialist way.</li> </ul>

