

Edexcel GCE

Edexcel Advanced Subsidiary GCE in Travel and Tourism (Single and Double Awards)

For first teaching in 2005

September 2005

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Teacher's guide

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Introduction

This teacher's guide accompanies the Edexcel GCE specification for Travel and Tourism and has been designed to help teachers prepare their students for first teaching in 2005. Guidance on delivery of AS Units 1-6 is given in this guide, for further guidance on A2 Units 7-12 please consult the *GCE Travel and Tourism Teacher's Guide (A2 Units)*. This can be ordered from Edexcel Publications quoting publication code UA017227, and is available on the Edexcel website.

This guide must be used in conjunction with the specification. It is designed to help with planning teaching programmes and managing assessment requirements.

Edexcel Applied GCEs

This suite of 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.

These qualifications are designed to provide a broad introduction to a vocational area in an applied context. They are available for first teaching as two-year courses from September 2005 and one-year courses from September 2006. First awarding of Advanced Subsidiary qualifications is in summer 2006 and Advanced GCE qualifications in summer 2007.

Structure of the AS GCE and GCE in Travel and Tourism (Single and Double Awards)

Word	Code
Optional	O
Compulsory	C
Internal	I
External	E

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
1	6987	<p>The Travel and Tourism Industry</p> <p>This unit provides an introduction to the travel and tourism industry. Students will consider the characteristics of the industry, its development and its structure, including the products and services it provides. The scale of the industry will be analysed through interpretation of statistics.</p>	AS	C	C	C	C	<p>External</p> <p>A 1½ hour external test consisting of short answer questions. Students can also use their own research in their answers.</p>	January/June
2	6988	<p>The Travel and Tourism Customer</p> <p>This unit develops the students' understanding of the customer and how their service-needs are met by different sectors of the industry. The student will be given the opportunity to develop their own customer service skills which can be demonstrated in different travel and tourism contexts. Students will also learn to evaluate the customer service provided by a travel and tourism organisation.</p>	AS	C	C	C	C	Internal	January/June

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
3	6989	<p>Destination Europe</p> <p>Students will consider different types of tourism destinations in Europe, the features that attract tourists to visit them and the factors that affect their popularity and appeal. They will learn to select appropriate destinations and transport routes and gateways to meet the needs of different types of tourists.</p>	AS	O	C	O	C	Internal	January/June
4	6990	<p>Destination Britain</p> <p>This unit enables the student to study a range of tourist destinations in the British Isles. They will consider the features that attract incoming tourists and how to produce an itinerary that will meet their needs.</p>	AS	O	C	O	C	Internal	January/June
5	6991	<p>Travelling Safely</p> <p>This unit introduces students to legal aspects that protect the traveller, their belongings and their finance. They will consider passport, visa and health restrictions placed on the traveller by national and international authorities. They will also investigate how the travel and tourism industry deals with emergency situations ranging from lost passports to natural disasters.</p>	AS		C		C	External	January/June
								A 1½ hour examination where short case studies of travellers are presented and the student gives short answers to questions. The student can also use their own research in their answers.	

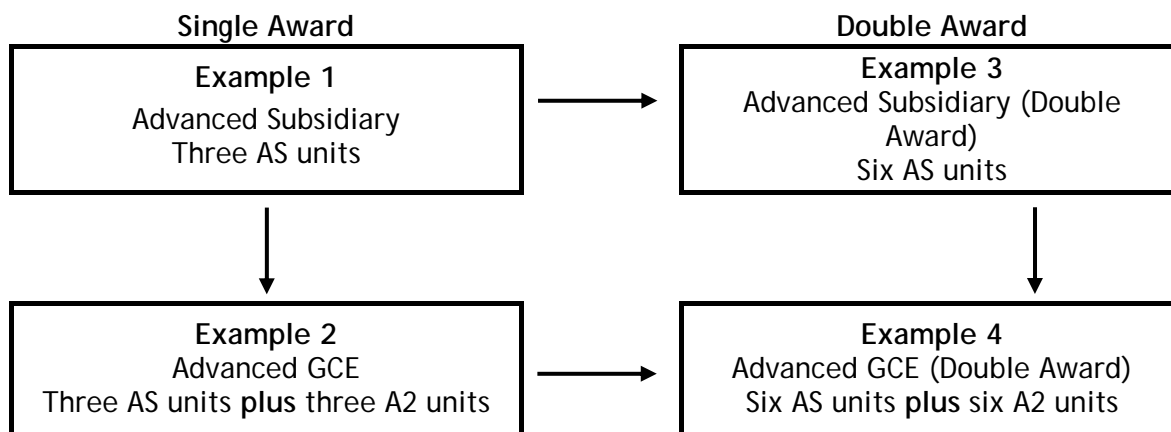
Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
6	6992	<p>Resort Operations</p> <p>This unit introduces students to how tour operators organise their operations in resorts, with an emphasis on the role of the resort representative. Students will be given the opportunity to develop the skills used by resort representatives when presenting a welcome meeting, producing notice boards and dealing with problems.</p>	AS		C		C	Internal	January/June
7	6993	<p>Responsible Tourism</p> <p>This unit introduces students to the concept of responsible or sustainable tourism. They will have the opportunity to research how different destinations have developed tourism and the impacts that tourism has had on these destinations. They will learn to suggest ways in which tourism could be developed to minimise negative impacts and maximise positive impacts.</p>	A2			C	C	External A 1½ hour examination that gives details of two destinations to be used as the basis for short and long answer questions. The student can also use their own research in their answers.	January/June
8	6994	<p>Current Issues in Travel and Tourism</p> <p>This unit enables students to identify an issue of interest to them and investigate its causes and effects in relation to travel and tourism. They will learn to develop and evaluate a research methodology that will assist them as they progress to Higher Education.</p>	A2			C	C	Internal	January/June

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
9	6995	Working in Travel and Tourism Students will investigate the skills and qualities required to pursue a career in the travel and tourism industry. They will develop a career development plan as a result of a personal audit of their own skills and qualities. They will also have the opportunity to develop essential teamwork skills through their participation in a team activity.	A2			O	C	Internal	January/June
10	6996	Promotion and Sales in Travel and Tourism The sales process and buyer behaviour is one topic considered in this unit. Students will also consider the role of promotion within marketing and how techniques and materials are used to form promotional campaigns. They will learn to evaluate materials and campaigns and have the opportunity to undertake research to determine the effectiveness of campaigns used by travel and tourism organisations.	A2			O	C	External A 1½ hour examination. There will be case studies relating to promotional campaigns that the student has to consider. They can use their own research in their answers.	January/June
11	6997	Special Interest Holidays This unit introduces students to worldwide tourism destinations that are used for different types of special interest holiday. They will have the opportunity to select two different types of special interest holidays to study.	A2			O	C	Internal	January/June

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
12	6998	Travel Organisations Students have the opportunity to select a sector of the industry in which they have a significant interest and research the activities of that sector. They will learn to identify gaps in provision and recommend products, services or systems to fill those gaps.	A2			O	C	Internal	January/June

Planning a teaching programme

This section contains diagrammatic illustrations of possible ways the programme can be delivered.



Example 1: Advanced Subsidiary GCE (Single Award)

Three AS units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe OR	Internal	January/June
Unit 4: Destination Britain	Internal	January/June

This can be taught as a one-year programme with an externally assessed unit available in January or June.

Example 2: Advanced GCE Single (Single Award)

Three AS units plus three A2 units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe OR	Internal	January/June
Unit 4: Destination Britain	Internal	January/June
Unit 7: Responsible Tourism	External	January/June
Unit 8: Current Issues in Travel and Tourism	Internal	January/June
Unit 9: Working in Travel and Tourism OR	Internal	January/June
Unit 10: Promotion and Sales in Travel and Tourism OR	External	January/June
Unit 11: Special Interest Holidays OR	Internal	January/June
Unit 12: Travel Organisations	Internal	January/June

This can be taught as a fast track one-year programme or more commonly a two-year programme. The AS units are taught in the first year and the A2 units in the second year.

Example 3: Advanced Subsidiary GCE (Double Award)

Six AS units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe	Internal	January/June
Unit 4: Destination Britain	Internal	January/June
Unit 5: Travelling Safely	External	January/June
Unit 6: Resort Operations	Internal	January/June

This can be taught as a fast track one-year programme or more commonly a two-year programme. It is not necessary for these units to be completed in chronological order.

Example 4: Advanced GCE (Double Award)

Six AS units plus six A2 units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe	Internal	January/June
Unit 4: Destination Britain	Internal	January/June
Unit 5: Travelling Safely	External	January/June
Unit 6: Resort Operations	Internal	January/June
Unit 7: Responsible Tourism	External	January/June
Unit 8: Current Issues in Travel and Tourism	Internal	January/June
Unit 9: Working in Travel and Tourism	Internal	January/June
Unit 10: Promotion and Sales in Travel and Tourism	External	January/June
Unit 11: Special Interest Holidays	Internal	January/June
Unit 12: Travel Organisations	Internal	January/June

This is most commonly taught over two years. Normally, AS units are taught before the A2 units because A2 units are designed to be synoptic to AS units.

Delivery of units and internal assessment

Planning

The internally assessed units each have four tasks that relate to the four assessment objectives for the qualification.

At AS level, these tasks are independent of each other. They are devised so that each section of the unit can be taught and assessed before moving on to the next topic. This enables the teacher to divide assessment into small bite size chunks so that it is accessible to the student in their first year of study. For the holistic student, it may be useful to introduce them to the assessment task at the beginning of the delivery of the topic so that they can see it in the context of their learning. The amount of time available for assessment will depend on the curriculum model adopted. If the unit is delivered over a full academic year, more time could be given for each task than if delivered over a semester or term. For some tasks the research required is limited and these could be completed within a short period of time. This will give more time for tasks that require more research to be undertaken. This should be taken into account when planning an assessment schedule. Teachers should also take into account other units that the student is completing at the same time in order to avoid bunching of assessment deadlines. Teachers should also take into account the schedule of the external moderation they plan to access. They will need to ensure assessment deadlines are set that allow sufficient time for marking and internal standardisation.

Tasks in the A2 units are designed to show the interrelationships and connections that exist within the industry, in order to meet the aims of the qualification. As such, the tasks cannot be considered in isolation and students will need to draw on all of their learning for the unit. The A2 tasks require a greater degree of research and a greater degree of independence and assessments should be more holistic. It is likely that, following some initial input, the student will be working on assessment evidence over a period of time. For these A2 units, it would be useful for the student to have a series of tutorial sessions where formative assessment and feedback and guidance can be given on their progress. As with AS level units, teachers should take into account the schedule of the external moderation they plan to access and ensure that sufficient time is given to mark and internally standardise students' work. A teacher's guide for the delivery of the A2 units is available as a separate publication.

It is advisable that assessment activities are set in vocational contexts to stress the applied nature of these qualifications. Assessment could be vocational in terms of the scenario in which the tasks are set or the type of evidence that is required on completion of the task. Students may benefit from direct access to industry representatives to support their completion of the assessment activities. This may be through industry visits, guest speakers, industry set projects, e-communication groups and/or e-mentoring.

Delivery

All students should be given a copy of the unit specification. This could be in the introductory session for the unit or it could be broken down as relevant to the task(s) set. This should help with the planning and make students aware of the need to work as independently as possible to achieve the higher marks.

Assessment evidence can be presented in a variety of formats. Typically, the student can complete a task which is evidence through a report. Alternatively, they may have completed tasks through role-plays, presentations, meetings etc. Where this is the case, a witness statement or observation record should be available. Pro formas for recording observation of performance and witness statements can be found in *Annexe C*. In addition, some units contain examples of proforma that have been adapted to a specific assessment outcome.

On completion of all the tasks for an internally assessed unit, the student's evidence will form the basis of a portfolio. One suggestion for the final format is to have a front page, a contents page, assignment evidence in appropriate sections (which may include a conclusion/analysis) and a bibliography. For ease of marking and moderation, the assignments should not be sleeved in plastic wallets. There is a Guide to Report Writing in *Annexe D*.

Assessment

Students should be given clear deadlines for submission of assignment tasks. There should be a centre policy to deal with late submission. On completion of a task, prompt feedback should be provided in terms of the student's performance against the assessment requirements. Guidance should be provided to provide opportunities for the student to improve their assignment before final marking. Resubmitted work should be clearly differentiated in the student's portfolio. Teachers may want to develop a policy to deal with resubmitted work.

Student work should be assessed on the basis of their ability to complete the tasks individually. The teacher is expected to confirm the authenticity of the student's work. Students are not expected to be given credit for evidence that is downloaded from the internet or taken directly from reference sources such as textbooks.

Student work should be marked strictly to the assessment evidence grid. Teachers should determine which mark band is 'best fit' as a descriptor for student work. Once the mark band has been determined, the teacher should allocate the marks available from within the range for that mark band, using the full range of marks available. Teacher annotation of where and how marks have been awarded is good practice.

Students can be awarded marks in different bands for each assessment criterion.

Units

These sections look at the units in more detail, giving information on the following:

- mode of assessment
- what teachers need to be familiar with – details of the specification, assessment evidence and grids
- key areas to cover
- a table covering the following areas – time allowed, activities.

Index of units*

- Unit 1: The Travel and Tourism Industry
- Unit 2: The Travel and Tourism Customer
- Unit 3: Destination Europe
- Unit 4: Destination Britain
- Unit 5: Travelling Safely
- Unit 6: Resort Operations
- Unit 7: Responsible Tourism
- Unit 8: Current Issues in Travel and Tourism
- Unit 9: Working in Travel and Tourism
- Unit 10: Promotion and Sales in Travel and Tourism
- Unit 11: Special Interest Holidays
- Unit 12: Travel Organisations

*Please note that this document covers AS units (1-6). A2 units (7-12) are covered in a separate publication.

Unit 1: The Travel and Tourism Industry

Unit aims

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

Unit topics

- 1 The nature and characteristics of the travel and tourism industry
- 2 The development of the travel and tourism industry
- 3 Structure of the UK travel and tourism industry
- 4 Scale of the travel and tourism industry

Suggested Delivery Plan and Schedule of Activities

Section 1: The nature and characteristics of the travel and tourism industry

Topic	Suggested delivery plan	Resources
Introduction to unit	<ul style="list-style-type: none"> • 'Where have you been?' icebreaking activity. Students to identify own experiences of travel destinations. • Introduction to unit content and assessment requirements eg external test. Details of any planned visits. 	Copy of unit specification and proposed visit calendar.
What is 'tourism'?	<ul style="list-style-type: none"> • Students to take part in a 'brainstorm' with teacher scribing ideas onto whiteboard. • Teacher to define 'tourism'. • Students to complete activity on incoming, domestic and outgoing tourists. • Teacher to hand out list of tourism types. Students to research these, finding definitions and examples. 	Definition of tourism Activity 1.1a Activity 1.1b
Characteristics of the industry	<ul style="list-style-type: none"> • Teacher to outline the main characteristics of the industry eg private sector-led. • Students to research large companies and make a presentation to the remainder of the group. • Research into small/medium sized companies in their local areas. • Use of new technology – teacher to use handout to lead class discussion on types and ask for examples. • Case study on Worldspan to be undertaken by students. Teacher to highlight possible answers. • Teacher-led discussion on external pressures. Link with monthly review of travel press for current issues. • Impacts on host environments. Students watch video on a destination (eg Ayia Napa) whilst completing activity sheet. Teacher to discuss findings, impacts and implications. 	Activity 1.1c Activity 1.1d Handout – Types of Technology Activity 1.1e Activity 1.1f Activity 1.1g Activity 1.1h Activity 1.1i Video/TV programme or DVD Activity 1.1j

Section 3: Structure of the UK travel and tourism industry

Topic	Suggested delivery plan	Resources
Structure of the industry	<ul style="list-style-type: none"> Teacher-led Q&A session to assess students' prior knowledge of travel and tourism organisations and the sectors to which they belong. 	Activity 1.3a Activity 1.3b
Transport principals	<ul style="list-style-type: none"> Teacher to introduce various transport principals. Students to define scheduled, charter and no-frills/low-cost airlines. Students to research destinations from local airport and its range of airlines. Students to visit a local transport terminal (rail station, airport, ferry port or similar) and complete question sheet on products, services, objectives and values (mission statement). Students to summarise/feedback findings on return. 	Activity 1.3c Activity 1.3d
Tour operators	<ul style="list-style-type: none"> Students to carry out in-depth research in groups into the 'Big 4' and their products and services, vertical and horizontal integration etc. Each group to present their findings by means of a presentation. 	Activity 1.3e
Travel agents	<ul style="list-style-type: none"> Visiting speaker from a local travel agency to cover types of agency, products, services etc. 	
Visitor attractions	<ul style="list-style-type: none"> Teacher to introduce visitor attraction categories with relevant examples, including top attractions in the UK. Students to watch a video about a theme park. Possible uses – products and services, customer types etc. Students to identify types of natural attractions in the UK. 	Activity 1.3f Handout – Top visitor attractions Video Activity 1.3g Atlas National Parks map
Accommodation	<ul style="list-style-type: none"> Students to identify categories of accommodation, products and services, and the UK classification system. Vertical integration in the accommodation sector. 	Activity 1.3h
Ancillary services	<ul style="list-style-type: none"> Students to research ancillary and support services – car hire, insurance companies, tourist information, guiding services. Students to visit local TIC to identify its role, products and services. 	Activity 1.3i Activity 1.3j Activity 1.3k
Chain of distribution	<ul style="list-style-type: none"> Students to investigate the interrelationships and interdependencies in the travel and tourism industry including internet booking and direct sell operators. 	Activity 1.3l

Section 4: Scale of the travel and tourism industry

Topic	Suggested delivery plan	Resources
Scale of industry – visitor numbers	Students to be given graphs to be analysed for key points, trends and cause/effect in: <ul style="list-style-type: none"> • local areas • country • globally. 	Activity 1.4a
Scale of industry – visitor spending	Students to be given graphs to be analysed for key points, trends and cause/effect in: <ul style="list-style-type: none"> • local areas • country • globally. 	Activity 1.4b
Scale of industry – employment	Students to be given graphs to be analysed for key points, trends and cause/effect in: <ul style="list-style-type: none"> • local areas • country • globally. 	Activity 1.4c Teacher support statistics

Activity 1.1a

What kind of tourist? Complete the table below by ticking all the boxes that apply.

Description of visitor	Business or leisure	Day visitor or tourist	Domestic, incoming or outgoing
Pierre Dumas from Paris attends a one-day business meeting in London.			
Brian and Gloria Brooks from Newcastle go on a day trip to London.			
The Simpsons from Cardiff in Wales take their annual two-week holiday to Ibiza.			
Hans Schmitt from Frankfurt attending a midweek sales conference in Manchester.			
Katie Wilson from Sydney, Australia visits relatives in Bristol for five days.			
Robert Brown from Florida, USA on a hiking trip to the Lake District, UK.			
John Smith from Sheffield visits a plastics exhibition in Holland.			

Activity 1.1b

The following table lists different types and purposes of tourism. Complete the table by giving a definition of each and a relevant example

	Tourism type	Description	Example
1	Incoming		
2	Outgoing		
3	Domestic		
4	Business		
5	Leisure		
6	Excursions		
7	Adventure		
8	Package		
9	Independent		
10	Visiting Friends and Relatives (VFR)		

Activity 1.1c

Features of the travel and tourism industry

The UK travel and tourism industry is dominated by the private sector and it is estimated that the industry is made up of at least 200,000 businesses, the majority of which are small to medium sized.

The main aim of organisations in the private sector is to generate profits from the products and services that they provide for their customers, for the benefit of the owners and shareholders of the organisation.

The main activities of the private sector in the travel and tourism industry are in the areas of retail sales, catering, accommodation, entertainment, travel services and tourism.

In small groups, describe the types of facilities, products and services provided by each of these well-known private sector travel and tourism organisations. Your findings should be made in the form of a five-minute presentation to the remainder of the class.

British Airways

First Choice Holidays

Forte

Thomas Cook

Virgin Atlantic

Activity 1.1d

The travel industry is dominated by the private sector and is made up predominantly of small and medium-sized operators, although the 'Big 4' dominate the holiday market.

In your local area there will be many small/medium-sized companies involved in the travel and tourism industry.

Identify five examples of companies in your area from different industry sectors and for each one:

- describe their main area of business
- investigate the number of branches/outlets/sites on which they operate
- describe the location of one of the outlets for each, explaining the reasons for this location.

Present your findings to the rest of your group, with a chart handout to summarise your findings.

Activity 1.1e

New technology is used extensively in the travel and tourism industry. The types of systems used include:

Administration systems	Staff records – personnel, wages...
Booking systems	CRS, GDS, rail...
Communication systems	Email, video/DVD, brochures, online, fax, mobile phones...
Experiential systems	Interactive exhibits, virtual reality tours, etc...
Transport	Faster trains (Pendolino etc), SeaCat, etc...

For each of the five examples you have researched in Activity 1.1d, investigate their use of new technology, using as many of the above types as possible.

Activity 1.1f

Case study – Worldspan

Given the global nature of the travel and tourism industry and its dependence upon travel and communication technology, it is likely that in the future the major corporations will need to make extensive use of technology if they are to survive in this highly competitive market.

A global distribution system (GDS) is a worldwide network that provides central reservations systems in different countries to sell airline seats, package holidays and related products, such as car hire and accommodation. Many current GDSs are owned by airlines, such as the Sabre GDS operated by American Airlines. GDSs have been slow to develop because of the enormous investment needed in complex computer hardware which can link the reservations systems of major providers such as airlines. However, experts predict that, in the future, the majority of travel and related reservations systems will be provided by three or four main GDSs. The systems have a number of advantages. They are very cost-effective for users and provide a wide range of information that is easily accessed. Many of the larger travel agents are already investing heavily in GDSs, particularly the Worldspan system, which was founded by Trans World Airlines in 1990.

The Worldspan reservation system provides approximately 16,000 travel agencies and other users worldwide with travel data and booking capabilities for hundreds of the world's leading travel service suppliers. The Worldspan internet booking engine has also been adopted by online travel retailers, Expedia, Priceline and Orbitz.

Worldspan has introduced a system called Power Pricing which allows users to reserve a travel itinerary at the lowest possible price. Details of the itinerary are supplied by the user and the system provides details of the cheapest way of making the journey. This may mean that the customer takes advantage of a special offer, chooses a less direct route or travels on a different date or at a different time. Customers can reserve travel itineraries directly by using a credit card. Unlike the internet, which is also a global system, a GDS can only be used by its subscribers and is not open to everyone. This means that there is greater security when recording customer details and payments.

Consider the following technological developments and in small groups discuss how you think travel and tourism organisations will use them to develop their businesses in the future:

- the internet
- interactive digital television
- supersonic wide-bodied jet airliners
- commercial flights into space.

Activity 1.1g

Currency fluctuations

Foreign currency fluctuations are one external factor that influences the travel and tourism industry. In this activity you will learn how to do FE calculations and apply these to the world of travel and tourism.

When converting foreign currency into £ sterling, **divide** (÷) the amount by the rate of exchange (ROE)...

$$\text{eg } \$300 \text{ US dollars } \div 1.85 =$$

When converting £ sterling into foreign currency, **multiply** (x) the amount by the ROE...

$$\text{eg } £100 \times 1.42 =$$

When doing FE conversions you may see two rates, the **sell** rate and the **buy** rate. You should never need to use the buy rate – this is used when left over currency is being converted into £ for refunds.

1 Popular currencies – what currency do they use in:

- United States of America
- Japan
- Cyprus
- Sweden
- Spain?

The effect exchange rates have on travel is twofold:

- the calculation of the cost of the initial holiday
- the 'spending money' needed by tourists whilst on holiday.

2 Airtours are calculating the price of Summer 2006 holidays to Italy, using an exchange rate of £1 Sterling to 1.43 Euros for their hotel room prices.

What could be the effect of a change in this rate to £1 = 1.63 Euros on both the operator and the hotelier?

3a A meal for a family of four in Florida averages \$50. If the exchange rate for the dollar is currently £1 = \$1.85 dollars, how much would this be in £ Sterling?

3b If the exchange rate was to decrease to £1 = \$1.40 dollars, what would the impact be on the family's spending budget?

Handout: Foreign currency conversion

When converting foreign currency into £ sterling, **divide** (÷) the amount by the rate of exchange (ROE)...

$$\text{eg } \$300 \text{ US dollars } \div 1.85 =$$

When converting £ sterling into foreign currency, **multiply** (x) the amount by the ROE...

$$\text{eg } £100 \times 1.42 =$$

When doing FE conversions you may see two rates, the **sell** rate and the **buy** rate. You should never need to use the buy rate – it is only used when you are returning foreign currency into £ for refunds. It is never used to calculate prices etc.

Popular currencies you may need to know are shown below. Others can be found in the *World Travel Guide*.

Conversion exercise

- 1 Convert £200 sterling into:
 - a) Australian Dollars
 - b) Cyprus Pounds
 - c) Euros
 - d) Maltese Lira
 - e) Turkish Lira
- 2 Convert 860 Thai Baht into sterling
- 3 Convert 150 Singapore dollars into sterling
- 4 Convert 100 Canadian Dollars into sterling
- 5 Convert 550 Moroccan dinars into sterling

Activity 1.1h

Current issues

Travel and tourism is an ever-changing industry and it is important to keep up to date with trends, fashions, new innovations etc. Sources of this information include:

- travel newspapers – Travel Trade Gazette (TTG) and Travel Weekly
- travel sections of national newspapers – especially weekend papers and supplements
- various news websites – use www.google.co.uk (news) for lists.

The sort of issues you could research include:

- product development – new brochures and destinations
- tour operator mergers, takeovers etc
- transport developments – new aircraft, trains
- technology developments – reservation systems, business travel developments
- popularity trends of destinations, operators, booking methods etc
- global events – wars, bombs, disease outbreaks, hurricanes, volcanic eruptions and other natural disasters and their impacts on industry
- exchange rate fluctuations.

This is not an exhaustive list – many other issues could be researched.

Students could be asked to review one paper each month, either individually or in groups, and report back to the rest of the class.

This information could generate ideas for *Unit 8: Current Issues in Travel and Tourism*.

Activity 1.1i

Read the following newspaper articles.

- a) How do you think the UK tour operators can support this rebuilding policy and the subsequent newly developed facilities?
- b) How can the local people become more involved in tourism in the future?
- c) Can you think of any ways in which other natural disasters could affect tourism in world destinations and what the effects of these might be on the industry in the UK?
- d) Who/what might benefit from the Asian Tsunami in the short term?

Tsunami forces quality rebuild pledge *The Observer* – Sunday 16 January 2005

Gemma Bowes

Resorts devastated by the tsunami will be rebuilt with better quality and environmental responsibility, governments have pledged.

Countries say they are dedicated to righting some of the mistakes made in past tourism development.

In Sri Lanka there will be a ban on new buildings within 100 metres of the coast.

'Most hotels are owned by Sri Lankans, not foreign developers,' said Charmarie Maelge, director of the Sri Lanka Tourist Board. 'The big properties were insured, but not the smaller ones, but we've got a huge amount of support so we can help.'

Maelge said she hoped the government would also use the opportunity to make resorts more environmentally friendly and better for the locals. 'They could improve the road routes, and housing and living conditions, especially in the

small fishing villages where they really should have been improved before,' she said.

The Thai government said it would take a similarly positive attitude to improving facilities. The governor of the tourism authority, Juthamas Siriwan, said new developments would be more sustainable. 'The Thai people have changed a crisis into an opportunity. People will care more for the environment and take the impact as a lesson to develop responsibly in future.'

Redevelopment in Phuket will be used as a model for future development across the country, and the Tourism Authority of Thailand plans to develop a prototype for a model beach resort, implementing it first on Phuket's most popular beach, Patong.

Standards will be set for how beaches should be landscaped, the number of resorts and buildings they can support, and the number of toilets, beach umbrellas and masseurs there should be.

Post-tsunami tourism: the big test

The blueprint for rebuilding must include local people, argues Justin Francis

The Guardian – Saturday 15 January 2005

The tsunami represents an historic challenge for the tourism industry, both here and in the affected destinations. The Indian Ocean will become a testing ground for the industry to prove it can fulfil not only the dreams of tourists, but also provide real benefits for the local people whose environments we visit.

Tourism will be judged on more than how much money it donates to emergency funds. The real question is whether the industry and tourists will be able to look into the eyes of the poorest local

people – those we've watched suffering on our TV screens – having found new ways for them to share in the benefits of tourism in their area.

Many of the luxurious lodges are partly or wholly owned by overseas investors rather than local people. They are insured and will be quickly rebuilt. Millions will be spent re-marketing them in the coming months, while uninsured local tourism enterprises will struggle to re-establish themselves and gain access to tourists.

Many of these luxury lodges offer all-inclusive packages, to keep you (and your money) cocooned in a tourism enclave. While tourism is a major employer, the very poorest locals will be kept out of sight, out of mind, and out of pocket.

Thailand's mangrove swamps and coral reefs – which served as natural barriers against tides – have been devastated, often as a result of unregulated tourism development over the past 30 years.

Are we intending to spend billions simply rebuilding a tourism industry described in an Asian proverb as 'like fire, you can cook your dinner on it, or it can burn your house down'? No, we must design something better than before.

The Tourism Authority of Thailand (TAT) has said that Phuket will be rebuilt with sustainable development in mind. Phuket's best-known beach, Patong, will be the first, and will become a model for future development in Thai coastal tourism.

On January 4, Juthamas Siriwan, governor of TAT said, 'The model city that we have planned for Patong will be beautiful. There will be a bicycle lane, good public transportation,

sufficient parking areas and all other necessary tourist amenities.'

Few of us would disagree with that, but many would say that responsible tourism starts with finding creative ways for the established tourism industry to work with local craft sellers, fruit vendors, tourist guides, fishermen and other micro enterprises to offer tourists more authentic holidays that financially benefit the poorest in local communities.

Better tourism is what we need, rather than more tourism in some tourist hot-spots. The number of international visitor arrivals – the traditional tourist board measure of success – must be replaced by measures of how much cash reaches local people's hands, balanced against the impacts of tourism and tourists on the destination's natural and cultural heritage.

Sustainable tourism is needed not only to sustain destinations, but also tourists' interest in them. This raises the question: how many tourists are too many?

Small islands in the Mediterranean have begun to manage-down tourist numbers, a concept not unfamiliar to some National Trust properties in the UK seeking to minimise the negative impacts of tourism.

While the mainstream tourism industry has generally doubted that tourists care about destinations or local people, our research has shown that they underestimate their clients who are increasingly looking to meet local people on equitable terms rather than just sitting in the resort all day.

Many smaller-scale and forward-thinking businesses, whose holidays we market via responsibletourism.com, are passionate about local development and conservation and are benefitting from the emergence of the 'light green' traveller.

The 'light green' traveller understands that they will get a warmer welcome from fairly-rewarded local people; that guides from local communities provide unmatched insights into local cultures; that spending part of their holiday in locally owned accommodation or using local transport provides ways to meet and learn about people and culture; and that fresh food produced by local suppliers to local

recipes tastes best. In this way more enjoyable, and more responsible, holidays go hand in hand.

Strangely, the concept of industry being held accountable for its impacts on environments and local people is much newer to the tourism industry than, for example, to the oil or mining industries.

Tourism is a largely unregulated industry, which, unlike the oil or mining industries, is not required to conduct social and environmental audits before it begins operations, or to commit to leaving improved environments and community development initiatives when they pull out.

Because the tourism industry is so fragmented, it is easy for individual businesses to feel that they can make little difference on their own. This is why the role of governments – local,

national and international – is so important in bringing together the parties involved.

The UK government, along with the UK industry and NGOs, created The Travel Foundation – a charity committed to improving the sustainability of tourism – supported by a small levy on tourists voluntarily administered by a few UK companies such as First Choice and Sunvil.

On Monday, it will meet Foreign Office minister Bill Rammell to discuss its role in the long-term rebuilding of tourism in tsunami areas. Its hope is that many more UK tourism companies will support it, and sustainable tourism in south-east Asia, and beyond. Ask your tour operator if they have signed up, and choose to travel responsibly to the Indian Ocean in 2005.

Activity 1.1j

Video questioning sheet

Impact of tourism on host communities

a) Complete the table below:

Impact	Positive	Negative
Social eg regeneration, preservation of tradition, crime, property prices		
Environmental eg damage to landscape, effect on wildlife, erosion, conservation activities		
Economic eg job creation, income, foreign currency earnings, seasonality		

b) Suggest ways in which the negative impacts could be minimised.

Activity 1.2a

Rules for writing a questionnaire

- 1 Keep language simple yet specific.
- 2 Avoid jargon, slang or local terms.
- 3 Do not ask more than one thing in a single question.
- 4 Make sure that questions cannot be interpreted in different ways by different respondents.
- 5 Don't ask for complex responses or detailed descriptions of things.
- 6 Only include relevant questions.
- 7 Do not include questions to which answers may be a guess.
- 8 Avoid very personal questions – people will refuse or lie!
- 9 Keep it as short as possible but avoid too many 'yes/no' answers.
- 10 Make sure that all possible age/price etc brackets are covered.

When compiling questionnaires, how the question is phrased is most important, so that the answers will meet your objective, which in this case is to find out how the travel and tourism industry has changed over the last 50 years or so.

Read the following questions and re-write them if necessary:

- 1 Name three places you visited as a child.
- 2 Have you ever taken a long-haul holiday?
- 3 What are your three main priorities when choosing a destination for a holiday?
- 4 How much do you spend on holidays each year?
- 5 If you were to take a day trip, what would be your favourite destination?
- 6 How old are you? Under 18, 18-25, 25-40, 40-55 or over 55?
- 7 How long is your main holiday – up to 1 week, up to 2 weeks, over 2 weeks?
- 8 If you won the lottery, where would you go on holiday?
- 9 Do you own/drive a car?
- 10 Which Sunday paper do you read?

Add any other questions you think necessary to obtain the required information from all ages of respondent.

Activity 1.2b

Case study

Center Parcs has been in existence for over 35 years, its first venture being a small complex of 40 holiday villas and limited sporting facilities in Holland. It has grown to become an international group of 19 holiday villages: eight of these are located in Holland, four in Great Britain, two in Belgium, two in France and three in Germany. Center Parcs was a part of Scottish & Newcastle plc, the UK brewing and leisure company, until 2001 when it was sold to DB Capital Partners.

The Center Parcs village

The average size of each European village is 100 hectares; the sites are combinations of woodland and water, always located inland, with high-quality accommodation in individual villas and an extensive range of indoor and outdoor sport and leisure facilities. The focus of each village is the Center Parcs subtropical swimming paradise, a transparent covered dome-shaped construction which houses a selection of water activities, including a wave pool, river slides and rides, children's pools, Jacuzzis and saunas. The temperature is a constant 28c and the setting is landscaped with specially quarried and polished natural rocks, luxuriant tropical trees, plants and flowers.

Center Parcs is targeted primarily at the family market and caters for all ages with ample facilities for babies and children. Its locations in relation to significant centres is extremely important to ensure that the villages are easily accessible for the short-stay periods, which comprise its main business.

There are an average of 650 villas in each village, with a choice from one to four double bedrooms, spacious living areas, well equipped kitchens and full central heating. Each villa also has its own furnished patio.

The range of sports and leisure facilities, both indoor and outdoor, is extensive and includes tennis, squash, sailing, windsurfing and golf with fitness and health suites and beauty spas. There are a selection of themed restaurants and each village's own supermarket and themed shops cater for a range of purchases from sportswear to food for cooking in the villa.

Care for the environment

The company's criteria for site selection during the planning and the construction of a village ensures that the minimum amount of disruption is caused to the surroundings. The layout of the central features and the villas, which are built in small groups, harmonise with the surroundings and the minimum number of trees are removed with extensive planting and landscaping implemented as an essential element of the construction phase. It is not unusual for 500,000 new trees and comparable quantities of plants and bushes to be planted as part of the environmental programme for a village. Herds of deer, ducks, swans, wild birds, rabbits and squirrels are permanent residents of the villages.

Bicycles are used in the villages to transport guests to and from their villas and the sport and leisure facilities. These can be hired for the duration of the stay on arrival and provide a healthy travel alternative, ensuring safety on the village roads for children. Guests use their cars to deliver their luggage to their villas on arrival and again to collect it on departure, otherwise they are left in specially landscaped parking areas in the villages.

The Center Parcs formula

By creating a mixture of sports, leisure and environmental facilities, using a blend of sophisticated technology, detailed attention to the enjoyment of its guests and a focus on nature and wildlife, Center Parcs has ensured that the weather will not affect its guests' enjoyment with indoor facilities, such as covered plazas housing the sports, shopping and eating areas.

Center Parcs primarily offers short-break stays of weekends (Friday to Monday) and midweeks (Monday to Friday). The option of longer stays at prime holiday times is also offered. The success of the Center Parcs formula is demonstrated in its booking figures which show occupancy levels of over 90 per cent throughout the year – in 2001-02 the company had over four million guests staying in its villages.

Source: www.centerparcs.co.uk

Use the case study to answer the following questions:

- 1 How many holiday villages are there?
- 2 What is the focus of each village?
- 3 Who owns Center Parcs?
- 4 Give three examples of what Center Parcs does to care for the environment.
- 5 What can guests do during poor weather?

Activity 1.3a

Holidays and operators

Name three operators of each of the following holiday types:

- 1 UK coach tours
- 2 USA fly/drive holidays
- 3 UK holiday centre
- 4 Boating or canal barge holidays
- 5 Short breaks in UK cities
- 6 Holidays in Greece
- 7 Holidays to Australia
- 8 Motoring holidays in Europe
- 9 Self-drive or coach camping holidays in Europe
- 10 European coach tours
- 11 European city breaks
- 12 Holidays to Scandinavia
- 13 Fly/cruises to the Mediterranean
- 14 Activity holidays
- 15 Far East holidays
- 16 Safari holidays
- 17 Ski holidays
- 18 USA city break holidays
- 19 Lakes and mountains
- 20 Senior Citizen long-stay holidays
- 21 Snowboarding holidays
- 22 Caribbean cruises
- 23 Teen/young adult holidays

Activity 1.3b

Can you match up the well-known travel and tourism organisations with the sector to which they belong?

Organisation name

Sector

American Express

Kingfisher

Cosmos

Hilton

Neilson

Dollar

AA 5-Star Insurance

Warwick Castle

Travelex

Holiday Hypermarket

Holiday Inn

Hertz

Kuoni

Travelodge

Thorpe Park

Loch Ness

Thomas Cook

Visit Britain

Tourist Information Centre

Accommodation
providers

Travel agent

Tourist attractions

Tour operator

Ancillary service
provider

Support services

Activity 1.3c

Wizz Air, launched in May 2004, is a new European low-cost airline that includes the UK as one of its operating destinations. Its aim is to offer 'ticketless travel' to the developing Central and Eastern European market and it currently flies to 13 destinations, including Brussels, London, Liverpool, Rome, Milan, Paris, Budapest, Warsaw, Krakow and Gdansk. It offers a single-class all leather seat configuration, a choice of meal options for extra payment and allows travellers to tailor their travelling experience according to their needs.

- 1 Name any other low cost airlines operating out of the UK.
- 2 Identify the main UK and overseas destinations served by your nearest airport.
- 3 For each of the destinations, identify whether the route is operated by a scheduled, charter or low-cost airline.

Activity 1.3d

Visit to a transport terminal – ferry port, rail/coach station, airport

When visiting your local transport terminal, answer the following questions:

- 1 Find out the mission statement and organisational objectives of the company.
- 2 Describe the location of the facility and explain the reasons for this.
- 3 Identify all the products and services of the facility, and match these with the types of customer who use the facility.
- 4 Evaluate how successful the facility is in:
 - providing products and services to meet customer needs
 - adhering to and addressing its mission statement, objectives and values.

Activity 1.3e

Classification of transport organisations

Can you match the transport companies below to the correct sector of the industry?

Company	Transport sector
Cunard	
Shearings	Low-cost airline
British Airways	
National Express	Rail operator
Thomsonfly	
Stena Line	Cruise company
Norwegian Caribbean	
Qantas	Charter airline
BMIbaby	
EasyJet	Coach operator
Monarch	
Virgin Atlantic	Ferry company
SeaFrance	
Arriva	Scheduled airline
Wallace Arnold	

Activity 1.3f

Case study

Thomson Holidays

Thomson Holidays, a division of TUI UK Ltd, is part of the World of TUI, the world's largest tourism and services group, employing 80,000 people in 500 companies around the world.

Thomson Holidays' head office is in London but the majority of its employees work overseas. It is the market leader in the UK inclusive-holiday market, a position it has held since 1974, and has about one third of the UK market, operating to a wide number of resorts offering a comprehensive range of holiday types to suit all ages and tastes.

To achieve vertical integration, Thomson has its own charter airline, Thomsonfly, one of the world's largest holiday airlines operating from airports in the UK and Europe to destinations worldwide. In 2001 the airline carried 9.5 million passengers to holiday destinations in over 100 countries.

TUI's UK retail businesses include:

Thomson TUI, the UK's leading leisure travel retailer, formerly known as Lunn Poly, with over 750 stores. Thomson TUI sells around 2.7 million holidays and flights a year accounting for 20% of the total market

Team Lincoln, the UK's leading teletext and internet specialist selling in excess of 250,000 holidays a year throughout the UK

Travel House Group is one of the UK's leading regional retailers and teletext businesses with retail shops in Scotland, the North East, South Wales and the Midlands.

Manchester Flights, based in Bury, is the UK's fastest growing teletext and internet specialist selling in excess of 300,000 flights a year.

The direct sell arm of the company includes Thomson Direct, Portland Direct and Founders Club. The company also has its own internet site where you can book and pay for holidays online.

Horizontal (lateral) integration of the group has included the takeover of several tour operating businesses including Jetsave, OSL, Simply Travel, Magic Travel Group, Crystal International Travel Group, Headwater Holidays and Jersey Travel.

Obtain information about a selection of major integrated tour operators other than Thomson. A good starting point is to gather a selection of holiday brochures for each of the operators you are looking at. You may also find it useful to look at the tour operators' websites on the internet. Use the information to complete a table like the one below.

Name of tour operator	Main holiday brands	Ownership of travel agents	Ownership of airline
Thomson	Crystal, Jetsave	Thomson TUI	Thomsonfly

Handout: Top visitor attractions in the UK 2002

Top 20 paying admission attractions

Attraction	Location	Visitors in 2002
London Eye	London	4,090,000
Tower of London	London	1,940,856
Eden Project	St Austell	1,832,482 E
Legoland	Windsor	1,453,000
Flamingo Land	Yorkshire	1,393,300 E
Windermere Lake Cruises	Ambleside, Cumbria	1,266,027
Drayton Manor Park	Tamworth	1,200,000 E
Edinburgh Castle	Edinburgh	1,153,317
Chester Zoo	Chester	1,134,949
Canterbury Cathedral	Canterbury	1,110,529 E
Westminster Abbey	London	1,058,854
Kew Gardens	Richmond, Surrey	969,188
Windsor Castle	Windsor	931,042
London Zoo	London	891,028
The Roman Baths	Bath	845,608
New Metroland	Gateshead	810,000E
Royal Academy of Art	London	794,042
St Paul's Cathedral	London	781,364
Stonehenge	Amesbury, Wiltshire	759,697
The Deep	Hull	750,000E

E = Estimate

Source: www.staruk.org

Top 20 free attractions

Attraction	Location	Visitors in 2002
Blackpool Pleasure Beach	Blackpool	6,200,000
Tate Modern	London	4,618,632
British Museum	London	4,607,311
National Gallery	London	4,130,973 E
Natural History Museum	London	2,957,501
Victoria and Albert Museum	London	2,661,338
Science Museum	London	2,628,374
Pleasureland Theme Park	Southport	2,000,000 E
Eastbourne Pier	Eastbourne	1,900,000 E
York Minster	York	1,570,500 E
Pleasure Beach	Great Yarmouth	1,500,000 E
National Portrait Gallery	London	1,484,331
Tate Britain	London	1,178,235
Kelvingrove Art Gallery & Museum	Glasgow	955,671
Somerset House	London	900,000E
Flamingoland Fun Park	Hastings	900,000
Chester Cathedral	Chester	850,000E
The Lowry	Salford	810,200E
Poole Pottery	Poole	808,725

E = Estimate

Source: www.staruk.org

Figures exclude one operator who did not authorise figures for publication.

Activity 1.3g

Visitor attractions can be categorised as follows:

- natural – including beaches, forests, caves, waterfalls, country parks, heritage coasts
- built – including theme parks, heritage, museums and art galleries, historic monuments and buildings.

They can be further divided into paid admission and free attractions. Some are owned and run by the private sector for profit and others are controlled by the public sector or voluntary bodies.

- 1 Using the handout 'Top 20' paying and free attractions (source www.staruk.org):
 - a) categorise the attractions according to type and sector
 - b) locate them using a blank map of the UK.
- 2 A group of overseas tourists are visiting your local area. They comprise families with children of various ages, older couples and single people. Identify as many tourist attractions within a two-hour drive of your school/college as you can (at least 10) which may appeal to them, giving a brief description of each, and why you think they would enjoy them.
- 3 Watch the video of a tourist attraction. Now answer the following:
 - a) Describe, locate and categorise the attraction.
 - b) What are its main products and services?
 - c) What facilities does the attraction have for 'secondary spending'?
 - d) List all the potential types of customer that may visit the attraction.

Activity 1.3h

Using atlases and a map of UK National Parks:

- 1 Name the National Park corresponding to each description:
 - a) beautiful fell country with lakes occupying most of the county of Cumbria
 - b) a short distance from both Manchester and Sheffield, this National Park receives a high number of day visitors
 - c) the beautiful coastline of this Welsh National Park is what attracts visitors
 - d) a prison is a popular attraction in this National Park and its granite tors and moorlands provide superb walking country.
- 2 Name the two newly created National Parks in Scotland.

1.

2.

- 3 Choose two other National Parks and for both briefly describe its scenery and attractions.

Park 1

Park 2

Activity 1.3i

The hotel sector is one of the most high profile and diverse sectors in the hospitality industry. Hotels are defined as 'paid accommodation open to the general public'.

Top 10 UK hotel brands 2003-04

(by number of bedrooms)

Company name	Number of hotels	Brands
Whitbread Hotel Group	505	Courtyard by Marriott (11), Marriott (51), Premier Travel Inn (443)
Intercontinental Hotels Group	204	Intercontinental (2), Crowne Plaza, Holiday Inn Express by Holiday Inn
Hilton International	78	
Travelodge (Permira)	255	
Accor Hostels	84	Sofitel (1), Novotel (28), Mercure (1) Ibis (42), Etap (2), Formula 1 (10)
Thistle Hotels	54	
Choice Hotels Europe	88	Quality (53), Comfort (27), Sleep (5), Clarion (3)
Jarvis Hotels	60	Ramada Jarvis (54), Jarvis (5), Travelodge (1)
Britannia Hotels	24	
Macdonald Hotels	63	





Source: British Hospitality Association

Quality standards

Accommodation in the UK is classified as follows:

- budget
- bed and breakfast
- 1- to 5-stars.

The principal published guides on quality standards of hotels are produced by Tourist Boards and motoring organisations. Can you identify for which accommodation type or facility the following symbols are used?

Symbol	Accommodation type	Definition
Key ratings 		
Diamond ratings 		
Star ratings 		
Rosettes 		

Activity 1.3j

Key to accommodation symbols			
	Children welcome (4) <i>Number indicates minimum age of children accepted</i>		Licensed restaurant
	Residents' lounge		Ironing facilities
	Television in all bedrooms		Washing facilities available
PV	Pay-to-view movies		Conference facilities
	Tea/coffee making facilities in bedrooms		Garden
	Direct dial telephones in all bedrooms		No smoking establishment
	Public telephone		No pets
	Hairdryers in bedrooms		Pets by arrangement
	Ground floor bedrooms		Outdoor swimming pool
	Four poster beds		Tennis court
	Central heating		Secure location for bicycles
	Special diets catered for		Off-road parking
	Licensed bar		Special holiday package of three days or more over Christmas and New Year

Activity 1.3j

Accommodation jargon

The travel and tourism industry uses a lot of jargon, abbreviations and symbols. The accommodation sector uses these more than most, to identify quality standards and facilities available.

Task A

The following table lists some of the most common abbreviations. Can you guess what they mean?

Abbreviation	Your guess
B&B	
HB	
WC	
BAL	
SV	
SSV	
PV	
FB	
AI	

Task B

The following symbols are used to describe the facilities offered by accommodation providers. Can you guess what they mean?



Activity 1.3k

Case study: What is VisitBritain's role?

VisitBritain is the new organisation created on 1 April 2004 to market Britain to the rest of the world and England to the British. Formed by the merger of the British Tourist Authority and the English Tourism Council, its mission is to build the value of tourism by creating world class destination brands and marketing campaigns. VisitBritain also builds partnerships with – and provides insights to – other organisations which have a stake in British and English tourism.

Unlike the national tourist boards, which are charged with encouraging tourism to their own particular country, VisitBritain is responsible for promoting the whole of Britain to visitors.

Goals

Overseas customer: To promote Britain as a tourist destination overseas, generating additional tourism revenue throughout Britain and throughout the year.

Domestic customer: To grow the value of the domestic market by encouraging British residents to take additional and/or longer breaks in England.

Tourism industry: To help the British tourism industry address international and domestic markets more effectively.

Government: To provide advice to Government and devolved administrations on matters affecting tourism and contribute to wider Government objectives.

Strategic partners: To work in partnership with the devolved administrations and the national and regional tourist boards to build the British tourism industry.

Staff: To achieve all goals by making efficient and effective use of resources and by being open, accessible, professional, accountable and responsive.

In addition to its responsibilities for marketing England to the British, VisitBritain works in partnership with the national tourist boards in Northern Ireland, Scotland and Wales to promote an attractive image of Britain. It provides impartial tourism information and gathers essential market intelligence and insights for the UK tourism industry.

Funding

VisitBritain is funded by the Department for Culture, Media and Sport to promote Britain as a tourism destination overseas and to lead and co-ordinate the domestic marketing of England. The grant-in-aid to promote Britain overseas for 2004/05 was £35.5m. The total resource available for England in 2004/05 was £14 million, of which £3.6 million was deployed directly through the Regional Development Agencies. A further £1.5 million 'challenge fund' was available to VisitBritain for domestic marketing, subject to raising £3.5 million of partnership funding. VisitBritain also raises around £17 million non-Government funding through partnerships and other activities.

VisitBritain operates a network of 25 offices covering 31 key markets – including the emerging markets of China, Poland, Russia and South Korea – and employs 450 staff, 60% of whom are based overseas. The overseas offices work closely with British diplomatic and cultural staff and the local travel trade and media to stimulate interest in Britain. Here in the UK, it has strategic partnerships with other organisations, namely the British Council, the British Incoming Tour Operators Association, the British Hospitality Association and the UK Immigration Service.

Extensive research shows that in 2001, VisitBritain's activities generated £31 of overseas visitors' expenditure in Britain for every £1 of public money it spent. In return for the funding in 2002/03, VisitBritain will work towards generating £28 of overseas visitors' spend for every £1 of public money spent.

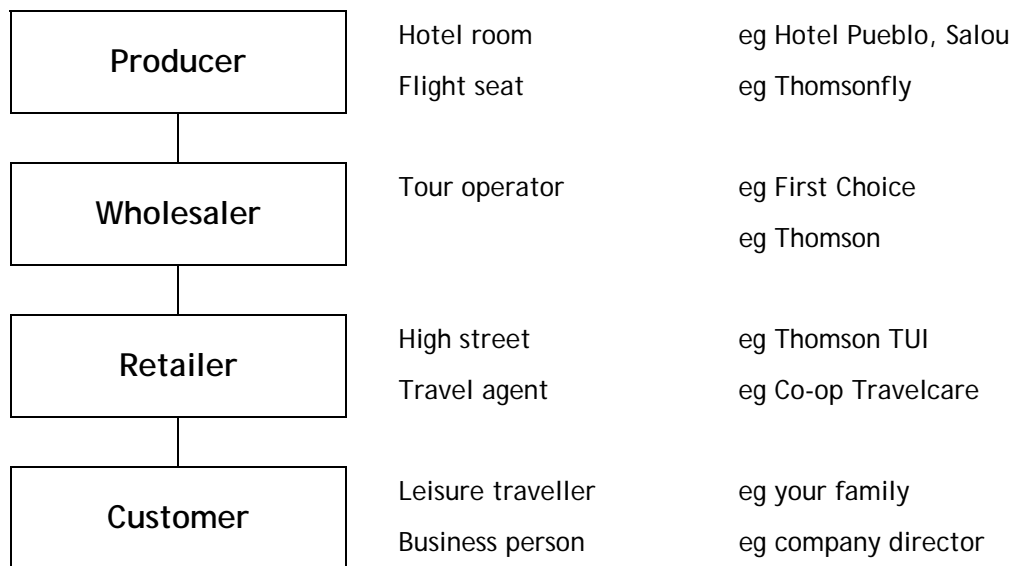
Activity 1.3k

Discussion points

- 1 What is the prime role of VisitBritain?
- 2 What influence does VisitBritain have on the range of tourism products on offer in Britain?
- 3 What impact is new technology likely to have on the future work of VisitBritain?
- 4 What is the justification of spending government money on funding VisitBritain?

Activity 1.3I

Chain of distribution – Holidays



- 1 Give some more examples of **producers** in the chain of distribution.
- 2 Describe and explain the role of the **wholesaler** in the process.
- 3 Describe and explain the role of the **retailer**. Can you think of any other holiday retailers in addition to the high street travel agencies?
- 4 Identify three examples of how some of the stages of the chain can be bypassed eg a customer booking a room direct with the hotel by telephone or internet.
- 5 What would be the impact on retail travel agencies of these stages of the chain being missed out?

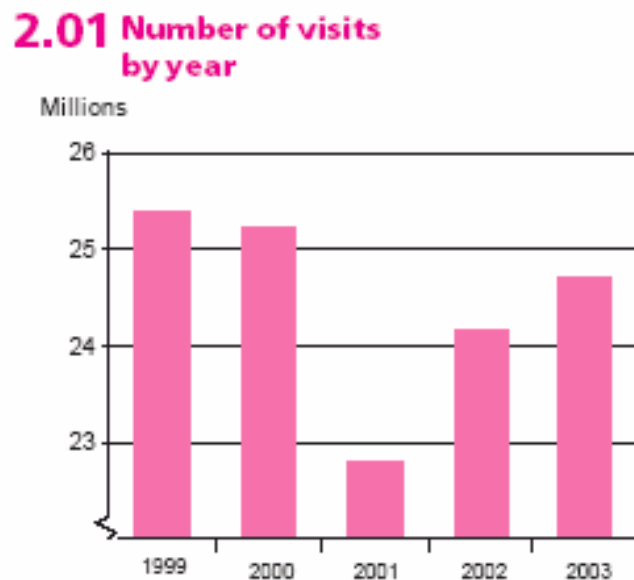
Activity 1.4a

Statistical analysis – Task 1

Using the graph and information provided:

- 1 Describe what is shown by the statistics.
- 2 Suggest reasons for these trends.

Rise in visits to the UK



- The falls in the numbers of visits and in spending were greatest in 2001 when there was an outbreak of foot and mouth disease from February to September and the 11 September terrorist attacks in the
- USA. Visits in that year fell by 9.4 per cent (2.4 million) and spending by 12 per cent (£1.5 billion). However, since 2001, there has been a rise in both the number of visits and the amount of spending; the number of visits increased by nearly two million and spending by over half a billion pounds, but both are still below 1999 levels.

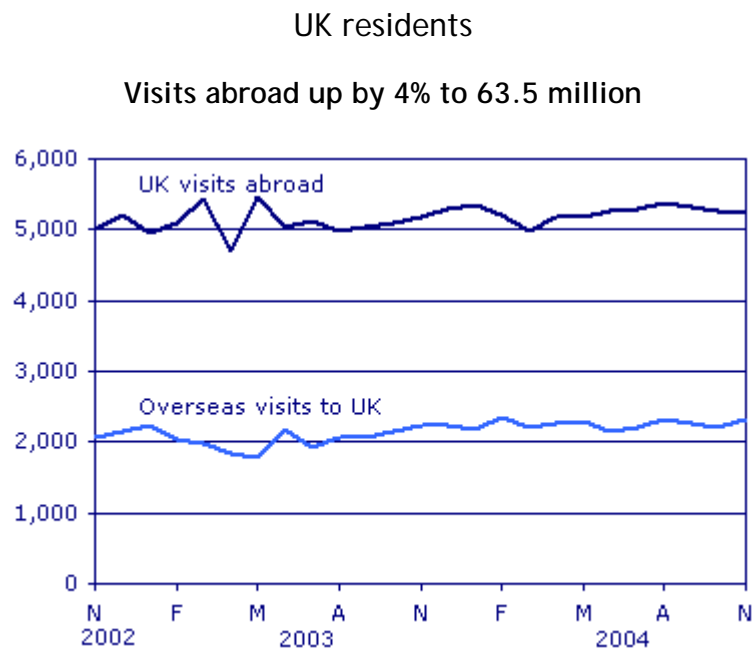
Source: www.statistics.gov.uk

Activity 1.4a

Statistical analysis – Task 2

Using the graph and information provided:

- 1 Describe the trends of both UK residents' visits abroad and overseas visits to the UK in the last two years.
- 2 Identify and suggest reasons for these trends with particular emphasis on the peaks and troughs.



UK residents' visits abroad continued to rise, up 4 per cent when compared with a year ago, to 63.5 million. This showed a continued increase in visits to areas that are further afield. Although the number of visits to Western Europe remained broadly unchanged at 49.2 million, visits to North America rose by 15 per cent, to 4.8 million and to other parts of the world by 22 per cent, to 9.6 million over the same period.

Source: www.statistics.gov.uk

Activity 1.4b

The value of tourism to the UK

Tourism spend in the UK by category 2003		
	% of Total	£ Millions
Package trip	4	1,140
Accommodation (non-package trip)	27	7,090
Eating out	22	5,750
Total Shopping	16	4,260
clothes	9	2,390
other shopping	7	1,870
Travel within the UK	18	4,830
Entertainment*	8	2,080
Services etc	2	480
Other	3	850
Total	100	26,480

Source: United Kingdom Tourism Survey (UKTS)

Notes: *Entertainment includes visits to tourist attractions, historic houses, theatres etc.

Task A

With the help of your teacher, discuss as a group the statistics given in the above table, identifying possible reasons for the expenditure in certain categories.

Task B

Produce a graph or chart to demonstrate the statistics in the table. You may want to include a written analysis of your findings.

Activity 1.4b

Average expenditure for domestic and inbound tourists

Domestic tourism

	2003	2002	2001	2000
Average spend per trip	£175	£160	£160	£149
Average spend per night	£54	£50	£49	£45

Source: United Kingdom Tourism Survey (UKTS)

Inbound tourism

	2003	2002	2001	2000
Average spend per trip	£475	£480	£489	£503
Average spend per night	£58	£58	£59	£52

Source: United Kingdom Tourism Survey (UKTS)

Task C

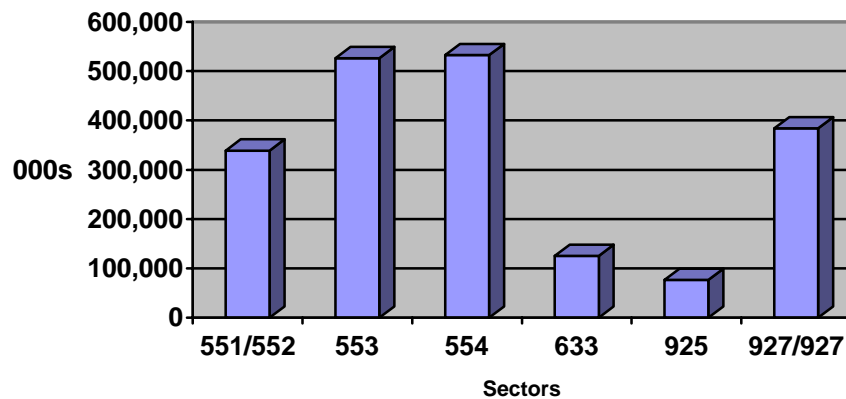
With the help of your teacher, compare the statistics from the two tables above, looking at the differences between the spending of domestic and overseas visitors and the trends in spending over the last three years.

Activity 1.4c

Employment in tourism-related industries in Great Britain 2001

The following Standard Industrial Classification (SIC) codes are used when measuring employment in tourism-related industries:

- 551/552 Hotels and other tourist accommodation
- 553 Restaurants, cafes etc
- 554 Bars, public houses and nightclubs
- 633 Travel agencies and tour operators
- 925 Libraries/museums and other cultural activities
- 926/927 Sport and other recreation



Source www.staruk.org

Task

Using the statistics in the above bar chart, analyse the levels of employment and give possible suggestions for the differences.

Teacher support for activity 1.4c

Employment in tourism-related industries by country 2001

	551/552	553	554	633	925	926/927	Total
ENGLAND	269,617	455,810	464,309	113,189	64,490	229,148	1,696,563
Cumbria	6,843	4,409	4,192	549	720	3,013	19,726
Northumbria	9,387	16,618	24,278	3,016	2,637	15,097	71,033
North West	27,858	51,491	64,376	15,814	6,957	38,540	205,036
Yorkshire	23,217	38,094	48,403	6,223	8,373	33,492	157,802
Heart of England	44,272	72,079	102,993	13,532	10,692	61,217	304,785
East of England	25,566	45,383	45,492	12,359	5,172	36,541	170,513
London	48,050	121,630	58,364	34,156	14,689	54,108	330,997
South East	19,538	37,134	36,063	14,454	4,847	27,727	139,764
Southern	26,555	36,650	39,527	7,308	5,119	38,107	153,266
South West	38,330	32,322	40,620	5,778	5,285	21,304	143,639
SCOTLAND	51,330	49,824	40,755	8,855	8,350	38,284	197,398
WALES	17,837	20,730	27,244	3,146	3,908	16,597	89,461
GREAT BRITAIN	338,783	526,364	532,307	125,190	76,748	384,029	1,983,421

Source: Annual Business Inquiry, Office for National Statistics

Notes: Figures exclude Northern Ireland. Self-employed jobs are excluded. Figures relate to December 2001.

Employment in tourism-related industries by country in the year 2000

	551/552	553	554	633	925	926/927	Total
ENGLAND	287,662	420,849	455,298	119,798	61,419	310,866	1,655,892
Cumbria	9,633	5,816	6,384	655	850	2,351	25,699
Northumbria	9,930	15,455	23,984	3,147	2,587	15,534	70,637
North West	32,964	43,426	60,351	17,005	6,961	39,199	199,906
Yorkshire	24,375	36,076	52,111	6,947	7,023	32,860	159,392
Heart of England	47,007	66,205	97,607	14,564	10,208	56,950	292,541
East of England	25,970	41,516	47,452	13,178	4,795	35,787	168,698
London	50,225	112,457	52,412	34,697	14,016	46,535	310,342
South East	21,004	33,726	33,857	15,014	4,933	26,244	134,778
Southern	31,989	37,516	44,132	8,445	5,020	35,565	162,667
South West	34,564	28,656	37,009	6,135	5,024	19,841	131,229
SCOTLAND	50,807	46,586	42,559	8,509	8,912	36,475	193,849
WALES	16,741	17,811	24,379	3,800	3,355	17,487	83,572
GREAT BRITAIN	355,210	485,245	522,236	132,107	73,687	364,827	1,933,312

Source: Annual Business Inquiry, Office for National Statistics

Notes: Figures exclude Northern Ireland. Self-employed jobs are excluded. Figures relate to December 2001.

Unit 2: The Travel and Tourism Customer

Unit aims

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 students' own customer service skills and provide the opportunity to consider the level of customer service delivered in a travel and tourism organisation.

Unit topics

- 1 The organisation and its customers
- 2 Providing effective customer service
- 3 Measuring and monitoring the customer service of an organisation

Suggested delivery plan and schedule of activities

Section 1: The organisation and its customers

Topic	Suggested delivery plan	Resources
Introduction to unit	<ul style="list-style-type: none"> Teacher to outline details of unit and its assessment requirements. Teacher to lead a brainstorm session on the importance of good customer service. 	Unit 2 specification Activity 2.1a
Who are your customers?	<ul style="list-style-type: none"> Teacher-led class discussion of customer types for different types of tourism organisations. Students to complete case study activity on Big Blue Hotel. Students to identify customer types at a theme park, airline and tour operator. 	Activity 2.1b Activity 2.1c
Customer needs and wants	<ul style="list-style-type: none"> Teacher-led class discussion on needs and wants of leisure and business travellers. Visit to a major transport terminal – students to identify products and services for different customers. Teacher to recap industry sectors from Unit 1. Students to research a sector – allocated by teacher or chosen independently – from Travel Agent, Tour Operator, Transportation, Attractions and Ancillary/Support Services and in groups research and present findings. 	Activity 2.1d Unit 1 specification Activity 2.1e Resources for research – internet sites, textbooks etc

Section 2: Providing effective customer service

Topic	Suggested delivery plan	Resources
Personal skills and qualities	<ul style="list-style-type: none"> Teacher-led discussion on first impressions, using handout. Students to find pictures in brochures, newspapers and magazines and discuss their first impressions. Uniforms – students to match uniforms to appropriate jobs. Teacher to feedback and discuss reasons for choices. Students to complete questionnaire activity: 'Are you a people person?' Students to identify personality traits needed for various jobs. Teacher to introduce a video of <i>Airline, Airport</i> or similar and class discussion to be held on personality, attitude, uniform etc of participants. 	Handout/teacher discussion sheet Activity 2.2a Brochures and magazines Activity 2.2b Activity 2.2c Activity 2.2d Video
Communication skills – oral	<ul style="list-style-type: none"> Introduction to questioning techniques, students to complete activity – open and closed questions – and re-write as necessary. 	Activity 2.2e
Communication skills – listening	<ul style="list-style-type: none"> Teacher to lead 'Chinese Whispers' activity using notes in activity pack. Discussion on the importance of listening carefully and note taking. 	Activity 2.2f
Communication skills – written	<ul style="list-style-type: none"> Teacher to obtain enquiry forms from travel companies and demonstrate effective completion. Students to use websites to research information to reply to email requesting information – suggested sites include www.fco.gov.uk and www.wtg-online.com – then complete activity and reply to customer. 	Blank enquiry forms Activity 2.2g Website information
Communication skills – telephone	<ul style="list-style-type: none"> Teacher to lead discussion on <i>dos and don'ts</i> of telephone answering. Students to then complete phonetic alphabet activity – orally and in pairs where appropriate. Students in pairs to undertake telephone role play activities. Activities can be differentiated according to level of ability. 	Phonetic alphabet Activity 2.2h Activity 2.2i

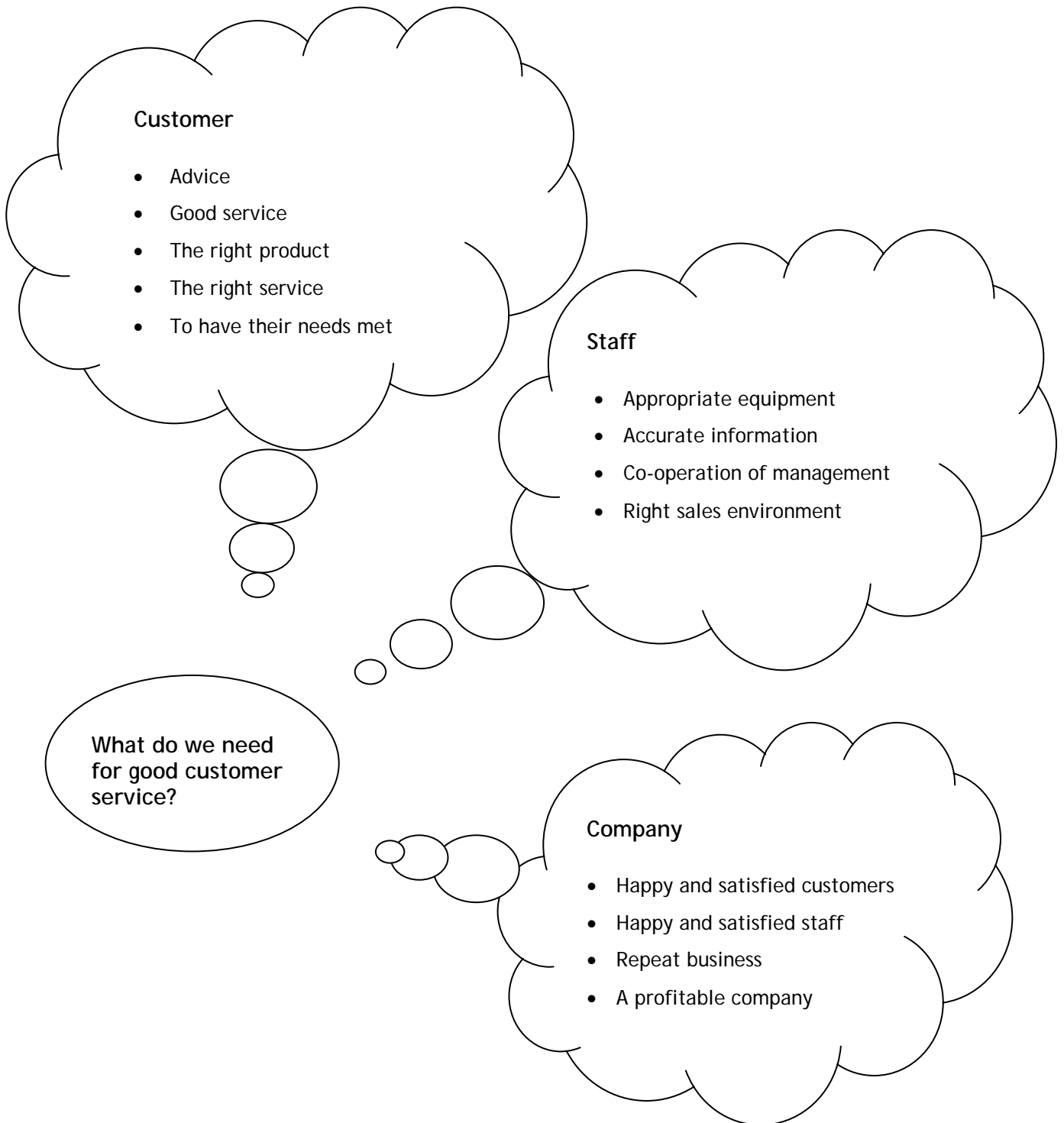
Topic	Suggested delivery plan	Resources
Communication skills – complaint handling	<ul style="list-style-type: none"> Teacher-led brainstorming on 'what people complain about' – teacher to go through handout to clarify and add to students' ideas. Video 'Holidays from Hell' or similar to stimulate discussion. 	Video
	<ul style="list-style-type: none"> Teacher to go through handout on replying to letters of complaint and the dos and don'ts of complaint handling. Students to write a complaint letter for a service situation in travel and tourism. Letters to be swapped with another group member who will write a reply. Differentiation opportunity. 	Handout Activity 2.2j
Effective customer service	<ul style="list-style-type: none"> Students to complete questions which will identify the most professional ways to deal with customers – teacher-led discussion of answers. Teacher to outline the main requirements under DDA legislation for customers with disabilities (information from leaflet or website). Students to complete activity on customers with specific needs. Students to research travel and tourism organisations and complete activity on how they provide facilities to the various needs of differing customer types. 	Activity 2.2k Leaflet or website Activity 2.2l Activity 2.2m
Delivering customer service	<ul style="list-style-type: none"> Teacher to facilitate practice role-play scenarios using suggested situations or ask students to create their own scenarios. Students to undertake role-plays according to mark band – as suggested in activity or created by teacher. Teacher to observe and complete a witness testimony and feed back on performance. Students to complete self-evaluation questions on their performance in role-play activity. 	Activity 2.2n Activity 2.2o Self-evaluation questions

Section 3: Measuring and monitoring the customer service of an organisation

Topic	Suggested delivery plan	Resources
Methods used in measuring and monitoring service	<ul style="list-style-type: none"> • Visiting speaker from travel and tourism industry to identify which methods their organisation uses. This to stimulate a group discussion on methods used. Teacher to go through handout. • Students to undertake activity on the advantages and disadvantages of each method and identifying appropriate quality criteria. • Teacher to use the Alton Towers handout as a discussion document. 	<p>Activity 2.3a</p> <p>Activity 2.3b</p> <p>Activity 2.3c</p>
Questionnaires	<ul style="list-style-type: none"> • Teacher to provide students with two different questionnaires. Students to complete activity on purpose and aims. • Students to use information to design their own questionnaire for a new hotel. 	<p>Activity 2.3d</p> <p>Questionnaire examples</p> <p>Activity 2.3e</p>
Quality criteria	<ul style="list-style-type: none"> • Teacher to go through handout on mystery shopping and its aims and how a checklist is designed and used. • From the work in previous activities and visiting speakers etc, students to devise a quality criteria/mystery shopping checklist in preparation for a visit to a travel and tourism organisation as agreed by teacher. • Students to visit using checklist designed in Activity 2.3g to measure and monitor service levels and collect any supporting information. 	<p>Activity 2.3f</p> <p>Activity 2.3g</p> <p>Activity 2.3h</p>
Analysing results of evaluation and appropriate recommendations	<ul style="list-style-type: none"> • Teacher to introduce theme park activity and results. Group to discuss possible recommendations and improvements. • Students to evaluate their own results of mystery shop, observation etc and make recommendations, justifying their suggestions. 	<p>Activity 2.3i</p>

Activity 2.1a

Customer service needs



Activity 2.1b

Case study: The Blue Hotel

The needs of customers vary according to who the customer is and the situation that they are in. In order to meet the customer's needs you must first identify the type of customer that you are dealing with.

Read the case study on the next page about the newly opened Blue Hotel in Blackpool and complete the following tasks.

Task 1

Identify at least three customer types who may want to stay at the hotel.

Task 2

How do the facilities at the Blue Hotel meet the requirements of your identified customers?

Welcome to the Big Blue Hotel in Blackpool!

Located at the south entrance of the Pleasure Beach, on Ocean Boulevard, The Big Blue Hotel has views of the ocean and Britain's biggest amusement park.

From thrilling rides to the very best in theatrical entertainment, we are sure to entertain your imagination.

The Big Blue will let you relax in luxury, while Pleasure Beach Blackpool will give you an adventure of a lifetime.

The Big Blue Hotel has:

- 72 unique family rooms with separate children's area
- 22 executive rooms with lounge areas
- two luxury suites
- 20 standard rooms
- all 116 rooms have a luxury bathroom, telephone and television
- conference centre
- fully equipped gym.

Hotel and room facilities

Air conditioning: All guest rooms are air-conditioned.

Area maps: Free maps are available from reception.

Baby listening: Please ask at Reception for details.

Business services: Fax and photocopying facilities available at a nominal charge.

Car parking: Free on-site car parking (subject to availability).

Disabled: Specially adapted rooms are available on request.

Games consoles: Available for Family Rooms (refundable deposit required).

Hair dryer: Provided in each room.

Non-smoking rooms: Certain rooms are designated non-smoking.

Tea and coffee: Complimentary tea and coffee in each room.

Cots: Available on request (minimal charge applicable).

Family suites

At the Big Blue Hotel, each of the family suites is equipped with a separate children's area with bunk beds and individual televisions for each bunk.

In addition, there is a DVD player situated in the main part of the room, meaning that the children will be happy watching the latest DVDs which are available from Big Blue Hotel reception. There are also games consoles and a selection of games available for hire.

Family rooms cater for children up to twelve years of age. Inter-connecting rooms are also available upon request at normal rates.

Conference equipment and services

The Big Blue Hotel has a brand new Conference Centre for up to 60 delegates with seven additional syndicate rooms, all well appointed with natural light. Regardless of how big or small the group, the staff at the Big Blue Hotel will ensure that all needs of the delegates are catered for.

Facilities are available for corporate entertainment, team-building, events, product launches, any type of conference or meeting no matter how large or small. Events can be tailor-made events to suit any requirement.

Facilities

- 1 Modem connection
- 2 Broadband
- 3 TV and video
- 4 Break-out rooms
- 5 Organiser's office
- 6 Air conditioning (limited)
- 7 Screens, OHPs and flipcharts
- 8 Ample free secure parking.

Big Blue Hotel internet rates in February 2005	
Type of room	Price from
Double	£82 (save 43%)
Family room	£99 (save 43%)
Twin	£82 (save 43%)
Executive double	£88 (save 50%)

Information from www.bigbluehotel.uk.com

Activity 2.1c

Internal and external customers

External customers are those who do not belong to the organisation and are often paying to use facilities or services or are buying products. They can include:

- individuals of varying ages
- groups
- other cultures
- specific needs
- foreign language speakers.

Give four examples of external customers in a theme park:

1

2

3

4

Internal customers are those who work for the organisation or have close associations with it. For example, they may visit it daily eg delivery people. They can include:

- colleagues
- managers
- supervisors
- staff from other departments/offices
- suppliers.

Give four examples of who could be an internal customer within Virgin Atlantic:

1

2

3

4

Activity 2.1c

Internal and external customers of a coach tour operator

Customer	Internal	External
Julie from the accounts and finance department		
Mr and Mrs Stockton – regular customers on your coach holidays		
Robert Lewis, Head of Marketing Department		
Local Senior Citizens Club – booking a group short break		
Thomas Cook Foreign Exchange clerk – provides currency for drivers on European Tours		
Helen Hill, who has recently returned from a holiday in Scotland		
AutoCare Garage – service and breakdown for coaches		
Jane Finn, owner of one of the hotels you use in Tenby		

Activity 2.1d

Customer needs and wants
Products and services

Products/Services	Business traveller	Leisure traveller with no children	Leisure traveller with children
Catering facilities			
Waiting area with facility for laptop and internet connections			
Creche			
Departure/Arrival information boards			
Moving walkway			

Task 1

During your visit to, did you identify any additional facilities for the customer types above that you could include in your table?

Task 2

From your research, did you identify any areas for improvement to customer service?

Activity 2.1e

Task

In small groups, you are to investigate an organisation from one of the following sectors of the travel and tourism industry:

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

Your mission is to identify the following points:

- the products and services provided by the organisation
- its customer types both internal and external
- the needs and wants of these customers from the organisations.

You may find the following tables useful for recording your findings.

Sector		Organisation	
--------	--	--------------	--

Products and services

Internal customers	External customers

Customer type	Needs and wants

Activity 2.2a

First impressions count



The picture above is taken from a website, some words are spelt incorrectly

What is your first impression of the two men in the above picture?

What jobs do you think they do? Why?

What do you think makes a good first impression?

Handout: First impressions

We make judgements about another person within 30 seconds of seeing them. In half a minute we have formed ideas about:

- whether a person is intelligent or not
- if a person is good at their job or could be good at a new job
- what someone's personality is like
- if a person is trustworthy
- if the person has a sense of humour
- if we will like the person
- what sort of background they are from eg home, family, car, money.

There is never a second chance to make a first impression and if you get it wrong first time you may have missed your chance to impress a customer.

Your appearance at work says a lot about who you are and what you are like. It helps to:

- say how professional you are (or not)
- make you stand out from the crowd
- make you memorable or forgettable, for good and bad reasons.

Personal presentation

Because a large part of any job in travel and tourism involves dealing with people, the way in which you present yourself is very important. It shows customers the following:

- how much interest and respect you have for yourself
- how much interest you have in your job
- how much interest you have in the organisation that employs you
- how you feel about your customers.

There are several parts to personal presentation, including dress, personal hygiene and personal appearance. Other parts are your attitude and behaviour and personality.

Teacher support

Personal presentation

The following could be used as a handout or by the teacher as a prompt to discuss the group's perception of personal hygiene in the workplace.

Personal hygiene

Everyone has a responsibility to look and be fresh, clean and tidy in front of colleagues and customers.

Customers are not impressed with staff who smell unpleasant or have bad breath, stained clothing and dirty fingernails or hair.

Some specialist jobs in travel and tourism have their own strict rules, some even have laws governing what can and can't be done.

Can you think of any examples and why this should be the case?

It is important to maintain high standards of personal hygiene and cleanliness not just for appearances sake but also to protect colleagues and customers from disease and infection eg food poisoning.

Presenting a good level of personal hygiene involves the following:

- hands and nails
- skin
- mouth
- hair
- feet
- clothing
- bathing.

What sorts of smells are unacceptable on staff?

Activity 2.2b

Uniforms

Why are uniforms important for some jobs in the Travel and Tourism Industry?

What impression of a person and company would you have if a uniform was dirty or torn and buttons missing?

Draw a line to match the most appropriate uniform to the job.

Travel agency clerk – female

Yellow shorts and red T-shirt

Female airline cabin crew –
welcoming passengers on-board

Dinner suit with bow-tie

Entertainment officer on a
cruise ship – male

Red and blue patterned blouse and
navy skirt

Male check-in staff at airport

Jeans and sweatshirt

Kids' Club holiday representative
– female

Yellow polo-shirt and blue
trousers

Theme park ride attendant – any

Grey trousers, white shirt and tie

Telesales assistant for a tour
operator – any

Patterned short-sleeved dress and
jacket

Receptionist at an airport hotel –
female

Blouse, jacket, skirt and hat

Activity 2.2c

Are you a 'people' person?

Answer the following questions by ticking the appropriate column:

Y = Yes N = No S = Sometimes

Answer the questions quickly and do not think too deeply about your answers.

		Y	N	S
1	When communicating with others do you do most of the talking?			
2	Will you ask for help if you need it?			
3	Are you usually punctual for appointments?			
4	Do you have a quick temper?			
5	Do you give praise to people as quickly as you find fault?			
6	Do you try to make people like you?			
7	Do you look at people when they are speaking to you?			
8	Can you listen to other people without interrupting them?			
9	If someone has bad manners do you avoid them?			
10	Are you easily demoralised?			

Now score your answers as follows:

Question	Score	
1	1 for Y	3 for N
2	3 for Y	1 for N
3	3 for Y	1 for N
4	1 for Y	3 for N
5	3 for Y	1 for N
6	1 for Y	3 for N
7	3 for Y	1 for N
8	3 for Y	1 for N
9	1 for Y	3 for N
10	1 for Y	3 for N

Out of a possible 30 marks:

if you scored 25 or more you are probably a real 'people' person

17-25 you are probably quite good at working with others

10-17 you are not bad but there is room for improvement

below 10 you need to put a lot of effort into your 'people' skills

Activity 2.2d

Personal skills and qualities

Why is it important to have a good attitude and behaviour?

Customers are very sensitive to the way that staff react and behave towards them.

Even if the customer is being difficult, the staff involved should remain polite, positive and professional and definitely not become involved in an argument.

Customers always have the choice to go to another organisation where they consider the staff' behaviour and attitude is more acceptable to them.

Remember: 'The customer is always right'. This is hard to accept sometimes but try this saying: 'The customer is not always right but they are always the customer' and therefore have to be treated as such.

Activity

What indicates or projects an impression of:

Good behaviour	Bad behaviour	Good attitude	Bad attitude

You may need to consider appearance, tone of voice, appropriate language, body language, level of attention etc to complete this.

Activity 2.2d

Personality

The word 'personality' literally means 'having distinctive character'.

In terms of customer service, this means the customers see you in a good light as someone interested in them and their needs, caring and polite, friendly and approachable.

Different jobs require different personalities. In small groups, think about and write down words that could be used when describing someone's personality.

Look at the table below and add two words (or more if you can think of them) that could be used to describe the personality needed for the named job. Try and vary the words you use.

Job	Word one	Word two
EasyJet air cabin crew		
Hotel receptionist		
Dancers on a cruise ship		
Holiday centre customer service staff		
Theatre box office sales person		
Theme park café assistant		
Overseas resort childrens' representative		
Overseas resort 18-30s' representative		

What would be the impact of their staff not possessing the required personal qualities on:

a) the customers

b) the company?

Activity 2.2e

Open/closed questioning

Identify whether each of the following is an open or closed question by inserting a **C** for closed or an **O** for open in the space. For those identified as closed, re-write them as open questions.

- 1 Which airport would you like to fly from?
- 2 Are there just the two of you travelling on this holiday?
- 3 Would you like a programme for the concert?
- 4 How will you be paying for your coach ticket?
- 5 Do you want a standard room?
- 6 What sort of activities do you like to do on your holiday?
- 7 Is it the smallest type of car that you would like to hire?
- 8 Has the Waterpark got facilities for children to have a picnic?
- 9 When will you be arriving at the villa?
- 10 Could you give me some idea of your budget?

Remember:

Who...? What...? Why...? When...? Where...? How...? Which...?

Activity 2.2f

Teacher information

Communication skills Listening

Pass this message on:

Mr Normanton wants Marie from reception to meet him in Room 14 at 9:15 and bring Aisha Miah from Room 19 with the £7.47 they owe the office.

Pass this message on:

You have the following welcome meetings: 10:15 to meet 20 guests at the Hotel Sol; 10:45 to meet 15 guests at Hotel Playa and 10 guests at 11:30 at Hotel Miramar.

Pass this message on:

Please tell Pepe the coach driver that today's excursion pick-ups are: 14 for jeep safari; 22 for camel ride and 12 for the cabaret night from Hotel Las Vegas.

The teacher should read the following statements once only. Ask the students to write down the answers on a piece of paper. When you have finished reading out all of the statements, ask the students to swap papers and run through the answers.

- 1 This morning, as I was coming into the hotel, I paused to let some tourists out. There were three Japanese tourists, five American, six German, two French and four Spanish.

How many people went into the hotel?

- 2 Go to the left-luggage locker (number 252) at St Pancras station. In the locker you will find a cash box which contains the following:

52 — £1 coins

10 — 50p pieces

20 — 10p coins

Please bring me 25 £1 coins, two 50p pieces and all the 10p coins.

What is the number of the locker? Is it 522, 255, 252 or 525?

- 3 The Captain of a jumbo jet takes off from Gatwick with 247 passengers. Three hours later it lands at Oslo where 37 passengers disembark. Another 44 passengers board the aircraft. Thirteen hours later the plane lands at Singapore where 65 passengers disembark and a further 17 board.

How old is the Captain? Or... What colour are the Captain's shoes?

Activity 2.2g

Written communication

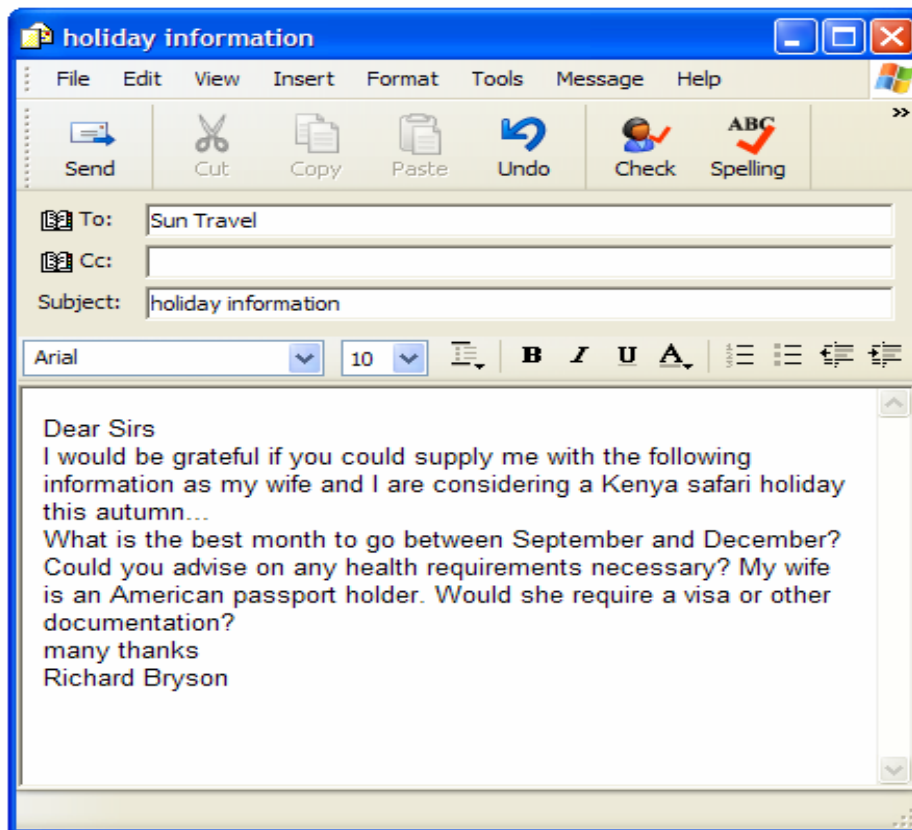
Task 1

The Morris family – two adults and two children aged 8 and 14 – come into your travel agency. They have decided to go to a campsite in Brittany for their summer holiday. They will be taking their own car by ferry from Dover to Calais on 12 July in the early morning, returning from Calais to Dover on the 25 July late in the evening. They would like to stay in a tent and will need insurance for their car and themselves.

- Obtain an enquiry form from your teacher and complete it for this booking using the above information.
- What additional information will you need to know before proceeding?

Task 2

You have received the following email from Dr Bryson:



- Undertake research to answer his queries. You may find the following web sites useful: www.fco.gov.uk and www.wtg-online.com
- Reply to him by email.

Activity 2.2h

Telephone skills

In travel and tourism, it is vitally important that the correct information is obtained from customers, operators and colleagues. Incorrectly spelt information could result in incorrect tickets, documentation going astray, costs being misquoted etc, leading to inconvenience for the customer and maybe the loss of business for the company.

In common use in travel and tourism is the **phonetic** alphabet, where words are used to represent letters. Complete the table below with the correct term for each letter.

Letter	Term used	Letter	Term used
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

If the alphabet is not used it is easy to confuse some of the letters, for example 'b' and 'e'.

What other letters could be confused?

.....and.....

..... and

.....and.....

.....and

What would be the phonetic alphabet version of:

- your name?
- Torquay?
- Johnson Road?
- Faliraki?
- 12?

Activity 2.2h

Professional telephone callers will not use slang or over-friendly terms with their customers.

For each of the following phrases, state what you **should** say.

- 1 Hello
- 2 What do you want?
- 3 Mr Who?
- 4 Hang on...
- 5 Don't shout...
- 6 Speak up, I can't hear you...
- 7 Who did you say you were again?
- 8 OK
- 9 What are you going on about?
- 10 See you...
- 11 Yes, love... Yes, dear...
- 12 Cool!

Why is it important to be professional when on the telephone to a customer or supplier?

Activity 2.2i

Telephone role play

You will be working with a partner, one as the caller, one as the receiver. You will be asked to deal with a situation where detailed requests, information or complaints are taken and resolved. Both caller and receiver are in positions of authority, able to take responsibility for decisions which are made.

In dealing with a detailed exchange by telephone, you must show that you can:

- understand the need of caller/receiver through positive listening skills
- seek clarification of any points as appropriate to clarify or confirm understanding
- work with a partner to resolve given situation to mutual satisfaction
- check for inclusion of all relevant material, exercising authority where appropriate
- record any information needed for own reference or for that of third party
- observe courteous and businesslike approach throughout, underlined by precise language.

Handout – Telephone role play

Hints for a successful call – receiver

Answer in a businesslike manner eg 'Good morning/afternoon, ... speaking, how may I help you?'

Ask **open** questions at all times.

Have a pen and paper handy to make notes.

Ask caller to repeat and/or spell out any unusual or difficult words – use the phonetic alphabet if necessary.

If names, addresses, phone numbers etc are given, confirm them back to the caller to make sure they are correct.

Read back the situation or problem to them outlining the action you will take.

Conclude the call in a friendly but professional way eg 'Thank you for calling, I hope to speak to you again soon.'

Use your initiative and personal knowledge and give information to the caller if you can, using fiction in the role-play if necessary!

Hints for a successful call – caller

When you are given the scenario, spend a couple of minutes thinking about what to say and jot down notes if necessary.

Tell them your name at the beginning of the call.

Don't tell them your address or telephone number until prompted.

Ask questions – this will help the receiver to respond.

Ask for any jargon they might use to be explained to you – eg non-refundable.

Give sensible answers to any questions you are asked by the receiver.

Make sure that you are happy with the information received or the next action to be taken **before the call is ended**.

Unless making a complaint – be reasonable and friendly.

Let the receiver end the call but don't forget to say thank you.

Handling complaints by phone

Always ask for the customer's name, departure date and tour operator.

All complaints must be put in writing; the letter will then be sent to the tour operator on the customer's behalf.

Replies to complaints usually take between 28 and 56 days. Listen sympathetically to the customer, taking notes, but don't forget to date them.

Don't promise money back, refunds or compensation.

Conclude the call by thanking them for bringing the matter to your attention and asking them to send in their letter as soon as possible.

Handling information requests by phone

Always ask for the customer's name and telephone number (useful for if you get cut off).

Take notes of what is being asked for, making sure to ask about:

- date
- party size and composition
- length of stay
- accommodation/meal requirements
- budget (if applicable)
- transport method.

If requirements are complex, use the notes you have taken and advise them that you will call back with the information – but you **must** give them a time when you will do so.

Telephone role play 1

- Caller** You have just returned from holiday in Italy and the food in the hotel was inedible, cold and there were chips with everything. You want some money back as you had to spend a lot of money eating out.
- Receiver** Travel agent – you take a call from a customer who has just returned from holiday with a complaint.

Telephone role play 2

- Caller** You have booked a flight to Alicante with a large tour operator and have heard that there will be a strike at Manchester Airport next Tuesday when you are due to go.
- Receiver** Large tour operator's customer service agent – the call is from a customer who is worried about a strike at the airport on the day of their holiday. They need to check-in as usual and may be taken by coach to an airport nearby.

Telephone role play 3

- Caller** You are a customer on holiday in Ibiza. You phone the tour operator's rep office at the last minute to book an excursion for tomorrow to the WaterPark.
- Receiver** Overseas rep – a customer calls you to book an excursion.

Telephone role play 4

- Caller** You are visiting your local town next week on business from Dublin. You want a hotel near to the town centre and to know what there is to do in the area.
- Receiver** Tourist information centre assistant – a customer wants to know about a hotel and facilities in your local town.

Telephone role play 5

- Caller** You are a customer who is due to pay their balance next week. However, one of your party now wishes to cancel.
- Receiver** Direct-sell call centre agent – a customer calls you to cancel a member of his party from the holiday. You need it confirmed in writing from both the person being cancelled and the lead name on the booking, and they will lose their deposit.

Telephone role play 6

- Caller** You are phoning a theme park to ask about the price of bringing a group of students to visit.
- Receiver** Theme park reservation staff – the caller wants to know about the cost of bringing a group of students to visit.

Telephone role play 7

- Caller** You have been charged twice on your bank statement for a flight you booked in January.
- Receiver** Airline reservations agent – a customer calls you to query their bank statement that shows they were charged twice for a flight they went on in January.

Telephone role play 8

- Caller** You are due to go on holiday in two weeks and are calling the travel agency to arrange either a taxi to the airport or car-parking at the airport.
- Receiver** Travel agent – your customer wants to know about taxis to the airport and airport parking. You don't book taxis but know how much they cost.

Telephone role play 9

- Caller** You want to know the times and prices of trains to London.
- Receiver** Rail booking agent – your customer wants to find out the times and prices for trains to London.

Telephone role play 10

- Caller** You are phoning the airport from your mobile as there is a massive traffic jam on the motorway and you are afraid you will miss your flight.
- Receiver** Airline agent – your caller is stuck in traffic on the motorway and is afraid they will miss their plane. Check-in usually closes 30 minutes before the flight – if they miss it, they can get on the next available flight and insurance can be claimed for the traffic problems.

Activity 2.2j

Complaint letter writing and reply

Choose any travel and tourism product or service and imagine that you are a customer who has encountered problems and wishes to complain.

Examples include:

- returned from holiday, problems with hotel, flight delays etc
- visited a theme park – rides out of operation, food, drink poor etc
- trains/planes/coaches – delayed or service problems, lost luggage.

Write a letter of complaint to a chosen operator or travel agent.

When you have written the letter, swap with a partner and reply to each other.

Teacher support – Suggestions for brainstorm

Complaints

96% of dissatisfied customers do not go back and complain –

But they do tell, on average, seven other people how bad you are!

90% of dissatisfied customers will never return.

It costs five times as much to attract a new customer as to keep an existing one.

A complaint well handled does not necessarily mean a lost customer; it could mean a retained one or even a new one – they could tell other people how well the matter has been dealt with.

Complaints can be:

- verbal – face to face
- verbal – by telephone
- written – by letter/complaint form
- electronic – by fax, email or text.

Brainstorm: What sort of things do people complain about?

Service	Slow, queues, kept waiting – either at time of sale or after, inefficient and inaccurate
Price	Too expensive, cheaper elsewhere, not value for money, incorrectly calculated
Facilities	Not working, poor standard, not enough of them, not as advertised
Time	Flight-time, transport delays, journey time, opening hours, ring-back time etc
Staff	Attitude, appearance, staffing levels, skills and expertise
Products	Not working, incorrectly described, poor quality, broken, faulty, missing

Teacher support – Replying to letters of complaint

There are three main types of complaint letters:

a. When the company is wrong and must admit it.

Reply should: Thank them for their letter
Say you are sorry
Explain what happened
Say what action you will take and by when.

b. When the company is in the right (or it is borderline) but is willing to meet their claim for public relations reasons.

Reply should: Thank them for their letter
Sympathise (eg 'We are concerned to hear...')
Say what you are prepared to offer (vouchers are better than cash for the company)
Describe the steps you have taken to prevent it happening again.

c. When the company is in the right and does not accept liability.

Reply should: Thank them for their letter
Sympathise ('We are concerned...')
I can understand your point
But this is our point
We therefore cannot help/offer you anything
Advice for future.

All letters should: Start 'Dear (*name of customer*)'
End 'Yours sincerely'

Activity 2.2k

Consider the following statements and for each decide whether you think it applies: **always**, **sometimes** or **never**.

a) It is all right to call a customer by their first name.

b) A member of staff should always stand up when dealing with a customer.

c) It is acceptable to chew gum when talking to a customer.

d) You should always wait for a customer to start a conversation.

e) You should maintain eye contact when dealing with a customer in a face-to-face situation.

f) It is old-fashioned to address a customer as 'sir' or 'madam'.

g) It is acceptable to get angry with a very difficult customer.

h) It is wrong to complain about one customer to another.

i) Customers will understand if you are tired or unwell and make allowances.

j) Each customer is as important as them all.

k) Your attitude and behaviour towards the customer will affect the extent to which he/she is satisfied.

l) The customer is always right.

Activity 2.2I

Customers with specific needs

All travel and tourism organisations should work towards providing excellent levels of customer service for all of their customers but some customers may need special care and possibly assistance; these customers are those with specific needs.

Not all people with specific needs have disabilities and may simply require additional facilities and services. Many organisations use their additional services and facilities as selling features to promote themselves to the targeted group.

You need to be tactful and make sure the language you use is not offensive.

Complete the table below.

Don't say:	Use these words instead:
A cripple	
Invalid	
Handicapped	
Mentally handicapped	
Retarded	
Deaf	
The disabled	
Spastic	
Suffering from/afflicted by/ a victim of	
Confined to a wheelchair/ wheelchair bound	
Deaf and dumb	
Disabled toilet	

Which of the following statements are true or false?

- 1 If someone is in a wheelchair you should bend over when talking to them so that you are on the same level.
- 2 People who have a visual impairment cannot read.
- 3 If someone has a hearing impairment you need to write everything down for them.
- 4 People who cannot speak English will only understand you if you speak their language.
- 5 People with specific needs require customer service that satisfies their needs without making them feel different to other customers.

Activity 2.2m

Specific needs – Facilities

Using the information from Activity 2.2l, answer the following:

How can organisations in the travel and tourism industry meet the needs of the following customer types:

Specific needs groups to include people with:

- hearing impairments
- visual impairments
- mobility difficulties
- learning disabilities
- speech impairments
- business women and men
- parents with babies and/or young children

and

- groups of customers
- individual customers
- people who do not speak English
- people from different cultures
- people of different ages.

What are the key requirements of the Disability Discrimination Act 1995?

Activity 2.2n

Practise role plays

What is there to do around here?

Setting – Tourist Information Centre (TIC)

Resources – information about a locality normally available in a TIC including maps, guides etc.

Student role – TIC staff

Teacher role – customers in the TIC requiring advice and information. Requests for information can vary as can the attitude of the customers towards the employee. Teachers will be able to use their own knowledge of the locality in forming questions.

A number of the scenarios below given could be used to give students the experience of dealing with different types of customer.

Starting points

Frustrated visitor: My wife and I are staying here for a couple of days. It's wet and we haven't got a car. What can we do?

Concerned grandparents: Our grandchildren are aged 6 and 2 and live in Australia. They are coming to visit us for a week and we want to know where to take them.

Foreign students (poor English): We're travelling around the UK and are spending a few days here. What is there to do during the day, and what is there to do at night?

Cultured foreign tourists: We really love your British way of life, especially the castles, stately homes and historic buildings. Do you have any attractions of that nature in this area and do you know what times they are open?

An alternative approach would be to role play a telephone conversation with the participants sitting back to back. This could be used in any of the cases above.

Starting point for telephone conversations:

Caring partner: My partner and I have been together for three years and I want to give him/her a surprise weekend break. Can you suggest a suitable hotel and give me some suggestions for a quiet weekend in your area with a romantic flavour.

Sports organiser: I'm hoping to bring a group of hockey players to your area for a couple of days. The party will be around 18 people. (These could be men, women or a mixed party depending on the sport you choose.) We don't want to spend more than about £30 per person per night, we'd rather spend the money enjoying ourselves.

Activity 2.2o

Role-play scenarios

The following role-play scenarios should be given to the students in advance in order to give them time to prepare. The three scenarios given are of increasing levels of complexity to cover Mark Bands 1, 2 and 3. They are merely ideas and teachers are free to use scenarios of their own choosing.

The setting for all three scenarios is an airport check-in desk.

Mark Band 1

Mr and Mrs Benson and their two children have arrived at check-in but their luggage is 4 kg over the weight limit. The terms and conditions of the ticket state that there is an excess luggage fee. Mr Benson is unhappy to say the least and is refusing to pay the fee.

Mark Band 2

A group of 15 skiers have just arrived at the airport to check-in for their flight to Geneva. One of the party is a vegetarian and wants to order an in flight meal at this late stage. On checking-in their baggage, there are two pairs of skis which have not been pre-booked. The aircraft is full and you cannot guarantee they will be taken on this flight. The group would all like to sit together on board, however they are rather late in checking in.

Mark Band 3

An American businessman is checking-in for his flight to New York. Whilst in the UK he has badly twisted his knee and needs assistance to the departure gate. He will need similar assistance in New York. He is a CIP (commercially important person) and frequent passenger with your airline and wishes to upgrade his ticket to first class for extra comfort and leg room. He has three very large, heavy pieces of luggage and will have to pay an excess baggage fee. When he arrives in New York he would like you to arrange a chauffeur-driven car to Manhattan.

Activity 2.2o

Student self-evaluation questions

Following your service situation, answer the questions below:

- 1 Describe the types of customer you encountered and their attitude towards you.
- 2 How did you react to the customer? Did you feel that you were polite and friendly at all times? Did you feel confident?
- 3 Did you understand everything the customer asked you?
- 4 Did you think your body language was correct?
- 5 What do you think about your product knowledge?
- 6 Did you feel that you asked the right/enough questions to discover the customer's needs and wants?
- 7 Did you provide the correct information?
- 8 What advice did you give the customer?
- 9 Did you offer any additional services?
- 10 How did you deal with any complaints the customer may have had?
- 11 Were you aware of any specific needs the customer had and, if so, how did you try to cater for them?
- 12 Did you do your best to help the customer or were there areas you could improve on? If so, what were they and what steps could you take to improve your next customer service situation?

Activity 2.3a

Methods for measuring and monitoring customer service

- Informal feedback from customers – verbal comments, letters of praise or complaint
eg service in a hotel restaurant/bar/conference.
- Surveys and questionnaires – these can be:
qualitative – looking for customers' views, opinions and rating of service etc
eg good, excellent, poor
quantitative – assessing numbers, amounts, percentages, etc
eg prices, ages of customers, etc
eg holiday and flight companies.
- Suggestion boxes – these are simple, inexpensive and customers can remain anonymous if they wish
eg new products/services in a hotel, museum etc.
- Focus groups – these can be targeted at particular types of customer, for example a meeting is held of parents with children under 5 to identify their service needs eg theme park – facilities for toddlers.
- Observation – this incorporates watching and analysing customers' behaviour, staff behaviour, traffic movements etc, eg traffic flows into and out of a major tourist attraction/event.
- Mystery shopping – see separate handout.

Discussion point

Think of one more example from travel and tourism as to how these different methods can be used.

Activity 2.3b

Measuring and monitoring customer service

Method	Advantages	Disadvantages	Examples of organisations which may use this method
Surveys and questionnaires			
Observation			
Mystery shopping			

Activity 2.3b

Methods for monitoring customer service quality criteria

1 Complete the table below with the most appropriate monitoring method for each customer service quality criterion. You can choose from the following:

- survey/questionnaire
- observation
- mystery shopping
- other – eg
 - complaint/compliment letters
 - staff comments/suggestions/meetings
 - customer comments (verbal)
 - customer comments (suggestion box)
 - any other appropriate method.

Customer service quality criteria	Appropriate method for monitoring service standards
Health and safety	
Speed of service	
Accessibility	
Staffing levels	
Qualities of staff – appearance	
Qualities of staff – knowledge/skills	
Range of products/services	
Value for money	
Availability of service	
Provision for individual needs	

2 For each of the methods you have identified above, explain why you think it would be the most suitable.

Activity 2.3c

Customer service at Alton Towers

We ensure that guests' needs are always met by providing 100% commitment

We always communicate appropriately

Smile

Make eye contact

Be courteous and polite

Greet the customer politely

Show enthusiasm

Do not discriminate

We have to be knowledgeable about our products and services

Know the product – be confident

Give correct information

Explain things clearly

Tell people of the choices there are

Know where to access information

Update information constantly

We present a positive image

Behave professionally

Wear appropriate uniform

Maintain standards of appearance

Ensure place of work is clean and tidy

Anticipate potential guest problems/hazards and resolve them before they trouble guests

Enhance guest relations by encouraging guest feedback

We go that extra mile

Always remain pro-active – looking for opportunities to help, even if people don't ask

Treat every individual guest like a VIP

Check that what we do satisfies the guest

Try to exceed guest expectations

Keep focusing on how we can improve our service and product delivery

Complaints

Complaints are an invaluable form of customer feedback – necessary for reviewal of services and products provided by Alton Towers

Complaints are dealt with on-park, via letter or telephone

Complaint forms completed on-park or over the phone

All complaints logged on a sophisticated system – various reports generated and used by management

How we deal with complaints

Stay calm

Empathise/sympathise

Use positive body language

Don't justify – offer solutions, not explanations

Use an area where staff and guests feel comfortable to deal with the complaint

Listen – be patient and pay attention

Try to find out what can be done to make the guest feel better – and act on it

Be aware of when to call for assistance

Make sure any further communication is agreed with guest

Activity 2.3d

Questionnaires

Task

Using two of the attached questionnaires or two of your own:

- 1 List five important items of customer service that could be discovered from the questionnaires.
- 2 For each, say how they could be used by the relevant organisation to evaluate and subsequently improve customer service quality in the future
- 3 How could the organisation use this information to make improvements with regard to both internal and external customers?

Example of a questionnaire

Guest questionnaire					
Date		Name		Room number	
			Poor	Average	Excellent
					N/A
How do you rate our staff?					
Knowledge					
Job Skills					
Hospitality Skills					
Attentiveness					
Empathy					
Smile					
How do you rate our bedrooms?					
Décor					
Cleanliness					
Maintenance					
Comfort					
How do you rate our restaurants/bars/conference facilities?					
Décor					
Cleanliness					
Maintenance					
Comfort					
Ambience/lighting/temperature					
Technology in meeting rooms					
How do you rate our Key Services?					
Check-in					
Porterage/concierge					
Business Centre					
Bar Service					
Dinner					
Breakfast					
Check-out					
Timely response to requests					
Timely response to repairs					
Is there anything you wish to comment on?					
On this trip, which members of staff made your day or stay and why?					
	Yes	No			
Did you look at our website?			Will you return to this hotel in the future?		

Activity 2.3e

Questionnaire design

Your task is to design a questionnaire for Falcon Manor, a new 4* hotel which has just opened in your local area.

The aim of the questionnaire is to find out the opinions of customers on the following aspects of customer service in the hotel:

- reception service
- room – quality/facilities/maintenance
- restaurant and bar – range of products/service standards
- conference facilities
- identifying main competitors
- additional facilities needed.

You may include as many questions as you like to enable the hotel to analyse the results and make changes/improvements where necessary.

Activity 2.3f

What is 'mystery shopping'?

Who does it?

- Competitors
- Area managers/head office managers
- Trade press
- Suppliers
- The media – eg *Watchdog*, tabloid newspapers

Why is it done?

- To check that procedures are being followed
- To check service delivery from the point of view of the customer
- To check that correct products are being offered, in accordance with company policy
- To check on the skills and knowledge of the staff
- To identify any training needs
- To evaluate the services and products offered by competitors, so that the company can take action, for example adjust prices, add new products

It can take many forms

- Making a telephone enquiry
- Buying goods/booking services
- Asking for information
- Making a complaint
- Ordering a product

Communication with the company can be face-to-face, by telephone or electronic means.

Checklist

Mystery shoppers will use a checklist, which will usually be matched with the company's quality criteria and may include some of the following aspects:

- **external/internal appearance**
location, signs, window displays, accessibility
stock levels, range of products, labelling/pricing, décor, tidiness, atmosphere, layout, colour scheme
- **staff appearance**
uniforms and the suitability, make-up, body language, greeting, attentiveness
- **service levels**
speed of service, efficiency of staff, product knowledge, use of technology, questioning techniques, value for money of product/service offered
- **miscellaneous**
opening hours, adherence to health and safety requirements.

Question

What sort of travel and tourism organisations might use mystery customers...

...in person?

...by telephone?

Activity 2.3g

Quality criteria checklist

When you compile a checklist to assess quality in an organisation you may include any of the following:

- price and value for money
- availability of service (opening times etc)
- staffing levels and quality
- enjoyment of experience
- health and safety, including cleanliness and hygiene
- accessibility
- provision for individual needs
- products and services provided.

Checklists are usually qualitative, so you will have to decide how these criteria are to be measured eg a sliding scale of numbers from 1-5, words ('poor' to 'excellent') or symbols.

You may wish to add a comment box on your checklist.

Task

Design a checklist for your visit to a travel and tourism organisation as agreed with your teacher.

Activity 2.3h

Visit – Analysis of customer service

Travel and tourism organisations use several methods to measure the success of their operation in order for them to make improvements in all of their service areas. Methods they may use to measure their success include:

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

Task

Visit any travel and tourism organisation in your local area. On your visit, you need to research to enable you to:

- explain what the key customer service quality criteria are for the organisation
- identify their methods for measuring and monitoring the effectiveness of customer service
- evaluate the effectiveness of customer service in the organisation
- make recommendations for improvements to customer service in the organisation.

Use the checklist you have designed in Activity 2.3g to help you to complete your evaluation of the effectiveness of the service in this organisation.

Activity 2.3i

Case study – Analysis of visitor attraction survey results

Task 1

Using the information in the case study attached, identify:

- a) customer service areas for which the attraction received low scores from customers
- b) service areas where employees think they are performing better than actual customers perceptions
- c) service areas where the attraction has and has not gained competitive advantage over the competitor attraction.

Task 2

On the basis of these findings, write a brief summary of the level of customer service and make recommendations for possible improvements in service delivery that will meet customer expectations and gain a competitive advantage in all areas.

Visitor attraction survey results

This case study presents the results of a customer survey carried out by a major UK visitor attraction. Customers were asked to rank ten selected service areas in order of importance from 1-10. Employees were also asked to give a score for each service area in the organisation. The results are given in the table below.

Customers were also asked to give marks out of ten for each of the key service areas delivered by the attraction and undertake a similar exercise for one of its direct competitors.

Customer service area	Rank order	Average customer score	Average employee score	Average customer score for competitor attraction
Wide range of exciting activities	1	8	9	9
Value for money	2	5	6	10
Attraction appropriate for all age ranges	3	5	7	8
Attraction suitable in all weathers	4	5	6	7
Good staff supervision	5	8	8	5
Friendly and helpful staff	6	9	10	6
Attraction well located and easy to find	7	10	10	7
Clean environment	8	10	10	8
Good catering service	9	9	8	7
Sufficient car parking	10	8	8	10

Notes on completion of Witness Testimony

- To be used for Assessment Task b – A02.
- Each sheet outlines the appropriate mark band criteria.
- Students will need to complete a logsheet detailing all four situations.
- Each situation will need separate feedback from the teacher.
- Only when all four are completed can a mark be given:

1 – 7	Mark Band 1
8 – 12	Mark Band 2
13 – 15	Mark Band 3

- One of the situations must be a complaint.
- Complex/non-routine situations are needed for Mark Band 2 and above.
- Completed documentation for each situation needs to be attached with each Witness Testimony sheet.

	Description of situation	Real or sim.?	Customer types					Situation				Documents completed	
			Group	Leisure	Business	Sp needs	Language	Culture	Routine	Non-routine	Complex		Complaint
1													
2													
3													
4													

Witness Testimony

Unit 2: The Travel and Tourism Customer

Name: Date:

Details of situation and customer type	Real or simulation
--	--------------------

Assessment criteria – Mark Band 1

Criteria	Tick	Comment
• The situation was straightforward/routine		
• The customer's main needs were met		
• Appropriate communication skills have been demonstrated		
• Appropriate documentation has been completed but there may have been inaccuracies		
• The complaint was dealt with in part		

Feedback on performance

Signature of witness: Position:

Witness Testimony

Unit 2: The Travel and Tourism Customer

Name: _____ Date: _____

Details of situation and customer type	Real or simulation
--	--------------------

Assessment criteria – Mark Band 2

Criteria	Tick	Comment
• The situation was increasingly complex		
• The customer's main needs were met effectively		
• Appropriate communication skills have been demonstrated and a customer-focused approach is evident		
• Appropriate documentation has been completed accurately		
• The complaint was dealt with effectively but some issues may be unresolved		

Feedback on performance

Signature of witness: _____ Position: _____

Witness Testimony

Unit 2: The Travel and Tourism Customer

Name: _____ Date: _____

Details of situation and customer type	Real or simulation
--	--------------------

Assessment criteria – Mark Band 3

Criteria	Tick	Comment
• The situation was complex		
• All of the customer's needs were effectively identified and met		
• High levels of oral communication skills and a customer-focused approach are clearly demonstrated		
• All appropriate documentation has been completed accurately		
• The complaint was dealt with fully, showing sensitivity to the customer		

Feedback on performance

Signature of witness: _____ Position: _____

Unit 3: Destination Europe

Unit aims

In this unit, students will look at destinations in Europe that both leisure and business travellers visit. They 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. They will have the opportunity to learn about a range of destinations in Europe, some in detail.

Unit topics

- 1 Location and types of tourist destinations.
- 2 The features and appeal of destinations to different types of tourist.
- 3 Modes of transport and routes available to European travel destinations.
- 4 Factors affecting the popularity and appeal of European travel destinations.

Assessment guidance for *Unit 3: Destination Europe*

Definition of Europe

For the purposes of assessment in the Edexcel GCE in Travel and Tourism *Unit 3: Destination Europe*, it is essential that students select destinations from the following geographical area only: Europe is defined as all countries within continental Europe (west of the Urals) including Iceland, Cyprus, Madeira, the Canary Islands and the Azores. For the purpose of the assessment of this unit, Europe does not include the United Kingdom (including the Channel Islands and the Isle of Man) or the Republic of Ireland, as these are covered in *Unit 4: Destination Britain*.

Definition of a destination

A list of destination categories is provided in the specifications. Students should be careful when selecting destinations as they **cannot** be whole countries (eg Spain) nor can they simply be a tourist attraction (eg Port Aventura).

Definitions of tourist destinations

Coastal areas: A coastal area destination could be an expanse of coastline that is specifically defined as one area (eg Costa Blanca or the Venetian Riviera) but not a more general description such as 'South of France'. It could also be a specific coastal resort (eg Benidorm or Taormina). Islands that are destinations popular specifically for their coastlines are also acceptable (eg Tenerife, Corfu). However, groups of islands are not considered as destinations for this unit (eg the Canaries, the Greek Islands).

Tourist towns and cities: An acceptable destination to use in this category is a specific town or city which is known as a tourist destination. This includes capital cities (such as Paris, Rome or Tallin) and others such as Venice, Oporto, Nice, Barcelona, or Milan.

Business and conference destinations: These are defined as towns or cities with facilities to cope with business tourists, such as large conference and/or exhibition centres, a range of business tourist facilities (a large number of 4* and 5* hotels, good transport links, etc) and usually close proximity to an international airport. Some may lack large conference and exhibition centres but be a significant commercial centre and therefore still attract significant numbers of business travellers. Examples include Berlin, Barcelona and The Hague.

Countryside areas: These are rural areas away from town and cities and not necessarily specific named resorts. They are areas that incorporate a number of features, such as mountains, lakes, forests, hills etc. Examples would be the Black Forest, Provence, Tuscany. Whole mountain ranges (eg the Alps) would not be considered a countryside area; however, a specific countryside area within a mountain range would be acceptable (eg Bernese Oberland).

Heritage and cultural destinations: These are specific towns, cities, villages and resorts that are known for having maintained the history and heritage of the destination and/or the culture of the region or country. Examples include many cultural capital cities such as Paris, Vienna, Budapest or Rome and smaller destinations such as Seville, Reims, Bruges or Carcassone. They could also be destinations linked to UNESCO cultural heritage sites eg Dubrovnik or Warsaw.

Purpose-built: These are destinations developed specifically for tourists which provide all the facilities needed in one place. Theme parks are not generally acceptable, although this category may include theme park resorts such as Disneyland Paris or large holiday centres such as Center Parcs. It may also include some whole resorts in their own right, such as La Manga.

Teaching map of Europe (including North African and Middle Eastern States)



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Suggested delivery plan and schedule of activities

Section 1: Location and types of tourist destinations

Topic	Suggested delivery plan	Resources
Introduction	<ul style="list-style-type: none"> • Overview of content and assessment schedule given by teacher. • Glossary of terms given. 	Unit specification Activities 3.1a and 3.1b Glossary of terms
Tourist destinations in Europe	<ul style="list-style-type: none"> • Concept of destinations and prior knowledge explored through discussion. • Gaps in knowledge identified. • Types confirmed. 	Activity 3.1c
Features used to categorise destinations	<ul style="list-style-type: none"> • Explanation of features given to students. • Students to agree most significant features in examples of types given. • Students to explain difficulties and overlaps and consider other examples. 	Activity 3.1d Activity 3.1e
Locating types of European travel destinations	<ul style="list-style-type: none"> • Students are given scenarios and work in groups to research and locate different types of holiday destinations. • Students discuss how to identify popular and emerging destinations. • Students devise appropriate key and labelling techniques appropriate for different maps. 	Activity 3.1f <i>World Travel Atlas</i> Holiday brochures Travel guides, maps Outline maps of Europe

Section 2: The features and appeal of destinations to different types of tourist

Topic	Suggested delivery plan	Resources
Introduction	<ul style="list-style-type: none"> Students conduct survey on appeal to identify features with most appeal to their age group and with most appeal to staff and draw conclusions. 	Survey
Describe features	<ul style="list-style-type: none"> Group activity – students each given a destination and specified features to research and produce the results in the format of a page for a new holiday brochure, called <i>Destination Europe</i>. Brochure created, copied and distributed to group. 	Activity 3.2a
Tourist types	<ul style="list-style-type: none"> Discuss different types of tourists with students' own suggestions. Create a 'customer portfolio' – a file containing names, ages and circumstances of different types of tourists as suggested by students. Guest speaker from travel agency/tourist office to help understand tourist needs. 	Create customer portfolio
Pen portraits: Straightforward and complex needs	<ul style="list-style-type: none"> Introduce concept of needs – students suggest straightforward needs for different types of tourists. Students suggest how straightforward needs can be changed to make complex needs. Visit or guest speaker from local travel agency to give more suggestions for the customer portfolio. 	Activity 3.2b Transparency: Needs
Matching needs and features	<ul style="list-style-type: none"> Students work in pairs to match needs of tourist types given in pen portraits with destinations in the holiday brochure produced in Activity 2.3a. 	Activity 3.2c Class brochure: <i>Destination Europe Atlases, World Travel Atlas</i> , travel guides, tour operators' brochures
Case studies	<ul style="list-style-type: none"> Video/travel article/TV programme used so students gain a greater insight into features and the appeal of different destinations to customers. 	TV programmes – eg <i>Wish You Were Here?</i> Features from national press travel sections

Section 3: Modes of transport and routes available to European travel destinations

Topic	Suggested delivery plan	Resources
Introduction to variety of sources of information	<ul style="list-style-type: none"> Series of activities to familiarise students with reference material. Students practice how to use maps and atlases, understand keys for road and rail networks. Interpret rail timetables. Investigate online transport/route planning services. 	Activity 3.3a internet access <i>World Travel Atlas</i> Road atlas for Europe Rail timetables
Gateways for travel to Europe	<ul style="list-style-type: none"> Consider options for travel from UK to Europe. Identify and locate main airports within UK for international travel. Identify main seaports for travel to European destinations. Locate gateways on maps of UK. 	Activity 3.3b Airport codes Outline maps <i>World Travel Atlas</i> internet access
Case study: The Channel Tunnel	<ul style="list-style-type: none"> Discuss the situation before the tunnel was built. Assess the success of the tunnel, identifying problems (security/safety). Students investigate operators and services and assess suitability. 	Handout: The Channel Tunnel Activity 3.3c internet access
Gateways for entry into Europe	<ul style="list-style-type: none"> Research and identify nearest airports for travel to popular travel destinations in Europe. Research and identify the most popular ferry crossings to Europe. Analyse suitability of sea travel for residents living in different parts of the UK. 	<i>World Travel Atlas</i> Holiday brochures internet access Ferry company brochures
Road and rail transport routes within Europe.	<ul style="list-style-type: none"> Introduce with discussion on types of visitors that might use road or rail transport. Research the main gateways that are likely to be used by these visitors. Students research high-speed train routes and operators across Europe – TGV, services – eg motorail and destinations served. Research major motorway links from gateways eg Channel Tunnel terminal to popular tourist destinations. 	internet access Road atlas of Europe European rail timetables/networks www.raileurope.com
Assess suitability	<ul style="list-style-type: none"> In groups, students prepare journey plans to meet requirements of pen portraits given. Each group to research routes for one mode of transport. Students discuss pros and cons of modes of transport in meeting needs. Methods of making judgements on suitability. 	Activity 3.3d Activity 3.3e

Section 4: Factors affecting the popularity and appeal of European travel destinations

Topic	Suggested delivery plan	Resources
Introduction	<ul style="list-style-type: none"> • Students are given destinations to consider. Some destinations have the same features as others. • In groups, students discuss reasons why some are more popular than others. • Link is made from their suggestions to the factors. • Information on factors is given. 	<p>Activity 3.4a</p> <p>Handout: Factors</p>
Case study: Control of factors	<ul style="list-style-type: none"> • Teacher explains how factors affecting the popularity of destinations can be controlled to increase the number of visitors. • Investigate rise in popularity of a destination that has become popular over the last 15 years. • Identify how some factors are being controlled to maximise appeal and popularity. 	<p>Activity 3.4b</p> <p>Promotional literature Videos Case studies National Tourist Offices internet access</p>

Activity 3.1a

Students should be presented with a copy of the unit specification and given an overview of the content and the approach that will be taken to delivery. If there are any visits or guest speakers planned this should be indicated. For this unit it may be helpful to organise a visit incorporating travel using different modes of transport and to visit a gateway such as an airport or rail or ferry terminal.

A statement giving an overview and a schedule of assessment requirements for the unit could be developed and presented to students.

Activity 3.1b

Students should have a clear understanding of appropriate terminology used in the study of this unit. A glossary of terms could be issued at the outset which students could update. Rather than simply giving students a handout of terms, an activity could be used to stimulate their thinking. For instance using blanked handouts, labels or post-its, where students match up each definition or explanation with the appropriate term or phrase. The content of the glossary should be decided by the teacher based on the group's ability, some suggested terms are included on the 'glossary of suggested terms'.

Activity 3.1b

Glossary of suggested terms

Accessibility

Business and conference destinations

Climate

Coastal area

Communication links

Countryside area

Culture

Destination management

Differentiate

Entertainment

Events

Heritage

Landscape

Modes of transport

Natural and built attractions

Pen portrait

Purpose-built

Tourist generating area

Tourist needs

Tourist receiving area

Tourist towns and cities

Transport gateway

Activity 3.1c

The aim of this activity is to challenge students on their knowledge and concept of destinations and to introduce some of the issues of differentiating between types. It also allows the teacher to identify any gaps in knowledge.

- 1 The students are asked to write down the names of as many destinations they can think of in three minutes.
- 2 The teacher writes six headings 1-6 on the board so that a number represents a type of destination known only to the teacher.
- 3 The teacher asks each member of the group in turn to suggest a destination and spell it.
- 4 The teacher then writes the name of each suggested destination under the appropriate heading.
- 5 At the end of the session students are asked to look at the lists of destinations and guess the type of destination that each number represents.
- 6 Teachers then lead a discussion:
 - Which type of destination has the most/least names – why?
 - Which destinations are in more than one group – why?
 - Are there any destinations that are inappropriate, if so why?
 - How do you know about these destinations?
 - Are there any that you are unfamiliar with?
 - How important is spelling when writing destination names on maps?
 - Suggest some more destinations to fill in any gaps.

Activity 3.1d

The teacher describes and explains features of destinations giving examples. Students discuss the relative importance of different features for various destinations.

The aim of this activity is for students to understand how features of destinations are used to differentiate types. There is also an opportunity to extend their knowledge of destinations in Europe. It develops skills in identifying the features that give a destination appeal and those that exist but are not relevant. Students will begin to make judgements about the appeal of destinations to tourists.

This activity provides the starting point for a number of other activities later on that develop from it. Six destinations are suggested and these have been selected to introduce students to emerging destinations and unfamiliar ones. Alternatively, the teacher could choose six destinations – one to represent each type of destination. It is important that the destinations selected should provide students with the opportunity to gain knowledge and information about destinations that may be unfamiliar to them.

- 1 Students are given the list of destinations on the activity sheet. They need to identify the type of destination. The teacher uses the OHT to show the correct answers. Teachers use this opportunity to introduce problems with overlaps.
- 2 Students are divided into small groups and each group is given a chart 'Features of different types of tourist destinations' and are asked to suggest three features that they believe are the most important in differentiating types. They complete the charts to identify key features. Each group feeds back to the class.

Activity 3.1d

Identifying types of destinations

1 Match the following types of destinations...

- coastal area
- tourist town or city
- business and conference destination
- countryside area
- heritage and cultural destination
- purpose-built destination

...with the following destinations in Europe that are popular with tourists from the UK:

Type

1 Disneyland Resort Paris

.....

2 Maritime Alps/Alps de Provence

.....

3 Basel (Basle)

.....

4 Prague

.....

5 Athens

.....

6 Portofino, Italian Riviera

.....

2 Use appropriate sources of reference to find out the location of these destinations in Europe.

Activity 3.1d – OHT

Types of destination

Coastal area

ITALIAN RIVIERA

Tourist town or city

PRAGUE

Business and conference destination

BASEL (Basle)

Countryside area

MARITIME ALPS

Heritage and cultural destination

ATHENS

Purpose-built destination

DISNEYLAND RESORT PARIS

Features of different types of tourist destinations

Using the list of features, suggest the **three** features you think are the most important in differentiating the destination from other types. Give an explanation.

1 Purpose-built – DISNEYLAND PARIS

Feature	Most important to differentiate type (tick three only)	Explanation
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		

Features of different types of tourist destinations

Using the list of features, suggest the **three** features you think are the most important in differentiating the destination from other types. Give an explanation.

2 Countryside area – MARITIME ALPS

Feature	Most important to differentiate type (tick three only)	Explanation
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		

Features of different types of tourist destinations

Using the list of features, suggest the **three** features you think are the most important in differentiating the destination from other types. Give an explanation.

3 Business and conference – BASEL

Feature	Most important to differentiate type (tick three only)	Explanation
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		

Features of different types of tourist destinations

Using the list of features, suggest the **three** features you think are the most important in differentiating the destination from other types. Give an explanation.

4 Coastal area – ITALIAN RIVIERA

Feature	Most important to differentiate type (tick three only)	Explanation
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		

Features of different types of tourist destinations

Using the list of features, suggest the **three** features you think are the most important in differentiating the destination from other types. Give an explanation.

5 Tourist towns and cities – PRAGUE

Feature	Most important to differentiate type (tick three only)	Explanation
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		

Features of different types of tourist destinations

Using the list of features, suggest the **three** features you think are the most important in differentiating the destination from other types. Give an explanation.

6 Heritage and cultural – ATHENS

Feature	Most important to differentiate type (tick three only)	Explanation
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		

Activity 3.1e

The class discusses the findings of 3.1d and the problems in differentiating types. Students are guided by the teacher to reach agreement on the most important features for each destination (see teacher guidance sheet 1d). The chart (1e) is completed to show the agreed results and kept for future activities. Students complete the other activities and consider overlaps and destinations that could be categorised in more than one type.

Activity 3.1e

Difficulties in using features to differentiate types of destinations

Discussion topics

- 1 Compare your results with the rest of the group. Is there a consensus or agreement? Suggest reasons for any differences and similarities in the results.

- 2 Agree for the six destinations used the three most important features that help to differentiate each type. Complete the table provided.

- 3 Consider the following popular tourist destinations:
PARIS BARCELONA VENICE CRETE
- 3a What category would each of these destinations belong in?
Paris

Barcelona

Venice

Crete
- 3b Could they belong in another category? If so, which and why?

- 4 Suggest other destinations that could belong in more than one type of destination.

Task

- 1 Write a short paragraph explaining the difficulties you encountered, using features to differentiate the different types of destinations. Give examples in your explanation.
- 2 Explain how important the main features you have identified for the six destinations are in the appeal of the destinations. How do they contribute to attracting tourists?

Activity 3.1e

Agreeing the most important features used to differentiate types of destinations

Feature	Destination
Climate	Italian Riviera
Landscape	Maritime Alps, Italian Riviera
Transport and communication links	Basel, Prague, Disneyland Resort Paris, Athens
Accommodation	Basel, Italian Riviera
Facilities provided for activities, for business, general	Basel, Maritime Alps
Natural and built attractions	Disneyland Paris Resort (built), Maritime Alps (natural), Athens
Events and entertainment	Disneyland Resort Paris
Cost of visiting and living	Prague
Local culture including food and drink	Athens, Prague

Activity 3.1e

Agreeing the most important features used to differentiate types of destinations

Use the chart below to summarise your findings from your discussion. In the right hand column, write the names of the six destinations studied next to the three most important features you have agreed can be used to differentiate types. Some destinations may share important features.

Feature	Destination
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	

Activity 3.1f

Students are organised into six groups. Each group is given a scenario and has to produce maps to show the location of different types of destinations in Europe. Students are encouraged to locate only the most popular destinations but can include emerging destinations. Students discuss how to decide how and where to find out which are the most popular. Reference to the brochures of mass market tour operators is a good starting point.

Activity 3.1f

Locating types of destinations

Scenario 1

Medex, an international pharmaceutical company based in the USA, are expanding across Europe. They are looking for suitable business destinations to hold a conference for 3000 delegates. Produce a map for Medex locating the possible destinations they could consider.

Scenario 2

Representatives of tourist offices from all over Europe have joined forces and formed Euroculture, an organisation whose aim it is to promote major European cultural and heritage destinations to the Japanese market. Produce a map for Euroculture locating these destinations.

Scenario 3

H2OParks are innovative purpose-built resorts combining water-based theme parks with lakeside holiday villages. In America they are hugely popular and even attract visitors from Canada. H2OParks are looking for sites to locate their innovative purpose-built resorts in Europe. They are aware that there will be lots of competition and need to know where the existing purpose-built resorts are situated so that they can assess the most suitable locations for their resorts. Produce a map for H2OParks to show the location of major purpose-built resorts in Europe.

Scenario 4

Naturelovers was set up by a group of Europeans living in Sydney, Australia. They are a small tour operator specialising in holidays in the countryside and until now have provided domestic holidays. They are due to visit Europe for three months to research possible destinations for a planned overseas programme and plan on visiting Europe's most well-known national parks and countryside areas to promote to the Australian market. Produce a map for Naturelovers to show the location of popular national parks and countryside areas in Europe.

Scenario 5

College Travel provides educational visits for students. They are introducing some new trips aimed at travel and tourism students and need to select tourist towns or cities in Europe. The destinations must be popular with tourists because there will be a students' activity involving tourist surveys, it must also be easily accessible to travellers from across the UK. Produce a map to show the location of popular tourist towns and cities in Europe that could be offered to colleges.

Scenario 6

A new campaign called 'Stop the Burn' is being launched around the coasts of Europe next summer to promote the use of high factor sunscreen and make holidaymakers aware of the risks of skin cancer. There isn't the funding to target every resort and the organisers have decided to target the busiest and most popular areas so that the message reaches the biggest possible audience. Produce a map for the organisers to show the location of Europe's major coastal areas.

Activity 3.2a

Features and appeal of destinations

Features are important in attracting tourists to a destination. You need to be able to identify and describe the key features that give destinations appeal.

In Activity 3.1d, the destinations below were categorised into different types and the key features of these destinations were identified.

- Disneyland Resort Paris
- Athens
- Maritime Alps/Alps de Provence
- Italian Riviera, Portofino
- Basel
- Prague.

Tasks

Work in small groups for this activity.

- 1 Each group will be given a destination and should research from a wide range of different sources the key features previously identified.
- 2 Design a page for a holiday brochure 'Destination Europe'. You should include a brief description of the main features.
- 3 Write a short paragraph to explain why other features that may exist there are not as significant.

Each member of the group will then be given a copy of the holiday brochure 'Destination Europe' containing descriptions of features for the six different destinations.

Useful websites:

- www.crestaholidays.co.uk
- www.czechtourism.com
- www.disneylandparis.com
- www.enit.it
- www.frenchconnections.co.uk
- www.gnto.gr
- www.greecead.com
- www.italiatour.co.uk
- www.magictravelgroup.co.uk
- www.myswitzerland.com
- www.towd.com (Tourism Offices Worldwide Directory)
- www.visitfrance.co.uk

Activity 3.2b

Scenario 1: Straightforward needs

Sunny climate

Safe beaches

Short flight time

Availability of English food

High standards and range of accommodation

Activity 3.2b

Scenario 2: Complex needs

Variety of activities – golf courses and fishing

Top class hotels with spa facilities

Hotel facilities to look after the children

Local culture and attractions nearby

Inland scenery

International restaurants

Designer shops

Activity 3.2b

Scenario 1: Straightforward needs

Mr and Mrs Blake and their sons Archie (9) and Henry (11) have chosen to go to Portugal to Albufeira in the Algarve. Mr and Mrs Blake enjoy sunbathing and the boys love watersports. The beach is safe and there are lots of places to eat selling English food. It's also a short flight from the UK which is good because none of them like flying. There is also a good choice of 3* and 4* rated apartments with air conditioning, microwaves and TVs.

The straightforward needs identified are:

- sunny climate
- safe beaches
- short flight time
- availability of English food
- high standards and range of accommodation.

Scenario 2: Complex needs

Mr and Mrs Blake and their sons Archie (9) and Henry (11) have chosen to go to Portugal to Vilamoura in the Algarve. Mrs Blake is a keen golfer and there is a wide range of challenging golf courses in the area, she also loves shopping. Mr Blake and the boys love big game fishing and there are lots of trips out of the harbour. None of them enjoy sitting on a beach and so they've hired a car and plan to drive inland to visit some of the cultural villages like Silves. Vilamoura has a number of 5* hotels with spa clubs, designer shops and an abundance of restaurants offering international and local cuisine. Mrs Blake enjoys being pampered and whilst the boys and husband are out she also has an opportunity to go for a beauty treatment. The hotels also offer baby sitting facilities and children's clubs so the Blakes can spend an afternoon playing golf together whilst the children are being looked after and they could choose to dine out alone.

The complex needs identified are:

- variety of activities – golf courses and fishing
- top class hotels with spa facilities
- hotel facilities to look after the children
- local culture and attractions nearby
- inland scenery
- international restaurants
- designer shops.

Tasks

1 Explain why Albufeira wasn't a suitable destination for the Blake family in the second scenario.

2 Make a list of straightforward needs for tourist travelling for leisure or business purposes.

3 Suggest some straightforward needs for the following tourists travelling for leisure or business.

Mr and Mrs Pilkington, in their mid-twenties, married couple. Travel for leisure.

NEEDS:

Mrs King, in her late-forties, and daughter Hannah aged 23, a single mum. Travel for leisure.

NEEDS:

Mr DaPlacido aged 50, single. Travels for business.

NEEDS:

Mr Howe and Miss Johnson, aged mid-thirties, Emma (11) and Guy (14), Mrs Johnson (74).
Family group of parents, children and grandmother. Travel for leisure.

NEEDS:

- 1 Select **one** of the above tourists and write a pen portrait for them. Unlike in the scenarios, all you have to do is 'paint a picture' by describing their needs and circumstances. You do not have to suggest a destination at this stage.
- 2 Now create your own pen portraits. Write two pen portraits by creating a tourist type and explaining their needs and circumstances. Include some straightforward and some complex needs. Add these suggestions to the 'customer portfolio' the class is creating.

Activity 3.2c

Matching the needs of different types of visitors

Refer to the brochure 'Destination Europe' that the class created for Activity 3.1f that contains details of features of the following destinations:

- Disneyland Resort Paris
- Athens
- Maritime Alps/Alps de Provence
- Basle
- Portofino (Italian Riviera)
- Prague.

Work in pairs and match the needs identified in the pen portraits below by recommending the most suitable destination for each tourist. You need to give an explanation for your recommendation.

Pen portraits

- 1 Mr and Mrs Fox are both in their mid forties and are keen historians. They would like to go on holiday in mid June. Mr Fox suffers from arthritis and benefits from a warm climate.
- 2 Mrs Brown has three children aged 6, 8 and 12 years old. They all enjoy doing lots of interesting and new things. The 12 year old gets bored easily. None of the children are good travellers and get car sick on long journeys. They live in Hampshire. Mrs Brown has a fear of flying.
- 3 Three friends Stacey, Jo and Louisa are planning a short break to celebrate Jo's 30th birthday in July. They are independent travellers on a budget and prefer to stay off the tourist trail. None of them are interested in clubbing they would rather sample local food and the ambience of traditional bars.
- 4 Ms Jones is flying from the London to New York for a three day seminar. Her schedule is hectic and so she is not going to fly direct to the United States. She is looking for somewhere in Europe to stop off overnight so that she can meet with her sales managers. They are based in Madrid, Milan, Paris and Munich and it needs to be somewhere convenient for them all. Nicole from Paris will only travel by train.
- 5 Mr and Mrs Blandford and their two children Eddie (13) and Rose (16) are looking for a winter break over Christmas and New Year. Ever since Mr Blandford broke his leg in a ski accident five years ago he's been terrified of ski-ing and refused to go again. He's taken up mountain biking. However, Mrs Blandford and the children are desperate to go ski-ing, they are fed up of using the local dry ski slop.
- 6 Mr Patel is planning a three week break and seeking exclusivity. He is fit and active and enjoys sightseeing and the high life. Although in his early fifties, he recently retired from his job as a plastic surgeon and still enjoys a high level of disposable income. He is divorced and without children.

Activity 3.3a

Teacher delegates tasks to students to gather a variety of resources and references for the unit. It may be possible to set up a 'mock' travel agency or tourist information centre to store and display these materials that everyone can access.

The purpose of this activity is for students to practice using atlases as a source of reference so that they can accurately locate European tourist destinations, gateways and transport routes.

Students will need access to a good quality, detailed and up-to-date class atlas.

Teacher provides a session to familiarise students with the atlas to be used. This should cover structure and content of atlas, type and appropriateness of maps for different purposes, a demonstration of how to use the index and co-ordinates to locate destinations. Students are shown how to interpret key features of maps and study how information is presented on maps. Students practise how to use the location of a destination found in an atlas to show the location on an outline map that may be less detailed and of a different scale. Students discuss the importance of labelling and annotation as well as the different techniques available to show the locations of areas, towns and features on maps they produce.

Teacher aims to develop students knowledge through continual short exercises – this could be a 'capitals and countries' quiz, identify airport codes, puzzles and crosswords. A useful strategy is for students to 'test' each other, perhaps by describing countries/destinations for the others to guess.

'Post-it' game

This is an example of a short exercise that can be varied and used to improve students' knowledge of European tourist destinations, their ability to use an atlas and locate destinations accurately. There are many alternative approaches to this activity and it can be developed to achieve different aims.

There are two stages:

- finding the destinations in an atlas
- locating destinations on a map.

Resources: atlases, outline maps, Post-it notes, pencils, list of European destinations. The list can vary and the time allowance shortened in repeated exercises. There is scope for variety to maintain interest. Teachers test knowledge initially by concentrating on one country at a time to build up a greater awareness. The teacher should monitor results closely and check knowledge gained.

- 1 The teacher organises a timed quiz. Students are given a list of destinations and a time within which to complete the activity.
- 2 Students should use the atlas index to research each destination. Find the appropriate map and stick a Post-it note labelled with the destination name in the appropriate place.
- 3 To consolidate learning, students should then be given appropriate outline maps on which to locate the destinations.

Activity 3.3a

Suggested sources of reference

TRANSPORT – ROAD

- Road atlases – UK and Europe
- Brochures for coach operators/tours
- Eurotunnel

TRANSPORT – RAIL

- London underground map
- London transport connections – rail terminals and airport links
- Railway network – UK and Europe
- Rail operators
- Eurostar
- National Rail Enquiries telephone/website

TRANSPORT – AIR

- UK and London airports
- European airports and codes
- Airline timetables, routes and destinations

TRANSPORT – SEA

- Brochures – ferry operators, timetables, routes and destinations

OTHER USEFUL TRANSPORT SOURCES

- AA – www.theaa.com (route planners, mileage)
- Coach operators and bus companies.
- Eurostar – www.eurostar.com
- Eurotunnel – www.eurotunnel.co.uk
- Ferry operators
- London underground – www.tfl.gov.uk/tube
- Rail Operators
- Scheduled and charter airlines
- Trainline – www.thetrainline.com (timetables and fares)

OTHER SOURCES OF INFORMATION

- World Travel Atlas (Columbus Press)
- OAG Guides
- Travel guides
- Holiday brochures
- In-flight airline magazines
- Rail magazines
- Travel trade press – *Travel Weekly* and *Travel Trade Gazette*
- Holiday Which?

Activity 3.3b

Gateways for travel by sea

1 On an outline map of the UK and Europe, locate the following ports:

Aberdeen

Cairnryan

Dover

Fishguard

Folkestone

Harwich

Heysham

Holyhead

Hull

Invergordon

Liverpool

Newcastle

Newhaven

Oban

Pembroke

Plymouth

Poole

Portsmouth

Scrabster

Stranraer

Swansea

Troon

Ullapool

Weymouth

2 Draw the appropriate ferry routes from these UK ports to the following ports:

NORWAY Stavanger
 Kristiansand

DENMARK Esbjerg

GERMANY Hamburg

NETHERLANDS Ijmuiden
 Hook of Holland
 Rotterdam

BELGIUM Zeebrugge
 Ostend

FRANCE Calais
 Boulogne-sur-Mer
 Dieppe
 Le Havre
 Caen
 Cherbourg
 St Malo
 Roscoff

SPAIN Bilbao
 Santander

Useful websites:

Brittany Ferries	www.brittany-ferries.com
Caledonian MacBrayne	www.calmac.co.uk
Fjord Line	www.fjordline.co.uk
Hoverspeed	www.hoverspeed.co.uk
P&O Irish Sea Ferries	www.poirishsea.com
P&O North Sea Ferries	www.poferries.com
P&O Portsmouth	www.poferries.com
P&O Scottish Ferries	www.poferries.com
Scandinavian Seaways	www.dfdsseaways.co.uk
Stena Line	www.stenaline.co.uk

Activity 3.3c

Case study – The Channel Tunnel

Background

Transport links with mainland Europe from Britain have improved dramatically with the construction of the Channel Tunnel. There had been many attempts to build a tunnel over the years in fact the first attempt was in 1870! After much deliberation and disagreement the French and British governments finally reached an agreement and work began on the tunnel in 1987. The fixed link was finally opened in 1994 it was two years late and way over budget.

The construction of the tunnel copies some of the Alpine mountain tunnels in carrying cars and lorries on drive-on/drive-off shuttle trains. Operated by Eurotunnel 'le shuttle', these share the tracks with high speed long distance passenger trains operated by Eurostar.

During construction many people feared that the ferry companies would go out of business; however from research into the volume of cross channel traffic it had been predicted that it was growing so fast that there would be enough business for the tunnel and the traditional ferries. Indeed, the ferry companies managed to survive by investing in giant super ferries that could offer lower fares, combining forces and focusing on the Dover to Calais route.

Eurostar regards the airlines as their main competitors and charge fares to match airline business tickets. They soon seized 80% of the London-Paris market from the airlines.

Useful websites

European Rail – www.raileurope.co.uk

Eurostar – www.eurostar.com

Eurotunnel – www.eurotunnel.com

Activity 3.3d

Assessing suitability of travel options

A

Mr and Mrs Evans from Cardiff have just won £10,000 on the Lottery and are treating themselves to a shopping spree in Lille. They plan to stay for three nights and may extend their trip for a day in Paris. They are taking their son, Rhys (14). They are considering three travel options:

- by road – self-drive (Eurotunnel – le Shuttle)
- by train (Eurostar)
- by air.

Tasks

- 1 Plan the route for each option from Cardiff to Lille.
- 2 Identify all connections (including London connections).
- 3 Compare the following:
 - total cost of entire journey (return)
 - length of journey (time)
 - quality, convenience and comfort
 - services
 - safety and security.
- 4 Describe the travel options to travel from Lille to Paris return for a day's sightseeing.
- 5 Recommend the most suitable route for the Evans family and justify your recommendations.

B

Debra is a wheelchair user but her life is made much easier since she met Sasha. Sasha is a wheelchair dog and she helps to pull the wheelchair up ramps and she can brace Debra when she needs to transfer from the wheelchair to a chair or bed. Sasha can also retrieve dropped keys, switch lights on and off, she can even bring the telephone to Debra. Debra never goes anywhere without her beloved friend. She is travelling from London to Paris to meet her friend, Pascal, and she's hoping to travel on Eurostar.

- 1 Describe the services offered by Eurostar for people with special needs.
- 2 How does this compare with other carriers you have studied?
- 3 Will Debra be able to travel with Sasha?
- 4 Discuss your findings – to what extent are the requirements of people with special needs being met by major transport operators?

For more information on transport options for disabled people and their rights, see the Citizens Advice Bureau website on www.adviceguide.org.uk

Activity 3.3d

Assessing the suitability of modes of transport

Work in groups for this activity.

- 1 Each group will be allocated a different method of transport:
 - road
 - rail
 - air
 - sea.
- 2 Prepare a journey plan for each of the pen portraits given below. This should include:
 - overall journey time
 - route
 - cost of entire journey
 - transfer connections
 - departure times
 - services (eg class of service, support for specific needs)
 - details of measures taken regarding passenger safety and security.
- 3 Each group then takes part in a discussion to assess the suitability of each mode of transport to meet the requirements of the tourist.
- 4 Members should reach agreement on the most suitable mode of transport to meet the needs of each tourist type.
- 5 Individually, prepare a written assessment that justifies the conclusions reached.

1 *Marco Da Giorgio is a Managing Director of a Pharmaceutical company attending a conference in Paris. He is travelling to Rome to spend a week with his parents. His teenage daughters Maria and Gaby go to school in Geneva and he plans to meet them there and then travel with them on to Rome.*

Departure point: Paris, France

Destination: Rome, Italy, via Montreux, Switzerland

2 *Annie and Sean Wilcox live in Brighton and are going on a camping and walking holiday to the Picos de Europa mountains in Northern Spain. They need to take their car but have a young baby, Molly 10 months old and are worried about driving so far with her. They've allowed three weeks, including travel time.*

Departure point: Brighton, England

Destination: Picos de Europa, Northern Spain

3 Mr and Mrs MacSween are in their late fifties. They live in Edinburgh and neither works. Mrs MacSween had a terrible accident twenty years ago and has been a wheelchair user ever since. They are visiting Bruges in Belgium.

Departure point: Edinburgh, Scotland

Destination: Bruges, Belgium

4 Herr Klaus and his wife Helga love sightseeing and culture. They are travelling from their home town near Bonn and for a week in Ljubljana. They want to break their journey with a visit to Vienna.

Departure point: Bonn, Germany

Destination: Ljubljana, Slovenia via Vienna, Austria

Useful websites

AA – www.theaa.com

Information on student travel – www.ukstudentlife.com

European Rail – www.raileurope.com

Activity 3.3e

The Teacher gives details of various techniques that could be used to judge the suitability of transport options. These could include a grid with a points or scoring system.

Activity 3.4a

The purpose of this activity is to help students develop skills in differentiating between features that exist at a destination and are not relevant and those that add to the appeal in attracting tourists.

- 1 Students work in small groups, each group should be allocated with one destination from the six investigated in Activity 3.1d.
- 2 Students undertake extensive research on the main features at the destination which attract tourists.
- 3 A range of sources of information should be made available including atlases, brochures, travel guides and appropriate named websites.
- 4 Students summarise their findings with a brief description of the most important features.
- 5 Each group designs a 'page' for a holiday brochure – 'Destination Europe'. This can then be bound and photocopied so each member has a source of reference for Activity 3.3c.

Activity 3.4a

Factors affecting the popularity of destinations

Below is a list of travel destinations in Europe, some will be more familiar to you than others.

Cities/culture	Country
Berlin	_____
Zurich	_____
Amsterdam	_____
Istanbul	_____
Paris	_____
Sofia	_____
Warsaw	_____
Dubrovnic	_____
Countryside areas	Country
Tuscany	_____
Black Forest	_____
Carpathian Mountains	_____
Swiss Alps	_____

Coastal areas	Country
Palermo
Marbella
St Antonio
Burgas
Algarve
Antalya

1 Working in groups:

a) Investigate the destinations given to find out more about them. Name the countries they are in above.

b) What features do the types of destinations they have in common?

c) Why some are more popular than others?

d) What is hindering the development of the less popular/well-known destinations?

2 Discuss your findings with the rest of the class and suggest reasons affecting the popularity of some of these destinations.

3 Read the information sheet and identify factors that can be controlled by destinations to maximise their appeal and popularity.

Activity 3.4a

Factors affecting the popularity of European travel destinations

Accessibility

To attract visitors a destination must have convenient, extensive transport links with major tourist generating areas such as the UK, Northern France, Germany and Italy. These links should include access by road, rail and air. Airports should have the capacity and ability to handle airlines and passengers from foreign countries as well as meeting international standards of safety and security.

The frequency and nature of flights is another consideration. There needs to be a sound infrastructure in place to facilitate the easy and safe movement of foreign visitors from their point of arrival to the travel destination.

Image and promotion

Visitors may be deterred from visiting a destination due to a negative image. This may be perceived from media coverage and may not reflect the reality. Visitors may have negative images about different aspects of a destination such as the friendliness of the people, food, health, hygiene and cleanliness, the weather or fears over personal safety, crime and security and risk of abduction.

Some destinations are able to promote a positive image to encourage visitors using different methods such as TV advertising, features in the press, brochures and by attending international travel exhibitions.

Availability of attractions and other tourist facilities

When visitors arrive at a destination they have certain expectations about places of interest and facilities. They would expect certain amenities such as tourist information centres, notice boards, sign posts and public toilets, as well as car hire and tours or excursions to attractions

Visitors often want to learn about attractions and need information and facilities to make the visit more pleasurable such as gift shops and cafes, guide books.

Destination management

This involves managing the number of visitors to a destination to reduce the risk of overcrowding which could cause customer dissatisfaction. Where overcrowding is already a problem, limits to the number of new hotels built may need to be imposed.

Destinations with natural attractions such as wildlife and scenery can be at risk of environmental damage caused by the pressure of too many visitors. In such cases, visitor numbers may need to be limited.

Computerised destination management systems, such as CTV (progressive systems for tourism) in the UK allow destinations to regulate the number of visitors to an area and reduce the risk of overcrowding at peak times.

Cost of visiting

The total cost of visiting includes the cost of transport to the destination as well as the cost of living at the destination. This can be considered in terms of the cost of basic items such as a loaf of bread, newspaper, bottle of wine, a two course meal and also include cost of car hire. These costs can be affected by currency fluctuations although this has lessened for some members of the European Union with the introduction of the Euro in 2001. Some destinations may also have a tourist tax which could be a daily rate charge or a supplement on admission fees, food and drink.

Political factors

One element of politics affecting the popularity of European travel destinations is the human rights issue. Some visitors are deterred from travelling to countries with poor human rights records where governments are seen to condone abuse.

For tourism to develop there needs to be investment in establishing the essentials such as infrastructure. Forward thinking governments have invested heavily in tourism infrastructure and have established government departments; some may have a Ministry for Tourism. Government strategies could include elements of tax relief and other incentives to encourage investment from the private sector, such as development companies and hotel chains.

Unit 4: Destination Britain

Unit aims

The British Isles is a popular destination for many visitors from overseas. Students will find out just how popular they are by investigating the scale of tourism to the British Isles. This unit will provide the opportunity to look at the organisations involved in maintaining that popularity and appeal. Students 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. Students will have the opportunity to develop itineraries for tourists planning to visit one or more of these islands. They will also look at the factors that affect the popularity and appeal of British Isles tourist destinations.

Unit topics

- 1 Travel and tourism organisations that support tourism in the British Isles
- 2 Features of destinations in the British Isles
- 3 Constructing itineraries for tourists
- 4 Scale of tourism to the British Isles
- 5 The factors that affect popularity and appeal of destinations

Suggested delivery plan and schedule of activities

Section 1: Travel and tourism organisations that support tourism in the British Isles

Topic	Suggested delivery plan	Resources
Introduction to unit	<ul style="list-style-type: none"> Students presented with a copy of the unit specification. Tutor outlines the content and learning outcomes as presented and relates to proposed scheme of work, planned visits and guest speakers and approaches to teaching and learning. Students presented with a copy of the assessment for the unit with an explanation of the requirements for different mark bands and submission dates. 	<p>Copy of unit specification</p> <p>Copy of proposed scheme of work</p> <p>Details of planned visits and guest speakers</p> <p>Copy of unit assessment(s)</p>
Types of organisations	<ul style="list-style-type: none"> Presentation to outline public, private and voluntary sectors giving examples of each. Research activity into the roles of different UK and Irish government departments and agencies. A review of current organisation of regional tourist boards compared to when created following Development of Tourism Act 1969. Guest speaker from local authority tourism department. Research into activities of Regional Development Agencies. A visit to a Tourist Information Centre. Investigation into range of transport providers in an area. Guest speaker from a membership organisation. Also web research on different membership organisations. 	<p>Activity 4.1a</p> <p>OHT</p> <p>Activity 4.1b</p> <p>Activity 4.1c</p> <p>Activity 4.1d</p> <p>Activity 4.1e</p> <p>Activity 4.1f</p> <p>Access to internet</p>
Interdependencies and interrelationships	<ul style="list-style-type: none"> Examine case study to determine need for interdependence and interrelationships. 	<p>Activity 4.1g</p> <p>Case study</p>

Section 2: Features of destinations in the British Isles

Topic	Suggested delivery plan	Resources
Types of destination	<ul style="list-style-type: none"> Students discuss and present their views of different types of destination. Students suggest destinations for each category. Students undertake a range of activities locating destinations on a map. Students produce leaflets promoting each type of destination. Students investigate different purpose built resorts, making comparisons. Students complete an activity on cultural and heritage destinations. 	Activity 4.2a OHT Activity 4.2b Activity 4.2c Blank maps Handouts Activity 4.2d Access to IT Destination information Activity 4.2e Access to IT Brochures Activity 4.2f OHT
Destination features	<ul style="list-style-type: none"> Presentation on difference between popularity and appeal. Students discuss what they consider are the key features. Students give examples of specific features for each type. Students produce an article on a destination, describing features. Students undertake research on a destination in order to answer questions relating to its features and extract features from information provided in a case study. Students use information provided to differentiate between features that exist and those that give a destination appeal. Students consider the expectations of overseas visitors. Students produce promotional material summarising key features of the British Isles. Students produce promotional material highlighting the British Isles as an all year round destination. 	Activity 4.2g OHT Activity 4.2h OHT Activity 4.2i Activity 4.2j Access to IT Destination information Activity 4.2k Case studies Activity 4.2l Case study Activity 4.2m Activity 4.2n Access to IT

Topic	Suggested delivery plan	Resources
	<ul style="list-style-type: none"> Students discuss their views of the needs of different types of visitor and then undertake a survey. 	Activity 4.2o Access to IT Destination information
	<ul style="list-style-type: none"> Students produce pen portraits that are then used to explain how a destinations features meet their needs. Students plan a guided tour of their local area or an area visited highlighting key features. 	Activity 4.2p Activity 4.2q

Section 3: Constructing itineraries for tourists

Topic	Suggested delivery plan	Resources
Itineraries	<ul style="list-style-type: none"> Presentation on the purpose, content and structure of an itinerary. Students complete activity on developing an itinerary . Students produce a template for a written itinerary. They then produce case studies of visitor activities which they present as an itinerary. 	Activity 4.3a OHT Activity 4.3b Case study Access to IT Activity 4.3c Access to travel information
	<ul style="list-style-type: none"> Students present itineraries orally as PowerPoint presentation and customer service role plays. 	Activity 4.3d Access to IT Access to internet Destination information

Section 4: Scale of tourism to the British Isles

Topic	Suggested delivery plan	Resources
Sources of data	<ul style="list-style-type: none"> • Presentation on range of sources of data available followed by research activity to obtain data. • Activity to interpret and analyse data. 	Activity 4.4a OHT Access to internet Text books Activity 4.4b Data

Section 5: The factors that affect popularity and appeal of destinations

Topic	Suggested delivery plan	Resources
Factors	<ul style="list-style-type: none"> • Students discuss what they consider are the factors that affect popularity and appeal followed by a presentation. • Students consider each factor presented, identifying key content. • Presentation of accessibility and transport considerations. Students then consider how overseas tourists are affected by accessibility. • Students then given one factor and required to find one destination where that factor has affected popularity and appeal. • Students compare the factors that affect the popularity and appeal of two different types of tourist destination. 	Activity 4.5a OHT Activity 4.5b OHT Activity 4.5c OHT Access to internet Destination information Activity 4.5d Activity 4.5e
Evaluation	<ul style="list-style-type: none"> • Students discuss criteria to be used when evaluating effect on popularity and appeal. A template to be produced. • Students conduct a survey to determine the effect of one factor on popularity and appeal of a destination. 	Activity 4.5f Activity 4.5g

Activity 4.1a

Depending on prior knowledge, students should either discuss their understanding of the differences between public, private and voluntary sectors and how they relate to the travel and tourism industry or be provided with the relevant information.

Private sector organisations

These are commercial organisations with a main aim usually to make a profit for the benefit of their owners. Owners may be an individual (sole trader) or group of private individuals (partnership, private limited company (Ltd)) or a group of shareholders (public limited company (plc)).

Examples: TUI UK Ltd, Hilton Hotels, EasyJet.

Public sector organisations

Owned in principle by the government, these are non-commercial organisations that exist to provide a service to the public although many are increasingly operating commercially to increase income levels and reduce dependence on government.

Examples: English Heritage, British Tourism Association.

Voluntary sector organisations

These are also non-commercial, although many have commercial operations to increase income levels. These organisations may be charities and are often membership organisations that use volunteers, as well as paid staff.

Examples: Youth Hostel Association, National Trust.

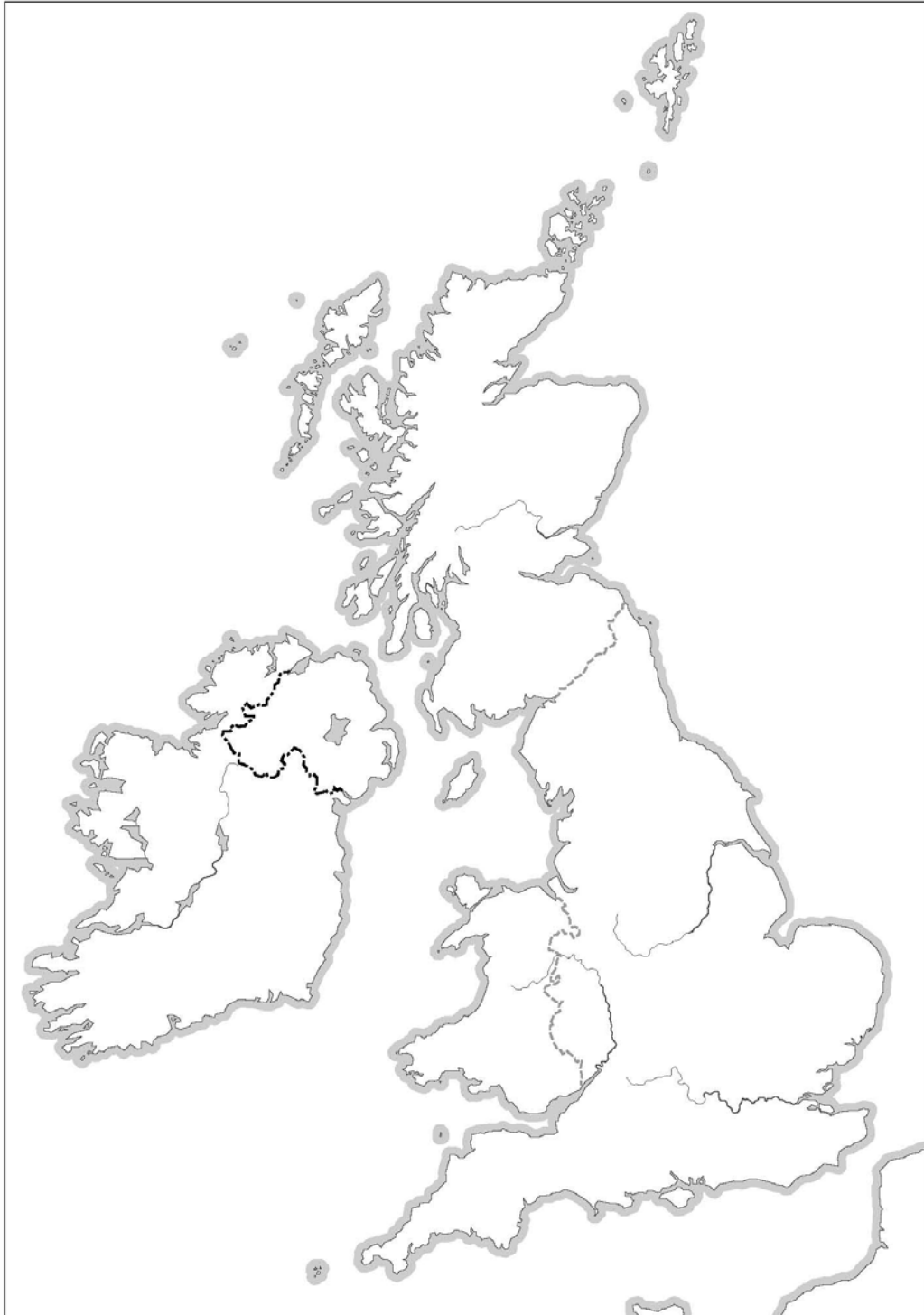
Activity 4.1b

The aim of this activity is for the student to undertake research to understand the roles of different government departments and agencies. It is advised that students be divided into small groups of three or four. Each group should be given a department or agency to research. They should find out their department's/agency's role in supporting tourism. Each group should consider the equivalent department for the UK and Irish government and indicate where Wales and Scotland have differences. As government department names change from time to time, the following list is considered to be generic and could be applied to any country. Each group could feedback, either by producing a display that describes the role of the government department or by giving a presentation to the group.

- Exchequer
- Environment
- Agriculture
- Trade and Industry
- Education
- Tourism
- Arts
- Foreign Office
- Home Office

Activity 4.1c

Students should be presented with a map showing the structure of public sector tourism following the 1969 Development of Tourism Act. They should then investigate any changes that have taken place in terms of the existence of Regional Tourist Boards and create a map showing the current organisation.



© Columbus Travel Publishing. Map taken from the World Travel Atlas.

Activity 4.1d

Students should investigate their local Regional Development Agency (RDA). They should obtain information relating to:

- its local priorities
- available budget
- its involvement in tourism.

They should prepare a short article to appear in a local newspaper informing local people of the work of the RDA, their achievements and what their priorities might be for the next 10 years.

Students could also investigate the South West Tourism Skills Network (if not already covered earlier) and compare their activities with those of their Regional Development Agency. They should send a short report to either their RDA (or SWTSN) advising them on how they could be more productive in supporting tourism, using the other as an example of good practice.

Activity 4.1e

Students should investigate transport operators in their area. They should consider rail and road. They should also consider the nearest air and sea gateways and links, and the transport operators that support them.

Example structure of the database could be as follows:

Name of organisation	Transport sector eg road, rail	Brief explanation of routes	Links with other transport operators
<i>Heathrow Express</i>	<i>Rail</i>	<i>London Paddington to Heathrow Airport</i>	<i>Developed a cab-sharing scheme for passengers alighting at Paddington. Airport lounge at Heathrow operated by ground handling company bookable through the website.</i>

Once a list of operators and services has been produced, students should produce a database. They should produce mock letters to be sent to each operator suggesting a local association be established, and explain the benefits of such a move.

Activity 4.1f

Divide students into small groups in order to undertake internet research into the following membership organisations:

- Scottish Destination Management Association
- UKInbound
- Association of National Tourist Office Representatives
- Association of Leading Visitor Attractions
- Association of Professional Tourist Guides
- Association of Train Operating Companies
- British Hospitality Association
- Chartered Institute of Marketing (Travel Industry Group)
- Confederation of Passenger Transport UK
- Guild of British Coach Operators
- Guild of Registered Tourist Guides
- Hotel Catering and International Management Association.

They should then investigate the membership organisations in their local area. Ask students to produce a fact sheet on their organisation which includes contact details, main objectives and a paragraph explaining how they support tourism in the UK.

Activity 4.1g

Ask students to read the following fictitious case studies. For each:

- Identify the organisations that can assist in supporting tourism to the destination
- Explain how each can assist in supporting tourism to the destination
- Explain how these organisations are interrelated
- Explain why these organisations are interdependent.

Students should present their findings in a formal report for the attention of the local tourism association committee.

New Home Farm

New Home Farm has been in the Earldon family for six generations. It is located 22 miles from the nearest major town, and two miles from the nearest village. There is no public transport to the farm, although there is a bus from the town to the village three times a day. The town has a mainline railway station. Colin and Julie own the farm and they have three children. Their main aim is to ensure the farm stays operational and that it will be there for their children and their children's children.

Like many farms, it has made significant changes to its operations in the last fifteen years in order to survive. Its livestock (cattle) has been bred to be more productive, they have purchased a number of machines to enable the farm to become more financially viable and competitive and they have diversified into other areas.

The process of diversification has happened in an ad-hoc way. It started when a family knocked on their door twelve years ago asking if they could use their land to park their caravan for a few days. This made Colin think about using the bottom fields for this and he advertised in the village shop window to attract passing trade. Through repeat business and word of mouth the family were able to fill one of the bottom fields for the rest of the summer season and each subsequent season, often turning away business. They charge £15 per week for each caravan or tent, regardless of the time of year. In the last two years, however, some weeks are not completely full and they rarely have to turn people away.

Julie is very passionate about horse riding. Since moving to the farm after marrying Colin, she has had some stables built where she keeps both her own horses and those of local people. She collects rent from local people and also offers horse riding lessons, which are popular with the holiday people who stay in the bottom field. In 1994 she bought four Palomino horses. This rare breed has created a lot of interest locally. The local television station and press have made a number of reports on her progress with breeding these horses over the years. The family normally find that after these reports they are inundated with visitors who want to see them. Julie really enjoys working with the horses. In her view, it is essential that the farm is able to sustain the breeding programme. She would also like to attract more people to be interested in horses and loves the chance to talk to visitors about her passion.

It was at one of these busy days that Julie and Gwen (her mother-in-law) began selling refreshments. These include coffees, teas, juices, scones, cakes and sandwiches. They also sell home-made jams and honeys. The home-made goods, normally sold at the village fete, went down very well and they spend many days each year preparing the goods following the birth of each foal, anticipating the influx of visitors. They sell all goods at cost plus 10%. They feel that this is sufficient to cover costs such as labels, cleaning, electricity etc. Other local people have recently started to bring their home-made products such as cheeses, yoghurts and wines to the farm. Many of these are organic. The family also sell these on their behalf. They are happy to make these products and sell others as they feel it is a way of sustaining rural life and the farm itself. They have never tried to make money out of the venture. Visitors staying in the bottom field have also asked for these products and the village shop has had requests for their goods also. Julie and Gwen now spend six or seven hours a week producing these goods.

Increasingly, the family are finding it hard to survive and two of the children are already looking at moving out of the area due to limited employment prospects. Joanne is looking to work in the hospitality industry and Paul is going to university to study law. Following a visit to their accountant,

Julie and Colin were surprised to find that the farm is no longer profitable. It was the other activities that enabled them to break even. It was also apparent that these activities were not consistent and in some areas, income was decreasing.

Their accountant recommended that if they want to keep the farm they should see a consultant to help them produce a business plan. The consultant talked to the family and discovered the information given above.

Warburton Sands

Warburton Sands is a small seaside resort with a population of 30,000. It is on the north-east coast and has a catchment of about 1 million people within one hours drive and 5 million within 2 hours drive. It is surrounded by attractive moorland punctuated by picturesque villages and has an attractive and dramatic coastline with fine sandy beaches and safe bathing.

The town was founded in 1436 and grew rapidly as a centre of lace production until the late 19th century when it fell into decline. It is nine miles from Newtown, a new development of 200,000 population which functions as the North East's equivalent of Silicon Valley.

It is a popular retirement destination and the population reflects that; there are 10 per cent more people aged 60 or more than the national average.

Average levels of unemployment in the area reflect the national trends although between September and March activity rates decline to the level where unemployment greatly exceeds the national picture. Of those economically active 30 per cent work in tourism-related services and 30 per cent in manufacturing.

Between May and September, hotel and guesthouse room occupancy rates did not fall below 55 per cent, but from October to April the average level was 19 per cent. A similar room occupancy survey in 1991 showed that the main season occupancy was 70 per cent, with occupancy in October to April down to 22 per cent.

These rates relate to a total of 4000 beds in 247 services establishments. Of these, only 100 beds are two-star standard or better and only 200 rooms offer en suite facilities (washbasin, bath or shower, and toilet). The average number of rooms per establishment is 16. The en suite rooms show a much higher occupancy year round, and especially off season when average rates still top 40 per cent. Examination of the records of the English Tourist Board of establishments getting grant support to improve facilities show only five establishments have applied for such grant aid in the past three years (assume grant aid is still available).

The typical staying visitor to Warburton Sands is in a lower socio-economic group (C2, D, E), staying for one week. Generally bookings come from repeat business, advice from friends or adverts in the newspapers for named establishments. Less than 1 per cent of visitors are from overseas, and 2 per cent are on business. Last year it was estimated that 250 000 holiday trips were made in total excluding day visitors.

Warburton Sands has a Victorian pier, a rather dilapidated museum of the seaside and a pier-end theatre. There are no specific tourist attractions although there are historic houses and gardens within a few miles of the resort, and an Area of Outstanding Natural Beauty.

Despite this, Warburton still receives an estimated 500 000 day trippers annually, largely drawn from Bogshire, itself a popular moorland tourism area. Warburton has a Tourist Information Centre (TIC) located in the Town Hall opening from 0900 to 1200 four days a week in the season. This stocks the local guide and an assortment of literature on the area.

One of Warburton's biggest employers is Warburton's Ales, and last year this company won two gold medals for 'Warburts Heavy' in the Brussels exposition. The company wanted to mark the occasion with an annual festival but failed to attract much local support for the venture.

They decided instead to host a conference at nearby Newtown as no conference facilities existed in Warburton. Unfortunately the main venue, Newtown Intentional Centre, was fully booked for 12 months and the conference is now scheduled for 2007. The local authority is quite interested in supporting the conference in 2007 since this coincidentally is the tercentenary of the Warburton Sands rebellion when local sailors mutinied and joined forces with the Dutch for an abortive invasion of Bogshire.

Warburton Sands is not well connected with the motorway network but has a mainline railway station en route to Newcastle and Edinburgh. This is located in the town centre where there is a good mix of shops adjoining the historic but now derelict Bogthwaite Brothers Mill. The Mill and several old workshops in the area fell into disuse when its most famous product, lace, was undercut by competition from the Third World. The only remaining historic industry is fishing concentrated in the Old Harbour area adjoining the main beach.

A recent survey by the District Council into its staying visitors showed that:

- 60 per cent had visited before
- 50 per cent were aged over 50
- 38 per cent felt it 'was a very quiet place and 'very friendly'
- 40 per cent felt it was very good value for money
- 19 per cent thought the shops were good
- 6 per cent thought there was lots to do in bad weather.

The majority of the survey responses were drawn from visitors from the region.

A similar survey of day visitors revealed that most were either within a one hour drive or touring Bogshire on a main or short break holiday. Comments from the survey included:

- nice beaches
- not enough to do in bad weather
- not enough places to eat
- good shopping facilities
- confusing signposting in the town
- harbour and mill areas run down and shabby

A national survey carried out by the English Tourist Board included Warburton Sands in one of its image assessing questions. This revealed that although 45% of respondents had heard of Blackpool, 38% had heard of Torbay and 22% had heard of Bridlington, only 4% had heard of Warburton Sands.

Activity 4.2a

Students should list what they consider to be different categories of tourist destination. They should then discuss their lists in small groups and compile a composite list that is reached by consensus. They should then present their categories to the rest of the class, explaining why they have differentiated destinations in the way they chose. When all the groups have offered their feedback, there could be discussion of the similarities and differences between the lists.

This should be followed by a presentation outlining the categories listed for reference below:

- 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.

Activity 4.2b

Having been provided with the categories of destinations, students should attempt to identify as many examples from the British Isles as possible.

Category	Examples
Coastal areas	<i>Torquay</i>
Tourist towns and cities	<i>Cardiff</i>
Business and conference destinations	<i>Birmingham</i>
Countryside areas	<i>The Mourne Mountains</i>
Heritage and cultural destinations	<i>Edinburgh</i>
Purpose-built. Built specifically to meet the needs of tourists	<i>Butlins, Minehead</i>

Activity 4.2c

Transport and communication links

On the map provided locate the following:

(a) Motorways

M1

M2

M4

M5

M6

M20

M23

M25

M62

(b) Major trunk routes

A1

A14

(c) Airports

Edinburgh

Glasgow

Cardiff

Birmingham

Belfast International

Manchester

London Heathrow/Stansted/Luton/Gatwick/City

Dublin

(d) Ferry ports

Dover

Folkestone

Portsmouth

Belfast

Larne

Stranraer

Holyhead

Cairnryan

Rosslare

Dun Laoghaire

Ask students to comment on which parts of the British Isles are well served by transport links and which areas have poor transport links. Students should then consider the positive and negative points for an area with few transport links.

Activity 4.2d

Students are to work in groups to complete this activity. There should be no more than four in each group. Each group to be allocated one type of destination from the categories given in the specification. They are given the following scenario:

Task

You are employed by either VisitBritain or the Ireland Tourist Board. Their promotional campaign for the coming year aims to attract overseas visitors to the British Isles. In order to encourage as wide a range of visitors as possible, this year they have decided to promote a range of different types of destination. There will be a series of brochures, each promoting each type.

You are to produce a brochure promoting one type of tourist destination. For your destination type produce some brochure pages which include: Four examples of destinations within the category. For each one write a paragraph which outlines the appeal of the destination (use the eight features listed in the specification for 4.2).

Activity 4.2e

Students are to undertake research into purpose-built resorts. They should select two organisations that represent these types of destinations in the British Isles and compare:

- their products and services
- their target markets
- their organisational aims

They should present their findings in an informal report, giving recommendations for how they might increase their market share.

Activity 4.2f

Historical and Cultural Destinations

Many incoming tourists are attracted to Britain because of this category of destination. Even if they are here to stay with relatives, the chances are that they will take a day trip or short break to one of these types of destinations. Many tourists though come specifically to visit a number of destinations on a pre-prepared itinerary that will take in the key areas including some of our most well-known sites.

Using the grid below, identify the names of some of these key areas using the initial letters given (the English towns/cities are shown from north to south to help you pinpoint their whereabouts, whilst the other areas are not in any sequence). When you have identified the places, complete the grid with the remaining information and then list what you know to be their main attractions. Finally, plot them on a map.

Place	Where?	Motorway Links	Nearest Airport	Attractions
E				
Y				
Str				
Ox				
Cam				
Wi				
Ba				
Ironb				
Bron				
Dub				

Answers:

Edinburgh, York, Stratford upon Avon, Oxford, Cambridgeshire, Winchester, Bath, Ironbridge, Bronte Country, Dublin

Activity 4.2g

In order to gain some further background information on historical and cultural destinations ask students to research and complete the following:

Stonehenge near S_____ in W_____ is managed by E_____ H_____. It is a collection of massive stones, arranged in a circular pattern, dating back to about 3000BC and is considered to be a Stone Age ritual monument.

Ironbridge Gorge is a large m_____ near T_____ in Sh_____. Its name comes from the fact that it exhibits the world's first iron bridge and is a throwback to the V_____ industrial community. It is now designated as a W_____ H_____ S_____.

Bronte, Wordsworth and Hardy 'Countries' don't actually exist. They are areas that have been given the name as a marketing tool to attract visitors to the region by promoting their connection with well-known people, programmes or film locations.

Bronte Country

The Bronte sisters Charlotte, Emily and Anne wrote n_____ and p_____ in early V_____ times. In 1847, Charlotte wrote the famous 'J____ E____', whilst Emily was famous for 'W_____ H_____'. The family lived in Haworth, near Keighley in W____ Y_____. Much of the surrounding area was the inspiration for their work and the parsonage where they lived is now a museum. Here you can view artefacts and m_____.

Wordsworth Country

This is an area around the L____ D_____ in C_____ where W_____ Wordsworth, the famous English p____, lived in G_____, from 1770-1850. The Wordsworth trail takes in all the places associated with the poet and his writing.

Hardy Country

T_____ Hardy was an a_____ and p____ who lived in Dorset from 1840-1928. The Hardy Trail comprises places to visit in Dorset covering an area 50 by 35 miles. He uses the name of Wessex in his stories and the town of D_____ was used as the setting for his novel 'The M_____ of Cast_____'.
Cast _____'.

Answer the following:

Stratford-upon-Avon

- What is Shakespeare's Birthplace?
- What and where is Anne Hathaways's Cottage?
- What is Cox's Yard?
- Which theatre company has its home in Stratford-upon-Avon?

State any other features make Stratford-upon-Avon an attractive destination.

Oxford

- What is the Ashmolean?
- What is the Oxford Story?
- Where is the Museum of Modern Art?

Describe the location of Oxford.

Bath

- What is Sally Lunn's?
- What and where is the Pump Room?
- Where is the American Museum?

Describe briefly, the history of Bath and comment on the architectural features of the buildings.

Activity 4.2h

This activity starts with students discussing what they consider to be features of tourist destinations. This may be through them listing specific features (an activity repeated later) and then grouping them under a heading or by devising their own categories. This could follow the same format as 4.2a or a shorter introductory activity.

On completion, there should be a presentation stating the features as given in the specification. The features have been listed here for reference:

- Climate
- Facilities provided
- Landscape
- Accommodation
- Natural and built attractions
- Local culture including food and drink
- Events and entertainment
- Transport and communication links

Activity 4.2i

For this activity, students are required to give as many examples of destinations for each category as possible. This could be undertaken individually or in groups with a time limit attached. It could also be in groups in the form of a relay with each group having a flipchart sheet of paper. Each member of the group should be given a short time limit to write as many examples as possible, then they should pass the pen to the next team member and so on. Penalty points could be given for incorrect examples or repetition.

Activity 4.2j

Students should complete this activity individually. Students should have access to the travel trade press, guide books, and the internet as necessary

Scenario

You have just been appointed as a travel writer for *Travel Weekly*, a travel trade magazine. Your first article is to be published in next week's edition. You have been asked to write an article about Belfast. The editor wants you to sell Belfast as a popular tourist city.

Task

Read through previous editions of travel publications to establish the format you would like to use.

Discuss with your peers the following key factors about Belfast as a UK tourist destination:

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

Write a one-page newspaper article that sells Belfast as a good area to visit.

Activity 4.2k

For this activity, students should have access to a range of sources of information, including maps, guidebooks and the internet. Students could complete one or both of the activities.

Case Study one – The North Yorkshire Moors

1. When was this area designated a National Park?
.....
2. Name five major seaside resorts in the area.
.....
.....
3. Which is the largest of these resorts?
.....
4. Name four places that serve as the 'Corners' of the National Park Area.
.....
5. Which road links Stokesley to Helmsley?
.....
6. Which two places are linked at each end by the A170 and what are the features of this particular road?
.....
7. When and for what did Scarborough become famous?
.....
.....
8. What was the impact on the town?
.....
.....
.....
9. What natural features dominate Scarborough?
.....
10. Describe the appeal of Scarborough as a holiday resort.
.....
.....
11. Which famous person died in Scarborough and when?
.....
12. What links does Scarborough have with the Arts?
.....
.....
.....

13. What would you have originally found in the Rotunda Museum and how was it built?

.....
.....

14. What was the early use of the Three Mariners Inn?

.....
.....

15. Where would you find/have found:

- Monks living in two storey cells?.....
- The Ryedale Folk Museum?
- A priory with a name spelt differently to that of the town associated with it?.....
.....
- Grosmont Village?
- Where fishing was the main industry until the late 19th Century.....

.....

16. Summarise the appeal of Whitby.

.....
.....
.....
.....
.....

17. Summarise the history of Staithes.

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18. Compare Robin Hood's Bay and Runswick Bay and comment on the problems they have faced over the years and the conservation issues outlined.

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19. Explain the importance of the North Yorkshire Moors Railway and state with which famous TV series it has links.

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Case Study Two – South Ayrshire

The area is located in the south-west of Scotland, and is one of the most attractive in the country. It is blessed with unspoilt countryside, a mix of agricultural land, woodlands and forests, and a long coastline. The area is also steeped in history and culture, together with a wide range of leisure and sporting facilities. There are numerous golf courses including the world famous Royal Troon and Turnberry.

South Ayrshire has a variety of assets ranging from woodlands, parklands and gardens, through to formal walled gardens and conservatories boasting colour throughout the seasons. There is the opportunity to wander along the pleasant walks through beautiful parkland and find secluded ponds, magnificent specimen trees and quiet places to picnic, or just sit and enjoy the peace and tranquillity.

The area has good road, rail, air and sea communication including Prestwick International Airport which is linked to an electrified rail system and dedicated rail station.

Troon

Troon shorefront is divided into two beach areas. Barassie shore which is open and exposed to the north, and Troon shore which is curved into a bay shape and so more protected to the south. The two are divided by Troon Harbour which was a small fishing port until 1808 when the Duke of Portland started to build and develop the harbour so that it was suitable for the export of coal to Ireland. Industry still flourishes within the harbour with fishing, shipbuilding and now a new terminal port for the Seacat service, to and from, Belfast. There is a variety of accommodation provided to service the needs of its visitors. This ranges from guest houses, self-catering accommodation and hotels.

Troon is an excellent location for a great number of water sports. With its excellent marina it provides a good base for sailing in the Firth of Clyde. Whenever the wind and tide allow, windsurfers can be seen enjoying the surf. There are also times that you will see motor boats and jet skis. For those of a less energetic nature fishing is a popular activity, whether from the harbour area or deep-sea. Local seafood is a speciality of the region along with other traditional Scottish fayre.

Troon developed as a tourist location during the 1890's, centred around the beautiful sandy beaches and excellent views out to Arran and south to the Brown Carrick hills. Troon is still a popular place to visit for those who wish a day at the seaside and is one of the few west coast beaches to have been granted the Clean Beach Award.

The shorefront has a promenade with seating areas along its length; the lovely Italian Gardens situated also attract people to the area. As you head south a play park and fun fair attract young children. Royal Troon golf course is at the southern end of the beach, and has been host to the British Open Golf Championships on a number of occasions.

Ayr

The development of tourism at this shorefront started in the late 1800's, as did many other coastal resorts. Ayr was so popular because of its proximity to industrial towns and cities such as Glasgow, Paisley and Kilmarnock. Workers could come for a day or weekend and those who could afford it would stay longer. The clean air, sandy beaches and mild climate all contributed as an attraction to visitors. Ayr caters for any visitor, from those who simply want bed and breakfast to those who wish for the comfort of a hotel.

The Ayr beach is predominately sand and has been enjoyed by people of all ages through the years. From picnics and sandcastles to paddling, collecting shells and playing games, there always find something to do.

The esplanade, which runs from the harbour south to the river Doon, has adjacent to it a number of facilities for visitors to enjoy. The putting green, the well-equipped play area which caters for a wide age range and the newly refurbished Pavilion which provides indoor soft play. The Low Green, which

has a long history as a place of recreation, is still a firm favourite with locals and tourists alike for picnics, sunbathing and generally watching the world go by.

Fishing is also available in and around the harbour area. There is also an opportunity to go out on a boat trip to fish for skate haddock and cod.

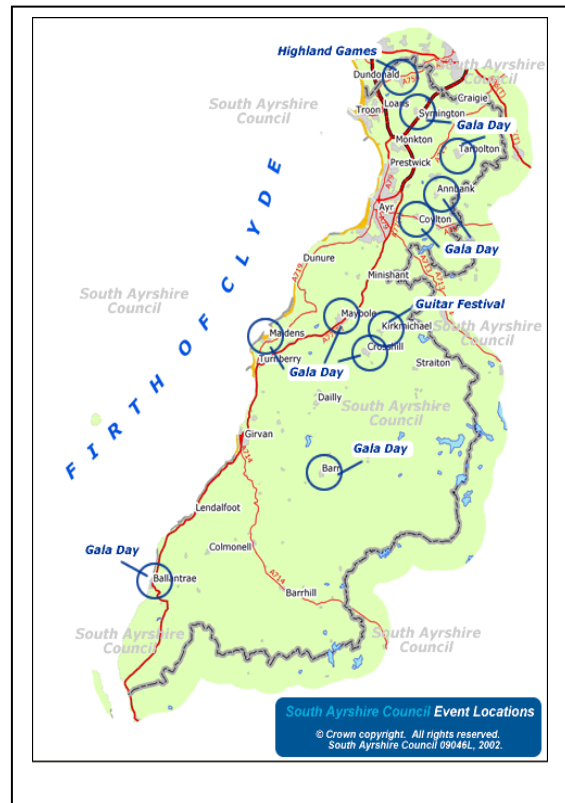
The National Cycle Route passes through South Ayrshire along the Ayr shorefront toward the new Millennium Bridge over the river Doon and on towards Greenan.

South Ayrshire event locations:

Fairs, flower shows, guided walks, gardening workshops, golf and bowling competitions, cycle races and charity events – can all be found in the parklands of South Ayrshire.

Adapted from South Ayrshire Council website

<http://www.south-ayrshire.gov.uk>



Using the handout on South Ayrshire answer the following questions:

1.

- a) 'Landscape' is one category of destination features. Identify two examples of features in this category that can be found in South Ayrshire.

.....
.....
.....

- b) Explain how this category could give the region popularity and appeal.

.....
.....
.....

- c) 'Climate' is another category of destination features. Describe the climate of South Ayrshire.

.....
.....
.....

2.

- a) Give two other categories of destination features in South Ayrshire that would appeal to families.

.....
.....

- b) Describe two features for each category and explain their appeal to families.

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.....

3.

a) Ayrshire has a number of events. Name one local and one international event.

Local

.....

International

.....

b) Accommodation is one category of destination features available to overseas visitors. Name and describe two other categories and features that would benefit the overseas visitor to Troon.

.....
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.....
.....

Activity 4.2I

The purpose of this activity is for students to consider the perceptions and expectations of incoming visitors to the British Isles.

They could start by discussing what they think the perceptions and expectations of incoming visitors would be. This could be undertaken in small groups at first, followed by a class discussion.

Students could then undertake research to find out actual perceptions and expectations. This could be through a survey at a popular attraction. They could find articles in English Language versions of overseas press such as Australian and American daily newspapers and magazines. They could interview residents in the community from different ethnic backgrounds. They could establish links with other educational centres overseas and interview other students using email.

Activity 4.2m

Students should produce one or more items of promotional materials that summarise the key features of the British Isles that can be used to attract incoming tourists. They could focus on a specific target market and select related features or aim for mass market with general features.

It may be useful to look at the VisitBritain website, which usually contains details of current overseas marketing campaigns.

Examples of features that could be used for the campaign include:

- inspiring cathedrals
- historic coastline
- roman ruins
- 21st century architecture.

Activity 4.2n

Photo Shoot

VisitBritain are planning a promotional campaign to show Britain as an all year round tourist destination. Consider each month of the year and think of something that takes place in that month in the UK. Note down the name of the event and where it is held. Find a photograph that could be used in promotional material. These could be found in magazines, on the internet or in your own collection.

Produce a leaflet, poster or brochure to promote the events to incoming tourists.

Activity 4.2o (i)

The Appeal of a Destination

In order to help describe the appeal of a destination, students need to investigate different visitor types and their needs. Ask students to work in pairs to identify the many needs of each of the following client types:

Grey Market	Over 55, retired with small or no mortgage
Empty Nesters	40+, children just off to university
Family	Parents with teenage children, Parents with children in school, Parents with pre-school children
Single parent families	With children in school
Couple	In their 20s, 30s with no kids
Honeymoon couple	
Young couple	Very active and like adventuring
Group of teenagers and Educational school/college group	

- Feed back your findings to the group
- Investigate your own destinations and find who their markets are
- What do your destinations offer to meet the needs of their markets?

Activity 4.2o (ii)

Students should complete this task working in small groups of three or four. Each group should be given one type of visitor. They should discuss in their groups what they consider to be the needs of their type of visitor.

Students should then develop a questionnaire or series of questions to be asked at an interview and obtain information regarding their needs from a representative sample of their given type of visitor.

On completion they should compare the actual results with their perceived results and discuss differences. Each group should then summarise their findings on a one-page handout and present to the rest of the class.

Activity 4.2p

Students should start this activity by compiling pen portraits. These are details of potential incoming tourists to the British Isles. In the pen portraits they should make reference to:

- generating area
- transport preferences
- accommodation preferences
- duration of stay
- approximate date
- budget where appropriate
- purpose of journey
- specific requirements.

These should then be passed to other members of the class to undertake research in order to find a destination that meets their needs.

This is an example pen portrait

Mr Gillette is keen to learn to surf, but can't find anywhere in his local area, even though he lives near to the French Riviera. He is keen to spend a week in the British Isles in August so that he can try out this leisure activity. He would prefer not to spend time driving but is concerned that public transport to where he wants to go may be limited. Whilst here, he would like to be able to meet other surf enthusiasts so would like accommodation which is informal that other surfers are likely to use. He will need to hire equipment and surfing lessons during his stay but isn't sure how many he will need. He speaks good English. He does not specify a budget but doesn't want to waste money on luxuries unless it is directly relating to surfing.

Activity 4.2q

Students should work in groups and undertake research of their own local area. Alternatively they can research an area they are planning to visit or an area they are interested in. They should find details of the tourist facilities, events, culture and attractions that give the destination appeal. They should plan a guided tour that incorporates all those features that give the destination appeal.

The tour could be a walking tour or coach tour. A commentary should be produced to support the tour.

Activity 4.3a

Content of an itinerary

Students should be given a presentation on the content and structure of an itinerary. An itinerary contains all the information a customer needs for their trip. It is presented in a way that they can find information easily. It includes:

Dates and times

Mainly relates to transport. It needs to include check-in times, departure times and arrival times. If there are any transfers these should be included. The duration of the journey should be shown. All times should be local. If there is a time difference this should be stated.

Suppliers

The names and contact details of companies providing products and services should be stated: airline, hotel company, car hire company, tour operator etc.

Costs

There should be a breakdown of the costs of the individual components of the trip.

Additional information

You should include information regarding passports, visas and health requirements. If there is other essential information eg relating to climate or public holidays, this should also be included. Any useful information could also be given as a supplement.

Activity 4.3b

Students should respond to information presented in a pen portrait identifying visitor or customer needs. Information could be presented in writing or extracted through a customer service role-play.

Students previously developed pen portraits. These could be added to in order for them to be more complex or require more than one destination. This example has extended the earlier example given in Activity 4.2r:

Mr Gillette is keen to learn to surf but can't find anywhere in his local area, even though he lives near to the French Riviera. He is keen to spend a week in the British Isles in August so that he can try out this leisure activity.

He is travelling with his partner who is happy to indulge him in this, as she would like to spend time on a beach with a beautiful landscape. However, she also wants to spend some time in the countryside, as she is a fan of English literature and would like to visit the places that inspired her favourite authors.

He would prefer not to spend time driving but is concerned that public transport to where they want to go may be limited. Whilst here, he would like to be able to meet other surf enthusiasts so would like accommodation which is informal that other surfers are likely to use. His partner, however, is keen to stay somewhere with spa and leisure facilities.

He will need to hire equipment and surfing lessons during his stay but isn't sure how many he will need. They both speak excellent English. He does not specify a budget but doesn't want to waste money on luxuries unless it is directly relating to surfing.

This is another example:

The European Railway Enthusiasts Association are organising a tour for its members in Europe. The tour needs to take in four different railways over a one week period. The tour will commence from London Victoria Coach Station in September.

They anticipate at least fifty people will want to buy the package that needs to be based on full board. The cost of the package must not exceed £1000. Accommodation must be a minimum 3 and ideally should provide views of the railway in operation. If possible, meals on the railway would be preferred.*

Activity

Hank and Bethan Ewing live in the USA. They are planning to take a holiday in the UK. They wish to fly from Detroit to London Heathrow on a Saturday in July and depart three weeks later on a Saturday in August. The couple have never been to the UK before and are keen to see as much as possible. They are here for three weeks.

In small groups plan a suitable itinerary for them. You need to consider the following:

- Heritage and culture is important.
- They would like to include Scotland in the tour.
- They would prefer not to drive.

Your itinerary must include the following types of destinations:

- coastal areas
- tourist towns and cities
- countryside areas
- heritage and cultural destinations.

You are required to present your proposal to the rest of your group. You need justify your choices ie why you selected specific destinations, attractions, mode of transport etc.

Activity 4.3c

Students produce a template for presentation of itineraries. These are used to present their proposals developed in Activity 4.3b.

Example of an itinerary

Birmingham – Jewel of the Midlands Tour								
12-14 July 2005								
Friday 12 July	1100	Pick up coach and depart from Milton Keynes Station Car Park						
	1300	Arrive and unpack. Free time for lunch in the city centre. A short introductory tour is included on arrival to see the delights of Birmingham including the International Convention Centre, Broad Street and St Andrews Stadium.						
	1830	Dinner in hotel restaurant followed by visit to Fame – the musical at the Hippodrome Theatre (on foot). Make own way back to the hotel						
Saturday 13 July	0830	After breakfast, depart by coach to Stratford upon Avon and Warwick Castle. Morning in Stratford includes backstage tour of the Swan Theatre, boat trip and visit to Shakespeare’s Birthplace. Lunch in Warwick (extra cost) and afternoon at Warwick Castle.						
	1930	Arrive back at hotel in time for dinner. After dinner local bar and nightclub visit (extra cost)						
Sunday 14 July	0830	After breakfast free time for shopping in the city centre and lunch (extra cost)						
	1400	Depart by coach for Milton Keynes						
	1600	Arrive Station car park						
<p>Costs Breakdown Basic Package (B&B and some excursions and all coach transfers) £264 Additional costs are advised locally</p> <p>Note:</p> <ul style="list-style-type: none"> • All timings are approximate and liable to change at short notice. • Due to factors beyond our control it is sometimes necessary to change the itinerary. If this happens we will do our best to ensure the new itinerary is as close as possible to the published one. • It is recommended that you take out a travel insurance policy for the trip • Lunch needs to be paid for locally. 								
<p>Contact details</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Tuba Tours 12 Woodley Road Milton Keynes MK11 4TF</td> <td style="width: 33%;">Midland Express Coaches 45 Broom Street Birmingham B22 8GW</td> <td style="width: 33%;">Travellers Hotel Birmingham Paradise Circus Birmingham West Midlands B3 6LG</td> </tr> <tr> <td>Office hours: 01908 998877 Out of hours: 0779754231</td> <td>Office hours: 0121 4475522 Out of hours: 0779754220</td> <td>0121 2136654</td> </tr> </table>			Tuba Tours 12 Woodley Road Milton Keynes MK11 4TF	Midland Express Coaches 45 Broom Street Birmingham B22 8GW	Travellers Hotel Birmingham Paradise Circus Birmingham West Midlands B3 6LG	Office hours: 01908 998877 Out of hours: 0779754231	Office hours: 0121 4475522 Out of hours: 0779754220	0121 2136654
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Office hours: 01908 998877 Out of hours: 0779754231	Office hours: 0121 4475522 Out of hours: 0779754220	0121 2136654						

Activity 4.3d

Students present their itineraries orally supported by a PowerPoint presentation and in customer service role plays.

Presentation planning sheet

Slide 1	Slide 2	Slide 3
Slide 4	Slide 5	Slide 6
Slide 7	Slide 8	Slide 9

Activity 4.4a

Students should discuss possible sources of information that could be used to obtain statistical data about incoming tourism to the British Isles. This should be followed by a presentation highlighting key websites and reference sources. It could include a tour of the centre library, central library or, if possible, university library.

Activity 4.4b

Students should be presented with data on incoming tourism to the British Isles with a series of specific questions where answers interpret data. Activities could also be more general where students are required to draw their own conclusions on the data provided.

Activity 4.5a

Students discuss the factors that affect popularity and appeal, then they try to group them under category headings of their own. This would be followed by a presentation of the factors given in the specification.

Factors:

- Accessibility
- Availability of attractions and other tourist facilities
- Cost of visiting
- Change in customer needs and expectations
- Destination management
- Image and promotion
- Political factors

Activity 4.5b

Students should first of all be given a presentation of typical factors that could be considered under each heading given in the earlier activity. Once they are clear of the focus of each heading they should then attempt to put their factors under the headings in the specification to broaden their understanding.

Accessibility

- Transport connections
- Transport modes and gateways
- Proximity to main routes and gateways

Availability of attractions and other tourist facilities

- Dry or wet weather conditions
- Business visitors
- Built or natural
- Tourist facilities eg information services

Cost of visiting

- Exchange rates
- Accommodation
- Entertainment
- Transportation
- Events

Changing customer needs and expectations

- Changes in household composition
- Greater customer service expectations
- Ageing population with diverse specific needs
- Advances in technology

Destination management

- Pollution control
- Litter control
- Transport management
- Parking
- Leisure facilities
- Public and private sector investment
- Greater environmental awareness and concern
- Changing fashions
- Media influences

Image and promotion

- Historical development
- Amount of investment to meet changing customer needs
- Media coverage
- Promotion channels
- Budgets
- Handling enquiries
- Market research
- Product development and distribution

Political factors

- Terrorism
- International relations eg EU, Commonwealth
- Legal

Activity 4.5c

Students should be given a presentation on different modes of transport. They should then discuss the considerations of which mode is used in different circumstances. They should then complete the activity below considering the effect on airport development on incoming tourism.

Main travel and tourism routes in the UK:

- road
- rail
- air
- sea.

People make travel decisions for a number of reasons:

- cost
- convenience
- journey time.

Overseas tourists

What is meant by the term overseas tourist?

.....
.....
.....

What attracts the overseas tourist to the UK?

.....
.....
.....

Discuss in small groups the modes of transport used by overseas travellers. Consider examples of when they would use each.

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.....

Investigate the plans to extend Heathrow airport with additional runways and terminals.

Why are environmentalists against the plans?

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.....
.....

Explain how this expansion could help or hinder tourism to the British Isles.

.....

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.....

What would be the impact on the local community if this expansion project was to proceed?

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How could the local community benefit in the long term?

.....

.....

.....

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.....

How does the country/area benefit from overseas tourists?

.....

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.....

.....

Activity 4.5d

Students should be given one of the factors from the specification. They have to undertake research to identify at least one destination in the British Isles where the factor has affected its popularity and/or appeal. They should explain how this factor has affected popularity and appeal.

Factors:

- Accessibility
- Availability of attractions and other tourist facilities
- Cost of visiting
- Change in customer needs and expectations
- Destination management
- Image and promotion
- Political factors.

Activity 4.5e

Factors affecting the popularity and appeal of tourist destinations

Common words used in assessment

- Analyse: break a question/issue into its component parts and explain how they relate to one another.
- Compare: examine similarities and differences. Look for qualities or characteristics that resemble each other. Emphasise similarities, but in some cases mention differences. Explain why they exist.
- Contrast: concentrate on the differences. Stress the dissimilarities, differences, or unlikeness of things, qualities, events or problems.
- Criticise: point out the faults, limitations and usefulness of the subject in question. Express your judgement about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.
- Explain: give reasons, state the how, where, why of an issue or concept.

Activity

Using the headings below, explain the key factors that affect the popularity and appeal of London as a UK tourist destination.

- Accessibility
- Availability of attractions and other tourist facilities
- Cost of visiting
- Change in customer needs and expectations
- Destination management
- Image and promotion
- Political factors

Now look at Newquay as a UK coastal area and undertake the same activity.

- Compare and contrast the destination of London with the coastal area of Newquay.
- Give examples on where you think you have analysed or been critical.

Activity 4.5f

Students should discuss the criteria to be used when evaluating the effect of a factor on the popularity and appeal of a destination in the British Isles.

A template should be produced which includes each of these criteria.

Examples of criteria

- Is the destination accessible to tourists without a car? (Accessibility)
- How does the cost of the accommodation compare with other similar destinations? (Cost of visiting)
- What are people's perceptions of the destinations? (Image and promotion)
- How clean is the beach area? (Destination management)

Activity 4.5g

Students should conduct a survey to determine the effect of one factor on popularity and appeal of a destination. This could be their local area, on a visit to a destination or amongst their local community using those that have visited and those that potentially would visit in their sample.

Unit 5: Travelling Safely

Unit aims

Through this unit students 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. Students 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. Students will find out about the measures that are used and the implications of these to the traveller. Students 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.

Unit topics

- 1 Legal and regulatory requirements
- 2 Restrictions on travel
- 3 Emergency situations

Suggested delivery plan and schedule of activities

Section 1: Legal and regulatory requirements

Topic	Suggested delivery plan	Resources
What is a regulatory organisation?	<ul style="list-style-type: none"> Students to define individually and then in a group. Students given authoritative definition and discuss. 	Activity 5.1a Activity 5.1b
Airline regulatory organisations	<ul style="list-style-type: none"> Students to undertake initial research to understand the roles of CAA, JAA and IATA and how they relate to one another. 	
CAA, IATA, JAA and ABTA	<ul style="list-style-type: none"> Divide students into groups to undertake research into one or other of these organisations. Produce a PowerPoint presentation for the rest of the group. 	Activity sheet 5.1c
Review of regulatory organisations	<ul style="list-style-type: none"> List of different types of scenarios and how the different regulatory organisations can influence these. 	Activity sheet 5.1d
EU Directive* Disability Discrimination Act* Data Protection Act* Trades Description Act* Fair Trading Act* Sale of Goods and Services Act*	<ul style="list-style-type: none"> Students to undertake initial research to ascertain the main differences between these acts, which are industry specific and which apply across other industries too. Produce one gapped handout which could be used to back up the teaching of one or two acts. This can then be developed by teacher/students for other acts. *Legislation is regularly updated and may be replaced by subsequent acts. As the acts listed in the specification become out of date, students should study the updated or replacement legislation as necessary. 	Activity 5.1e. Activity 5.1f Newspaper article to stimulate discussion.
Which Act is relevant?	<ul style="list-style-type: none"> Students to look at a variety of scenarios to determine which act(s) needs to be considered in each case. 	Activity 5.1g
Make recommendations and analyse impact.	<ul style="list-style-type: none"> Students are provided with different customer types and different travel organisations. They must recommend how practices and procedures could be altered to comply with legislation. They must analyse the impact of their recommendations in terms of cost, time, service to both the organisation and the traveller. 	Activity 5.1h

Section 2: Restrictions on travel

Topic	Suggested delivery plan	Resources
Why do governments place restrictions on tourist movements?	<ul style="list-style-type: none"> Students brainstorm reasons for the placements of restrictions on tourist movements. 	Activity 5.2a Illegal immigrants, disease, terrorism, drugs, international relations, financial.
Passports	<ul style="list-style-type: none"> Students to study blank passport application form. Research the different types of passports. 	Activity 5.2b Scenarios eg baby, teenager and married couple on types of passport. Also passport within six months of expiring.
Visas	<ul style="list-style-type: none"> Students to research: What a visa is How a visa is obtained Difference between single and multiple entry visas Information required when completing an application. 	Activity 5.2c Pack including a number of different visa forms, information on some complex issues such as British travelling to US on visa waiver – can they go to Canada and return to the US from there?
Passport and visa scenarios	<ul style="list-style-type: none"> Students to be provided with a number of different scenarios including ones where a travel agent/tour operator has not checked the nationality of travellers. Implications for organisations of failing to implement thorough checks. 	Activity 5.2d Business visas, Australian in this country going on a two week holiday to Spain and then returning here, cruise to different countries Case study on new regulations being brought in in the US regarding biometric passports
Cholera Typhoid HIV and AIDS Yellow Fever Malaria Hepatitis C	<ul style="list-style-type: none"> Either individually or in groups, student to research these diseases. Alternatively have a nurse from local GP surgery come in and explain the different diseases and how vaccinations work. 	Activity 5.2e Gapped handout with the following headings: Name of disease Where it is prevalent Causes and symptoms Vaccination and how risk of spreading is minimised.

Topic	Suggested delivery plan	Resources
Implications of failing to guide travellers to the risks they might face.	<ul style="list-style-type: none"> • Students to produce a check list on what a travel agent needs to check with a customer when making a booking. • Or include a check list and carry out role plays. 	Activity 5.2f. Check list and where to find information Activity 5.2g Some scenario role plays
Implications for organisations and travellers when safe travelling information is not given.	<ul style="list-style-type: none"> • Detailed scenario based on similar case study to the exam where implications are exposed. • Discussion on analysing who is at fault and whether the traveller can claim through legislation outlined earlier. 	Activity 5.2h

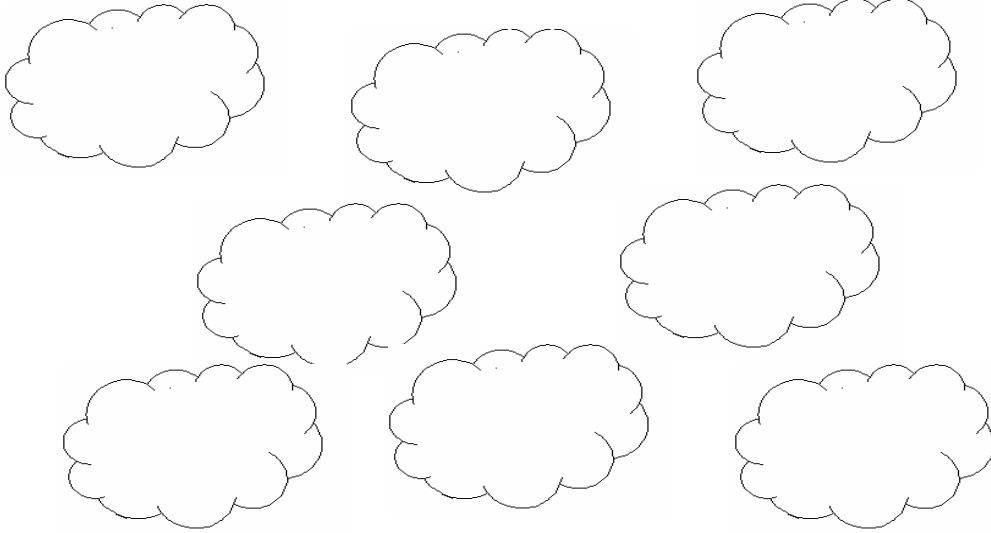
Section 3: Emergency situations.

Topic	Suggested delivery plan	Resources
Small scale emergency situations eg Holiday cancellations Holiday curtailment Medical problems Lost passport Lost money Lost luggage Theft and muggings Arrest and imprisonment	<ul style="list-style-type: none"> • Students individually or in groups to research the roles of the agencies given below in small scale emergencies. • insurance companies • tour operators • Foreign Office, embassies and consulates • medical assistance companies • airlines 	Internet Tour Operator Brochures Insurance policies Activity 5.3a Produce a website with emergency situations outlined and then information on which agencies would provide help and how.
Who provides help when	<ul style="list-style-type: none"> • Scenarios provided and through discussion and/or role plays, outline who will provide support and the type of support they can provide. 	Activity 5.3b
Large scale emergency situations known as force majeure Wars Terrorist attacks Strikes Natural disasters such as flooding Severe weather warnings such as hurricanes Major outbreaks of disease Other disasters such as plane or train crashes	<ul style="list-style-type: none"> • Students are to develop a portfolio of large scale emergency situations by researching newspapers such as The Times and The Guardian, Trade Press such as Travel Trade Weekly and the Foreign Office website to understand the sorts of support given and the strengths and weaknesses identified after the event. • Students, through discussion to produce a tick sheet of what they would expect to occur in best practice when a large scale emergency does occur, eg terrorist attacks. • organisations should have a list of who is travelling • Emergency telephone numbers for relatives to get up to date information. • Fast and easy evacuation of nationals back to this country. 	Activity 5.3c Travel Weekly Oct Hurricanes in the Caribbean are force majeure covered in tour operator small print.

Activity 5.1a

Task A

List five key words that could be used to describe 'regulatory body'.
Think about who they are answerable to, their aims and their role.



Task B

Working in small groups come up with a definition of a 'regulatory body' and what you would expect them to do. You might find it useful to give examples from the travel and tourism industry to illustrate your points.

Activity 5.1b

Regulatory bodies

In the travel industry a regulatory body can have three main functions:

- it is a customer service organisation providing consumer protection for travellers
- it acts as a focal point for its members who are organisations within the travel industry, offering support and guidance where required
- it helps to ensure that legal requirements, such as those affecting health and safety or financial protection, are adhered to.

Discuss this definition as a group, comparing it with your own definitions of a regulatory body. Note below where the definitions are similar or different.

Consider the following point about regulatory bodies:

Many regulatory bodies support customers and industry providers. What conflicts of interest can occur within a regulatory body?

Write down some examples of how this could happen. An example is provided below:

If a customer was unhappy with a holiday they booked through a travel agent, they could complain to a travel industry regulatory body. However, most travel agents are members of this body, and pay a yearly membership fee.

Activity 5.1c

Use this fact sheet to help complete the activity that follows.

ABTA – the Association of British Travel Agents

Regulatory responsibilities

As a regulatory body ABTA maintains a strict Code of Conduct. ABTA companies agree to be bound by the code, which governs the relationship between the consumer and a company and also the company's relationship with ABTA.

The code aims to ensure that the customer receives the best possible service from both the ABTA Travel Agent and Tour Operator. This service starts from before customers book travel arrangements, through the booking process and the after-sales service, to the way they handle any complaints customers may have.

The code covers the following:

Advertising	ABTA members must not mislead you with their advertising and must include all compulsory charges in their pricing.
Booking Procedures	<p>When you book with an ABTA Member they must give you accurate information to help you choose the travel arrangements that are right for you.</p> <p>ABTA members must follow all the necessary legal requirements such as the ATOL Regulations and must make you aware of the terms and conditions that apply.</p> <p>ABTA Members must also give you guidance about any health requirements and the passport and visa requirements for your travel arrangements.</p> <p>If you have any special requests concerning a disability or other medical condition ABTA Members must ensure that these are dealt with properly and confidentially. ABTA Members must also give you information about travel insurance.</p> <p>Before completing a booking ABTA Members must tell you if the Foreign and Commonwealth Office has issued advice about your destination.</p>
Once the booking is made	<p>ABTA Members must tell you as soon as possible if it is necessary to change or cancel your travel arrangements. An ABTA Member cannot cancel your booking after the date of payment of the full price unless it is necessary to do so for reasons outside its control. If this happens the ABTA Member must offer you the choice of having all your money back or choosing alternative travel arrangements.</p> <p>If an ABTA Member makes a significant change to your travel arrangements they must offer you the choice of accepting the changed travel arrangements or having all your money back.</p> <p>If an ABTA Member does cancel your booking or makes a significant change to the travel arrangements after the date for payment of the full price they must offer you compensation unless the reason for the cancellation or change was outside of their control.</p>
Building Works	An ABTA Member must notify you as soon as possible of any serious building works at your destination. If you wish you can transfer to another holiday or cancel and have your money back.

Complaints

If you have a complaint about your travel arrangements you should write to the ABTA member concerned. They must provide you with a full reply within 28 days. If you remain dissatisfied you should write again pointing out the areas of dispute. Again the ABTA Member must respond within 28 days.

If you fail to reach a satisfactory position with the ABTA Member you can have the matter resolved through the ABTA Arbitration Scheme. Under this scheme your arbitration application form must be sent to the Chartered Institute of Arbitrators within 9 months of the date your problem arose or of the date of your return from holiday, whichever is later.

Applications can be made by post or online. Before applying you must have your own exclusive ABTA reference number which is provided when you first send in details of your complaint.

Claims are handled by professional arbitrators who are members of the Chartered Institute of Arbitrators. Like the courts system the Scheme is entirely independent of ABTA.

In making a decision the arbitrator will look at what the law says as well as ABTA's Code of Conduct.

The objective of the arbitrator is to arrive at a conclusion that is both fair and reasonable in the circumstances looking at all the evidence presented by both parties.

The award is issued in writing and gives a summary of the facts the conclusions and reasons for reaching them. The arbitrator's decision is legally binding on you and the company and is enforceable directly through the courts.

In 2003 ABTA dealt with nearly 17,000 complaints. Of these over 1,200 went to ABTA's independent arbitration scheme, an alternative to the small claim's court.

Figure from Oct 2004.

ABTA has 6356 Travel Agent Office Members and 1043 Tour Operator Office Members. The combined turnover was £26 billion. 85% of the UK's package holidays are sold through ABTA Members. ABTA currently has bonds valued at: £201 million for travel agents £170 million for tour operators. To protect consumer's monies and holidays in 2001, ABTA paid out £2.2 million in respect of Travel Agents failures and £90,000 in respect of Tour Operator failures.

Further information can be found on:

- ABTA – www.abta.com
- ABTA Member's website – www.abtamembers.org
- ATOL -www.atol.org.uk
- Civil Aviation Authority – www.caa.co.uk
- IATA -www.iata.org
- JAA – www.jaa.nl

Activity

Using the information on ABTA as a starting point, you are to divide into groups. Each group is to take one of the following organisations and research the organisation under the following headings:

- Regulatory responsibilities
- Regulations they have put in place
- Useful website addresses
- Scenarios where the regulatory body could have an influence on events.

As a group, produce a PowerPoint presentation to present your findings to the rest of the class.

Organisations to research:

- Civil Aviation Authority (CAA)
- Joint Aviation Authority (JAA)
- International Airfares and Ticketing Association (IATA)

Activity 5.1d

There are a number of regulatory bodies involved in the travel industry. Three of these are IATA, JAA and the CAA.

1 Briefly describe how these three bodies relate to one another.

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2 Why is it important for air regulatory bodies from different countries and continents to regularly meet and discuss legislation and safety?

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3 Describe the role and responsibilities of ABTA in terms of the legislation and regulation of the travel and tourism industry.

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4 Clare Tapp is planning a holiday to the Costa del Sol with a friend. She has been offered a package holiday by an ABTA travel agency but has also done some research on the internet and found a low cost flight and separate accommodation that works out cheaper. Explain the benefits and disadvantages of the two different ways of booking her holiday.

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5 What are the main advantages to the consumer of booking through an ATOL regulated tour operator?

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Activity 5.1e

The Trade Description Act:

History of the Act

- The Trade description Act came into effect in _____ and was strengthened in _____.

What the Act means

- The Act makes it an offence if a trader:
- applies a false _____ to any goods
- supplies or offers to supply any goods to which a false _____ is applied
- makes any false statement about the provision of any _____, _____ or _____.

False Trade Description

Provide travel and tourism examples to fit in with the link word provided below. A Trade Description includes:

- size, for example _____
- quantity, for example _____
- how they were made, for example _____
- their fitness for purpose, for example _____
- a statement that the goods have been tested or approved by any person, for example _____
- where or when they were made, for example _____
- who made them, for example _____.

False Statements about services, accommodation or facilities

The Act covers statements about:

- accommodation or facilities, for example, their nature, the time at which they are provided or who provides them
- where the accommodation is provided and what amenities are provided.

For each of the situations below suggest ways in which a tour operator should be careful not to contravene the Trades Descriptions Act:

- A brochure description of a hotel situated close to the beach. Most rooms have sea views and balconies. At certain times of the day, guests at the hotel can use the leisure facilities of a nearby hotel for a charge.
- A tour operator's website that describes a resort as having brilliant sunshine all year round and untouched, beautiful beaches.

Enforcement

Local Trading Standards authorities are under a statutory duty to enforce the provisions of this Act and the Act gives them power of entry, inspection and seizure to help them do it.

- It is not their job to get customer's _____ for any disappointment they may have suffered, but they can investigate and take whatever steps they deem necessary to prevent others being deceived.

Activity 5.1f

The Disability Discrimination Act

Read the following, taken from BBC News 21st December 2004:

Budget airline Ryanair and Stansted Airport have lost an appeal against a decision that they must provide free wheelchairs for disabled passengers. The Court of Appeal ruled that they had a joint responsibility to assist disabled travellers between the airline check-in and the departure gate.

Mr Ross was awarded more than £1,300 after he challenged an £18 charge. Ryanair said it was 'disappointed' that the court did not decide that the BAA was completely responsible for the service.

'This will be a matter of great concern to any company involved in the running of airports, railway stations, ports — indeed any building to which the public has access'.

Stansted Airport said it believed it had been fulfilling its responsibilities to disabled travellers. 'The Court's decision will not affect BAA's arrangement with other airlines which already provide assistance to passengers with reduced mobility without charge' the spokesman said.

Ryanair said a 50p surcharge on all tickets would be levied to cover the cost of providing wheelchairs at Stansted. The case was brought under the 1995 Disability Discrimination Act. Since then the Act has been strengthened with many new rules being brought into force that will have repercussions for all businesses from October 2004.

As a group, you will be discussing this case and the repercussions of the 2004 Act for all travel and tourism industries. In preparation research the Disability Discrimination Act (DDA) and bring notes to the debate.

Activity 5.1g

There are many laws that affect the operation of travel and tourism organisations. Look at each of the scenarios outlined below and explain which laws may be being violated and how.

- Turkish Delight, a tour operator, is planning its summer sun holiday brochure. One of the hotels they have contracted is described, in Turkey, as a three star quality hotel. However, Turkish Delight feel it meets the standards of many of their four star hotels and want to describe it as such in their brochure.
- Fiona Candice and her fiancé have booked their honeymoon to Antigua. Fiona's boss rings up the travel agency where Fiona has made her booking and asks to know which hotel Fiona and her new husband will be staying in as he wants to arrange some flowers and champagne for their arrival.
- Mr and Mrs Burgess are planning a luxury break in the New Forest for their wedding anniversary. Mrs Burgess is in a wheelchair and needs detailed information about the layout of the hotel and how easy it will be for her to move around. The Travel Agency assures Mrs Burgess that she will be given a specially adapted room situated on the ground floor of the hotel.
- Go Soon Travel Agency has placed some 'last minute' deals in the window. The prices are very good but the Manager knows that a number of them no longer have any availability left. However, to draw customers into the shop he puts the offers in the window anyway.
- Mr and Mrs Morris are taking their grandson on a cruise around the Mediterranean. Their grandson is particularly keen to see Barcelona (because of the football stadium) and the ruins of Ephesus which he has been studying at school. However, two weeks before departure the cruise company informs them that the ship will not be stopping at Barcelona as they do not have time.

Activity 5.1h

According to the DDA, in order to be covered under the Act, you must have 'a physical or mental impairment that has a substantial and long term adverse affect on the ability to carry out normal day to day activities'.

These can include physical impairments such as being in a wheelchair, or having difficulty walking unaided. They can include hearing and visual impairments. A person may have fits or need access to certain types of foods, for example a diabetic. People may also be dyslexic or unable to read.

Answer the following questions

1 As a group, list as many types of disabilities as you can.

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2 Individually choose three of these and imagine you are a customer with this disability. You are staying at a hotel as part of a leisure break. Recommend how practices could be altered to meet the needs of the disabled person and the Disability Discrimination Act.

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3 Analyse the impact of your recommendations in terms of cost, time and service to both the organisation and the traveller.

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Activity 5.2a

Restrictions on travel

Task A

List at least five types of restrictions governments across the world place on tourist movements eg Many countries will not let travellers enter the country without a valid return ticket.

- 1
- 2
- 3
- 4
- 5

Task B

As a group come up with a definitive list of reasons why governments place restrictions on tourist movements, coming up with as many examples as possible to back up your claim. You may find it useful to refer to the *World Travel Guide* for information.

Type of restriction	Reason for restriction	Example of country
<i>Example: Valid return ticket required to enter country</i>	<i>Host country wants to be sure the traveller is intending to leave and will not stay there illegally</i>	<i>Canada</i>

Activity 5.2b

Passports

To complete this exercise you need to obtain a blank passport application form and the accompanying instructions. These can be obtained from major post offices.

- Name three ways that you can have your application for a passport serviced and explain the differences between each one.
- What is the youngest age that a child can have a passport?
- How long is a child passport valid for?
- If you are an adult aged 45 and looking to renew your passport, which sections on the form need to be completed?
- If you are renewing your old passport, what needs to be sent with your application form?
- Mr Ennis and Miss Drummond are booking their honeymoon to Kenya. Miss Drummond is keen to have a passport in her married name. Explain the procedure to her.
- Who can be a countersignatory for Mr Black applying for his first UK passport?
- Produce a guide to help a client who is confused about what is an acceptable passport photograph.

What is the cost of the following

- A renewal of an existing adult passport sent through the post?
- An extension of a child's passport to full validity sent through the post?
- A child's first passport sent through the Check and Send service?
- What guidance does the passport office provide for passengers who need advice on visas and entry requirements for different countries?

Activity 5.2c

Visas

You work for a large business travel agency and you have been asked to produce a pack of information on visas, for newly appointed staff. The pack should include answers to the following questions:

- What is a visa?
- How is a visa obtained?
- What is the difference between single and multiple entry visas?
- What types of information are required when completing a visa application?

Choose three countries that require British travellers to hold a visa from the list below. For each country, research the cost of a single entry visa, how long it is valid for and if possible collect an example of the visa form, the cost of obtaining a tourist visa and how long the tourist visa is valid for.

- Egypt
- Ghana
- Saudi Arabia
- Russian Federation
- India

Do remember that travel agents and tour operators do not only book the travel of UK nationals. Just because a UK passport holder does not require a visa for a particular country, this does not mean that holders of other passports will not require a visa.

Activity 5.2d

Passport and visa scenarios

Using the internet, *World Travel Guide*, phone book or other forms of reference, provide as much information as you can for the following potential travellers who have passport and/or visa enquiries.

Remember you may not always have the answer but you should be able to provide the address and phone number of the people who can help.

- 1 Mr and Mrs Smith have British passports and are travelling to the USA. Will they require visas and how long should the validity on their passports be?
- 2 Mrs Stackpoole is travelling to Australia to visit her daughter for two months. Explain the procedure and cost of obtaining an Australian visa.
- 3 Mrs Stackpoole also wants to take a brief holiday to New Zealand while she is in Australia. Will her visa allow her multiple entry into Australia?
- 4 Miss Monk and Miss O'Geare are travelling to Spain for a two week holiday. Miss Monk holds a British passport will she require a visa?
- 5 Miss O'Geare holds an Australian passport. Will she require a visa to enter Spain? What further information can you provide for Miss O'Geare?
- 6 Mr and Mrs Gray are going on a Nile cruise. Can you advise them when most people obtain their Egyptian visas and how much a multiple entry visa will cost each of them?
- 7 Mrs Nelson, who holds a British passport is travelling to India to visit her friend in Bombay. Will she require a visa? What further information can you provide for her?
- 8 Miss Fitt works in a travel agency. It is company policy for staff to advise customers about visa requirements or to contact consulates, high commissions and embassies to obtain up to date information on visa requirements for the countries they are visiting. The travel agency has a form that it asks customers to sign to say that visa and passport requirements have been discussed with them. Miss Fitt booked Mr and Mrs Gentle on a tour around Moscow and Leningrad in Russia. As Miss Fitt handed them the tickets two days before travel, they asked her to confirm that as British passport holders they did not require visas. Miss Fitt did not have the form signed by the customers to say that visa requirements had been discussed at the time of the original booking. What do you think will happen?

Activity 5.2e

Restrictions on travel: Diseases

Task A

Using the following research into Cholera, typhoid and hepatitis C, you now need to investigate the following diseases: HIV and AIDS, Yellow Fever, Malaria.

Use the following headings to divide your work:

- name of disease
- where it is prevalent
- causes and symptoms
- vaccination and how risk of spreading is minimised.

Useful websites:

www.britishairways.com/travel/health/public/en_gb

www.doctorbackhome.com

www.masta.org

Task B

From the information you have been provided with, produce a pocket-sized guide for travellers about contagious diseases. Also include information on HIV and AIDS, Yellow Fever and Malaria.

Cholera

Where it is prevalent

Cholera is predominantly a disease of countries with poor sanitation and poor standards of personal and food hygiene. In 1991 and 1992 over 500,000 cases of cholera were reported each year to the WHO (World Health Organisation), of which 70 per cent occurred in Latin America and nearly 30 per cent in Africa.

Thirty two cases of cholera were reported in England and Wales in 1996, 33 in 1997 and 48 in 1998, reflecting travel overseas.

Causes and symptoms

Cholera is an acute intestinal infection. It is transmitted via the faecal-oral route by eating or drinking contaminated food or water. Person-to-person transmission is rare. Adequate cooking of food and boiling of water eradicates the organism. Humans are the only known natural host.

The incubation period ranges from a few hours to five days. The illness is characterised by the sudden onset of painless, profuse, watery diarrhoea, which leads to dehydration, metabolic acidosis, hypokalaemia and hypovolemic shock.

Vaccination and how risk of spreading is minimised

Cholera is undoubtedly a disease of poverty and the risk to travellers, especially on package holidays, is very small. The WHO no longer recommends cholera vaccination for travel to and from cholera endemic areas. However, border officials acting unofficially (and sometimes officially) may insist on a valid International Certificate of Vaccination indicating cholera immunisation within the previous six months.

The traveller is advised to have an official letter from his GP stating that cholera vaccine is not indicated. In addition, he should carry a sterile syringe pack just in case the border officials proceed to vaccinate. If the vaccine was to be available, it should be given at least six days prior to entry and recorded on an official travel document. Some officials may require proof of vaccination from people arriving from or travelling through endemic areas in the last five days.

Mozambique is known to have required a cholera certificate from travellers. In some West African countries, a certificate may be requested when entering through a remote border post. Some cruise liners consider the vaccine a requirement for their crews to certain destinations.

Travellers can virtually avoid cholera by taking meticulous care in the selection of everything they consume during their trip. They should avoid any raw or undercooked seafood and tap water, including anything that is made from or washed in it eg ice cubes and salad. Cholera vaccines offer additional safety in the few countries where they are available.

Typhoid

Where it is prevalent

According to WHO estimates the global incidence of this disease is around 16 million cases each year and 600,000 deaths. The highest incidence occurs across the tropical belt, with the Indian sub-continent and Asia having approximately 80% of the world's cases. Some low-level incidence remains in southern and eastern Europe.

The risk to travellers is estimated to be over 10 cases per 100,000 visitors in the Indian subcontinent, parts of South America (mainly Peru) and West Africa (Senegal), while for North Africa (Egypt, Morocco) and Haiti it is 4 to 10 per 100,000 visitors. Most at risk are persons visiting relatives in their native country.

Causes and symptoms

Typhoid fever is acquired through contaminated food and drink in 90% of cases and by direct contact with a patient or a chronic carrier in 10%. Spread is usually faecal-oral. *Salmonella typhi* (the bacteria that causes typhoid fever) thrives on cold meats and shellfish. Excreta of a human case of typhoid or a chronic carrier can contaminate food and water. Sewage and water supplies are common sources of infection. It is therefore predominantly a disease of countries economically undeveloped with poor sanitation, while it is uncommon in affluent parts of the world.

Typhoid fever is a potentially lethal infection that follows ingestion of the bacteria *salmonella typhi*. The incubation period is 1-3 weeks. It can affect any age but is more often found in children and the incidence of typhoid peaks between 5 and 12 years.

Usually the first symptoms are a headache and lethargy. It then progresses to abdominal discomfort, a cough, constipation and later bloody diarrhoea. By the third week in untreated cases the patient is toxic and confused and often has jaundice. The abdomen is distended and the diarrhoea can resemble 'pea soup'. Severe infection, heart failure and pneumonia can lead to death.

Typhoid is not diarrhoeal, it is a disease. The infective agent is shed in faeces, typically as long as 6 weeks to 3 months after infection. About 3 per cent of patients will continue to harbour the organism in their gallbladder for many years after infection; they become chronic carriers and excrete it periodically in their stools.

Eradication of typhoid in the community involves the provision of pure, clean water, proper sewage disposal systems, identification and treatment of chronic carriers and immunisation. Only humans carry the bacteria. They can however survive several months in soil or water. Heating water to 57 degrees centigrade destroys *salmonella typhi*. Iodination and chlorinating are also effective ways of destroying the bacteria.

Vaccination and how the risk of spreading is minimised

Typhoid immunisation is recommended for travel to all countries except northern and western Europe, North America, Japan, Australia and New Zealand.

Travellers should be advised that the most effective prevention of typhoid fever is strict adherence to the rules on food, water and beverages. Immunisation provides a good second line of protection.

Hepatitis C

Where it is prevalent

Hepatitis C is found worldwide. The following list shows the estimated number of people infected globally:

Africa	31.9m
Americas	13.1m
Eastern Mediterranean	21.3m
Europe	8.9m
South East Asia	32.3m
Western Pacific	62.2m

Source: World Health Organisation, Weekly Epidemiological Record, 1999

Causes and symptoms.

Hepatitis C (or HCV) is more infectious than HIV and four times more common than HIV in the USA. The mean incubation time for hepatitis C is 6 to 7 weeks but it ranges from 2 to 26 weeks. The infection is mild and only 25-30% of patients develop jaundice. About 15-20% of patients will recover and the infection will clear. Another 20% develop inactive liver disease and 60% develop acute liver disease that includes cirrhosis of the liver (10-20% of patients) over 10-30 years. It is estimated that there are about 300 million cases of hepatitis C in the world with 170-200 million being chronic carriers. The disease was discovered in 1989.

Transmission of HCV is mainly by intravenous drug abuse. Laboratory-based surveillance of hepatitis C virus infection in England and Wales between 1992 and 1996 has identified injecting drugs as the main route of transmission in up to 80% of cases while receipt of blood or blood products was the cause in 10%. Other routes capable of HCV transmission include tattooing, ear piercing, acupuncture.

Vaccination and how risk of spreading is minimised

'Travellers' risk of contracting HCV infection depends on their potential risks for exposure to blood, such as injecting drugs, needing medical care that may involve blood transfusion. Also engaging in high-risk sexual practices especially with commercial sex workers, body piercing or tattooing

There is short-term treatment aimed at reducing liver inflammation and thus possibly reducing the risk of development of cirrhosis. However most patients relapse when treatment stops. No vaccine is available to protect against hepatitis C and it is unlikely one will be available in the near future.

Prevention is by:

- requesting that infected people avoid donating blood and organs
- not becoming an injecting drug user
- not sharing household articles such as toothbrushes and razors
- keeping cuts and skin lesions well covered
- being aware of the risk of sexual transmission.

Useful website — <http://www.rokeuk.com/html/health/Hepatitis.asp>

Activity 5.2f

From the information that you have learnt in this unit so far, produce a check list that a travel agency or tour operator could use to help a customer make sure they have made all the necessary arrangements before they travel.

Although the checklists found on the following websites are not designed specifically for travel agents, they may provide you with some ideas:

- www.dontforgetyourtoothbrush.com/uk/howitworks.asp
- www.ebookers.com (select Travel with care under Travel Tools).
- www.fco.gov.uk
- www.virgin.net/travel/features/checklist.html

What additional checks should the customer make before booking a holiday through either a travel agency or a tour operator?

Activity 5.2g

Using the checklist you produced from the previous activity, write some notes to prepare for advising the following customers:

- 1 Mr and Mrs Ennis wish to celebrate their Golden Wedding Anniversary. They are travelling to California and are both over 70 years of age.

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- 2 Mrs O'Brien is travelling to Peru to visit Machu Picchu.

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- 3 Miss Lewis and her friends are backpacking around India for two months.

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- 4 Mr Nkansah is travelling to Nigeria, where he will be working for three months.

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- 5 Mr and Mrs Sloan are travelling to Madagascar for a two week holiday where they will be sketching and painting the local plantlife.

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Activity 5.2h

Mr and Mrs Allan booked a tour around India. During the tour Mrs Allan contracted malaria and had to have treatment at a private hospital. The Allan's had not been told there was a risk of malaria and therefore had not taken any precautions. Mrs Allan had to pay the bill, but thought she would be able to claim on her insurance.

They had already suffered great inconvenience as they only learnt that they required visas for India shortly before their departure, despite the fact that they had booked their trip nine months in advance. On their return, the couple tried to make a claim on their insurance for the cost of medical care, but were told that as they had not taken medication in advance, their claim was not covered.

Mr Allan is unhappy with his holiday and feels the travel agent did not give them all the necessary information.

1 Describe the symptoms and causes of malaria.

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2 Explain the precautions that travellers should take prior to and during a visit to a country in an area of malarial risk.

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3 Mr Allan wants to complain about the service he received from his travel agent. Explain whether Mr Allan has any legal rights to complain about the service received from his travel agent.

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4 Describe the practices and procedures that should be introduced by the travel agency to ensure this type of situation does not happen again.

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Activity 5.3a

Organisations dealing with small scale emergencies

In small groups, research examples of the following organisations:

- tour operators
- travel insurance companies
- the Foreign Office, embassies and consulates
- medical assistance companies
- airlines.

For each type of organisation, list ways in which the organisations may offer support to travellers in each of the following situations:

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

Now that you have all this information, you are to produce a website type information portal with the emergency situations outlined and information for the traveller on which organisation to turn to and how these organisations can or should help.

Activity 5.3b

Supporting travellers

Look at the following scenarios and either through role play or discussion, outline who will provide support and the type of support they can provide.

- 1 Claudia Brown has just learnt that her grandmother has died and the funeral will take place while she was due to be on holiday. She will need to cancel her break away.

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- 2 Mr and Mrs Legg are in France when they learn that Mr Legg's mother back at home has had a heart attack. They will need to travel home immediately.

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- 3 Paul Smith is on a skiing holiday for a week with his mates. He is on a black run when he suddenly stumbles and falls, sustaining a broken leg. This is quite a bad break and, while the local hospital has pinned it temporarily, Paul needs to be flown home on a stretcher for emergency surgery.

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- 4 Olivia Gray is on a gap year in the USA when she becomes the victim of theft. She loses her US dollars, travellers cheques and her passport.

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5 Pamela Drummond has just returned to Heathrow after a shopping weekend in New York. She has flown with Virgin Atlantic. When she arrives back she discovers that the suitcase she checked-in in the States has not arrived in this country.

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6 Billy Brown has flown to Dusseldorf to see England play football. He becomes involved in a drunken brawl with some German supporters and is arrested.

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Activity 5.3c

Force Majeure

Complete the table below. An example has been done for you.

Emergency situation	Country where this has occurred	Action taken by travel and tourism industry
War	Former Yugoslavia	Tour operators immediately cancelled all holidays and arranged emergency repatriation of customers who were already there.

Activity 5.3d

When a large-scale emergency situation arises in the world –such as war, terrorist attacks, tsunami, disease and airline or train crashes – the travel industry is affected. You need to learn to describe situations and analyse how they were dealt with by organisations in the travel and tourism industry. You must also learn to make recommendations on how organisations in the travel and tourism organisation could deal with emergency situations.

Throughout your study time you are to develop a portfolio of large-scale emergency situations by researching newspapers such as The Times and The Guardian (especially the travel sections found in weekend editions). You should also research the travel press such as Travel Trade Weekly and the Foreign Office website to understand the sorts of support that has been given and the strengths and weaknesses of the various organisations that are identified during and after the event.

You should choose a number of these and through discussion with your class produce a checklist of what you would expect to occur in best practice when a large-scale emergency does occur. You will then be able to analyse how well organisations behaved compared to your checklist.

For example in the event of a terrorist attack on public transport you might suggest that organisations should have a list of all the passengers that are travelling, there should be a number of emergency phone numbers that are easy to get through to, for relatives needing up-to-date information. Waiting relatives should be able to have privacy when being informed of either good or bad news. In the event of deaths occurring the bodies should be quickly identified and repatriated.

Attached are a number of articles taken from different sources during the Asian Tsunami disaster that occurred in December 2004. Each provides a piece of evidence about how different organisations reacted to this appalling tragedy.

Unit 6: Resort Operations

Unit aims

Resort operations looks at the work of the tour operator in resort. This 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. This unit will examine situations in which the two liaise with each other. The unit also looks at the duties of the resort representative and develops practical skills to deal with situations handled overseas in both straightforward and complex situations. This unit also looks at the significance of induction, training and product knowledge for overseas representatives.

Unit topics

- 1 The activities of the resort office
- 2 Duties of an overseas representative
- 3 The significance of induction, training and product knowledge of staff in delivering high quality customer service

Suggested delivery plan and schedule of activities

Section 1: The activities of the resort office

Topic	Suggested delivery plan	Resources
What is a resort office	<ul style="list-style-type: none"> Use the PowerPoint presentation to give an overview of the resort office. Start by getting students to consider their own understanding of a resort office. Activity 6.1a task (a) then as a group discuss the points from the activity and complete task (b). After completing the PowerPoint presentation students should complete task (c). 	Activity 6.1a PowerPoint presentation – resort operations
Preparing for customers arriving in resort	<ul style="list-style-type: none"> Students to be given a rooming list. From the information student complete activity 6.1b. Input on what types of contracts ie for excursions/transport/local agencies. Including what the resort office books and when. As a group discuss what other duties are required to be carried out prior to customers arrival in resort. Responses on a flip chart. Students to produce a checklist for preparing for the arrival of customers Activity 6.1b. 	Activity 6.1b Handout Activity
Dealing with customers in resort	<ul style="list-style-type: none"> As a group discuss the types of situations where there are dealings with customers in resort. This discussion should consider different types of customers overseas operations deal with. Students to be given different situations and produce a mini play script for the situation – Activity 6.1c. In pairs the students could act the scene scripts out as role-plays. Peers could comment on how each situation was handled. PPT complaints including input on complaints. Students to complete activity 6.1d. This requires students to discuss complaints and individually produce a poster highlighting the key procedures for dealing with complaints. 	Activity 6.1c PowerPoint complaints reps1 Activity 6.1d Flip chart Pens
Staff employed overseas /job roles	<ul style="list-style-type: none"> Students to investigate two tour operators employing overseas staff. Students must consider administration staff, overseas representatives, team leaders and general managers. 	Tour operator internet sites provide information on staff employed overseas Activity 6.1e

Topic	Suggested delivery plan	Resources
Dealing with situations such as... building work, over bookings etc	<ul style="list-style-type: none"> As a group discuss problems dealt with overseas. Students to read handout on pre departure problems. Students should consider both minor and major problems. Students should be encouraged to summarise the key points. Students to complete activities, which require them to consider how a representative would deal with the different situations and the type of situations, dealt with. 	Activity 6.1f Pre-departure problem handout Activity 6.1g
Research differences between resorts	<ul style="list-style-type: none"> Students to select two contrasting resorts such as a lively and a quiet resort. Students should choose a resort rather than a destination to avoid complexity ie Benidorm rather than the Costa Blanca. Students are required to investigate the destination to determine the type of destination and make comparisons between each. Investigation to be presented to the group to give students an insight in to a range of resorts. 	Activity 6.1h internet Brochures
Differences between tour operators	<ul style="list-style-type: none"> Students to research two major tour operators. Students to investigate similarities and differences of the two organisations in terms of how they operate overseas. Students to summarise points on activity sheet 6.1i. 	Activity 6.1i internet
Summary	<ul style="list-style-type: none"> Students then to produce a story board/clips for a documentary reporting on how tour operators operate overseas. 	Activity 6.1j

Section 2: Duties of overseas representatives

Topic	Suggested delivery plan	Resources
What are the duties of an overseas representative?	<ul style="list-style-type: none"> As a group students to thought shower key duties of a resort representative Students to complete Activity 6.2a: read day in the life of a representative and highlight duties undertaken. This focuses on a range of duties. After looking at a range of duties, students to complete Activities 6.2b and 6.2c which look at the duties on a coach and at the airport in more detail. 	Activity 6.2a Activity 6.2b Duties on coach Activity 6.2c Airport
Welcome meetings	<ul style="list-style-type: none"> Students to be given information on what welcome meetings are and the information required preparing and presenting a welcome meeting. The PowerPoint presentation welcome meetings could be used to discuss phrases to grasp the audiences attention and what is included in a welcome meeting speech. PowerPoint presentation 2 focuses on the planning of a welcome meeting. Students should work through the activities, which cover planning, and delivery of a welcome meeting. For Activity 6.2d students are to think of ways in which they can grab the audience's attention at a welcome meeting. Activity 6.2e should help students structure a welcome meeting. Guidance on destination, target audience should be given. To complete Activity 6.2f students should be issued with a copy of a welcome meeting invite letter. Students are to use the letter to complete the activity. This activity requires them to consider personalising materials. For Activity 6.2g students are to consider good and bad practice of preparing and presenting welcome meetings. Students could be given a handout to read on welcome meetings and tips on how to present. 	Use PowerPoint presentations Activity 6.2d Activity 6.2e Activity 6.2f Activity 6.2g Handout Welcome meetings Handout presentation tips Welcome letter
Selling and documentation	<ul style="list-style-type: none"> Students to be given in put on selling and the products and services sold in resort. Activity 6.2h – Students are to participate in a role-play situation to sell an excursion to a customer. Students could be given the activity sheet of excursions alternatively a tour operators own excursion list. Students should assess themselves as well as give peer assessment. Students should complete a booking excursion form. 	Use PowerPoint presentation Activity 6.2h Peer assessment sheets Excursion leaflets Booking form
Problem situations and documentation	<ul style="list-style-type: none"> Students to be given input on the types of documentation completed overseas and the types of problem situations before completing Activity 6.2i. This activity requires students to give solutions to problems and identify the documentation that would need to be completed. 	Activity 6.2i

Topic	Suggested delivery plan	Resources
Summary	<ul style="list-style-type: none"> Students are to produce a job description outlining the duties of an overseas representative of their choice eg 18-30, resort, children's rep etc. Students should be encouraged to research job description of overseas representatives. This could include job adverts in newspaper or job descriptions available on the tour operators websites. 	Activity 6.2j internet Newspapers eg TTG, Travel Weekly

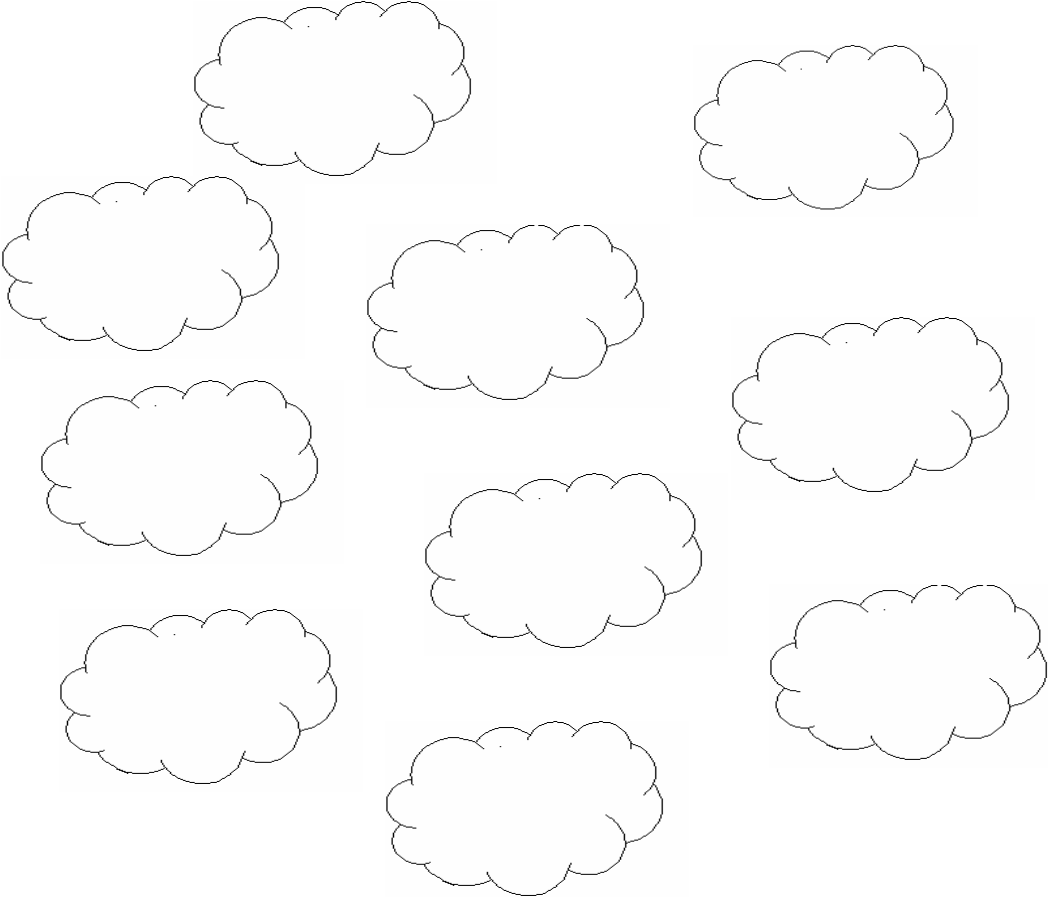
Section 3: The significance of induction, training and product knowledge of staff in delivering high quality customer service

Topic	Suggested delivery plan	Resources
Induction	<ul style="list-style-type: none"> • Students to discuss what is induction as a group and determine the type of information and activities that will be undertaken by to work overseas. • Split the class in to small groups. Each group should produce an induction schedule with activities for the job given. Groups should include administration staff, resort representatives, children's representatives, entertainment, team leaders and managers. • Group to participate in the induction activities for each category given. 	Activity 6.3a
Types of training	<ul style="list-style-type: none"> • Students to be introduced to the types of training available. For each type of training students should be encouraged to think of examples of when each type of training would be used. • Students to complete Activity 6.3b which requires a description of each type of training. 	Activity 6.3b
Content of training	<ul style="list-style-type: none"> • Students to be given input on the content of training such as prior to leaving the UK, induction, updates on situations, complaint handling etc. • This activity could start by students thinking about what training they would need if they were a rep. Students could put their responses on a flip chart. 	Flip chart Pens
Significance of product knowledge/Creating a positive image	<ul style="list-style-type: none"> • Students to participate in a debate. The purpose is for students to consider what overseas representatives need to know and why? The topic for the debate: Is knowing detailed information about your products more important than having excellent selling skills? Prior to the debate students should be given input on product knowledge and the significance in relation to the customer and the tour operator. Input should also be given on how and why a tour operator needs to create a positive image of the organisation. 	Activity 6.3c Activity 6.3d
Research/Sources of information	<ul style="list-style-type: none"> • Throughout tasks students should research tasks using a range resources. 	
Summary	<ul style="list-style-type: none"> • Student to complete a summary quiz. 	Activity 6.3e

Activity 6.1a

Task A

Individually, list ten key words which you think could be used to describe a resort office.



Task B


As a group, discuss what a resort office is and where they might be located.

Sample PowerPoint Presentation



Overseas Operations

GCE Travel & Tourism



Learning Objectives

- ❖ By the end of this session you should be able to:
 - ❖ Describe a resort office
 - ❖ Explain the importance of a resort office to the role of the resort representative and the holidaymaker



Overseas Operations

- ❖ Transfers
- ❖ Representatives
- ❖ Customer Service
- ❖ Health and Safety
- ❖ Emergency situations
- ❖ Crisis management



Resort Operations

- ❖ Usually tour operators have a main resort office
- ❖ Resort office carries out activities such as:
 - ❖ Rooming lists
 - ❖ Organisation of excursions
 - ❖ Liasing with local agencies
 - ❖ Transport – transfers and excursions
 - ❖ Emergencies eg customer in hospital and family/insurance needs contacting
 - ❖ Liasing with the UK office eg building work



Staff employed overseas

- ❖ Administration staff
- ❖ Overseas representatives
- ❖ Team leaders
- ❖ Team, area and general managers




The Role of the Representative

- ❖ Handling general enquiries
- ❖ Organising and supervising social activities eg excursions
- ❖ Publishing and booking optional excursions
- ❖ Handling special requirements and complaints
- ❖ Acting as an intermediary
- ❖ Advising on the area
- ❖ What else do you think an overseas representative does?



The Rep

- Important role
- Deals with number of activities
- Customers contact person
- Tour operators representative
- Rep has the resort office as a base to administer work



Activity - discussion

As a group discuss the following:

- Why is the resort office important for the resort representative?
- Why is a resort office important for a customer?
- Who does the resort office communicate with and why?
- Individually, in your own words describe a resort office

Task C

Small group activity

- i) In small groups discuss the following points.
 - Why is the resort office important for the resort representative?
 - Why is a resort office important for a customer?
 - Who does the resort office communicate with and why?
- ii) As a group produce a poster that shows what a resort office does.

Individual activity

- i) Individually, in your own words describe a resort office.
- ii) Produce a flow chart that shows the chain of communication between the UK office, the overseas office and staff employed overseas.

Activity 6.1b

Hip Hop Travel Rooming List Example:

TPH TEN Tenerife Princess Hotel Tenerife
14 nights from 01 AUG to 15 AUG 06 Package 9053365 SUMMER

FLIGHT DETAILS	ARRIVING	22.40 ON 01 AUG 06 JT502A NCL-TFS
	DEPARTING	15.25 ON 15 AUG 06 JT502B TFS-NCL

BKG RF ROOM DETAILS & FACILITIES

904652 TWIN3 PB/WC/BL ROOM NO.255
LCD LATE CHECK OUT 6PM BKD: 1
HMZ TAXI TSFE/PER TAXI BKD: 1
MRS E JAMES 41 BB
MR I JAMES 43 BB
MAST H HAMES 09 BB

INSURER:AXA 3096845
BOOKED: 18 NOV 05

120791 TWIN3 PB/WC/BL RQT: DOUBLE BED
LOW FLOOR/WHEELCHAIR USER
MISS J THIRLAWAY 35 HB
MR M TWINDLE 42 HB

INSURER:HIP HOP RECOMMENDED INSURANCE
BOOKED: 28 SEP 05

370001 TWIN3 SH/WC/BL RQT: DOUBLE BED
HIGH FLOOR
MRS A STWEART 61 HB
MR G STEWART 67 HB

INSURER:AXA 790579
BOOKED: 08 JAN 06

370001 TWIN3 SH/WC/BL RQT: DOUBLE BED

HIGH FLOOR

MISS K McCANNIN 32 HB

MISS B ROGERS 29 HB

MISS E CARLSON 30 HB

INSURER:HIP HOP RECOMMENDED INSURANCE

BOOKED: 26 MAY 06

TOTAL GUESTS - 7 GUESTS HB/3 GUESTS BB

Activity 6.1b (i)

Using the rooming list answer the following questions:

1 What time does the flight arrive at the destination?

.....

2 How many adults do you have arriving in resort?

.....

3 How many children do you have arriving in resort?

.....

.....

4 Thirlaway Party booking has a special request. What is it?

.....

.....

5 How could you ensure the request is sorted?

.....

.....

6 Does any booking have car hire included?

.....

7 When did the Stewart party book their holiday?

.....

8 What meal basis is the McCannin family booked on?

.....

9 Which parties have the tour operators own travel insurance?

.....

.....

10 Mr Twindle is a wheelchair user. What action must you take before he arrives?

.....

.....

Activity 6.1c

A resort representative has to deal with lots of customers. Although some situations are about similar points every situation tends to be different.

1 What types of customer might a resort representative deal with?

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.....
.....
.....

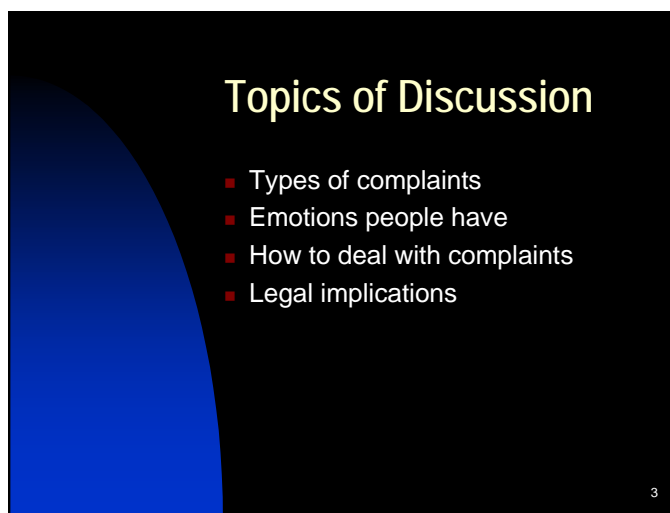
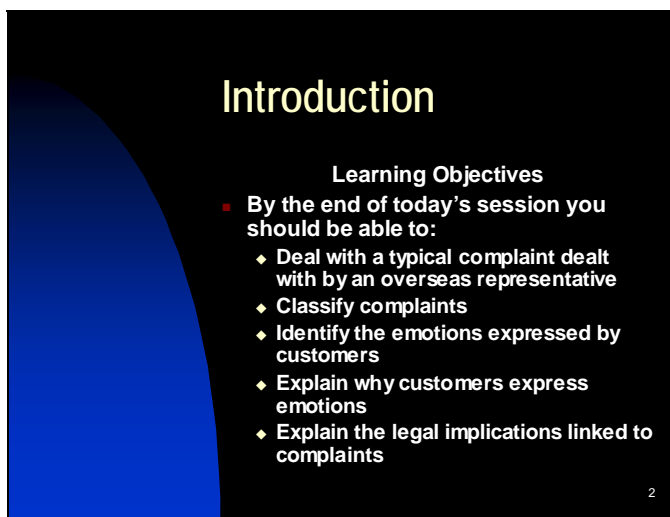
2 Why might booking an excursion for different customers vary?

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.....

Select one situation from the list below. Produce a script (mini screenplay) showing how a resort representative deals with a customer(s). You can choose the customer type eg family, young person, group etc.

- Booking an excursion
- Customer wanting to change hotels
- Rep meeting customers at the airport
- Rep dealing with customers at check out
- Customer who has lost their passport
- Customer who has had items stolen from their hotel room
- Customer whose partner had an accident and is in hospital
- Dealing with customers on a transfer to the resort

Sample PowerPoint Presentation



Facts

96% of dissatisfied customers do not go back and complain.

- They do tell 7 other people how bad the company is.
- 13% tell at least 20 other people.
- 90% will never return.
- It costs 5 times as much to attract a new customer as it does to keep an existing one

■ Source: Business Growth Training 1989

4

Activity

- In groups discuss what you understand by the following emotions/feelings:
 - Anger
 - Anxiety
 - Confusion
- You are required to present your findings to the rest of the group.

5

Types of Emotions

- • Anger
- • Anxiety
- • Confusion
- • Frustration

6

What makes people feel these emotions?

- Anger
- Anxiety
- Confused
- Frustration

7

How could you identify customer feelings?

- Observation – facial expressions
- Listening – tone
- Investigating – oral questions

8

How should I deal with the customer?

- Respond to feelings
- Empathise
- Use appropriate body language
- Sensitively question the customer
- Check the tour operators complaint policy
- Action the complaint - advise the customer of your role
- Ensure the customer is aware of the procedures
- Encourage complaints - it assists in the quality approach to improvement.
- Ensure your customer leaves feeling positive.

9

Activity 6.1d

Complaints

In groups, discuss in detail the points below. You are to give feedback the highlights of your discussion to the rest of your class, using a flipchart.

What types of complaint(s) may an overseas rep have to deal with?

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.....

When would reps deal with complaints?

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.....
.....

What is the procedure for dealing with complaints, and why?

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.....

What do you think a company policy would be on complaint handling?

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.....

Individually, produce a poster that highlights the main procedures for dealing with customer complaints, which can be displayed in the resort office.

Activity 6.1e

- i) Individually you are required to investigate two tour operators. You are required to find out the following information:

Staff employed overseas (number of staff and type of jobs they do)

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.....
.....
.....

Qualifications required for each job

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.....
.....

Skills required for each job

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.....
.....
.....

Type of contract available

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.....
.....

- ii) Choose two jobs and find a job description for each one.

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.....
.....
.....

- iii) Produce a flyer showing job opportunities available for people wishing to pursue a career working for a tour operator overseas.

Activity 6.1f

Task A

Write down ten problem situations that may need to be dealt with overseas.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Task B

You are to take the role of the overseas representative who is accompanying passengers to the airport for their return flight.

You have collected all your passengers from their various hotels, but on arrival at the airport you are informed that there is a delay. These are some questions that you need to know the answer to!

When should you advise the customers that there is a delay?

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.....
.....
.....

How often should you tell passengers about the problems?

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What can you offer passengers if they are stuck at the airport?

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.....

What is an information point?

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.....

Who should be there and for how long?

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.....

What could you arrange for the customers to make their delay as pleasant as possible?

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.....

Who could you contact if the delay is suspected for a considerable time?

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.....
.....

What should you not do?

1

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.....
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2

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.....

What would you do if the coach crashed on the way to the airport?

(It is major but no injuries.)

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On arrival at the airport, one of the customers has lost his passport. What will you do?

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Pre-departure problems:

This section covers:

- common problems before departure
- problems en route

There are, of course, many different types of problems and emergencies that a tour operator may have to deal with; each one different in its own way. However, there are three distinctly different stages of a holiday or travel arrangement where a customer might encounter some difficulty.

These are:

- before departure (any stage of the booking process)
- en route, during the outward or return journey
- whilst on holiday.

Each tour operator will have their own policies and may deal with particular problems in a different manner. However, there are legal and regulatory requirements for consumer protection that provide guidelines and set a common standard.

Common problems before departure

Once the initial booking has been made, a contract exists between the customer and the tour operator. Problems at this stage can include requests from customers to change their booking arrangements or even cancel the holiday ie withdraws from the contract. The tour operator may also need to make changes such as amendments to the itinerary or accommodation. These types of changes will be subject to the tour operators booking conditions that are published in their brochure.

Although booking conditions will vary slightly between operators, they must all meet the legal requirements of The Package Travel, Package Holidays and Package Tour Regulations (1992). *ABTA* members will also be subject to the *ABTA* Code of Conduct that is designed with consumer protection and fair trading principles in mind.

Changes by the customer

Customers should have been advised about the booking conditions at the time of booking. However, it is likely that they will need some assistance in interpreting the conditions.

Where a customer is forced to cancel a booking or make changes due to illness or some other circumstance that is beyond their control, they should be able to make a claim on their insurance. The tour operator will require the customer to either take the insurance offered in brochure or another policy with a similar protection.

When cancellations or amendments occur it is essential that the necessary changes are made to transportation and rooming lists. Each tour operator will have his or her own system for these procedures.

Change by the tour operator

Package holidays are planned many months before departure and unforeseen circumstances can mean that a tour operator needs to make changes to their programme. Should this happen before a contract is made, sales material and computers are immediately amended and the potential customer will be made aware before booking. However, when changes occur after a contract has been made there are legal obligations to take into account. Changes can be either 'minor' or 'major' changes to the booking.

Minor changes are acceptable provided the meaning of the term 'minor' is contained in the booking conditions. However 'major' (significant) alterations entitle a customer to cancel without penalty and usually be offered compensation.

Occasionally it may be necessary for a tour operator to cancel a holiday. In such a situation, the customer must be offered an immediate refund or an alternative holiday of similar or superior standard to the one originally booked. The ABTA Code of Conduct also requires its members to give adequate notice of any cancellation to its customers. You need to look in a brochure and read the Booking Conditions where there will be policy for Cancelling Holiday. The following is an extract from a brochure:

4. If we cancel your holiday arrangements

We may occasionally have to cancel your holiday arrangements, in which case we will return to you all money you have paid to us. Alternately we will, if possible, offer you another holiday of a comparable standard. We will not cancel your holiday after the balance of payment for the holiday is due from you unless we are forced to because of unusual and unforeseeable circumstances beyond our control. In either case if we offer you an alternative holiday! You must tell us that you want to take it within the time mentioned in our offer or in any event within 7 days of our over or we will assume that you require a refund.

Force Majeure

Sometimes cancellation/significant alterations are forced upon a tour operator because of circumstances totally beyond their control. Situations such as these are known as force majeure and are legally acknowledged as being beyond the control of either party to a contract.

ABTA defines 'force majeure' as circumstances where the performance of the holiday contract is prevented by reasons of *'war or threat of war, riot, civil strife, industrial dispute, terrorist activity, natural or nuclear disaster, fire or adverse weather conditions.'*

Force majeure situations may of course occur at any stage of the holiday. They are not confined to the 'prior to departure' period of the contract.

Documentation

Other problems that may occur before departure concern documentation. It is very important that all documentation issued to customers and to suppliers is correct. In particular names should be listed correctly. If the name shown on tickets and manifests is not exactly the same as on a passport a customer may be refused entry by the authorities in foreign countries. The customer may face other problems if they have been given documents that contain errors. These may cause inconvenience and additional expense.

Although there are warnings in tour operators' literature, some customers arrive at airports without their tickets or passports. Sometimes family or friends can come to the rescue and bring the documents to the airport in time, otherwise, if a flight is missed, it may be regarded as a cancellation.

Of course, there are many problems that may occur before departure that have not been covered. However, the solution will usually be found in the booking conditions or information published by the tour operator or principals concerned in the booking. When confronted with a problem, the most important thing is to keep calm, provide good customer service and help the customer by finding a solution.

Problems en route

Once customers are on their way to their departure point everything should be in order. They will have been issued with the correct documentation; have detailed joining instructions and booklets or information covering everything that can reasonably be expected by the tour operator. However, problems can still occur which will require the assistance of the tour operators' staff or agents.

Flight delays

One of the most common problems is a delay to the flight that is taking the passengers to their holiday destination.

All types of commercial transport are carefully scheduled to maximise their use. They are also subject to rigorous safety checks that must be carried out at set intervals. Any delays that occur are likely to have a knock on effect. When this happens passengers waiting at the departure point become very frustrated and good customer care skills are needed to deal with the situation.

The liability of carriers ie the responsibility and compensation limits, have been limited by International Convention such as:

- The Warsaw Convention (Air)
- The Athens Convention (Sea)
- The Bern Convention (Rail)
- The Hague Protocol
- The Paris Convention 1962 covers hotel accommodation.

Baggage

Baggage allowances vary, depending on aircraft configuration, but are usually either 15 or 20 kilograms per adult passenger. This is often exceeded, resulting in extra charges being imposed by the airline that can be considerable, especially on long haul flights. In some cases where an aircraft is fully booked the excess baggage may be refused by the airline. It is not unknown for passengers to unpack in the airport and discard items in order to reduce weight. Problems of this nature frequently occur at 'check in' for the return to the UK when holidaymakers have bought items in the resort and forgotten about the weight restrictions.

Sports equipment is often taken on holiday that may also cause problems. Some airlines require bicycles to be packed in special crates and golf clubs and ski equipment may be restricted.

With the huge volume of baggage passing through airports it is not surprising that baggage sometimes goes astray or becomes damaged and this can be very distressing for the customer.

There is a set procedure for such situations: the loss or damage must be reported immediately to the carriers' representative and the customer must complete a Property Irregularity Report and Customs Declaration Form.

The Property Irregularity Report includes details of the passenger name, address in resort home address, UK departure airport flight details, date and time, description of bag or bags missing, contents and details of baggage check-in tag. The airline is responsible for the baggage and in the majority of cases the missing baggage is found and delivered to the passenger within a few hours. If there is a delay of more than 12 hours however, the customer may buy basic and emergency items.

They should be advised to keep all receipts, in order to claim from the airline or Insurance Company, if appropriate. The tour operator's representative should keep a record of the number of missing items and baggage receipt numbers. They should assist the customer in buying emergency clothing and personal items and complete a Customer service Report detailing the actions taken.

Disruptive passengers

Unfortunately some holidaymakers' behaviour becomes unreasonable and causes offence to others. Airline regulations allow the Captain to refuse carriage to such passengers and should this happen the offending passengers would be liable to full cancellation costs. There have also been a number of cases where passengers have caused injury to airline staff or endangered the safety of the aircraft. This is a criminal offence and the passengers liable for prosecution.

The problems mentioned are examples of incidents that may occur before actually leaving the UK and refer to the standard air package holiday. However, similar situations will arise regardless of the type of travel arrangements. Cancellations, changes to arrangements, lost baggage and bad behaviour can happen on any holiday. Each tour operator publishes their booking conditions in their individual brochures and these will detail most of the common problems that can occur before the start of a holiday.

Summary

This section has looked at a range of problems that can occur at any stage of the booking process and before departure. It is important that documentation is issued correctly to both customers and suppliers as errors can cause inconvenience and additional expense. The booking conditions in a tour operator's brochure are subject to legal requirements. These form the basis of the contract between the customer and tour operator and state the obligations of both parties.

Activity 6.1g

Dealing with problems

In pairs discuss how you would deal with the following problems:

Mr and Mrs Sylvester come to see you during a hotel visit and you notice that they are very disappointed and angry about their holiday. After listening and questioning the customers, you learn that their main areas of complaint are:

- Mr Sylvester has a fear of flying and chose to fly with Hotflight because of their excellent reputation. Due to a technical aircraft failure on the departure day, the customers were asked to fly with Modernair after waiting for seven hours in Birmingham airport;
- the travel agents had advised them that the transfer time to the resort was 40 minutes, however the journey took two hours because the coach passed through three other resorts first;
- on arrival at the Jasper Apartments, they discovered that they had been allocated one studio on the ground floor. The travel agent had made a special request for a higher floor. Mr Sylvester pointed out his dissatisfaction to the transfer rep, who stated she could not do anything at the moment but would let the resort office know as soon as she finished. It is now the following day;
- whilst waiting for you to arrive Mrs Sylvester goes to the swimming pool and notices that there are no depth markings and the surrounding tiles are chipped.

How would you deal with these issues?

Activity sheet 6.1h

1 Select two contrasting popular package holiday overseas resorts. For example, a destination popular with 18-30 year olds and a destination popular with families.

i)

ii)

2 Research each resort selected then give a mini presentation of your findings to the rest of the group. Your research should consider the following:

- Similarities and differences between each resort
- Which customer types are attracted to the resort and why
- Facilities provided
- Accommodation available
- Activities available
- Types of reps employed.

Activity sheet 6.1i

Select two tour operators, one dealing in summer sun holidays and another with winter sports. Investigate each company and determine the operational similarities and or differences between both organisations. You should complete the table with your findings.

Name of tour operator	1	2
Types of reps employed		
Administration employed overseas		
Transfers		
Customer service		
Excursions		
Company image		
Own products used/shared		
Destinations featured		

Activity 6.1j

You work for a television documentary channel as a researcher. You have been asked by the producer to research how a tour operators overseas department operates.

The company wants to produce a documentary programme with a 20 minutes viewing time. The aim of the documentary is to give people a true insight about the overseas operation of a tour operator.

The producer has asked you to put forward clips of how you think the documentary should look and what it should cover.

Task

You are required to produce a series of clips/storyboard that shows the different scenes in the documentary. You are required to annotate what each scene will be about.

Activity 6.2a

Read the following diary and identify the duties undertaken by the rep.

A day in the life...

Every day is different and every day reps are required to use problem-solving skills. If there weren't any problems they wouldn't have a job! Let's take a look at the diary of a 'typical' rep: Sunday morning 0400 and I am still up and at the airport. The arriving flight was late due to air traffic control delays and the clients have just arrived. I smooth over ruffled tempers, welcome them then tell the customers which coach they are on. I then take the customers out to the coach and check the correct luggage is waiting for Pedro to load at the back. This has to be done very scientifically as we have seven 'drops' (places to leave clients) and the luggage has to come out in the correct sequence.

We have a two hour drive to the resort and before arriving, when everyone seems wide awake, I launch into my transfer speech: giving them details of the journey time, local time, climate, currency, excursions, shopping, transport and telephones. I remind them about the welcome meeting at midday. During the journey one of the customers was sick. What a nightmare. I had to get the coach driver stop for fifteen minutes so I could sort it out. The other customers kept moaning on about it so I had to try and calm the situation.

Finally, we arrive at the last drop off and the last customers gets off the coach they collect their luggage and follow me into the reception area of their accommodation

0900 arrive back at my flat which I share with another rep. Can't believe my luck — there are no messages waiting, so crash out until 1130 when it's time to shower and dress in clean uniform (washing uniforms takes ages every day, but in this heat you need to change two or three times a day).

1200 welcome meeting at local hotel. Numbers of people attending varies each time and if there are over 50 we usually help each other out. We explain all about the local area and manage to sell everyone an excursion — some book two or three tours. At first I was embarrassed to stand up and talk in front of clients but now the other rep and I know enough to run a good double act together, with a lot of laughs.

1330 grab a sandwich for breakfast (!) and take it into the office to do my paperwork. A report on the flight delay has to be sent to London. Details of all the excursions sold the previous week, and an up-date on a client who had a heart attack. He is still in the resort's clinic and it was my turn to visit him yesterday.

1500 first problem — a mother comes in with a child who had been sick, so take them over the clinic and interpret as all the English speaking staff are busy. The doctor thinks it may be an upset stomach probably caused by heat, so take mother and child to buy medicine at chemist and then back to their apartment in a taxi. Stay to see she has understood that child is not to go out in the heat, but must be gently sponged down when hot, and given boiled water to drink.

1700 collect vouchers and list of passengers for evening excursion, then rush back to the flat for a quick shower and change of uniform — again!

1830 meet clients in the main square for the trip to a fishing village with a barbecue on the beach. This is a fun relaxed evening with a romantic sun setting over the beach when we arrive. Leaving the passengers to wander around the village, I check that the meat is cooking well; the restaurant has provided lots of salads and potatoes, with fruit, wine and plenty of bottled mineral water to drink. The local band arrives as the passengers return. I still enjoy this excursion, even though I have already been twelve times in the past. I do wish the last revellers would hurry back to the coach though, as we are supposed to finish at 2300. It is nearly midnight when we leave and I begin to worry about the drivers running out of driving hours. Luckily all is well.

0100 leave the clients and climb up to flat again. My flatmate is in, so we swap stories about our day. Set alarm for 0730 ready for first hotel visit at 0900 and fall asleep after an eventful, tiring but interesting 24 hours.

Activity 6.2b

The resort representatives at Role On Coach Tours

List the **duties** of a resort rep whilst accompanying a coach party. This should cover the initial meeting of the party and should identify the duties throughout the journey until its end.

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When does the rep first come into contact with customers?

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What are the things he/she should do at first?

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When everyone is on the coach, what areas should be covered?

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What health and safety issues should be mentioned when accompanying clients on excursions?

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The resort rep's responsibilities in informing passengers of safety procedures.

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What safety procedures should the resort rep inform the passengers about, and how would they inform passengers?

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Why is it important for clients to know about safety on the bus?

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Outline the information that a resort rep should give a **Coach Driver** and vice versa

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What sort of information would the resort rep talk about with the driver?

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Would the driver inform the rep of anything? If so, what?

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Activity sheet 6.2c

Task

Airport duty is another activity a resort representative has to carry out.

Read the handout about airport duties.

In small groups discuss the importance of the duties highlighted in the handout.

Information sheet 6.2c

Airport duties for a resort representative

Arrival and departure times of flights should be checked in advance in case of delays. It is better to have passengers waiting at the hotel rather than at a busy and cramped airport.

Departing passengers

- Find out which check-in desks are being used and let the customers know
- Lead customers to check-in
- Position yourself either at the check-in desk, along the queue or at passport control
- Give general assistance to all customers
- Where possible stay until the last customer has checked in
- Advise passengers of facilities and routine in departure lounge
- Report to the person co-ordinating the airport for updated information
- Assist colleagues with any help they may require

Arriving passengers

- Before passengers arrive check coach positions
- Decide with colleagues, who will meet and direct the customers
- Check that you are still smart and presentable
- Greet/direct new customers (with a smile)
- Those customers who have booked a late deal will need the name of the accommodation in writing before being directed to the coach
- Make sure information/hotel packs are given to the corresponding clients
- Cross-check customers name with colleagues
- Assist any clients with problems with lost luggage/hand baggage
- Carry out a name check and headcount on the coach
- Report to the co-ordinator before leaving the airport
- Checklist for coach tours


Airport transfers:Arrival

- The rep should introduce themselves
- Congratulate the customers on the resort they have chosen
- Point out relevant coach comforts (air conditioning, smoking rules, time difference and transfer times)
- Invite everyone to the welcome meeting
- Provide general information about the resort and link with essential advices on things like electricity, water, sun and currency
- Health and safety eg use of safety belts/lap straps
- Nearer the accommodation, go through check-in at the hotel procedures
- A reminder to check personal belongings are not left on the coach

Airport transfers: Departure

- The rep should introduce themselves
- Greet the customers and ask if they have had a good time and make sure that they haven't left anything behind
- Provide general information about the airport and advise timings and procedures that will happen
- Health and safety eg use of safety belts/lap straps
- Nearer the airport, go through check in procedures and advise clients to have their documents at hand
- A reminder to check personal belongings are not left on the coach


Sample PowerPoint Presentation



Welcome Meetings

The meeting


1



Learning Objectives

- By the end of this session you should be able to:
 - Produce phrases and or activities that can be used at an opening of a welcome meeting
 - Identify information included in a welcome meeting speech
 - Produce an outline of a welcome meeting speech

2



Recap activity

- What information have customers been given prior to arrival at a welcome meeting?

3



WOW WOW guide to welcome meetings

- Consider it a story with a beginning, middle and end
- Give a brief overview of your welcome meeting speech
- Deliver the information
- Summarise and close

4



Opening - consider

- Attention – instant attention
- Benefits – why advantage to stay
- Credentials – why listen to you
- Direction – duration and questions at the end
- Highlights – the best of your holiday
- Booking form

5



Preparation

- Choosing the highlights
 - ✓ Based on previous sales, types of customers, profitability and local knowledge
 - ✓ Approx. 7 payable highlights (excursions)
 - ✓ Approx. 3 non-payable highlights (decided between rep and Team Manager)

6



Main body of welcome meeting

- Introduction to self
- Holiday hints
- ✓ Tour operators service
- ✓ Health and safety
- ✓ Hotel information
- ✓ Resort information
- ✓ Holiday highlights
- ✓ Car rental
- ✓ Notice board
- Sale of excursions

7



Re-cap

- Why?
- Structures presentation of the welcome meeting
- Helps the customer to absorb what comes next

8



What do you re-cap?

Remind customers that:

- You have told them about you and the service provided by the tour operator
- You have given them tips about the hotel and resort and given them a taste of the highlights
- There are more than 10 highlights
- Some highlights can be done on their own but others (excursions) are found in the booking form

9



Close

- Think impact - make it short and to the point
- C - Collect your booking form
- L - Lots of benefits to booking now
- O - mOney needed now
- S - Stay to answer questions
- E - Enjoy your holiday and thank you for coming

10



Learning Objectives

By the end of this session you should be able to:

- ✓ Produce phrases and or activities that can be used at an opening of a welcome meeting
- ✓ Identify information included in a welcome meeting speech
- ✓ Produce an outline of a welcome meeting speech

11

Activity 6.2d

The purpose of this activity is to produce examples of phrases or details of activities that could be used at the opening of a welcome meeting. This activity should help prepare you for your welcome meeting assessment.

Task

In small groups discuss and produce at least two actions or phrases that you could say or do at the opening of a welcome meeting to:

- grab attention (Attention)
- tell the audience why it would be to their advantage to stay for the welcome meeting (Benefits)
- tell the audience your knowledge and expertise (Credentials)
- discuss how long the welcome meeting will be as well as what is included in the presentation. (Direction)
- explain the highlights so that the audience understands the concept and the relevance to them ie how the highlights are going to be the best bit of the holiday (Highlights)
- draw attention/awareness to the booking form (Booking Form)

As a group you are required to present this information to the rest of your class.

Activity sheet 6.2e

The purpose of this activity is to identify the information that is included in a welcome meeting speech.

Task

- 1 In small groups discuss what is included in a welcome speech.
- 2 Individually produce an outline welcome meeting speech.

Activity 6.2.f

The purpose of this activity is to be aware of the type of information given to customers inviting them to a welcome meeting. Through completing this activity you should be able to identify examples of positive terms or words used. This activity should support the development of your welcome meeting assessment.

Task

Use the letter (invite to the welcome meeting) to answer the following questions.

1 Give three examples of how the letter has been personalised

i)

ii)

iii)

2 List five positive phrases/words used to make customers want to attend the welcome meeting.

i)

ii)

iii)

iv)

v)

3 Describe two holiday representatives' duties mentioned in the letter.

i)

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ii)

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.....

4 Why do tour operators have a 24-hour customer service line with English speaking staff?

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5 How do you think this letter could be improved?

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Activity sheet 6.2g

The purpose of this activity is to consider examples of good and bad practice used when preparing or delivering a welcome meeting.

Tasks

- (a) In small groups, consider what you think are important 'do's' and 'don'ts' when planning and or delivering a welcome meeting. Make a list of these.
- (b) Individually, select six 'do's' and six 'don'ts' that think are the most important. Put these in order of priority in the box below.

DO	DON'T

- Describe one action a rep could look for so that they know a customer is interested in the welcome meeting speech.
- Describe one action a rep could observe that would identify that a customer is not interested in the welcome meeting speech.

Handout: Presentation skills and tips for welcome meetings

Walking into the room with confidence

This is a tip used by supermodels. Before they go on the catwalk, they do the following quick exercise to ensure they are 'walking tall':

- 1 Stand with your back to the wall.
- 2 Your aim is to have as much of your body touching as possible.
- 3 Push your feet back against the wall, then your bottom and your shoulders.
- 4 Now try and push as much of the small your back against the wall as possible and finally your head.
- 5 When you have as much touching as you possibly can, shake your hands and arms slightly and walk away from the wall keeping the posture you had.
- 6 You should now be walking elegantly and confidently.

Check your posture before starting the welcome meeting

- 1 Stand with feet hip-width apart.
- 2 Stand up straight think wall!
- 3 Flex your knees they should be slightly soft.
- 4 Check your pelvis is tucked in, shoulders are back and down and your chest is open.
- 5 Centre your head imagine it is attached to a puppet string, which is pulling you up.

Breathe effectively

- 1 Establish correct posture.
- 2 Breathe in deeply through your nose to a count of four.
- 3 Hold to a count of four.
- 4 Breathe out through your mouth to a count of four.
- 5 Place both hands on your diaphragm, with fingertips touching.
- 6 Continue to inhale deeply through your nose and exhale through your mouth.
- 7 As you breathe in, imagine you are trying to fill a balloon deep down inside your stomach.
- 8 As you inhale, feel your diaphragm expand and your fingertips part.

Warm up your face

- 1 Massage your face.
- 2 Pretend to chew gum
- 3 Yawn to open your throat.
- 4 Ensure your posture is correct.
- 5 Hum on one note for a minute.
- 6 Now fix your attention on a spot on the wall and aim to hum at that point.
- 7 Hum up and down your range.

Prepare your speech muscles

- 1 Move your lips push them forward and stretch them back.
- 2 Blow through your lips like a horse!
- 3 Stretch your tongue in and out of your mouth up, down and around.
- 4 Practise one or two tongue twisters and articulation exercises.
- 5 Practise saying phrases in different ways by changing the pace, pitch, emphasis and length of pauses.

Project energy

- 1 Do warm-up exercises:
 - a) release any tension – have a good shakeout!
 - b) find your correct posture
 - c) breathe deeply
 - d) limber up your voice and speech muscles
 - e) think positive thoughts.
- 2 Walk into the room purposefully.
- 3 Be proud to be there and seen.
- 4 Take a few seconds to compose yourself.
- 5 Use your voice and body language to project an energy level.

Source: TUI WOW Guide Book 2003

Welcome Meeting

This is one of, if not the most, important parts of being a representative. This is where you get to know the holidaymakers, give them your knowledge, help them with any problems, and, probably most importantly for the commercially minded, make the money, for you and the company.

Once a rep has developed an effective format for a welcome meeting, it probably won't change at all for a particular property. In fact after a few months, it will all be very routine indeed. However, a rep's first welcome meeting is always far from routine!

Even the most confident person will find the experience of standing up in front of up to 150 people, and presenting a holiday resort to them very daunting. Obviously not all welcome meetings are as big as this. They can range from 2 people up to 150. My first meeting was not so bad as there were only 13 people.

Depending on the number of people attending the meeting, it may well take a different presentation style. If there are only a handful of people, there is no point doing a formal, stand up presentation. In a case like that, it is much better to sit everyone around a table, and have an informal chat. However, if there are a large number of people, then you have to do a big presentation, sometimes using a microphone.

It is very important when arranging a welcome meeting to ensure that you are somewhere quiet, such as a temporarily closed bar or TV room.

Also a rep should try and ensure that everyone is seated, and if possible provided with a drink (usually arranged with the hotel reception). The best time for a meeting is as soon as possible after arrival of the guests, so they can attend the meeting, then get on with their holiday.

The format of the meeting is pretty standard, and is split into the following sections:

- Introduction and welcome
- Reps visiting times
- Notice board and information book
- Health and safety
- Reception
- Hotel/apartment information
- Resort information
- Island information
- Sales
- One to one.

Introduction and welcome

This may be the first time that you meet most of the guests staying at your property, unless they all arrived on your transfer earlier.

Therefore it is important to start off well, and get their trust. People on holiday want to trust the rep, but if they don't like you from the start, it can make things very difficult.

Appear bright and cheerful, and get them involved right from the start. This is where the rep introduces him/herself, and also introduces the company. I would also explain the format of the welcome meeting, and ask that any questions be kept until the end of the meeting, when I would come and see each group of people individually.

Get off on the right foot, and remember, first impressions last!

Reps visiting times

A rep will usually be required to visit a property at least once a day.

If there are a lot of people staying there, it may be necessary to visit twice, once in the morning, once in the afternoon. Working hours for a rep are usually 09:00 to 12:00 then 17:00 to 19:00.

However, this is only a guideline, and in this job, you must be prepared to work any hours! It is important to arrange your visiting times so that people have the best opportunity to see you. It is generally regarded that one hour, or two at the most, is a long enough stay at a property at any one time. Make sure the guests know when you are going to be available.

Notice boards and information book

These are the main sources of information for the holidaymakers when the rep is not available. It is a good idea to make sure they are in good shape, and the guests are fully aware of what they contain, and where they can be found.

Otherwise the guests will not use them, and wait to speak to the rep instead. This is often unnecessary, and wastes time, as the questions they ask could easily have been answered by the information book or board

The notice board contains all the most important information, such as the rep's visiting times, hotel information (such as pool opening times or reception facilities), excursions available, important telephone numbers (doctor, dentist or office emergency numbers) and homeward bound flight details.

It is important to keep these all up to date, and clearly visible.

The information books have now widely been replaced by small brochures given to guests either at the welcome meeting or on the coach transfer into resort.

The brochures contain a condensed version of what used to be in to book. In my welcome meetings, I would go through the book, giving a brief description of what was in it, stopping and describing in more detail some of the more important pages.

These would include swimming pool safety, the nearest doctor and pharmacy, as well as warnings about timeshare salespeople and illegal excursion operatives. I would also describe the benefits of hiring a car, as opposed to the dangers of hiring a moped or motorbike.

Another important thing to mention was the dangers of sunburn.

Information books also sometimes include some driving routes around the resort/island that guests could follow if they chose to hire a car. This advice always proves very popular.

Towards the end of my book, I would inform guests what they could take home duty free (if outside Europe), and lastly, inform them of where to find their homeward bound flight and coach pickup details.

Health and safety

When people go on holiday, they sometimes tend to leave their sense of danger back at the departure airport.

It is so easy for accidents to happen when on holiday, especially when people are in high spirits. It is therefore very important to inform the guests at your hotels of what to look out for to ensure they go home in one piece!

The swimming pool is great fun, but can also be dangerous. A rep should warn people not to dive in shallow water, and watch their children around the pool.

Also, most pools have strong chemicals, including chlorine in them at night. Therefore it can be very dangerous to swim at night. Warn people not to climb on balconies, and take care around glass patio doors.

In resort, traffic systems are very different to home. For example pedestrians can not assume cars will stop at zebra crossings in Spain.

When doing this part of the welcome meeting, it would be easy to sound patronising towards the guests. Therefore it is important to bring some humour into what you are saying — get people to laugh about it, and they will take note!

The reception of the hotel or apartments can be a godsend. The staff are, 99% of the time, incredibly helpful, so make sure that the holidaymakers know this.

Many people are afraid to approach reception because they don't think the receptionists will understand them. It is vital to persuade guests to use the facility, they will be able to solve many guests problems before the rep even knows about them. Receptionists nearly always speak excellent English, and do like to help.

The welcome meeting should also include what facilities are available at reception, such as safety deposit boxes (a must to mention) telephones, money exchange, taxi calling service, postcards and stamps.

Many offer much more. A rep must know exactly what is available from reception, and then pass on this information to the guests.

Hotel/apartment information

The hotel or apartment is home to the holidaymaker for the next week or two weeks. This part of the welcome meeting is intended to provide the guest with all the information needed in order to make the most of their stay.

It is again an opportunity to mention the reception and supermarket, but also this is the time to explain what entertainment the property provides.

Most decent sized hotels will have an entertainment programme, usually geared towards children in the daytime, and families or adults in the evening.

There may be a children's club as well. The layout of the property should be described, providing details of the swimming pool(s), games rooms, tennis courts and any other amenities that may be available.

Details of apartments or rooms, such as linen changing and cleaning rotas should be provided as well. Ask the guests to make themselves aware of the fire drills.

Resort information

It is in this section of the meeting where you will start to use the experience and information you have obtained since arriving in the resort.

Many holidaymakers will not leave the resort they are based in for the whole of their stay. They do, however, want to know what is outside the hotel complex.

Young guests will want to know where the bars and nightclubs are, whereas families tend to be more interested in the likes of parks.

The beach is always very popular as well. It is easiest to provide everyone in the welcome meeting with a map of the resort, and go on a virtual tour of the resort with them, starting at one end.

Guests could then write on the map anything that they found interesting. It is important to point out banks and the post office, as well as the best supermarkets.

If there are unfortunate circumstances, and something is lost or stolen, then a visit to the Police station is required, so that needs to be pointed out on the map.

Waterparks are always popular in hot holiday resorts, so give details of these, mentioning opening times and prices at the same time.

Mention where the restaurants and bars are, and also where guests can find public transport in order to visit other resorts.

Finally, if there is a market day in the resort, give details of this, as many people find markets the best place to find souvenirs to take home.

Island information

Although many visitors do not leave the resort during their stay, many do. If you are working on an island there is a lot to see away from the resorts, and it is all quite accessible in one day, especially if the guests were to hire a car.

The best way I found was to again provide the guests in the welcome meeting with a map of the island, and then stand at the front of the meeting, holding a huge map.

Just like the resort information, I would do a virtual tour, pointing out all the places of interest around the island.

For example the main shopping towns, and the capital, any places you feel people may want to visit. It is at this point where you need to examine the type of people staying in the property.

Older people will not always be interested in visiting the same places as the younger generations.

Sales

If you are interested in making some money when you are working as a rep, then this is the most important part of the welcome meeting.

Rep's wages are not particularly brilliant, but they do get a percentage of money made from the sale of excursions.

Typically, a first year rep will earn about £100 per week if they are lucky in actual wages. I used to make another £100-£150 per week more from the sale of excursions. This is very important if you want a social life!

I would provide everyone in the welcome meeting with a 'sights & sounds' brochure at the start of a welcome meeting.

This contained details of all the excursions provided by the company. It is impossible to go through them all in the welcome meeting, people would just get bored.

Therefore I would choose five of the most popular excursions. The five that I chose would depend on the people at the meeting.

For example, it is no good trying to sell a bar crawl to a large group of elderly couples, they would much prefer the island tour.

The excursions I chose to describe would be quite different from each other, to give some variety. Maybe a boat trip, jeep safari, bar crawl and the western night.

The fifth would always be the same — the rep's party night. This was always popular with everyone, and the more guests I could bring from my hotels, the louder the cheer would be for me at the end of the night, making it all worthwhile (as well as the extra cash in my pocket).

In order to sell the excursions effectively, it is important to put a good picture in the mind of the holidaymaker.

Glorifying the excursions, as well as emphasising things like a free bar or food, and benefits for children were good selling points. Look at all the benefits of the different excursions, and use these to full effect.

This will sell excursions.

The vital point in the effort to be successful at selling is getting people to book immediately. Finish off the meeting by telling everyone that places are strictly limited, and go quickly.

The brochures I gave out had booking forms attached. It is impossible to stress too much how important it is to have those filled in before people leave the meeting.

I would finish my meeting by saying something like 'Have a great holiday, and see me if there is anything you need. I will now come round to see each of you individually, and to collect your booking forms. I will return later this afternoon, at 5pm to issue your tickets and collect payment.....thank you'

One-to-one

This is almost as important as the sales section.

You have to move quickly here, so you can see everyone before they get fed up and leave.

A rep needs to go to a group of people, and first of all check everything is okay with the apartments and they are happy.

Ask if there is anything they need, and try and have a friendly chat with them, but quickly.

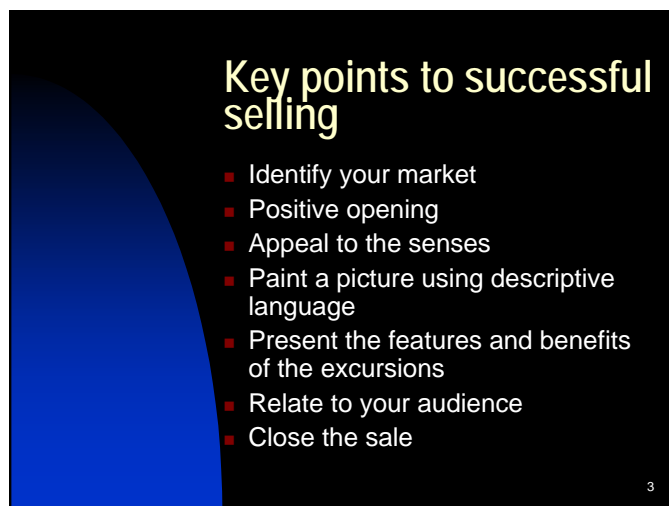
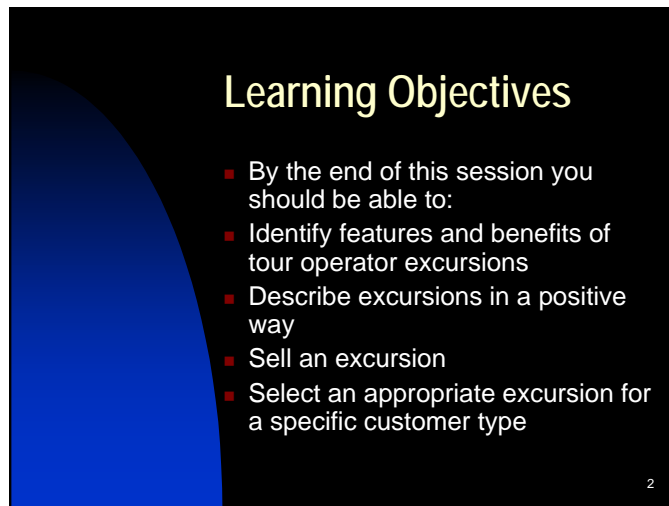
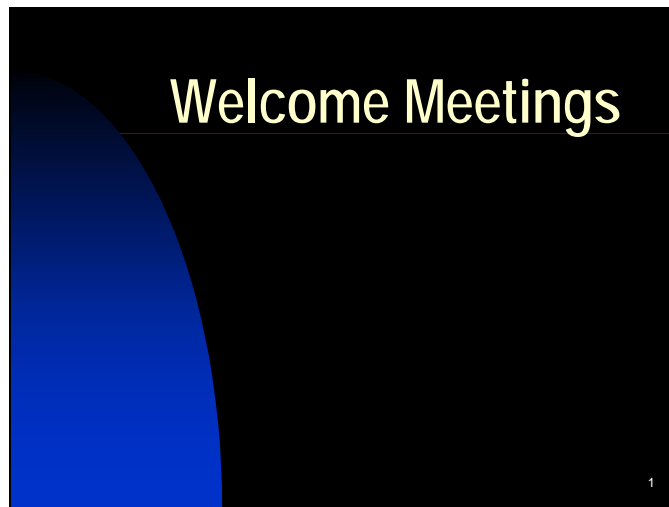
Then ask which excursions they will, not if, they will, be going on. If they are not sure, try to help them decide. Take their booking forms, and ask them to see you when you are back in later that afternoon.

It is important that you do make a later visit, otherwise people will not bother booking the excursions. Payment should not be accepted at the end of the meeting, as too much time is used when you need to be meeting the other guests.

A welcome meeting will last about 30 minutes, plus the time taken to see each group individually.

It is hectic and exhausting, but can be great fun!

Sample PowerPoint Presentation



Appealing to the senses

- Customers are more likely to buy products / services that sound good
- Appeal to senses such as smell, touch, feelings, sights etc

4

Example mmmm!

- Would you like a bar of chocolate?
- Would you like a smooth, dark, creamy, melt in your mouth bar of chocolate?

5

Features and benefits

- Customers want to know 'what is in it for me?'
- Dolphin Experience Excursion
- Feature – actually swim with dolphins
- Benefit – also get transport and lunch included in the price

6

What to include in your choice of payable highlights

- Who is in the audience?
- Families – children 6-10
- Families – teenage children
- Young couples
- Older couples
- Young people – 18-30
- 60 plus

7

Close

- How to book
- When to book
- Why book now
- How to pay
- When to pay

8

Learning Objectives

- By the end of this session you should be able to:
 - ✓ Identify features and benefits of tour operators excursions
 - ✓ Describe excursions in a positive way
 - ✓ Sell an excursion
 - ✓ Select an appropriate excursion for a specific customer type

9

Activity 6.2h

Task A

In pairs, carry out a series of role-plays. One person is to take the role of the rep and the other the customer. You are to sell an excursion(s) to the customer matching their individual needs and complete an excursion booking form. This activity should be repeated using different customer types. You should swap roles each time so each of you has the opportunity to take the role of the rep.

Excursions to choose from

- Aquapark – water theme park, full day, lots of slides
- Jeep Safari – full day, off the beaten track, inland and coast, includes barbecue
- Island Tour – by coach, full day, lunch in panoramic restaurant overlooking the ocean
- Flamenco Evening – includes 3 course meal and sangria, audience participation
- Pirate Adventure – fun filled afternoon afloat a boat, lots of surprises
- Reps Cabaret – includes buffet and unlimited wine
- Traditional Market – morning shopping trip
- Pub Crawl – lively evening, includes drinks and pub games

Customers (client groups)

- A retired couple
- A family with two children (aged 9 and 12)
- two families travelling together with four teenage children
- six young male students
- A young couple in their 20's

Task B

For each role play, you are required to give peer assessment on the performance of your partner selling the excursion(s) to you. You should also review your own performance using the table provided.

Activity 6.2h

Review of own performance

	Own comments
How well did I paint a picture of the excursions?	
What positive body language did I use?	
How well did I sell?	
How well did I appeal to the senses?	
What would I like to improve on?	

Peer Assessment Feedback Sheet

Name of representative

Customer type excursion aimed at

Excursion

	Comments
Appropriateness of excursion	
Use of body language	
Tone, voice etc	
Appeal to the senses	
Features and benefits	

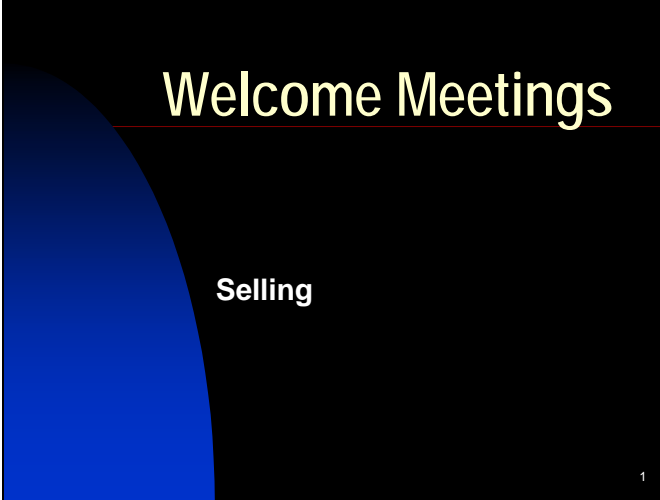
	Comments
General comments on selling skills	
Overall grade (1) excellent 5 (poor)	

Assessor name (your name):

Signature:

Date:

Sample PowerPoint Presentation

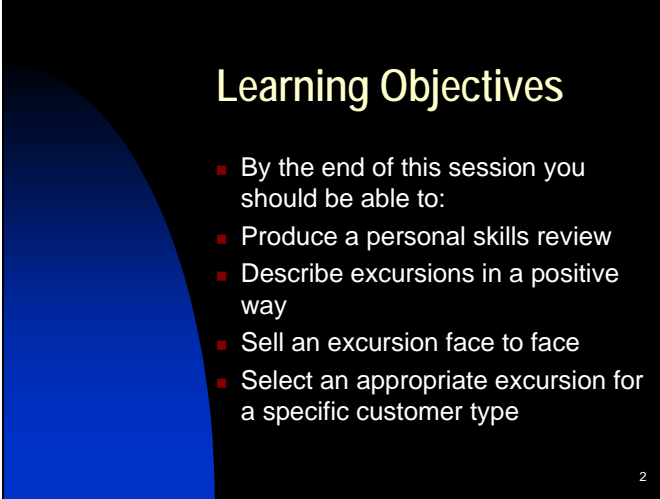


Slide 1: Welcome Meetings

Welcome Meetings

Selling

1




Slide 2: Learning Objectives

Learning Objectives

- By the end of this session you should be able to:
- Produce a personal skills review
- Describe excursions in a positive way
- Sell an excursion face to face
- Select an appropriate excursion for a specific customer type

2



Slide 3: Recap on successful selling

Recap on successful selling

- Identify your market
- Positive opening
- Appeal to the senses
- Paint a picture using descriptive language
- Present the features and benefits of the excursions
- Relate to your audience
- Close the sale

3

Building rapport

- Ask as many appropriate questions as possible
- What did you do on your last holiday?
- What was your best excursion?
- What are your interests?
- Do you like...?
- How old are your children?

4

Activity

Scenario

Imagine you are on a property visit and various customers individually come to you to book excursions.

Activity

In pairs produce a list of questions you could ask customers to establish their individual needs.

5

Learning Objectives

- By the end of this session you should be able to:
 - ✓ Produce a personal skills assessment on sales techniques
 - ✓ Describe excursions in a positive way
 - ✓ Sell an excursion face to face
 - ✓ Select an appropriate excursion for a specific customer type

6

Excursions for HIP HOP Guests

To make your holiday even more fun, why not have a look around Cyprus whilst you're here? Whatever you're into, we think there's an excursion that'll suit you, and the prices are pretty good too. Don't miss your welcome meeting for more info!

- Mini cruise to Egypt – From £130 – 2 or 3 day mini cruises can be arranged in resort giving you the chance to visit the Pyramids, the Sphinx and the Cairo Museum. Price includes cabin accommodation, evening meals and entertainment.
- Waterpark – £24 – check out those massive waves and crazy 'kamikaze' slides. If you love the water, you'll love this – fun for little ones and the not so little ones!
- Troodos Jeep Safari – £36 – monasteries, waterfalls, stone-built villages and spectacular views from Mount Olympus, plus included lunch and wine tasting, shopping for lace in Lefkara and a camel ride!
- Cyprus Nights –£23 –this could be the best night of your holiday. A night of traditional music and dancing, local cuisine and intoxicating drink!
- Nicosia and Lefkara – £20 – this guided tour takes you to the capital Nicosia, visiting the Archbishop's Palace, the Byzantine Museum and more. Return via Lefkara to shop for lace and silverware.
- Champagne Cruise – £20 – all aboard the cruise Deluxe for a full or half day of sun, sea, champagne and fruit...and fun! Children are welcome, and bring your goggles for champagne diving!
- Rep night – FREE to Hip Hop guests – guaranteed to be a top night, see your reps in action, giving you great family (and some adult!) entertainment at Aeneas Hotel.

Activity 6.2i

Dealing with problems and promoting effective customer care

1 Identify stressful problems encountered by holidaymakers.

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2 Give possible solutions to the following problem situations and state the documentation that would need to be completed.

a) Injury/illness- a customer has an accident on an excursion. They fall and hurt their arm. The customer cannot move their arm.

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b) Theft/lost property – a customer comes to see the rep. They have had their handbag stolen in the market. The customer’s passport was in the bag. They booked this excursion with you.

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c) Missed flight – a customer turned up late for the transfer back to the airport. They had not checked the notice board to see what time they were been collected. They try and get a taxi but still miss the flight.

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d) Flight delays – a flight from Alicante to Bristol has been delayed. This is due to technical problem encountered on the aircraft. The flight is delayed by 14 hours.

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e) Lost luggage – a customer arrives at Jamaica airport on a flight from Manchester. Sadly their luggage does not arrive.

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f) Bad weather – a Caribbean resort experiences a huge hurricane storm

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3 Brochure complaints – a customer booked a holiday based on the description in the brochure. The brochure described the hotel as having a children’s club and a swimming pool with a children’s section.

Neither is available when the customer arrives at the property. Even worse the brochure describes the hotel as 100 metres from the beach and it turns out to be 1000 metres from the beach down a steep bank.

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4 Problems on excursions – on a Greek night a number of customers get drunk and become very argumentative with other customers on the excursion. They swear a lot and you have lots of families on the excursion.

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5 Can you now think of other situations?

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Activity 6.2j

Produce a job description for an overseas representative of your choice. The job description should outline the duties of a resort representative.

Examples of areas to include are:

- airport duties
- health and safety responsibilities
- resort office and administration duties
- evening or entertainment duties
- welcome meetings and sale
- cover for other team members

Activity 6.3a

Your tutor will allocate you a job overseas from the list below. As a group produce an induction schedule with appropriate activities for the job specified.

The aim of the induction schedule is to induct the staff to the resort. The activities should link to the job role.

Overseas positions:

- ski chalet host
- '18-30' rep
- childrens' rep
- coach tour escort
- resort rep at all inclusive resort in majorca
- ski resort rep at soldeu, andorra.

Activity 6.3b

Describe the following types of training

Type of training	Description
In-house	
Mentoring	
External	
Work shadowing	
Visits	

Activity 6.3c

You are required to participate in a class debate.

Debate topic: Is knowing detailed information about your products more important than having excellent selling skills?

Panel to include:

- resort manager
- customer
- customer
- customer
- resort rep
- abta consultant
- lecturer travel and tourism
- tour operator trainer.

You have 15 minutes to make some notes in support of your argument.

Activity 6.3d

Scenario

You work overseas for a tour operator Eli Tours. The resort manager of Eli Tours has circulated the following agenda for the monthly meeting. He has also included the minutes of the last meeting.

Summary of minutes of meeting:

- 1 Sales down on Pirates adventure excursion. Annie Gray sold no excursions. Action: Annie to go on the next excursion.
- 2 Storm threat anticipated reaching the island by Wednesday. Action: team leaders to inform all staff and ensure aware of procedures if condition deteriorates. Reps to keep customers up to date.
- 3 Delayed Birmingham flight. Action: Make sure customers who arrived in resort all received letter of apology explaining reason for delay.
- 4 All reps to complete a health and safety audit on properties. Action: Checklists to be distributed by Team Leaders.
- 5 Discussed ways of raising the company profile. Action: Ideas for next meeting.
- 6 Thanks to all who attended.

Agenda:

- 1 Welcome
- 2 Sales figures for month
- 3 Congratulations to Annie Gray who has sold the most excursions on the Pirates Adventure this week.
- 4 Complaints from Raddie Hotel. The pool closed last month due to chlorine levels and Darren not informed resort or UK office.
- 5 Complaint followed up by UK office. No complaint form completed. Rep named in the correspondence as Mark. Complaint relates to lack of information given at welcome meeting, standard of excursions booked including the heat on the coach.
- 6 Increase of luggage missing – many sent to the wrong properties.
- 7 Ideas for raising company profile.
- 8 Update on terrorism attack on neighbouring island
- 9 Up date on legislation relating to sexual harassment
- 10 Updated company policy on complaints handling
- 11 AOB

Tasks

- 1 Identify and evaluate training given.
- 2 Identify further training that you would recommend. Explain your reasons
- 3 Explain how the items on the agenda could support the delivery of high quality customer service and create a positive image for the company.

Activity 6.3e

Summary quiz

1 What is meant by the term 'work shadow'?

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2 List five important aspects that should be covered in induction.

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3 A rep undergoes intense training in the UK. Explain why selling is an important part of the training.

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4 What is the significance of product knowledge of the excursion programme?

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5 What might the implications be of limited training in resort?

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Annexe A

Internal assessment procedures

Supervision of students and authentication of work submitted

Students must submit a body of work for each of the internally assessed units. Teachers are expected to guide and advise students in 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, VCE and GNVQ Code of Practice requires assessors to record full details of the nature of any assistance given to individual candidates 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 students' work, as indicated in the guidance section that accompanies each internally assessed unit in the specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each student's work with confidence.

If a student's processing skills are being assessed, it is important that witness statements and observation records are completed by assessors to authenticate student work and provide evidence that students have achieved the level of performance required in the assessment grid.

Assessment

The work of each student must be assessed using the assessment criteria grids, which contain criteria statements and bands of response. The assessment must be recorded by centres on the mark record sheets that are used to convert achievement levels to marks. A copy of these forms is contained in the appendix at the back of this document and should be photocopied and attached to each student's portfolio.

Annotation

Annotation is a mandatory requirement for internally assessed work and is used to:

- help the moderator to understand how and where marks for each assessment criteria have been awarded
- describe where students have received help beyond normal learning support or where students have been rewarded for initiatives that are not immediately apparent from the evidence presented
- explain any other features of a student's work that will assist the moderator in understanding how a particular mark was achieved.

The minimum requirement for annotation is to complete the annotation column on the mark record sheet by listing the portfolio page numbers, when applicable, where evidence can be found for each of the assessment criteria.

Further comments can be carried out on the back of the mark record sheet. Detailed annotation will help a moderator to agree a centre's marks. Annotation should not be written directly onto student work.

Standardisation within the centre

It is the centre's responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standard and that an accurate rank order is established.

Internally assessed portfolios

Following assessment, all portfolios must be available for inspection by Edexcel. Each student's portfolio should contain only the work used for awarding marks in the assessment.

Portfolios must have a title page with the relevant specification name and number, candidate name, candidate number, centre name, centre number, and date. The first page of the portfolio should be a contents list and pages should be numbered throughout the portfolio.

A sample of the work will be requested and must be sent to Edexcel by a published date. No practical work is to be submitted to Edexcel unless specifically requested.

The moderated coursework will be returned to centres in the autumn term in the year of the examination. Edexcel reserves the right to retain examples of folders for archive, grading or training purposes.

Support and training

There is a full range of support material designed for each GCE. The range includes:

- specimen tests and associated mark schemes
- sample materials for delivering the units – tutor support packs
- sample materials for assessing the internal units
- examiner reports (from March 2006)
- the Edexcel website www.edexcel.org.uk.

Edexcel delivers a full professional development and training programme to support these GCEs. This includes generic and subject-specific conferences, seminars, workshops and customised events for individual centres.

Further information on professional development and training programmes can be obtained from Customer Services on 0870 240 9800 (calls may be recorded for training purposes).

Information concerning support material can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com

Email for enquiries: trainingenquiries@edexcel.org.uk
Email for bookings: bookingenquiries@edexcel.org.uk

Annexe B

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 marking grid, divided into three broad mark bands, showing how to award marks in relation to the task and the assessment objectives. The grids indicate quality of the outcomes needed for achievement in each of the mark bands. Mark Band 1 relates to the expectations given in the grade description for grade E; Mark Band 2 relates to the expectations for grade C; and Mark Band 3 relates to the expectations for grade A.

In general terms, progression across the bands is characterised by:

- increasing breadth and depth of understanding
- increasing coherence, evaluation and analysis
- increasing independence and originality.

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 student achievement in each unit. Students can achieve marks in different bands for each criteria. The total mark achieved will depend on the extent to which the student 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 not be awarded on the basis of a 'tick list' of factual content but on the overall response as it relates to the requirements stated within each mark band. Assessors should adopt a holistic approach and apply their professional judgement. 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. Students' responses should be considered positively. A mark of 0 should only be awarded where the student's work does not meet any of the required criteria.

The performance descriptions for the Edexcel GCE in Travel and Tourism refer to the levels of support and guidance required by students in carrying out investigations and tasks. All students are entitled to initial guidance in planning their work. When marking the work, assessors should apply the following guidelines:

- **'Some support and guidance'**: the student has to be guided and advised throughout to ensure that progress is made. The student relies on the support of the teacher, who has to assist in most aspects of the work. This level of support restricts the student's mark to band 1, irrespective of the quality of the outcomes.
- **'Limited assistance'**: the teacher supports the student initially in the choice of topic for investigation. Thereafter the teacher reacts to questions from the student and suggests a range of ideas that the student acts upon. The student frequently checks matters of detail. The teacher needs to assist in some aspects of the work. This level of support restricts the student's mark to bands 1 or 2, irrespective of the quality of the outcomes.
- **'Independently'**: the teacher supports the student initially in the choice of topic for the investigation or task. Thereafter the teacher occasionally assists the student, 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 marking grid for each student 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. Guidance on how this may be done will be included in the separate support material that will accompany this guide.

Annexe C

Exemplar forms

Guidance notes

This annexe contains exemplar forms that are suggested for use in tracking and recording assessment. Electronic versions of these forms for each of the internally assessed units are available on the Edexcel website. The following exemplar forms are included for reference and have been adapted for *Unit 2: The Travel and Tourism Customer*:

- Mark Record Sheets
- Exemplar Assessment Feedback Sheets
- Exemplar Assessment Checklist
- Exemplar Witness Testimony Form
- Exemplar Observation Forms.

Mark Record Sheet

This can be used to record marks given for each task and the total mark for the unit. It would accompany coursework submitted within a sample for moderation and would be held by Edexcel.

Each Mark Record Sheet should be completed with the details of the centre and the candidate. There is also space for the assessor to indicate where the appropriate evidence can be found or to make comments for the moderator.

Guidance on authenticity of coursework can be obtained from Joint Council for General Qualifications website (www.jcqq.org.uk).

Exemplar Assessment Feedback Sheets

There is a feedback sheet for each task for each internally assessed unit. They have been designed to focus the assessor on the key requirements of the task and the key quality indicators in the mark bands. Assessors could use the comments section to indicate where there is evidence of having met the requirements, as summarised in the left hand column. Assessors can also amend this form to suit their own assessment purposes.

These forms should also be used to record marks awarded for each task. The marks available for each mark band are shown. The mark awarded can be inserted in the relevant box once the mark band has been determined. There is also space for the assessor to justify their selection of mark band and mark awarded.

The candidate's name should be inserted and ideally both the assessor and the candidate would sign the form.

Exemplar Assessment Checklist

This sample relates to *Unit 2: The Travel and Tourism Customer* and has been designed to assess Task b) where candidates demonstrate their own level of customer service skills. The checklist is prepared in advance so that it can be used to standardise assessment for the task. This approach could be used for any task where the candidate is demonstrating their ability practically or through oral communication. Such checklists should give a description of the scenario, highlight key points the assessor would need to look for and have space for comments on performance to be made. There should be a box for summative statements to be made. Finally, there should be a signature by the candidate and the document should be dated.

Exemplar Witness Testimony Form

This is devised for use by a non-assessor who observes the candidate participating in an activity that could be used to demonstrate they have met the assessment requirements eg they dealt with customers in a real travel and tourism situation. The candidate, completing this as a personal statement, can also use it. As it is initially completed by a non-assessor, there are unlikely to be any judgements made and the content will be mainly descriptive. The situation would be described together with what the candidate was observed to be doing. The Witness Testimony would then have comments from an assessor indicating how they have confirmed authenticity and sufficiency of evidence and how they have used this evidence to make assessment judgements and decisions. The form should be signed and dated by the witness, the assessor and the candidate.

Exemplar Observation Forms

This is to be used by the assessor to give feedback to the candidate and provide evidence when a practical task has been undertaken. Examples of assessment activities that could be evidenced with this form include presentations and customer service simulations. The observation form should be signed and dated by the assessor and presented along with any supporting evidence such as presentation notes.

Mark record sheet

GCE in Travel and Tourism – Unit 2: The Travel and Tourism Customer

Centre no:	Centre name:	Internal moderator name:		
Candidate no:	Candidate name:	Resubmission of work	All/mostly amended	
Series number:			Some amendments	
			No amendments	

Unit 2: The Travel and Tourism Customer						
Assessment evidence	Annotation and page number	Mark Band			Centre mark	Edexcel use only
		1	2	3		
Final total						

Edexcel moderator use only		
Number:	Name:	Signature:

GCE Travel and Tourism – Assessment Feedback

Unit 2: The Travel and Tourism Customer

Candidate name: _____

Candidate signature: _____

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 their needs						
	MB1 (1-9)		MB2 (10-14)		MB3 (15-18)	
Description of needs Types of customer Range of needs Exemplification						
Explanation Explanation Examples						
Summary Justification for selected mark band Justification for selected mark						

Assessor: _____

Signature: _____

Date: _____

GCE Travel and Tourism – Assessment Feedback

Unit 2: The Travel and Tourism Customer

Candidate name: _____

Candidate signature: _____

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						
	MB1 (1-7)		MB2 (8-12)		MB3 (13-15)	
Situations Level of complexity						
Customer Range of customer types						
Customer service skills Needs met Communication skills Customer focus						
Documentation						
Complaint						
Summary Justification for selected mark band Justification for selected mark						

Assessor: _____

Signature: _____

Date: _____

GCE Travel and Tourism – Assessment Feedback

Unit 2: The Travel and Tourism Customer

Candidate name: _____

Candidate signature: _____

c) using an appropriate methodology to research the standard of customer service within an organisation, including documentation and the quality criteria to be used for evaluation						
	MB1 (1-7)		MB2 (8-12)		MB3 (13-15)	
Method						
Documentation Appropriate Detail Capture of data Quality criteria						
Explanation						
Summary Justification for selected mark band Justification for selected mark						

Assessor: _____

Signature: _____

Date: _____

GCE Travel and Tourism – Assessment Feedback

Unit 2: The Travel and Tourism Customer

Candidate name: _____

Candidate signature: _____

d) an evaluation of customer service in a travel and tourism organisation against quality criteria and recommendations for improvement					
	MB1 (1-9)		MB2 (10-14)		MB3 (15-18)
Quality criteria Range					
Conclusions Reasoning Link to benchmark standards Substantiated					
Recommendations Link to conclusions Justification					
Summary Justification for selected mark band Justification for selected mark					

Assessor: _____

Signature: _____

Date: _____

Assessment checklist

Unit 2: The Travel and Tourism Customer

Name: _____ Date: _____

Details of situation and customer type	Real or simulation
--	--------------------

Assessment criteria – Mark Band 1

Criteria	Tick	Comment
The situation was straightforward/routine		
The customer's main needs were met		
Appropriate communication skills have been demonstrated		
Appropriate documentation has been completed but there may have been inaccuracies		
The complaint was dealt with in part		

Feedback on performance

Signature of assessor: _____ Date: _____

Signature of candidate: _____ Date: _____

Exemplar Witness Testimony Form

Candidate name:	Candidate number:
-----------------	-------------------

Unit title:

Activity context:

Assessment evidence:

Observation notes:

Witness: _____ Signature: _____

Job role: _____ Date: _____

Assessor comments:

Assessor: _____ Signature: _____

Date: _____

Completed Observation Record

Candidate name: *Ian Barnes*

Unit title: *Unit 2: The Travel and Tourism Customer*

Activity context:

The above named student dealt with a customer in a simulated travel and tourism situation. They adopted the role of travel consultant dealing with a families request for advise on a suitable destination to meet their needs.

Assessment task(s)

Task (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

Activity:

Ian greeted the customers and asked them to take a seat. He gave them his name and asked them how they were and how he could help them. They explained that they wanted some advice about holidays for the family.

Ian asked a number of questions and took down the information they gave on an enquiry sheet. He summarised their requirements. He used their name throughout and listened to their request, referring back to information they gave him.

Ian selected two brochures and highlighted two different resorts that could be found in both brochures. He pointed out how the resorts met their needs, for Benidorm he gave additional information and for Rhodes Town explained how it didn't meet all their needs but promoted its features. He closed the situation by giving his card and reiterating his contact details.

Supporting evidence:

Enquiry sheet completed.

Assessment summary:

Ian dealt with a mainly straightforward and routine situation with few complexities. All customer needs were identified and met. No supplementary needs were met. All appropriate documentation was completed accurately. Throughout Ian demonstrated a high level of customer focus. With this activity, Ian is working effectively at mark band 1 and is working towards mark band 2 but needs to deal with more complex and non-routine situations.

Assessor: *A N Assessor*

Signature: *A N Assessor*

Date: _____

Exemplar Observation Record

Candidate name:

Unit title:

Activity context:

Assessment task(s)

Activity:

Supporting evidence:
Enquiry sheet completed.

Assessment summary:

Assessor: _____

Signature: _____

Date: _____

Annexe D

A guide to report writing

What is a report?

A report is a conventional method of presenting precise information. A report may be used to convey an assessment of any situation or the results from qualitative and/or quantitative data analysis. A report has clearly stated aims. It is tightly focused on the subject of the investigation. A really effective report will also be compelling and simulating to read.

Producing a report

To help you to produce a report four stages in the process have been identified for you to follow. This may help you to tackle key issues and understand the task set. These four stages are:

- A Preparation
- B Planning
- C Writing
- D Pre-submission editing.

A Preparation

The first stage is to make a choice from the list of title – in particular do you want to do some primary research? Choose a title that you are interested in.

The time spent at this stage of producing the report is vital. Careful preparation is an investment. It allows you to make the best use of time available. During this period you should decide **what** you are writing and **why**, before resolving **how** to write your report.

Establish the broad focus of your report first with reference to the specification and assessment objectives and then with reference to the generalisation. Undertake some individual background reading using the suggested bibliography. Use a search engine to look for more possibilities. This enables you to **define the subject and your aims more precisely**. If you are going to do some primary data collection it is best to make your appointments for people you need to see, and do an initial survey at this stage.

When you have completed your reading and feasibility study, review the key issues and research methods that will be used within your report. Make a note of them.

B Planning

Planning is essential. It saves time and promotes clarity in collecting the information you require in organising the material and in writing the report.

You will find it easier if you break the whole process down into a number of distinct tasks:

- i data collection and analysis can be broken down either according to the source or the subsection of the report
- ii similarly the writing process can be broken down-the writing of text into subsections, and the presentation into graphs and tables.

You will also be faced with a number of questions:

- 1 what evidence is needed to meet the overall objective of the report?
- 2 where is that evidence?
- 3 how much evidence should be collected?
- 4 how should the evidence be analysed?
- 5 how should the evidence and the analysis be ordered for writing the report?

Attempting to deal with all these factors in a chaotic way leads to confusion and wasted effort. Therefore, after 'preparation' you should begin to plan the data collection, analysis and writing process. **Good organisation is the key to success.**

Using the following sequence may help you to plan and to determine the method for writing your report:

- a identify the sources of evidence (data and/or literature) and look for a range of views on the issue
- b decide what is the most appropriate and relevant evidence to collect. **Be precise in this, understand the evidence**
- c decide how you will present your findings including the order in which they will be used to create a structure to the report – **the plan**
- d identify likely figures – maps, tables diagrams and think how you can use them
- e decide on the order of priority of each of the tasks
- f draw up a realistic timetable for the completion of each task, including writing the draft of the report.

C The writing process

There are three main factors to consider at this stage to give your report a sound framework, clear style and an attractive appearance:

- 1 Structure
- 2 Language
- 3 Presentation

1 Structure

You need to give form and shape to your report. A basic structure helps the reader digest the report. It also helps you to write and organise your material logically.

A structure implies the assessment criteria, but your report should have the following:

- | | | |
|---------------------|---|--|
| The
Main
Body | { | <ul style="list-style-type: none">* report cover sheet, title page and contents* executive summary/abstract (on front cover)* introduction and definition of the question or issue* sources of research information used, methods of collection and analysis and* their limitations* analysis and interpretation* evaluation and conclusion* bibliography and appendices. |
|---------------------|---|--|

First concentrate on writing the body of the report. This is the introduction, the findings, and the

The following order for writing is suggested.

The
bulk of
the
report

a Analysis and interpretation

This is the section in which you present your findings. When you are writing this section all of your material should have been sorted, selected and arranged in note form. This section includes:

- i the results of your analysis
- ii your interpretation of those results.

This section forms the basis for your conclusions. You should help the reader by ending each separate section with its own conclusion.

Just a
couple of
sentences
here —
perhaps 100
words. Full
details
could be in
an appendix

b Methods

In this section you should discuss:

- i the sources of evidence you have used and then possible bias
- ii how you have collected and analysed the evidence
- iii the limitations of the sources and methods of collection and analysis.

c Conclusions

This section is a summary of all the major findings made at stages throughout the report. No new evidence should appear here. The conclusion considers the evidence presented in the main body, draws out the implications and brings it to one overall conclusion or an ordered series of final conclusions.

d Introduction

After having written your findings and conclusions you now know clearly what you want to introduce. The introduction is where you acquaint the reader with the purpose of the report and guide them through the structure of your report.

e Appendices

This section is set aside for supplementary evidence not essential to the main findings, but which provides useful back-up support for your main arguments, eg a transcript of an interview or analysis of a complex set of statistics.

f Contents

All the sections of the report should be listed in sequence with page reference.

g Bibliography

This section covers the books and other sources which have been used in your research. It must include every reference mentioned in the text and be presented correctly.

h Title page

This should include the title, which indicates the central theme of the report. It should also include the candidate's name and the date of completion of the report.

i Executive summary or abstract

This is a very important part of the report. And should be the last thing you write. You need to read through your report and develop a list of headlines. An executive summary outlines the key issues of a report.

Not
included
in word
count

Only 50
words not
included
in word
count.

2 Language

First impressions count. It is unwise to put the reader off before they have even studied the report.

You are solely responsible for what you write and the words you choose to express your thoughts. Remember that although you might have an individual 'style' of expression this does not excuse poor English. Your style will not necessarily be immediately apparent to the reader, but poorly expressed English will be. Your sentences must be grammatically correct, well punctuated and words must be spelt accurately.

Poor writing regularly indicates muddled ideas. You do not really know what you are saying until you put it into words that another person can easily understand. Remember you are writing to communicate not to perplex or impress. Avoid jargon. Focus on the specific purpose of the report. Every part of the report should relate to it and this will help keep the report concise and coherent.

Accuracy is vitally important so always be precise. Ensure that you are using the correct words. **Clarity is essential.** Do not write phrases or sentences that may have more than one meaning. To avoid this you must know precisely what you want to say. **Know the material you are trying to convey.**

Other important things to remember.

Keep sentences short and simple. Long, complex sentences slow the read down and confuse and impede understanding. The same applies to paragraphs.

Poor spelling automatically detracts from your work and will annoy the reader. Use a dictionary and you can also check the final document using the spell checker on the PC. (Remember, however, that this may well use American spellings and its dictionary may not include all the words you use in the report.)

3 Presentation

Your report must look good in addition to reading well. Adequate headings and numbering make it easier for the reader to comprehend what you are saying. This stage of report writing requires the same level of care that went into composing the text. Do not be afraid to use **bullet points** to present arguments.

The presentation of statistics is often more informative and eye-catching if they are shown visually: for example by using tables or pie charts.

Layout is important. This is the relationship between print and space on the page. This applies whether it is hand-written or word-processed. A crowded page with dense blocks of writing and little space looks unattractive and is off-putting.

Always ensure that there are:

- adequate margins
- either double or 1.5 spaced lines
- headings that stand out clearly from the page.

D Pre-submission editing

It is important not only to read the draft through from start to finish before submission but also to edit and refine the report. It is easy when word-processing.

As you read, mark the pages which will need attention later. Do not stop to deal with them now. You will need to get a feel of the overall structure and impact of the report first so your initial read through must be continuous. Put yourself in the reader's shoes and be highly critical of what you have written.

Proof reading is vitally important. Regardless of the time and effort put into writing the report, the required result will not be achieved without sufficient care devoted to proof reading. A poorly-typed report, full of errors and inconsistencies in layout, has a damaging effect regardless of the quality of the content.

- a The report must be checked in great detail, for grammar and spelling errors.
- b Ask yourself whether you could have expressed yourself in a better way. If so change the sentence or the paragraph.
- c Consider whether the structure of the main body of work is really the most suitable way to present your material, ideas and arguments.
- d Is each paragraph structured well? Make sure that every idea or piece of information has a separate paragraph.
- e Are all the references in the text included in the bibliography with full formal details?
- f Does the report fulfil the stated aims and assessment objectives?
- g Is your argument watertight and easy to follow?
- h Does your conclusion make your argument all the more convincing?
- i Does your executive summary/abstract convey the key points of the report?
- j Finally, assess the layout and general appearance of the document.

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