OCR ADVANCED SUBSIDIARY GCE IN TRAVEL AND TOURISM (H189)

OCR ADVANCED SUBSIDIARY GCE IN TRAVEL AND TOURISM (DOUBLE AWARD) (H389)

OCR ADVANCED GCE IN TRAVEL AND TOURISM (H589)

OCR ADVANCED GCE IN TRAVEL AND TOURISM (DOUBLE AWARD) (H789)

Qualification Accreditation Numbers:

Advanced Subsidiary GCE:	100/4740/2
Advanced Subsidiary GCE (Double Award):	100/4741/4
Advanced GCE:	100/4742/6
Advanced GCE (Double Award):	100/4743/8

KEY FEATURES

This is a new broad-based qualification in Travel and Tourism which:

- places emphasis on vocationally related contexts;
- can be taken as an AS GCE or as a GCE (single or double award);
- provides continuity from VCE Travel and Tourism;
- offers candidates the opportunity to specialise in tourism development at GCE (double award);
- offers candidates a number of learning opportunities which will provide a choice of assessment methods suitable for their needs;
- offers candidates a series of learning opportunities set within both an internal and external framework;
- offers candidates the chance to acquire a broad range of skills through the study of authentic Travel and Tourism contexts;
- offers candidates the flexibility to pursue a qualification which covers the key areas of the Travel and Tourism industry;
- provides a range of units designed to provide a progression route to higher education and further training for employment.

PART A: GENERAL SPECIFICATION

FOREWORD

This booklet contains OCR Advanced Subsidiary GCE, Advanced Subsidiary GCE (Double Award), Advanced GCE and Advanced GCE (Double Award) specifications in Travel and Tourism for teaching from September 2005.

The Advanced Subsidiary GCEs are assessed at a standard appropriate for candidates who have completed the first year of study of the corresponding two year Advanced GCE course, i.e. between GCSE and Advanced GCE. They form the first half of the Advanced GCE courses in terms of teaching time and content. When combined with the second half of the Advanced GCE courses, known as 'A2', the AS awards form 50% of the assessment of the total Advanced GCE. However, the AS (Single and Double Awards) can be taken as 'stand-alone' qualifications. A2 is weighted at 50% of the total assessment of the Advanced GCE.

The first year of certification of the OCR Advanced Subsidiary GCE in Travel and Tourism is June 2006.
The first year of certification of the OCR Advanced Subsidiary GCE in Travel and Tourism (Double Award) is June 2006.
The first year of certification of the OCR Advanced GCE in Travel and Tourism is June 2007.
The first year of certification of the OCR Advanced GCE in Travel and Tourism (Double Award) is June 2007.

These specifications meet the requirements of the Common Criteria as set out in the Arrangements for the statutory regulation of external qualifications in England, Wales and Northern Ireland (QCA, ACCAC and CCEA, 2000), the Advanced GCE Qualification Criteria (QCA, ACCAC and CCEA, 2002) and the relevant Subject Criteria (QCA 2002).

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PART B: UNIT SPECIFICATIONS 1

Part B Contents 1

Structure of Units 2

SECTION A: SPECIFICATION SUMMARY

1 SCHEME OF ASSESSMENT

All specifications in this booklet are based on equally-weighted units of assessment, each requiring **60** guided-learning hours (glhs) of delivery.

The Advanced Subsidiary (Single and Double Award) GCEs form 50% of the assessment weighting of the corresponding Advanced (Single and Double Award) GCE.

Advanced Subsidiary GCEs can be taken as stand-alone single or double award specifications or as the first half of an Advanced single or double award GCE course.

Assessment is by means of **three** units of assessment for Advanced Subsidiary GCE (**180** glhs), **six** units of assessment for Advanced Subsidiary GCE (Double Award) and Advanced GCE (**360** glhs), and **twelve** units of assessment for Advanced GCE (Double Award) (**720** glhs).

The Single Award Structure

Advanced GCE (Single Award)		
Advanced Subsidiary GCE (Single Award)		
AS	AS	AS
A2	A2	A2

The Double Award Structure

Advanced GCE (Double Award)					
Advanced Subsidiary GCE (Double Award)					
AS	AS	AS	AS	AS	AS
A2	A2	A2	A2	A2	A2
Advanced GCE (Single Award)					

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Relative Standards of Advanced Subsidiary GCE and Advanced GCE

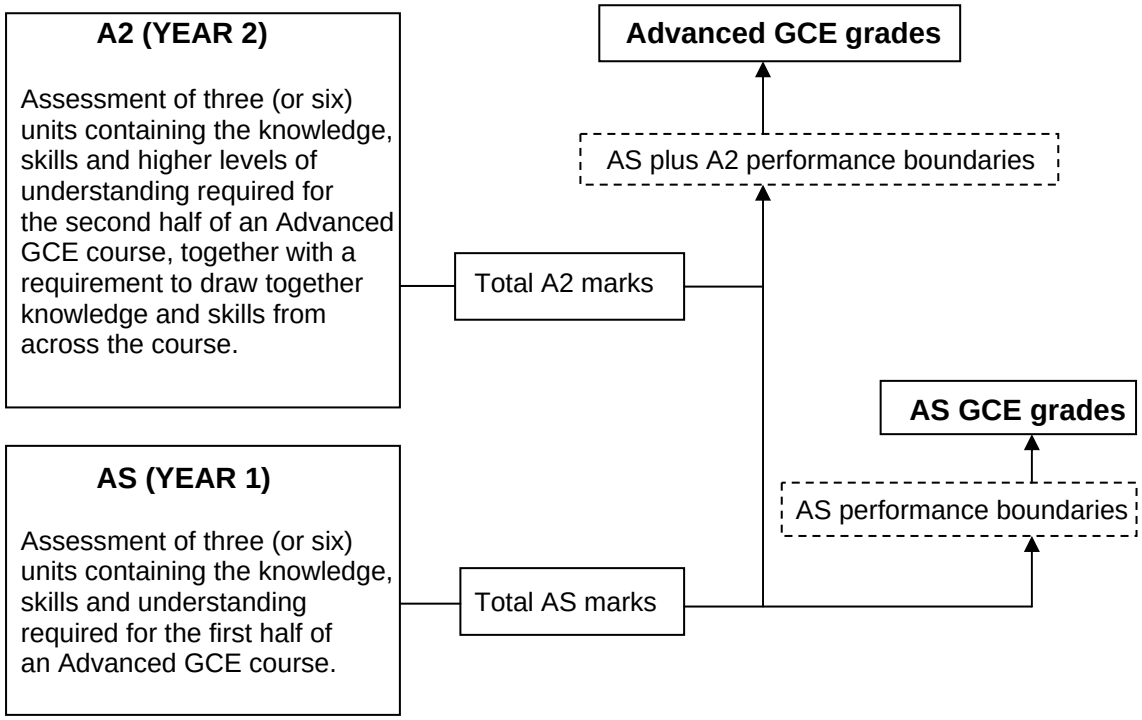
The skills, knowledge and understanding required for the first half of an Advanced GCE course are contained in the 'Advanced Subsidiary' (AS) units. The level of demand of the AS examination is that expected of candidates halfway through a full Advanced GCE course of study.

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

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

The Advanced Subsidiary GCE units and qualification and the Advanced GCE units and qualification are graded A to E where A is the highest grade.
The Advanced Subsidiary GCE (Double Award) units and qualification and the Advanced GCE (Double Award) units and qualification are graded AA, AB, BB, BC, CC, CD, DD, DE, EE where AA is the highest grade.

The diagram below summarises how the combined marks from AS and A2 units lead to graded Advanced Subsidiary GCE and Advanced GCE qualifications.



2 UNITS OF ASSESSMENT

Unit Code	Unit Number	Level	Title of Unit	Mode of Assessment	Unit Combinations (mandatory/optional)			
					AS GCE	AS GCE (Double Award)	Advanced GCE	Advanced GCE (Double Award)
G720	1	AS	Introducing travel and tourism	**External***	m	m	m	m
G721	2	AS	Customer service in travel and tourism	Portfolio	m	m	m	m
G722	3	AS	Travel destinations	Portfolio	m	m	m	m
G723	4	AS	International travel	**External**		m		m
G724	5	AS	Tourist attractions	Portfolio		o^2		o^2
G725	6	AS	Organising travel	Portfolio		o^2		o^2
G726	7	AS	Hospitality	Portfolio		o^2		o^2
G727	8	AS	Working overseas	Portfolio		o^2		o^2
G728	9	A2	Tourism development	**External**			m	m
G729	10	A2	Event management	Portfolio			m	m
G730	11	A2	The guided tour	Portfolio			o^1	o^2
G731	12	A2	Ecotourism	Portfolio			o^1	o^2
G732	13	A2	Adventure tourism	Portfolio			o^1	o^2
G733	14	A2	Cultural tourism	Portfolio			o^1	o^2
G734	15	A2	Marketing in travel and tourism	**External***				m
G735	16	A2	Human resources in travel and tourism	Portfolio				m

m candidates must complete those units marked m listed in the relevant column for the award being taken

o^1 candidates choose **one** option from those marked o^1 listed in the relevant column for the award being taken

o^2 candidates choose **two** options from those marked o^2 listed in the relevant column for the award being taken

external assessments marked with an * indicate those with pre-released case-study material which will be available to centres approximately **six** weeks prior to the examination dates.

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SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

GCEs in vocational subjects are broad-based vocational qualifications designed to widen participation in vocationally-related learning post-16. They have been designed to contribute to the quality and coherence of national provision and have a clear place in the Government's vision for secondary education.

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

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

These specifications are supported by users and a range of professional institutes and Further and Higher Education Institutions. These include NTOs (National Training Organisations) which support training and development in many different sectors and have been consulted during the development of these specifications.

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

1.2 SPECIFICATION AIMS

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

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

- develop and sustain an interest in travel and tourism and the issues affecting the development of the industry and its potential effect on employment opportunities;
- develop an understanding of the scale and importance of the travel and tourism industry and the interdependence of its sectors;
- appreciate the importance of the customer to the travel and tourism industry;
- appreciate the importance of host destinations and communities to the travel and tourism industry and the importance of sustainable development;
- appreciate the positive and negative impacts travel and tourism may have on people, environment and economy;
- develop practical and technical skills relevant to the travel and tourism industry;
- appreciate the global and dynamic nature of the travel and tourism industry, how people, environments and issues change, and how the industry responds to these changes;
- appreciate the impact of information and communication technology (ICT) on the development of the travel and tourism industry and the potential effect on the future activities;
- appreciate the significance of values and attitudes of key stakeholders in the travel and tourism industry;
- develop their own values and attitudes in relation to travel and tourism issues;
- apply their knowledge and understanding of travel and tourism and use skills of research, evaluation and problem solving in vocational contexts;
- plan, prioritise and meet deadlines, work independently and within teams;
- participate in visits to travel and tourism organisations and destinations.

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

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

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1.3 ASSESSMENT OBJECTIVES

Candidates for these qualifications will be expected to demonstrate the following in a range of vocationally-related contexts:

AO1 Demonstration of knowledge, understanding and skills

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

AO2 Application of knowledge, understanding and skills

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

AO3 Research and analysis

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

AO4 Evaluation

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

The assessment objectives are weighted as follows:

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

Weighting of the assessment objectives within individual units is given in Section 4.8.

1.4 NATURE OF ASSESSMENT

1.4.1 Structure of Assessment

For the Advanced Subsidiary GCE **two** units will be assessed internally, through a teacher-assessed portfolio (see Section 7) and **one** unit will be assessed externally with the assessment set and marked by OCR. These **three** units will be equally sized and equally weighted.

For the Advanced Subsidiary GCE (Double Award) and the Advanced GCE **four** units will be assessed internally, through a teacher-assessed portfolio (see Section 7) and **two** units will be assessed externally with the assessment set and marked by OCR. These **six** units will be equally sized and equally weighted.

For the Advanced GCE (Double Award) **eight** units will be assessed internally, through a teacher-assessed portfolio (see Section 7) and **four** units will be assessed externally with the assessment set and marked by OCR. These **twelve** units will be equally sized and equally weighted.

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

1.4.2 External Assessment

External assessment forms 33% of each qualification:

Advanced Subsidiary GCE:	Candidates take **one** unit of external assessment.
Advanced Subsidiary GCE (Double Award):	Candidates take **two** units of external assessment.
Advanced GCE:	Candidates take **two** units of external assessment.
Advanced GCE (Double Award):	Candidates take **four** units of external assessment.

External assessments are **two** hours except for Unit 1: *Introducing travel and tourism* which is **1.5** hours. Unit 1 and Unit 15: *Marketing in travel and tourism* have pre-released case-study material which will be available to centres (once they have made their *provisional* candidate entries) approximately **six** weeks prior to the examination dates.

OCR has designed external assessments which allow candidates to apply the knowledge and understanding they have gained from teacher-designed activities and assignments based on the *What You Need To Learn* section of the units.

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

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1.4.3 Portfolio Assessment

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

2 Administration and Entry

2.1 ADMINISTRATIVE ARRANGEMENTS

2.1.1 The Role of the Examinations Officer

All administrative arrangements regarding entries, submission of marks, moderation, receipt of results documentation etc. are to be made **through the centre's Examinations Officer**. It is important that subject staff liaise with the Examinations Officer and are aware of key dates for examination entry and submission of marks. These dates are supplied to Examinations Officers well before the start of the teaching year.

2.1.2 Provisional Entries

OCR does not require *individual* candidates to be registered at the start of their course, but nevertheless, needs certain information in order to plan effectively.

Provisional entries are *your best guess* of the number of candidates you will be entering for particular units in that session. They are important because they form the basis for the despatch of early assessment materials to you and allow OCR to ensure sufficient examiners/moderators are recruited for a session.

Centres make provisional entries by mid September (for January) and early November (for June). There is no fee for provisional entries.

If your centre does not make provisional entries you will *not* receive despatches of early examination materials, for example, instructions for practical examinations and pre-release materials.

2.1.3 Unit and Certification Entries

Final entries for units (including internally assessed units) are made in October for January units and in March for June units. It is important that entries are received by the deadline date – late entries cause major problems for OCR and attract a substantial penalty fee to reflect this.

To enter for certification, candidates must have a valid combination of unencashed units for that qualification (see Section 2.3).

Note that entry for units will *not* generate a final certificate – a separate certification entry for the qualification code must be made as follows:

Qualification	Entry Code
Advanced Subsidiary GCE	H189
Advanced Subsidiary GCE (Double Award)	H389
Advanced GCE	H589
Advanced GCE (Double Award)	H789

Certification entry is usually made at the same time as the final unit entries. If made at this time, it does not attract a fee.

A candidate who has completed all the units required for a qualification may enter for certification at a later examination series. Again this does not attract a fee.

A candidate who has completed all the required units but who has not entered for certification may do so in the same examination series within a specified period after the publication of results. There is a fee for this late certification service.

2.1.4 Special Requirements

OCR can make special arrangements for candidates in examinations, provided OCR is given sufficient notice. These arrangements should be made through Examinations Officers.

Special arrangements applications must be made by:

30 September (for January sessions);
15 January (for special question papers required for June session);
21 February (for other special arrangements for June session).

If you have candidates who come into this category, you should inform your Examinations Officer well in advance of these dates.

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2.1.5 Arrangements for the Assessment and Moderation of Portfolios

Portfolio entries may be made for both the January and June sessions.

Detailed arrangements for the assessment of portfolios are explained in Section 7. Examination Officers will be sent the appropriate forms for completion in November for the January session and in January for the June session, assuming that provisional entries have been received.

Centres wishing to receive earlier feedback or advice on portfolio assessment may arrange with OCR to contact a Portfolio Consultant.

Centres must submit unit marks to OCR and to the moderator by the published OCR submission date. Failure to submit these marks on time can create serious problems for OCR and may jeopardise the issue of results on the published date.

2.2 UNITS OF ASSESSMENT

Unit Code	Unit Number	Level	Title of Unit	Mode of Assessment	Unit Combinations (mandatory/optional)			
					AS GCE	AS GCE (Double Award)	Advanced GCE	Advanced GCE (Double Award)
G720	1	AS	Introducing travel and tourism	**External***	m	m	m	m
G721	2	AS	Customer service in travel and tourism	Portfolio	m	m	m	m
G722	3	AS	Travel destinations	Portfolio	m	m	m	m
G723	4	AS	International travel	**External**		m		m
G724	5	AS	Tourist attractions	Portfolio		o^2		o^2
G725	6	AS	Organising travel	Portfolio		o^2		o^2
G726	7	AS	Hospitality	Portfolio		o^2		o^2
G727	8	AS	Working overseas	Portfolio		o^2		o^2
G728	9	A2	Tourism development	**External**			m	m
G729	10	A2	Event management	Portfolio			m	m
G730	11	A2	The guided tour	Portfolio			o^1	o^2
G731	12	A2	Ecotourism	Portfolio			o^1	o^2
G732	13	A2	Adventure tourism	Portfolio			o^1	o^2
G733	14	A2	Cultural tourism	Portfolio			o^1	o^2
G734	15	A2	Marketing in travel and tourism	**External***				m
G735	16	A2	Human resources in travel and tourism	Portfolio				m

m candidates must complete those units marked m listed in the relevant column for the award being taken

o^1 candidates choose **one** option from those marked o^1 listed in the relevant column for the award being taken

o^2 candidates choose **two** options from those marked o^2 listed in the relevant column for the award being taken

external assessments marked with an * indicate those with pre-released case-study material which will be available to centres approximately **six** weeks prior to the examination dates.

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2.3 MAKING ENTRIES FOR CERTIFICATION

Candidates following a course over a number of examination sessions have a variety of options open to them that allow them to certificate part-way through their course. All three- and six-unit qualifications are automatically 'banked' by OCR to enable the candidate to use them towards larger qualifications at a later date. Once banked, however, candidates may not re-sit any units within that qualification.

Candidates may enter for:

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

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

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

Individual unit results prior to certification of the qualification have a shelf life limited only by that of the qualification.

2.4 AVAILABILITY OF UNITS OF ASSESSMENT

First Availability of Units and Certificates (and then every January and June thereafter)	2006		2007	
	Jan	June	Jan	June
External assessment of AS units	✓	✓	✓	✓
Portfolio moderation for AS units*	✓	✓	✓	✓
External assessment of A2 units			✓	✓
Portfolio moderation for A2 units*			✓	✓
AS GCE certification (Single and Double Awards)		✓	✓	✓
GCE certification (Single and Double Awards)				✓

*Centres wishing to receive earlier feedback or advice on portfolio assessment may arrange with OCR to contact a Portfolio Consultant.

2.4.1 Sequence of Units

Units may be taken in any order, though centres are strongly advised to cover AS Units 1, 2 and 3 early in the course, since they form a core on which other units are based.

AS units are designed to be taught and assessed in the first year of a **two** year course and A2 units are designed to be studied and assessed in the second year, although centres should use their own discretion to create a delivery pattern that suits their particular circumstances.

Centres should also ensure all authentication documentation for every candidate is completed and kept securely with the work until moderation takes place.

2.4.2 Synoptic Assessment

Synoptic assessment at Advanced GCE is designed to ensure that candidates have a good understanding of the subject as a whole and are able to address issues within the subject from a range of perspectives and in an integrated way. The emphasis is on strategic understanding and on the ability to draw evidence together from any relevant areas of the specifications. Assessment focuses on the breadth, depth and quality of the candidate's analysis and evaluation and will be drawn from across the specifications. In the context of travel and tourism, synoptic assessment involves assessment of candidates' ability to draw on their understanding of the connections between different aspects of travel and tourism represented in the specifications. Synoptic assessment is in Unit 10: *Event management*.

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2.5 RE-SIT RULES

2.5.1 Re-sits of Units

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an Advanced Subsidiary (Single or Double Award) GCE or Advanced (Single or Double Award) GCE.

2.5.2 Retaking a Qualification

There is no restriction on the number of times a candidate may retake the whole qualification.

2.6 RESTRICTIONS ON CANDIDATE ENTRIES

There are no restrictions on candidates who enter for these GCE specifications.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 0017.

2.7 SPECIAL ARRANGEMENTS

Candidates with special requirements must cover the assessment objectives. There may be more suitable ways of doing this than those used by the centre with other candidates. Any centre wishing to start candidates with special requirements on the course who might not be able to meet the requirements of the assessment must consult the Special Requirements Unit before doing so (telephone 01223 552505). For these candidates, or those whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

3 Certification and Results

3.1 ISSUE OF RESULTS

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

Certification is **not** an automatic process, since OCR is unable to determine at which point a candidate wishes to complete their course. Candidates **must** be entered for the appropriate certification code (see Section 2.1.3) to claim their overall grade.

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

3.2 AWARDING AND REPORTING ATTAINMENT

3.2.1 General Principles

The qualifications will comply with the grading, awarding and certification requirements of the GCE section of the Code of Practice.

The Advanced Subsidiary GCE and the Advanced GCE qualifications are graded A to E where A is the highest grade.

The Advanced Subsidiary GCE (Double Award) and the Advanced GCE (Double Award) qualifications are graded AA, AB, BB, BC, CC, CD, DD, DE, EE where AA is the highest grade.

All GCE units are graded a to e where a is the highest grade.

The OCR awarding committee will consider both externally assessed and portfolio based units and will determine the grade thresholds for each unit.

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3.2.2 Uniform Marks

In order that candidates' performance can be compared across units and across sessions, a Uniform Mark Scale (UMS) will be used to aggregate the results of individual assessment units to generate qualification grades.

Once the raw mark and raw mark boundaries for each unit have been established, the raw marks are converted to the UMS by OCR and reported to candidates as a *uniform mark* out of 100.

Uniform marks correspond to *unit* grades as follows:

Unit Grade	a	b	c	d	e
UMS (max 100)	80-100	70-79	60-69	50-59	40-49

Candidates who fail to achieve the standard for a grade e will be awarded a Uniform Mark in the range 0-39 and will be recorded as u (unclassified).

3.2.3 Overall Grade

The uniform marks awarded for each unit will be aggregated and compared to pre-set boundaries.

Uniform marks correspond to overall grades as follows.

Advanced Subsidiary GCE:

Overall Grade	A	B	C	D	E
UMS (max 300)	240-300	210-239	180-209	150-179	120-149

Advanced GCE:

Overall Grade	A	B	C	D	E
UMS (max 600)	480-600	420-479	360-419	300-359	240-299

Results for these qualifications will be awarded on a scale of A to E and will be recorded on the certificate as such.
Candidates who fail to achieve the standard for a grade E will be awarded a Uniform Mark in the range 0-119 for the Advanced Subsidiary GCE and 0-239 for the Advanced GCE and will be recorded as U (unclassified). This does not lead to a certificate.

Advanced Subsidiary GCE (Double Award):

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 600)	480-600	450-479	420-449	390-419	360-389	330-359	300-329	270-299	240-269

Advanced GCE (Double Award):

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 1200)	960-1200	900-959	840-899	780-839	720-779	660-719	600-659	540-599	480-539

Results for these qualifications will be awarded on a scale of AA to EE and will be recorded on the certificate as such.

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

3.3 RESULT ENQUIRIES AND APPEALS

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against the outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the *Handbook for Centres* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Further copies of the most recent edition of this paper can be obtained from OCR or they can be accessed from the Joint Council website www.jcgq.org.uk.

4 Technical Information

4.1 CERTIFICATION TITLES

These specifications will be shown on a certificate as:

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

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4.2 LEVEL OF QUALIFICATION

These qualifications are approved by QCA at Level 3 of the National Qualifications Framework.

4.3 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to Level 2 in the National Qualifications Framework, or Levels 7/8 of the National Curriculum. Skills in Numeracy/Mathematics, Literacy/English and Information and Communication Technology will be particularly relevant.

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

4.4 PROGRESSION

4.4.1 Progression into Employment

These specifications are designed to give a broad introduction to this sector and aim to prepare candidates for further study in higher education or further training which might be whilst in employment. However, these qualifications are not designed for candidates' direct entry into employment.

4.4.2 Progression to Further Qualifications

Candidates who achieve these qualifications may be prepared to enter a variety of HND or degree level courses in subjects related to travel and tourism.

Candidates could progress to further training in NVQ areas such as Management, Catering and Hospitality, Events, Travel Services and many others.

4.5 RELATED QUALIFICATIONS

4.5.1 Relationship to other GCEs

The units of these qualifications have some overlap of content with the OCR GCEs in Geography, Leisure Studies, Applied Business and Business, although it is expected that the teaching and assessment methods will be significantly different.

4.5.2 Relationship to NVQs

These specifications broadly introduce the candidate to skills relevant to a range of travel and tourism and business-related NVQs, though the assessment methods are not designed to guarantee occupational competence. However, this qualification will support candidates working towards National Occupational Standards, detailed guidance for which was issued by QCA in early 2002.

Some units broadly contribute knowledge, understanding and skills for NVQs in Customer Service, Tourist Information, Travel Services, Information Technology, Administration and Hospitality-related NVQs at Levels 2 and 3.

Some units broadly contribute knowledge, understanding and skills for NVQs in Outdoor Education, Development Training and Recreation at Level 3.

4.6 CODE OF PRACTICE REQUIREMENT

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

4.7 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation in English only and can accept candidate portfolios and examination scripts in English only. Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998)[1].

[1] The OCR Information Bureau is open to take your calls between 8.00am and 5.30pm. Please note that as part of our quality assurance programme your call may be recorded or monitored for training purposes.

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4.8 WEIGHTING OF ASSESSMENT OBJECTIVES

The full set of Assessment Objectives and their weightings within the qualification are listed in Section 1.3. The relationship between assessment objectives and the units of assessment is shown in the grids below.

Unit of Assessment	Mandatory or Optional	Level	Percentage of AS GCE				Total
			AO1	AO2	AO3	AO4	
1	m	AS	32	28	25	15	100
2	m	AS	30	24	26	20	100
3	m	AS	30	24	26	20	100
		Total	**92**	**76**	**77**	**55**	**300**

Unit of Assessment	Mandatory or Optional	Level	Percentage of AS GCE (Double Award)				Total
			AO1	AO2	AO3	AO4	
1	m	AS	32	28	25	15	100
2	m	AS	30	24	26	20	100
3	m	AS	30	24	26	20	100
4	m	AS	31	25	24	20	100
One of 5-8	o	AS	30	24.5	25.5	20	100
One of 5-8	o	AS	30	24.5	25.5	20	100
		Total	**183**	**150**	**152**	**115**	**600**

Unit of Assessment	Mandatory or Optional	Level	Percentage of GCE				Total
			AO1	AO2	AO3	AO4	
1	m	AS	32	28	25	15	100
2	m	AS	30	24	26	20	100
3	m	AS	30	24	26	20	100
9	m	A2	20	24	28	28	100
10	m	A2	20	26	24	30	100
One of 11-14	o	A2	20	25	25	30	100
		Total	**152**	**151**	**154**	**143**	**600**

Unit of Assessment	Mandatory or Optional	Level	Percentage of GCE (Double Award)				Total
			AO1	AO2	AO3	AO4	
1	m	AS	32	28	25	15	100
2	m	AS	30	24	26	20	100
3	m	AS	30	24	26	20	100
4	m	AS	31	25	24	20	100
One of 5-8	o	AS	30	24.5	25.5	20	100
One of 5-8	o	AS	30	24.5	25.5	20	100
9	m	A2	20	24	28	28	100
10	m	A2	20	26	24	30	100
One of 11-14	o	A2	20	25	25	30	100
One of 11-14	o	A2	20	25	25	30	100
15	m	A2	18	30	21	31	100
16	m	A2	20	26	24	30	100
		Total	**301**	**306**	**299**	**294**	**1200**

4.9 QUALITY OF WRITTEN COMMUNICATION

Quality of Written Communication is assessed in all units where candidates are required to produce extended written material and credit may be restricted if communication is unclear.

Candidates will:

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

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4.10 DIFFERENTIATION

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In portfolio work, differentiation is by task and by outcome. Candidates undertake assignments which enable them to display positive achievement.

4.11 GUIDED LEARNING HOURS

All units in these specifications require **60** guided learning hours (glhs) *each* of delivery time. Thus:

Advanced Subsidiary GCE awards require **180** glhs of delivery time;
Advanced Subsidiary GCE double awards require **360** glhs of delivery time;
Advanced GCE awards require **360** glhs of delivery time;
Advanced GCE double awards require **720** glhs of delivery time.

5 Structure of Units

Please see Part B for the unit specifications. Units will have some or all of the following sections:

About this unit

This includes a brief description for the candidate of the content, purpose and vocational relevance of the unit. It states whether the unit is assessed externally or through portfolio evidence.

What you need to learn

This specifies the underpinning knowledge, skills and understanding candidates need to apply in order to meet the requirements of the portfolio evidence or external assessment.

Assessment evidence

This specifies the evidence candidates need to produce in order to meet the requirements of each portfolio unit. It is divided into the following parts:

- *You need to produce* – this banner heading sets the context for providing the evidence, e.g. a report, an investigation, etc;
- *Evidence Descriptors* – these describe the qualities of the work which will achieve each mark range specified.

Guidance for teachers

This provides advice on teaching and assessment strategies.

There is advice on:

- the provision of the vocational context of the unit;
- accurate and consistent interpretation of national standards;
- the use of appropriate internal assessments, taking into account the full range of grades to be covered.

There may also be advice on:

- exploiting local opportunities (e.g. information sources, events, work experience);
- resources.

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SECTION C: PORTFOLIOS

6 Delivery and Administration of Portfolios

6.1 SUPERVISION AND AUTHENTICATION OF PORTFOLIOS

6.1.1 Supervision of Candidates

OCR expects teachers to supervise and guide candidates who are producing portfolios. The degree of teacher guidance in candidates' work will vary according to the kind of work being undertaken. However, it should be remembered that candidates are required to reach their own judgements and conclusions.

When supervising candidates, teachers are expected to:

- offer candidates advice about how best to approach their tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Work on portfolios may be undertaken outside the centre and in the course of normal curriculum time. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work. This does not prevent groups of candidates working together in the initial stages, but it is important to ensure that the individual work of a candidate is clearly identified separately from that of any group in which they work.

Throughout the course, the teacher should encourage the candidate to focus on achieving the criteria listed in the *Assessment Evidence Grids*.

Once the mark for the unit portfolio has been submitted to OCR, no further work may take place. However, the portfolio can be improved and resubmitted under the re-sit rule (Section 2.5).

6.1.2 Authentication of Candidates' Work

Teachers may comment on a candidate's unit portfolio and return it for redrafting without limit until the deadline for the submission of marks to OCR.

Teachers must record details of any assistance given and this must be taken into account when assessing candidates' work.

Teachers must complete and sign the *Centre Authentication Form* to confirm that the work submitted for moderation was produced by the candidates concerned. Once completed this form must be sent to the moderator along with candidates' work.

6.1.3 Avoiding Plagiarism

Plagiarism in coursework is the equivalent of cheating in written examinations.

Candidates should be taught how to present material taken directly from other sources and must observe the following when producing portfolios:

- any copied material must be suitably acknowledged;
- quotations must be clearly marked and a reference provided wherever possible.

6.1.4 Late Work

Teachers may set internal deadlines for candidates submitting work to them. However, should candidates fail to meet this deadline, they may only be penalised if they fail to achieve one or more of the criteria in the *Assessment Evidence Grid* for that unit. A candidate whose work is submitted so late that the teacher is unable to meet OCR's deadline for receipt of marks should be warned by the teacher that failure to submit marks by this deadline may result in OCR failing to issue grades on the agreed date.

6.2 ADMINISTERING PORTFOLIO ASSESSMENT AND MODERATION

Portfolio units are internally assessed by centres and externally moderated by OCR. There are **three** key points in the administrative cycle that require action by the teacher:

- the centre enters candidates who wish to submit portfolios (October for January examinations, March for June examinations);
- the centre sends OCR and the moderator a set of provisional marks by a set deadline (to be determined – currently 10 January and 15 May);
- the moderator contacts the centre on receipt of marks and asks for a sample of work.

Further details of submission of marks and portfolio moderation are given in Sections 7.3 and 7.4.

OCR will conduct all administration of the GCE through the Examination Officer at the centre. Teachers are strongly advised to liaise with their Examination Officer to ensure that they are aware of key dates in the administrative cycle.

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Assessment-recording materials and full details of administrative arrangements for portfolio assessment, will be forwarded to Examination Officers in centres in Autumn 2005, following receipt of provisional entries. At the same time the materials will be made available within *Portfolio Assessment Packs* and on the OCR website (www.ocr.org.uk). The materials will include master copies of mandatory *Unit Recording Sheets* on which to transfer your assessments from each candidate's *Assessment Evidence Grids*. Forms may be photocopied and used as required.

7 Assessment of Portfolios

7.1 THE ASSESSMENT EVIDENCE GRIDS

Centres are required to carry out internal assessment of portfolios using the *Assessment Evidence Grids* in accordance with OCR procedures. The process of using these grids is described in Section 8.2. Candidates' marks are recorded on these grids. **One** grid should be completed for each candidate's **unit** portfolio. The information on each of these grids should eventually be transferred onto a *Unit Recording Sheet* and attached to the front of the candidate's portfolio for the unit for inspection by the Moderator when the moderation process takes place.

When candidates are given their assignments, they should also be issued with a reference copy of the appropriate *Assessment Evidence Grid*.

Candidates' portfolios should be clearly annotated to demonstrate where, and to what level, criteria have been achieved. This will help in the moderation process. If teachers do this well it will be very much in the interests of their candidates. On completion of a unit, the teacher must complete the *Assessment Evidence Grid* and award a mark out of **50** for the unit. Details of this process are described in Section 8.2.

7.2 INTERNAL STANDARDISATION

It is important that all teachers, working in the same subject area, work to common standards. Centres are required to ensure that internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold a preliminary meeting of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

7.3 SUBMISSION OF MARKS TO OCR

The involvement of OCR begins on receipt of entries for a portfolio unit from a centre's Examinations Officer. Entries for units to be included in any assessment session must be made by the published entry date from OCR. Late entries attract a substantial penalty fee.

By an agreed internal deadline the teacher submits the marks for the unit to the Examinations Officer. Marks will need to be available by the portfolio mark submission dates published by OCR and internal deadlines will need to reflect this. OCR will supply centres with MS1 Internal Assessment Mark Sheets to record the marks and instructions for completion. It is essential that centres send the top copy of these completed forms to OCR, the second copy to the Moderator and keep the third copy for their own records.

7.4 PORTFOLIO MODERATION

7.4.1 Preparing for Moderation

Moderation for all units will be available in the January and June sessions and will take place by post.

After the unit portfolio is internally marked by the teacher and marking has been internally standardised, marks are submitted to OCR by a specified date, published in the Key Dates poster, after which moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Shortly after receiving the marks, the moderator will contact the centre and inform them of the sample of candidates' work that will be required, as outlined in Section 7.4.2.

Work submitted for moderation must be marked with the:

- centre number;
- centre name;
- candidate number;
- candidate name;
- specification code and title;
- unit code.

For each (portfolio) unit, centres must complete the appropriate *Unit Recording Sheet* (see Section 6.2) sent out annually by OCR and downloadable from the OCR website (www.ocr.org.uk) and attach it to each piece of work for moderation.

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It is essential that the rank order of marks supplied to a moderator is correct. If centre assessment is inconsistent, work will be returned to the centre for re-assessment.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in the unit.

7.4.2 Principles of Moderation

The following principles, agreed by the Awarding Bodies and QCA, indicate, in broad terms, how portfolio units will be moderated. OCR has detailed procedures that moderators will follow to implement the moderation process:

- centres submit unit marks to OCR and to the moderator by the published OCR submission date;
- the moderator will select, from each unit, a sample of candidates' portfolios which cover a range of grades;
- if the work seen overall has been assessed accurately and consistently to agreed national standards, within agreed tolerances, all unit marks submitted by the centre are accepted with no adjustments;
- adjustments, where required, will be carried out by OCR using its normal procedure. Centres are not required to amend marks except if administrative issues, errors or order of merit problems are discovered.

Whilst moderators may seek clarification from a centre, they cannot negotiate portfolio marks in any way. OCR will inform centres of the outcome of the moderation process at the time of publication of results. This will include a written report on any significant issues that arose during this process.

8 Instructions for Marking

8.1 SOURCES OF GUIDANCE

The starting point in assessing portfolios is the *Assessment Evidence Grid* within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The *Guidance for Teachers* within the unit expands on these criteria and clarifies the level of achievement the assessor should be looking for when awarding marks.

Before the start of the course OCR will produce a *Teacher Guide*. At INSET sessions OCR will provide exemplar material which is work that best illustrates a particular mark band description.

OCR will hold training meetings on portfolio assessment led by senior GCE moderators. Details of these are in the OCR INSET booklets which are sent to centres in the Summer term or they may be obtained from the Training and Customer Support Division (tel. 01223 552950). They are also published on the OCR website (www.ocr.org.uk).

OCR also operates a network of Portfolio Consultants. Centres can obtain advice on assessment of portfolios from an OCR Portfolio Consultant. These are both subject specialists and senior moderators. Details may be obtained from the OCR Subject Officer.

8.2 DETERMINING A CANDIDATE'S MARK

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

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

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

Each portfolio should be marked by the teacher according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit.

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

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

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

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

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Centres should use the full range of marks available to them. Centres must award full marks in any strand of work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS or A2 level.

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

8.3 SAMPLE ASSESSMENT EVIDENCE GRID

Please see over.

Unit 2: Customer service in travel and tourism

What you need to do:

You need to produce a review of customer service for **one** chosen travel and tourism organisation and provide evidence of your ability to provide customer service in a variety of situations, including handling a complaint or problem [**50** marks].

Your evidence needs to include:

AO1 a comparison of how the needs of internal and external customers are met in your chosen travel and tourism organisation [**15**];

AO2 your application of customer-service skills with a variety of customers in a variety of situations (minimum of **two** different situations, **two** different customer types) including handling a complaint or problem with a basic evaluation of your own performance [**13**];

AO3 research and analysis into the ways in which your chosen travel and tourism organisation assesses the effectiveness of the customer service it provides to its customers [**12**];

AO4 an evaluation of the customer-service principles underlying the service provided to different types of customers by your chosen travel and tourism organisation with reason for improvement to meet the organisation's values and attitudes [**10**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You show some understanding of how the differing needs of internal and external customers are met; the needs may not be specifically applied to the chosen organisation; there are some omissions or inaccuracies showing lack of full understanding; **[0 1 2 3 4 5]**	you provide a comparison of how the needs of internal and external customers are met by the chosen organisation with few omissions showing clear understanding of customer-service principles; **[6 7 8 9 10]**	you provide a thorough comparison of how the needs of internal and external customers are met and draw reasoned conclusions about how the organisation benefits as a result showing full understanding of how different needs are met. **[11 12 13 14 15]**	**/15**
AO2	You provide evidence of communication with a variety of customers in a variety of situations (minimum **two** different situations, **two** different customer types) whereby some basic customer-service skills have been applied; your evidence of handling a customer problem or complaint is weak and shows lack of customer-service skills, or may not have been included, and supporting evidence may be lacking in depth and detail; **[0 1 2 3 4 5]**	you provide evidence of effective communication and customer-service skills being applied in a variety of customers in a variety of situations (minimum **two** different situations, **two** different customer types), **one** of which being the handling of a customer complaint or problem; supporting evidence is appropriate to the situations concerned and there is some evaluation of your own performance; **[6 7 8 9]**	you provide evidence of successful communication and customer-service skills being applied in a range of customer-service situations with a wide variety of customers, which includes dealing confidently with customer complaints or problems; supporting evidence of customer-service activities is thorough and appropriate and you present a reasoned evaluation of your own performance. **[10 11 13]**	**/13**

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Unit 2: Customer service in travel and tourism (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You provide evidence of some research from limited sources being used to give an outline of the ways in which the chosen organisation assesses the effectiveness of the customer service it provides to its customers; the sources may not be named and your research may not always be relevant to the chosen organisation and the findings may not always be used effectively; **[0 1 2 3 4]**	you provide evidence of research from a number of different sources used to give an analysis of the methods by which the chosen organisation assesses the effectiveness of the customer service it provides to its customers; your research is mostly relevant and most of the findings are used in the analysis; **[5 6 7 8]**	you provide evidence of thorough research using a range of techniques to analyse critically the ways in which the chosen organisation assesses the effectiveness of the customer service it provides to its customers and the measures it takes to make improvements; your research is relevant and effectively used to inform the analysis. **[9 10 11 12]**	**/12**
AO4	Your explanation of the customer-service principles underlying the service provided in the chosen organisation to some types of customers is limited in terms of evaluation; this identifies only the main strengths and weaknesses of the service provided and makes only basic recommendations for improvement, which may not be realistic; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you provide an evaluation of the customer-service principles underlying the service provided to different types of customers in the chosen organisation; this draws sound conclusions and makes reasoned judgements about the service provided (which meet the organisation's values and attitudes), to give limited but realistic recommendations for improvement; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[5 6 7]**	you provide a critical evaluation of the customer-service principles underlying the service provided to a range of different types of customers in the chosen organisation; this draws valid and substantiated conclusions and makes well-reasoned judgements about the service provided to make valid recommendations for improvement to meet the organisation's values and attitudes; you present your work logically showing use of appropriate terminology and your meaning is clear and accurately conveyed. **[8 9 10]**	**/10**
			Total mark awarded:	**/50**

SECTION D: OPPORTUNITIES FOR TEACHING

9 Spiritual, Moral, Ethical, Social and Cultural Issues

Travel and Tourism offers a wide range of opportunities for the exploration of spiritual, moral, ethical, social and cultural issues.

Social issues may be specifically addressed in:

- Unit 2: *Customer service in travel and tourism*;
- Unit 3: *Travel destinations*;
- Unit 4: *International travel*;
- Unit 5: *Tourist attractions*;
- Unit 8: *Working overseas*;
- Unit 9: *Tourism development*;
- Unit 11: *The guided tour*;
- Unit 14: *Cultural tourism*.

Spiritual issues may be specifically addressed in**:**

- Unit 5: *Tourist attractions*;
- Unit 9: *Tourism development*;
- Unit 14: *Cultural tourism*.

Moral issues may be specifically addressed in:

- Unit 2: *Customer service in travel and tourism*;
- Unit 9: *Tourism development*;
- Unit 12: *Ecotourism*;
- Unit 14: *Cultural tourism*.

Ethical issues may be specifically addressed in:

- Unit 3: *Travel destinations*;
- Unit 4: *International travel*;
- Unit 9: *Tourism development*;
- Unit 12: *Ecotourism*;
- Unit 14: *Cultural tourism*;
- Unit 16: *Human resources*.

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Cultural issues may be specifically addressed in:

- Unit 3: *Travel destinations*;
- Unit 4: *International travel*;
- Unit 9: *Tourism development*;
- Unit 12: *Ecotourism*;
- Unit 14: *Cultural tourism*;
- Unit 16: *Human resources*.

10 Citizenship

This section offers guidance on opportunities for delivering knowledge, skills and understanding of citizenship issues during the course.

Citizenship issues may be specifically addressed in:

- Unit 2: *Customer service in travel and tourism*;
- Unit 9: *Tourism development*;
- Unit 10: *Event management*;
- Unit 11: *The guided tour*;
- Unit 12: *Ecotourism*;
- Unit 14: *Cultural tourism*.

11 Environmental Issues

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Environmental issues may be specifically addressed in:

- Unit 5: *Tourist attractions*;
- Unit 9: *Tourism development*;
- Unit 12: *Ecotourism*;
- Unit 13: *Adventure tourism*.

12 The European Dimension

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

Teachers are expected to take appropriate opportunities to consider issues in the European context.

European issues may be specifically addressed in:

- Unit 3: *Travel destinations*;
- Unit 4: *International travel*;
- Unit 6: *Organising travel*;
- Unit 8: *Working overseas*;
- Unit 9: *Tourism development*;
- Unit 12: *Ecotourism*;
- Unit 14: *Cultural tourism*.

13 Health and Safety

Candidates are introduced to health and safety issues in the context of this sector and should be made aware of the significance of safe working practices.

Health and safety issues may be specifically addressed in:

- Unit 5: *Tourist attractions*;
- Unit 8: *Working overseas*;
- Unit 10: *Event management*;
- Unit 13: *Adventure tourism*.

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14 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication* (C), *Application of Number* (AoN), *Information and Communication Technology* (ICT), *Working with Others* (WwO)*, Improving Own Learning and Performance* (IoLP) and/or *Problem Solving* (PS) as indicated in the table below. Please note that this table includes only the *main opportunities* in those units which are portfolio assessed. Further guidance on Key Skills opportunities is given in the Teachers' Guide accompanying these specifications.

Unit	C2				C3				AoN2			AoN3			ICT2			ICT3			WwO2			WwO3			IoLP2			IoLP3			PS2			PS3			Unit
	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	
2	F		F				F																				F	F	F	F	F	F	F	F	F	F	F	F	2
3															P	P	P																						3
5			F				F																																5
6		F							P	P	P				P	P	P																						6
7			F	F																																			7
8																					P	P	P				P	P	P										8
10				P				P							P	P	P				F	F	F	F	F	F	P	P	P	P	P	P	P	P	P				10
11				P											P	P	P				P	P																	11
13				P				P	P	P	P										P	P	P	P	P	P													13
16	F			P	F			P							P	P	P										P	P	P	P	P	P							16
Unit	.1a	.1b	.2	.3	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	Unit
	C2				C3				AoN2			AoN3			ICT2			ICT3			WwO2			WwO3			IoLP2			IoLP3			PS2			PS3			

F: full coverage of that criterion of the key skill possible;

P: partial coverage of that criterion of the key skill possible.

15 Generic Resources

These are generic to the whole qualification.

See also Part B of this specification for specific unit resources.

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

16 Further Information and Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-Service Training (INSET) meetings arranged by its Training and Customer Support Division (tel. 01223 552950);
- a website that will include materials to assist with delivery (www.ocr.org.uk);
- an e-list for teachers to share good practice/resources and to ask/answer questions and generally make contact with colleagues delivering these qualifications – to join, simply go to (http://community.ocr.org.uk/lists/listinfo/leisureandtourism);
- teacher support material;
- exemplar candidate work;
- candidate guides;
- specimen assessments;
- past external examinations;
- a report on the examination, compiled by senior examining personnel after each examination session;
- individual feedback to each centre on the moderation of portfolios;
- a portfolio consultancy service.

The Learning and Skills Development Agency, LSDA, has a website (www.vocationallearning.org.uk) with a variety of subject-specific resources and information in their teachers' section, as well as more general material about planning/teaching vocational courses.

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17 Contacting OCR

Many straightforward enquiries may be resolved by visiting the OCR website (www.ocr.org.uk). The website contains copies of the specification, example assessments, support materials and current information of relevance to centres.

General administrative enquiries should be made to the OCR Information Bureau:
tel. 01223 553998
e-mail: helpdesk@ocr.org.uk

The OCR Publications Catalogue may be obtained from OCR's publications department:
tel. 0870 870 6622
fax 0870 870 6621
e-mail: publications@ocr.org.uk

Appendix A: Performance Descriptions

The performance descriptions for GCE Travel and Tourism aim to describe learning outcomes and levels of attainment likely to be shown by a representative candidate performing at the A/B and E/U boundaries for the AS and A2. They illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at specification or unit level. Each performance description is aligned to **one** assessment objective. An alphabetical system has been used to denote each element of a performance description. There is no hierarchy of elements.

Performance descriptions are designed to assist examiners in exercising their professional judgement at awarding meetings where the grade A/B and E/U boundaries will be set by examiners using professional judgement. This judgement will reflect the quality of the candidates' work, informed by the available technical and statistical evidence. Performance descriptions will be reviewed continually and updated where necessary.

Teachers may find performance descriptions useful in understanding candidates' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing candidates' work.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of Written Communication
Assessment Objectives for both AS GCE and Advanced GCE	Candidates demonstrate knowledge and understanding of the specified content, and of related skills, in vocationally-related contexts.	Candidates apply knowledge and understanding of the specified content and of related skills in vocationally-related contexts.	Candidates use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.	Candidates evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally-related issues and problems.	
AS A/B boundary Performance Descriptions	Candidates: • demonstrate, with few omissions, sound knowledge and understanding of the specified content across a variety of vocationally-related contexts; • demonstrate, with few omissions, sound knowledge and understanding of the vocationally-related skills required in a variety of situations.	Candidates: • apply broadly relevant knowledge and understanding of the specified content to familiar and some unfamiliar vocationally-related situations; • apply effectively the relevant skills in familiar and some unfamiliar vocationally-related situations.	Candidates: • use effectively a range of research techniques to obtain relevant information from a range of sources; • use this information to analyse a range of vocationally-related issues and problems.	Candidates: • evaluate the appropriateness of the information obtained through research; • use the evidence to draw valid conclusions about vocationally-related issues and problems; • make well-reasoned judgements and recommendations about vocationally-related issues and problems.	Candidates use written expression which: • conveys appropriate meaning; • uses appropriate specialist vocabulary.
AS E/U boundary Performance Descriptions	Candidates: • demonstrate basic knowledge and understanding of the specified content in given vocationally-related contexts. There may be significant omissions; • demonstrate basic knowledge and understanding of the vocationally-related skills required in given situations. There may be significant omissions.	Candidates: • apply some knowledge and understanding of the specified content to familiar vocationally-related situations; • apply some relevant skills to familiar vocationally-related situations, with guidance.	Candidates: • use research techniques with guidance to obtain information; • carry out some basic analysis of vocationally-related issues and problems.	Candidates: • present information and draw basic conclusions about vocationally-related issues and problems.	Candidates use written expression which: • is adequate to convey meaning; • may be expressed in a non-specialist way.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4	Quality of Written Communication
Assessment Objectives for both AS GCE and Advanced GCE	Candidates demonstrate knowledge and understanding of the specified content, and of related skills, in vocationally-related contexts.	Candidates apply knowledge and understanding of the specified content and of related skills in vocationally-related contexts.	Candidates use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.	Candidates evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally-related issues and problems.	
A2 A/B boundary Performance Descriptions	Candidates: • demonstrate in-depth knowledge and thorough understanding of the specified content across a range of vocationally-related contexts; • demonstrate in depth knowledge and thorough understanding of the vocationally-related skills required in a range of situations.	Candidates: • apply relevant knowledge and critical understanding of the specified content to familiar and unfamiliar vocationally-related situations; • effectively apply with few exceptions the relevant skills in familiar and unfamiliar vocationally-related situations; • demonstrate a good command of technical language. They select, organise and present relevant information in a clear, logical and appropriate form.	Candidates: • select and use a range of appropriate research techniques effectively to obtain relevant information from a range of sources; • use this information to make a critical analysis of complex vocationally-related issues and problems.	Candidates: • critically evaluate the appropriateness of the information obtained through research; • use the evidence to draw valid and substantiated conclusions about vocationally-related issues and problems; • make well reasoned judgements and recommendations about vocationally-related issues and problems.	Candidates use written expression which: • conveys appropriate meaning; • uses appropriate specialist vocabulary.
A2 E/U boundary Performance Descriptions	Candidates: • demonstrate some knowledge and understanding of the specified content in given vocationally-related contexts. There may be significant omissions; • demonstrate some knowledge and understanding of the vocationally-related skills required in given situations. There may be significant omissions.	Candidates: • apply some knowledge and understanding of the specified content to some familiar and some unfamiliar vocationally-related situations; • apply relevant skills in some familiar and some unfamiliar vocationally-related situations.	Candidates: • use research techniques with guidance to obtain relevant information from limited sources; • make use of this information to carry out straightforward analysis of vocationally-related issues and problems.	Candidates: • evaluate the appropriateness of some information obtained through research; • use evidence to draw conclusions; • make judgements about vocationally-related issues and problems.	Candidates use written expression which: • is adequate to convey meaning; • may be expressed in a non-specialist way.

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PART B: UNIT SPECIFICATIONS

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STRUCTURE OF UNITS

Units will have some or all of the following sections:

About this unit This includes a brief description of the content, purpose and vocational relevance of the unit.
It states whether the unit is assessed externally or through portfolio evidence.

What you need to learn This specifies the underpinning knowledge, skills and understanding you need to apply in order to meet the requirements of the portfolio evidence or external assessment.

Assessment evidence This specifies the evidence you need to produce in order to meet the requirements of each portfolio unit. It is divided into the following parts:

- *You need to produce* – this banner heading sets the context for providing the evidence, e.g. a report, an investigation, etc;
- *Evidence Descriptors* – these describe the qualities of the work which will achieve each mark range specified.

Guidance for teachers This provides advice **to teachers** on teaching and assessment strategies.

There is advice on:

- the provision of the *vocational* context of the unit;
- accurate and consistent interpretation of the national standards;
- the use of appropriate internal assessments, taking into account the full range of grades to be covered.

There may also be advice on:

- exploiting local opportunities (e.g. information sources, events, work experience);
- resources.

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1 Unit 1: Introducing Travel and Tourism
[AS level, mandatory, externally assessed]

1.1 ABOUT THIS UNIT

This AS level unit is mandatory and is externally assessed.

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

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

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

This unit is assessed through an external assessment. The mark on that assessment will be your mark for the unit.

1.2 WHAT YOU NEED TO LEARN

You will learn about:

- the nature of travel and tourism;
- the scale of the travel and tourism industry;
- the development of the modern travel and tourism industry;
- the structure of the travel and tourism industry.

1.2.1 Nature of Travel and Tourism

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

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

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

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

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

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

- seasonality;
- perishability;
- intangibility.

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

1.2.2 Scale of the Travel and Tourism Industry

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

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

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

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

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1.2.3 Development of the Modern Travel and Tourism Industry

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

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

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

1.2.4 Structure of the Travel and Tourism Industry

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

The structure of the industry includes:

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

Commercial organisations

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

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

Non-commercial organisations (including public and voluntary sectors)

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

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

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

Agencies delivering travel and tourism products and services

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

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

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

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

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

1.3 GUIDANCE FOR TEACHERS

1.3.1 Guidance on Delivery

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

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

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

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

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

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

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

1.3.2 Guidance on Assessment

The unit is externally assessed; the mark on that assessment will be the mark for the unit. The assessment will consist of a 1 hour 30 minute examination. However, unit delivery should provide wider learning opportunities as well as preparing candidates for the external assessment.

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

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

1.3.3 Resources

Organisations	VisitBritain and regional and area tourist boards provide extensive information and data about the industry. Case studies and visits to travel and tourism facilities can work well with this unit, providing realistic and up-to-date information. Some travel and tourism organisations provide information packs for candidates and are happy to host groups.
Publications	Specialist journals, such as *Travel Trade Gazette* and *Travel Weekly* have the latest industry news and views. Government publications such as *Social Trends, General Household Surveys* and *Employment Gazette* provide a wide range of data and information.
Textbooks	Many of the general travel and tourism textbooks on the market have good general material on the travel and tourism industry, some with case studies of particular organisations.

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Websites	The Internet is a valuable tool for this unit. Candidates should be encouraged to access: • www.visitbritain.com – VisitBritain website • www.culture.gov.uk – provides invaluable information relating to the travel and tourism industry in the UK • www.staruk.org.uk – the UK Research Liaison Group • www.statistics.gov.uk – provides invaluable information relating to the travel and tourism industry in the UK • websites for other National and Regional Tourist Boards in the UK All major commercial travel and tourism organisations have websites, with which candidates should become familiar.

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2 Unit 2: Customer Service in Travel and Tourism
[AS level, mandatory, internally assessed]

2.1 ABOUT THIS UNIT

This AS level unit is mandatory and is internally assessed.

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

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

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

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

This unit links with Unit 1: *Introducing travel and tourism*, Unit 5: *Tourist attractions*, Unit 7: *The guided tour* and will be further developed when working towards Unit 10: *Event management*, Unit 11: *Hospitality* and Unit 12: *Working overseas*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will *review* customer service for **one** chosen travel and tourism organisation and *provide* customer service in a variety of situations, including handling a complaint or problem.

Your evidence will include:

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

2.2 WHAT YOU NEED TO LEARN

You will learn about:

- principles of customer service;
- needs of external and internal customers;
- customer-service skills and personal presentation;
- assessing the quality of customer service in travel and tourism.

2.2.1 Principles of Customer Service

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

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

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

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

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

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

2.2.2 Needs of External and Internal Customers

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

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

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

External customers

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

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

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

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

Internal customers

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

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

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

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

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2.2.3 Customer-Service Skills and Personal Presentation

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

- appropriate language (no slang);
- positive body language (gestures, facial expressions etc.);
- excellent listening skills, (not interrupting a customer who might be in 'full flow');
- a good, clear telephone manner (appropriate language and pitch and tone of voice);
- good written communication skills (e-mail and letter);
- good selling skills (good product knowledge and giving customers the right amount of enthusiasm, honesty, initiative etc.);
- product knowledge;
- self confidence;
- diplomacy;
- sensitivity (e.g. when an accident or death occurs);
- effective IT skills and awareness of developments in ICT.

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

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

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

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

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

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

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

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

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

2.2.4 Assessment of the Quality of Customer Service in Travel and Tourism

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

You need to understand how an organisation can set and assess its quality standards for customer service which meet the values and attitudes of the organisation. Some travel and tourism organisations use a system known as 'benchmarking', where they set standards of quality and then assess their performance against these standards. When using this system, the organisation first needs to identify the most important aspects of its customer-service delivery. Customer-service managers can then use this information to help identify where levels of customer service could be improved.

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

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

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

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

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

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

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

2.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 2: Customer service in travel and tourism

What you need to do:

You need to produce a review of customer service for **one** chosen travel and tourism organisation and provide evidence of your ability to provide customer service in a variety of situations, including handling a complaint or problem [**50** marks].

Your evidence needs to include:

AO1 a comparison of how the needs of internal and external customers are met in your chosen travel and tourism organisation [**15**];

AO2 your application of customer-service skills with a variety of customers in a variety of situations (minimum of **two** different situations, **two** different customer types) including handling a complaint or problem, with a basic evaluation of your own performance [**13**];

AO3 research and analysis into the ways in which your chosen travel and tourism organisation assesses the effectiveness of the customer service it provides to its customers [**12**];

AO4 an evaluation of the customer-service principles underlying the service provided to different types of customers by your chosen travel and tourism organisation with recommendations for improvement to meet the organisation's values and attitudes [**10**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You show some understanding of how the differing needs of internal and external customers are met; the needs may not be specifically applied to the chosen organisation; there are some omissions or inaccuracies showing lack of full understanding; **[0 1 2 3 4 5]**	you provide a comparison of how the needs of internal and external customers are met by the chosen organisation, with few omissions, showing clear understanding of customer-service principles; **[6 7 8 9 10]**	you provide a thorough comparison of how the needs of internal and external customers are met and draw reasoned conclusions about how the organisation benefits as a result, showing full understanding of how different needs are met. **[11 12 13 14 15]**	**/15**
AO2	You provide evidence of communication with a variety of customers in a variety of situations (minimum **two** different situations, **two** different customer types) whereby some basic customer-service skills have been applied; your evidence of handling a customer problem or complaint is weak and shows lack of customer-service skills, or may not have been included, and supporting evidence may be lacking in depth and detail; **[0 1 2 3 4 5]**	you provide evidence of effective communication and customer-service skills being applied in a variety of situations (minimum **two** different situations, **two** different customer types), **one** being the handling of a customer complaint or problem; supporting evidence is appropriate to the situations concerned and there is some evaluation of your own performance; **[6 7 8 9]**	you provide evidence of successful communication and customer-service skills being applied in a range of customer-service situations with a wide variety of customers, which includes dealing confidently with customer complaints or problems; supporting evidence of customer-service activities is thorough and appropriate and you present a reasoned evaluation of your own performance. **[10 11 13]**	**/13**

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Unit 2: Customer service in travel and tourism (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You provide evidence of some research, from limited sources, being used to give an outline of the ways in which the chosen organisation assesses the effectiveness of the customer service it provides to its customers; the sources may not be named, your research may not always be relevant to the chosen organisation and the findings may not always be used effectively; **[0 1 2 3 4]**	you provide evidence of research, from a number of different sources, used to give an analysis of the methods by which the chosen organisation assesses the effectiveness of the customer service it provides to its customers; your research is mostly relevant and most of the findings are used in the analysis; **[5 6 7 8]**	you provide evidence of thorough research, using a range of techniques, to critically analyse the ways in which the chosen organisation assesses the effectiveness of the customer service it provides to its customers and the measures it takes to make improvements; your research is relevant and effectively used to inform the analysis. **[9 10 11 12]**	**/12**
AO4	Your explanation of the customer-service principles underlying the service provided in the chosen organisation to some types of customers is limited in terms of evaluation; this identifies only the main strengths and weaknesses of the service provided and makes only basic recommendations for improvement, which may not be realistic; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you provide an evaluation of the customer-service principles underlying the service provided to different types of customers in the chosen organisation; this draws sound conclusions and makes reasoned judgements about the service provided (which meet the organisation's values and attitudes) and gives limited but realistic recommendations for improvement; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[5 6 7]**	you provide a critical evaluation of the customer-service principles underlying the service provided to a range of different types of customers in the chosen organisation; this draws valid and substantiated conclusions and makes well-reasoned judgements about the service provided and makes valid recommendations for improvement to meet the organisation's values and attitudes; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. **[8 9 10]**	**/10**
			Total mark awarded:	**/50**

2.4 GUIDANCE FOR TEACHERS

2.4.1 Guidance on Delivery

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

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

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

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

Principles of customer service

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

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

The needs of external and internal customers

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

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

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Customer-service skills and personal presentation

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

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

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

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

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

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

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

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

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

Assessment of the quality of customer service in travel and tourism

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

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

2.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 2.3).

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

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

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

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

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

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

2.4.3 Resources

Organisations	Visits to contrasting travel and tourism organisations such as airports, hotels, tour companies. Visiting speakers from industry provide a vocationally-related experience. Regional tourist boards for information.
Publications	Some organisations allow access to their customer-service manual. 'Fly on the wall' TV documentaries of different organisations in travel and tourism, e.g. 'Airport'. Videos such as *Fawlty Towers* and *The Brittas Empire*.
Textbooks	Advanced level textbooks available have general material on customer service in travel and tourism. They often include case studies which would enhance candidates' knowledge and understanding of vocationally related issues.
Websites	All major commercial travel and tourism organisations have websites which could be of use to candidates.

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3 Unit 3: Travel Destinations
[AS level, mandatory, internally assessed]

3.1 ABOUT THIS UNIT

This AS level unit is mandatory and is internally assessed.

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

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

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

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

This unit has clear links to Unit 1: *Introducing travel and tourism,* Unit 4: *International travel* and Unit 9: *Tourism development.*

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate **two** travel destinations (**one** short-haul and **one** long-haul). Your evidence will include:

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

3.2 WHAT YOU NEED TO LEARN

You need to learn about:

- research skills;
- geographical locations of major short- and long-haul destinations for UK tourists;
- key features of major destinations;
- why different destinations appeal to different tourist groups;
- changes in popularity of tourist destinations.

3.2.1 Research Skills

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

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

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

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

3.2.2 Geographical Locations of Major Short- and Long-Haul Destinations for UK Tourists

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

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

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

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

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

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

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

3.2.3 Key Features of Major Destinations

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

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

- coastal resorts, e.g. Brighton,
Benidorm,
Penang – Malaysia,
Acapulco;
- major towns and cities, e.g. New York,
London,
Sydney,
Rio de Janeiro;

- purpose built destinations, e.g. Walt Disney World – Florida,
  Port Aventura – Spain,
  Vilamaura – Portugal,
  Center Parcs – Nottinghamshire;
- areas of countryside, e.g. Alps,
  Lake District,
  Yellowstone National Park.

3.2.4 Why Different Destinations Appeal to Different Tourist Groups

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

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

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

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

3.2.5 Changes in Popularity of Tourist Destinations

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

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

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

3.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 3: Travel destinations

What you need to do:

You need to produce evidence of your investigation into **two** travel destinations (**one** short-haul and **one** long-haul) [**50** marks].

Your evidence needs to include:

AO1 a locational description with maps of different scales of your **two** chosen destinations [**15**];

AO2 a detailed study of your **two** contrasting travel destinations identifying their key features, along with an explanation of why they appeal to different types of tourists [**13**];

AO3 your research and analysis, with information from a range of sources, into the key features of your **two** chosen travel destinations [**12**];

AO4 a reasoned explanation of recent trends in the popularity of your **two** chosen travel destinations, as judged by visitor numbers, with your reasoned predictions about their likely appeal in the foreseeable future [**10**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You produce a brief locational description, with basic maps, at either international or national (or local) scales, which identify the **two** chosen tourist destinations; you demonstrate basic knowledge, skills and understanding but there are significant omissions; **[0 1 2 3 4 5]**	you produce an accurate locational description, with maps, at both international and national (and/or local) scales, which clearly identify the **two** chosen destinations; you demonstrate sound knowledge, skills and understanding with few omissions; **[6 7 8 9 10]**	you produce a comprehensive detailed locational description and series of maps at international, national and local scales for the **two** chosen destinations; you demonstrate thorough knowledge, skills and understanding with no significant omissions. **[11 12 13 14 15]**	**/15**
AO2	You present some information on the appeal of the **two** chosen destinations, covering some of the key features for both destinations, with an attempt to explain why they appeal to a limited range of particular types of tourists; your explanation of why each destination appeals to particular types of tourists is simplistic but shows some understanding, with some inaccuracies and with little evidence of structured work or clarity in presentation; **[0 1 2 3 4 5]**	you present an account of the appeal of the **two** chosen destinations, covering the relevant key features for both destinations, but with some omissions; your explanation of why each destination appeals to particular types of tourists is logical, and shows good understanding and is accurate in most respects, with your evidence being organised in a clear, logical and appropriate format, although there may be some sections lacking in clarity; **[6 7 8 9]**	you produce a detailed study of the appeal of the **two** chosen destinations which considers the full range of key features, with no relevant omissions, both destinations being fully considered; you provide a full and accurate explanation of why each destination appeals to particular types of tourists, with all your evidence being well organised and presented in a clear, logical and appropriate format, using specialist vocabulary. **[10 11 12 13]**	**/13**

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Unit 3: Travel destinations (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You provide evidence that some research has been carried out on your **two** chosen destinations, though from limited sources; your research may not all be relevant and there is little analysis of the research material; **[0 1 2 3 4]**	you provide evidence that research has been undertaken, using different sources, when investigating the **two** chosen tourist destinations; your research is mostly relevant and most findings are analysed; **[5 6 7 8]**	you provide evidence that detailed research has been undertaken, using a broad range of sources, when investigating the **two** chosen tourist destinations; all your research is relevant and the findings are effectively and fully analysed. **[9 10 11 12]**	**/12**
AO4	You present basic information on recent trends in the popularity of the chosen destinations with little attempt to draw conclusions, or draw simplistic, speculative conclusions based on no real evidence; predictions about future trends may be unrealistic and contain little valid reasoning; **[0 1 2 3 4]**	you provide some evidence of evaluation to produce a sound explanation of recent trends in the popularity of the chosen travel destinations, as judged by visitor numbers; your predictions about their likely appeal in the foreseeable future are mainly realistic, justified and backed by some reasoning; **[5 6 7]**	you provide evidence of a full evaluation to produce a detailed, reasoned explanation of recent trends in the popularity of the chosen travel destinations, as judged by visitor numbers, with realistic, reasoned predictions about their likely appeal in the foreseeable future. **[8 9 10]**	**/10**
			Total mark awarded:	**/50**

3.4 GUIDANCE FOR TEACHERS

3.4.1 Guidance on Delivery

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

Research skills

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

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

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

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

Key features of major destinations

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

3.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 3.3).

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

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

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

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

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

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

3.4.3 Resources

Organisations	Association of British Travel Agents (ABTA) AITO National Tourist Offices for chosen destinations Visitor Information Bureaux of chosen destinations.
Publications	Atlases Holiday brochures Holiday programmes on television Newspaper and magazine articles Travel timetables, e.g. ABC guides Travel Trade Gazette World Travel Atlas, Columbus Travel Publishing World Travel Guide, Columbus Press.
Textbooks	Burton R *Travel Geography* Pitman 058 231 5581 Youell R *Tourism: An Introduction* Longman 058 235 6970
Websites	British Airways www.ba.com British Midland www.flybe.com International Arrivals and Tourism Receipts by Country of Destination Europe www.world-tourism.org Lunn-Poly www.lunn-poly.co.uk Online Atlas www.atlapedia.com Star UK www.staruk.co.uk Thomas Cook Travel www.thomascook.co.uk Thomson Holidays www.thomson-holidays.com Travel and Tourism www.bts.gov/itt/T&T/doc Travel Information Almanac www.infoplease.com/world Travel Statistics www.infoplease.com/ipa/A0855290 World Tourism Organisation www.world-tourism.org WTO Facts and Figures www.world-tourism.org.

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4 Unit 4: International Travel
[AS level, double award, mandatory, externally assessed]

4.1 ABOUT THIS UNIT

This AS level unit is a mandatory part of the double award and is externally assessed.

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

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

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

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

This unit has clear links to Unit 1: *Introducing travel and tourism*, Unit 3: *Travel destinations* and Unit 6: *Organising travel*. It also provides an introduction to some of the content to be covered in Unit 9: *Tourism development*.

This unit is assessed through an external assessment. The mark on that assessment will be your mark for the unit.

4.2 WHAT YOU NEED TO LEARN

You will learn about:

- different types of international transport and major routes to/from the UK;
- different transport products to/from the UK;
- ancillary products and services provided to international travellers;
- organisations that influence international travel from the UK;
- consumer issues influencing the provision of international travel from the UK;
- factors influencing international travel.

4.2.1 Different Types of International Transport and Major Routes to/from the UK

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

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

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

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

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4.2.2 Different Transport Products to/from the UK

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

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

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

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

4.2.3 Ancillary Products and Services Provided to International Travellers

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

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

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

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

- travel insurance;
- foreign exchange;
- excursions;
- car hire;
- airport transfers;
- passport and visa information;
- coach tickets;
- rail tickets;
- hotel bookings;
- theme park tickets;
- theatre tickets;
- guide books and guiding services;
- sight-seeing tours;
- special event information.

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

4.2.4 Organisations that Influence International Travel from the UK

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

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

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

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4.2.5 Consumer Issues Influencing the Provision of International Travel from the UK

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

- Supply of Goods and Services Act 1979;
- Trade Descriptions Act 1968;
- The Consumer Protection Act 1987;
- The Health and Safety at Work Act 1974;
- The Data Protection Act 1974;
- The EU Package Travel, Package Holidays and Package Tours Directive 1990.

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

4.2.6 Factors Influencing International Travel

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

You need to have a clear understanding of the following:

- changes in consumer taste and demand for leisure travel – the trend for an increasingly adventurous travelling public who constantly demand alternative destinations;
- increased variety of products available to the leisure market, such as:
  - new long-haul destinations,
  - city breaks,
  - adventure tourism packages,
  - sports tourism packages,
  - ecotourism packages,
  - youth-market and grey-market products and services;

- new routes and services offered by transport providers, thereby increasing the accessibility of different destinations;
- changes in the channels of distribution for international travel services, such as:
  Internet booking,
  telesales,
  e-ticketing and other applications of new technology;
- economic trends in tourism generating areas, such as:
  increases in leisure travellers' disposable income,
  business travel market profitability,
  exchange rates;
- competition between providers in terms of services offered and their value for money and convenience;
- ways in which the seasonal, tangible and perishable nature of travel and tourism influence the provision and uptake of international travel.

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

4.3 GUIDANCE FOR TEACHERS

4.3.1 Guidance on Delivery

In this unit, candidates have the opportunity to develop ideas and concepts introduced in Unit 1: *Introducing travel and tourism* and Unit 3: *Travel destinations* and you are advised to review your planning to see if you can maximise the learning opportunities in the links that exist between these three units and deliver them in such a way as to maximise learning outcomes. However, you need to decide on the most suitable and appropriate time to teach this unit within the overall delivery of the course. You should also make use of guest speakers, investigative visits and work placements.

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

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

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Different transport products to/from the UK

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

Ancillary products and services provided to international travellers

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

Organisations that influence international travel from the UK

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

Consumer issues influencing the provision of international travel from the UK

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

4.3.2 Guidance on Assessment

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

4.3.3 Resources

Organisations	Apart from those specified in Section 4.2, centres are advised to investigate some of the organisations maintaining the websites below. Educational resources are also provided by Springboard's Travel and Tourism programme. Information is also available from The Tourism Society.
Publications	*Travel Trade Gazette* and *Travel Weekly*.
Textbooks	GCE Travel and Tourism textbooks.
Websites	The following websites provide examples of the current trend for bookings and reservations to be made over the Internet: BMI www.bmibaby.com British Airways www.ba.com Buzz www.buzzaway.com EasyJet www.easyjet.com Ryanair www.ryanair.com The following sites search for scheduled flights: www.cheapflights.com www.easyvalue.com www.expedia.co.ukcom www.opodo.co.uk www.travelocity.co.uk The following sites deal with charter flight availability and UK package holidays: www.thomsonflights.com www.bargainholidays.com www.latedeals.com www.teletextholidays.co.uk Hotel discounts are usually available at the following: www.discountcityhotels.com www.gothotel.com www.hoteldiscounts.com www.lastminute.com www.orlandoinfo.com www.laterooms.com/uk www.wotif.com Sites dealing with villas and self-catering options include: www.holidayrentals.com www.villaclick.com Other travel-related sites containing useful information include: www.about.com www.americanexpress.com www.fco.gov.uk/travel www.musee-online.org www.oanda.com/convert/cheatsheet www.staruk.org.uk www.tourist-offices.org.uk

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Websites (continued)	www.towd.com www.travelchannel.co.uk www.travelknowledge.com www.tripprep.com www.unmissable.com www.viamichelin.com www.whatsonwhen.com www.worldclimate.com www.world-tourism.org Airlines of the world found www.air.findhere.com American Airlines www.aa.com Amtrak (USA) www.amtrak.com Business Travel www.biztrvel.com Caribbean www.where2stay.com/islands Continental Airlines www.flycontinental.com Eurostar www.railpass.com/eurostar Garuda Indonesia www.aerowisata.com/garuda IATA www.iata.com International Tourism www.armchair.com/bureau/inttb/html and www.tylon.com/International.html Japan Bullet Train www.teleway.ne.jp/-dolittle/byunbyun/index/html Lufthansa www.lufthansa.com/ehome.htm Mexico www.mexonline.com Qantas www.qantas.com.au Rail Europe www.raileurope.com Singapore Airlines www.singaporeaire.com Time Zones www.timezoneconverte.com USA www.conventionbureaus.com Virgin Atlantic www.virgin-atlantic.com World City Maps www.lib.utexas.edu/Libs/PCL/Map_collection/world_cities.hmtl Worldwide Airport Database www.cowtown.net/users/rcr/aaa/main.htm Newspaper articles are often stored on the newspaper's website and these are an excellent source of additional information. For example, if specific information was required about tourism developments in Dubai or the wider UAE, then items in the local press could be investigated at www.gulf-news.com from an on-line edition. It may be worth looking at some specialist geography sites as they frequently contain excellent travel and tourism material. In particular, www.geoprojects.co.uk and www.geographyonline.co.uk have interesting resource material.

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5 Unit 5: Tourist Attractions
[AS level, double award, optional, internally assessed]

5.1 ABOUT THIS UNIT

This AS level unit is an optional part of the double award and is internally assessed.

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

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

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

This unit clearly links with Unit 1: *Introducing travel and tourism*, and Unit 2: *Customer service in travel and tourism*. The key role of attractions within tourism links to Unit 3: *Travel destinations*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate **two** contrasting UK visitor attractions, **one** from the private sector and **one** from the public or voluntary sectors, and demonstrate the factors contributing to their success by comparing and contrasting their features. Your evidence will include:

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

5.2 WHAT YOU NEED TO LEARN

You will learn about the:

- different types of visitor attractions in the UK;
- ownership, funding and management operations of visitor attractions;
- changing developments in technology;
- visitor and traffic management;
- popularity of visitor attractions.

5.2.1 Different Types of Visitor Attractions in the UK

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

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

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

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

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5.2.2 Ownership, Funding and Management Operations of Visitor Attractions

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

- private: profit maximisation,
  returns on investment,
  business expansion,
  e.g. a large theme park or a multiplex cinema;
- public: provision of a facility for tourists and local residents,
  economic development,
  job creation,
  e.g. a local museum or a leisure centre;
- voluntary: furthering a 'good cause',
  e.g. conservation of a stately home or a local wildlife trust managing an area under threat.

It is also important that you consider the following:

- main sources of funding: local authorities,
  central government,
  tourist board,
  National Lottery,
  European funding,
  paying visitors,
  sponsorship,
  donations,
  corporate hospitality,
  special events;
- marketing and promotion of the tourist attraction:
  advertising,
  direct mail,
  sponsorship sales,
  promotions,
  public relations,
  market research on both customers and facilities;
- guidance and interpretation: leaflets,
  signposting,
  guided tours,
  self-guided tours,
  audio-visual trails,
  demonstrations,
  actors;
- staffing of attractions: main job roles;

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

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

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

5.2.3 Changing Developments in Technology

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

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

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

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

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

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

5.2.4 Visitor and Traffic Management

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

You need to understand the importance of the following:

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

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

5.2.5 Popularity of Visitor Attractions

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

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

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

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

5.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 5: Tourist attractions

What you need to do:

You need to produce an investigation into **two** contrasting UK visitor attractions, **one** from the private sector and **one** from the public or voluntary sectors and demonstrate the factors contributing to their success by comparing and contrasting their features [**50** marks].

Your evidence needs to include:

AO1 your investigation into the ownership, funding and management operations at **each** visitor attraction and a comparison between them [**15**];

AO2 an explanation of how technology is used to enhance the experience for both staff and customers at **each** visitor attraction [**13**]**;**

AO3 your research and analysis into assessing the importance of visitor and traffic management of **each** visitor attraction [**12**]**;**

AO4 an evaluation of the success of **each** visitor attraction in terms of its popularity [**10**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Your description of how each of the **two** attractions operate, covering ownership, funding and management operations, shows some understanding but there is little evidence of comparison; there may be limited examples given for the attractions, with some omissions; your work may show weak organisational skills; **[0 1 2 3 4 5]**	you show knowledge and understanding when comparing each attraction in terms of its ownership funding and management operations; there may be some minor omissions but understanding of the areas is clearly conveyed, with some demonstration of ability to contrast the features; organisation of your work is generally clear; data is sourced; **[6 7 8 9 10]**	you provide an assessment of both visitor attractions, ably comparing and contrasting ownership, funding and management operations and how these are affected by the different values and attitudes of the management of these organisations; you demonstrate thorough knowledge, skills and understanding with no omissions; your work is well organised and presented with great skill, clarity and coherence; all data is clearly sourced. **[11 12 13 14 15]**	**/15**
AO2	You provide a brief description of the technological features of each attraction with little reference to how this enhances the experience for staff and customers; your work may lack detail and include some omissions and inaccuracies; there is little attempt to present your evidence logically, or to use specialist language; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4 5]**	you apply knowledge and understanding when comparing the technological features of the **two** attractions and relate this to the enhancement of customer and staff experiences, with few inaccuracies and omissions; your evidence is presented with good attention to detail, using appropriate terminology and clear communication; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[6 7 8 9]**	you compare and contrast, demonstrating clear evaluation of the technological features of the **two** attractions; your evaluation details the success and suitability of these features to enhance staff and customer experiences; there is evidence of excellent organisational skills and your work has clarity and coherence; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. **[10 11 12 13]**	**/13**

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Unit 5: Tourist attractions (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You provide evidence that some research has been carried out, using limited sources, to gain information on the importance of visitor and traffic management to the success of each attraction; your research is not always relevant or effective, nor are the findings appropriately used in your analysis; **[0 1 2 3 4]**	you provide evidence that research from different sources has been accessed, and your research is mostly relevant, to produce a comparison of the impact of visitor and traffic management on the success of each attraction; **[5 6 7 8]**	you provide evidence of thorough research from a broad range of sources; you compare and contrast the **two** attractions to demonstrate an analysis of the impact of visitor and traffic management on the success of each attraction. **[9 10 11 12]**	**/12**
AO4	Your evaluation of the popularity of the visitor attractions is brief and is not clearly related to its target markets or to data researched; your work may have omissions and detail will be limited, with little attempt at producing a conclusion; **[0 1 2 3 4]**	you provide an evaluation using evidence from research data and you make comparisons between the **two** visitor attractions; there are some omissions but the popularity is covered clearly, with a good attempt at correlation to target markets; **[5 6 7]**	your evaluation contains strong evidence of accurate data indicating precise target markets and a comparison and contrast between the **two** chosen attractions; you assess the factors which have contributed to the popularity of each attraction and may include some prediction of future trends. **[8 9 10]**	**/10**
			Total mark awarded:	**/50**

5.4 GUIDANCE FOR TEACHERS

5.4.1 Guidance on Delivery

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

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

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

Different types of visitor attractions in the UK

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

Changing developments in technology

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

5.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 5.3).

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

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

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

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

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

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

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

5.4.3 Resources

Organisations	VisitBritain, tourist attractions, Tourist Information Centres, Regional Tourist Boards, local authorities, tourism associations, English Heritage, National Trust, Forestry Commission, Countryside Commission, National Parks Authority, museums, etc.
Publications	*Attraction Management, Leisure Opportunities*, newspapers, magazines.
Textbooks	VCE, GCE AS/A2 Level Travel and Tourism books.
Websites	All regional tourist boards (see links from VisitBritain). www.discovernorthernireland.com www.visitbritain.com www.visitscotland.com www.visitwales.com All visitor attractions – access via individual web addresses, for example: www.alton-towers.co.uk www.lego.com/legoland/windsor Data on visitor figures: www.staruk.com Helpful organisations: www.24hourmuseum.org.uk www.anpa.gov.uk (national park authorities) – link to individual national parks and other government sites www.english-heritage.org.uk www.lake-district.gov.uk www.nationaltrust.org www.nmsi.ac.uk Tourist Information Centres, for example: www.celebratingsomerset.com www.visitnorthumbria.com www.warwick-uk.co.uk.

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6 Unit 6: Organising Travel
[AS level, double award, optional, internally assessed]

6.1 ABOUT THIS UNIT

This AS level unit is an optional part of the double award and is internally assessed.

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

Many of the concepts you have learned on your course can be directly applied to this unit, particularly Unit 1: *Introducing travel and tourism*, Unit 2: *Customer service in travel and tourism,* Unit 3: *Travel destinations* and Unit 4: *International travel*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate organising travel and produce travel itineraries for specific customer groups. Your evidence will include:

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

6.2 WHAT YOU NEED TO LEARN

You will learn about:

- different providers and methods of organising travel;
- products and services offered by providers;
- marketing and advertising techniques used by providers;
- use and development of technology and its effect on organising travel and preparing itineraries;
- sources of information used for organising travel;
- planning and costing travel itineraries.

6.2.1 Different Providers and Methods of Organising Travel

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

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

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

For each of the above, you need to understand:

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

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6.2.2 Products and Services Offered by Providers

Wherever you work when organising travel, you need to understand how the following products and services are made available to customers and their relevance to specific customer needs:

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

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

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

6.2.3 Marketing and Advertising Techniques used by Providers

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

- window cards;
- posters;
- leaflets;
- media, e.g. video, interactive displays, press releases;
- special events, e.g. cruise evenings;
- use of colour;
- direct booking numbers put in brochures, leaflets, Internet etc.;

- websites advertised on brochures;
- Internet search engines;
- teletext advertising;
- the impact of lead prices.

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

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

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

6.2.4 Use and Development of Technology and its Effect on Organising Travel and Preparing Itineraries

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

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

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6.2.5 Sources of Information used for Organisation of Travel

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

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

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

6.2.6 Planning and Costing Travel Itineraries

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

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

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

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

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

You need to produce **two** separate *complex* itineraries that meet the specific needs of different customers. You must show that you have taken these needs into account when preparing the itineraries and recommending suitable routes or types of provider/facility. You need to choose customers of two different group sizes – an independent traveller and a family group say, or an elderly couple and a group of students. Each itinerary needs to include full details of dates, times, departure and arrival points, any special arrangements, details of any accommodation needed and should be fully costed. You also need to keep a record of information sources used whilst planning these and you need to explain why specific types of travel have been chosen to meet customers' needs.

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

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

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

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

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

- consumer protection;
- supply of goods and services;
- EU package holiday directives.

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6.3 ASSESSMENT EVIDENCE GRID

Unit 6: Organising travel

What you need to do:

You need to provide evidence of your investigation into organising travel and produce travel itineraries for specific customer groups [**50** marks].

Your evidence needs to include:

AO1 the results of your investigation into **two** types of travel organisers, with a comparison of their products and services, their operating procedures and their role in the chain of distribution [**15**];

AO2 an explanation of the importance of technology for each organiser and how this can affect their popularity within the industry [**13**];

AO3 relevant research into the marketing techniques used by different travel organisation providers and an analysis of their impact and effectiveness [**12**];

AO4 preparation and presentation of **two** complex travel itineraries for different types of customers, with an evaluation of why these meet the needs of these customers [**10**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Your description of **two** different types of travel organisers, the products and services they provide, how they operate and their role in the chain of distribution is brief and shows little understanding; there are omissions and detail may be lacking; **[0 1 2 3 4 5]**	your description of **two** types of travel organisers with a comparison of the products and services they provide, as well as their operation and role in the chain of distribution, shows knowledge and understanding; there are some omissions; **[6 7 8 9 10]**	you provide a description of **two** types of travel organisers which shows comprehensive knowledge and understanding; you contrast their products and services, the way in which they operate and their role in the chain of distribution. **[11 12 13 14 15]**	**/15**
AO2	Your explanation of the importance of the use of technology for each travel organiser and attempt at a description of how this affects the popularity within the industry is brief and contains some inaccuracies and omissions, with little application of knowledge and understanding; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4 5]**	you provide a clear description of the way in which technology has affected the popularity of each travel organiser within the industry, showing application of knowledge and understanding; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[6 7 8 9]**	you provide a detailed description of the effects of technology on both travel providers and forecast how technological advances may affect the organisations' share of the industry in the future, with possible suggestions for improvement, which demonstrates thorough knowledge and understanding; you present your work logically showing use of appropriate terminology and your meaning is clear and accurately conveyed. **[10 11 12 13]**	**/13**

Unit 6: Organising travel (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You undertake research into the marketing techniques used by the **two** travel organisations, with an attempt at analysis of the effectiveness of the techniques; there are some inaccuracies or omissions in your evidence which relate to lack of understanding of techniques; **[0 1 2 3 4]**	you provide evidence of research, from a variety of sources, on various types of marketing techniques used by the **two** organisations, and most of the findings are used to produce an analysis on the effectiveness of the techniques; **[5 6 7 8]**	you undertake research from a broad range of sources when investigating the marketing techniques used by the **two** organisations, and use this to support and inform an analysis of the effectiveness of the techniques. **[10 11 12]**	**/12**
AO4	You prepare and present **two** costed itineraries, suitable for **two** different customer types, which may lack complexity in arrangements; the presentation of the itineraries may not be in an industry-acceptable format and contains inaccuracies and incorrect or unrealistic calculations, with little attempt at explanation of how the itineraries meet the needs of the customers; **[0 1 2 3 4]**	you produce **two** fully-costed, complex itineraries for **two** different customer types, presented in an acceptable industry format and containing the majority of the relevant details; you include an explanation of how each itinerary meets the needs of the customers; **[5 6 7]**	you produce thoroughly prepared and fully-costed, complex itineraries, suitable for **two** different customer types, which are presented in an acceptable industry format and contain all relevant details; your analysis of how each itinerary meets the needs of the customers is well substantiated, with alternatives shown to have been considered. **[8 9 10]**	**/10**
			Total mark awarded:	**/50**

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6.4 GUIDANCE FOR TEACHERS

6.4.1 Guidance on Delivery

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

Sources of information used for organising travel

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

Planning and costing travel itineraries

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

6.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 6.3).

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

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

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

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

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

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

6.4.3 Resources

Organisations	Tour operators Travel agents.
Publications	*Travel Trade Gazette* *Travel Weekly* Travel sections in the national press.
Textbooks	GCE textbooks for Travel and Tourism.
Websites	Direct booking websites, such as: www.cruise2cruise.com www.lastminute.com www.officiallondontheatre.co.uk www.thetrainline.com www.expedia.co.uk Tour operators' websites.

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7 Unit 7: Hospitality
[AS level, optional, internally assessed]

7.1 ABOUT THIS UNIT

This AS level unit is optional and is internally assessed.

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

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

This unit links with Unit 1: *Introducing travel and tourism* and Unit 2: *Customer service in travel and tourism* and will form an introduction to Unit 10: *Event management*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate the provision of hospitality in travel and tourism.

Your evidence will include:

- the results of your investigation into the scale of the industry and the types of hospitality providers (with recognised grading systems), with examples at both national and local levels, and including a description of corporate hospitality;
- an investigation into **two** organisations in the sector, **one** which provides hospitality services and **one** which provides a corporate-hospitality package;
- relevant research and analysis when assessing the customer-service provision of your chosen hospitality provider, with recommendations for improvement or development;
- an analysis of the current provision of hospitality within your chosen locality and any recommendations for improvement or development of that provision to meet trends in the sector.

7.2 WHAT YOU NEED TO LEARN

In this unit, you will develop an understanding of key aspects of hospitality provision within the travel and tourism business environment, and in particular, you will learn about:

- sectors delivering hospitality and the effects of seasonality, tangibility and perishability in the industry;
- types of corporate hospitality;
- types of accommodation and accommodation services;
- types of food and drink services;
- customer-service issues at both 'front office' and point-of-service and the importance of developments in ICT in operational management.

7.2.1 Sectors Delivering Hospitality and the Effects of Seasonality, Tangibility and Perishability in the Industry

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

- hotels, inns and guest houses;
- holiday camps and resort complexes;
- public houses and cafes;
- restaurants (including cafes and fast-food outlets);
- contract catering at event venues;
- leisure outlets;
- en-route and on-board transport services (road, rail, air, sea).

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

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

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

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

7.2.2 Types of Corporate Hospitality

Corporate hospitality falls into two categories:

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

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

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

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

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

7.2.3 Types of Accommodation and Accommodation Services

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

- sleeping: bedrooms and bathrooms;
- eating: restaurants,
  bars;
- circulation: halls,
  lobbies,
  lifts,
  stairs;
- conference/meeting/event: function rooms;
- recreational: lounges,
  games rooms,
  fitness rooms.

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

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

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

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

7.2.4 Types of Food and Drink Services

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

You need to know:

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

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

7.2.5 Customer-Service Issues at Both 'Front Office' and Point-of-Service and the Importance of Developments in ICT in Operational Management

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

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

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

Such programmes suggest that good customer service should involve:

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

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

- enquiry;
- reservation;
- registration;
- check-in;
- in residence;
- check-out;
- follow-up.

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

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

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

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

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

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

7.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 7: Hospitality

What you need to do:

You need to produce evidence of your investigation into the provision of hospitality in travel and tourism [**50** marks].

Your evidence needs to include:

AO1 the results of your investigation into the scale of the industry and the types of hospitality providers (with recognised grading systems), with examples at both national and local levels, and including a description of corporate hospitality [**15**];

AO2 an investigation into **two** organisations in the sector, **one** which provides hospitality services and **one** which provides a corporate-hospitality package [**13**];

AO3 relevant research and analysis when assessing the customer-service provision of your chosen hospitality provider, with recommendations for improvement or development [**12**];

AO4 an analysis of the current provision of hospitality within your chosen locality and any recommendations for improvement or development of that provision to meet trends in the sector [**10**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You provide a brief summary of the scale of the industry, which may include some brief details of employment characteristics, trends and effects of seasonality, and you give **one** named example of each type of hospitality provider, identify its products and services locally and nationally (including recognised systems), and you briefly describe corporate hospitality; your summary shows little knowledge and understanding and there are some omissions or inaccuracies in type or named examples; **[0 1 2 3 4 5]**	you provide a summary of the scale of the industry and of all types of providers in the hospitality sector, with local and national examples for each, including products and services and reference to at least **one** grading system; you describe corporate hospitality with some explanation of employment characteristics and the effects of seasonality, which shows knowledge and understanding; there are few omissions or inaccuracies; **[6 7 8 9 10]**	you provide a summary of the scale of the industry, employment characteristics and all types of providers in the hospitality sector, including a full explanation of corporate hospitality, with examples and appropriate references to recognised systems, which demonstrates thorough knowledge, skills and understanding with no significant omissions. **[11 12 13 14 15]**	**/15**

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Unit 7: Hospitality (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO2	You apply some knowledge and understanding of the sector in presenting a brief investigation into **one** hospitality provider which provides accommodation and food and drink services and attempt a review of **one** corporate-hospitality package; not all aspects or details of provision are covered and explanations may be simplistic or contain some inaccuracies and the work may not be well organised; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4 5]**	you apply knowledge and understanding of the sector in your investigation of **one** hospitality provider which provides accommodation and food and drink services, with some omissions, and you produce a review of **one** corporate-hospitality package with few errors or omissions; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[6 7 8 9]**	you demonstrate relevant knowledge and understanding of the values and attitudes of the chosen hospitality provider which provides accommodation and food and drink services; your review of **one** corporate-hospitality package is thorough and includes all components of the package and marketing strategies; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. **[10 11 12 13]**	**/13**
AO3	You carry out some research from limited sources when investigating customer-service practices and procedures in your chosen hospitality provider; your research is not always relevant and you may not always present your findings effectively; your recommendations for improvement/ development are minimal or not wholly realistic; **[0 1 2 3 4]**	you carry out research from a variety of appropriate sources when assessing the customer-service practices and procedures in your chosen hospitality provider, with some omissions; your research is mostly relevant to the chosen organisation and you use most of the findings of your research in your work and make some realistic recommendations for improvement/development; **[5 6 7 8]**	you carry out research from a broad range of sources when investigating current customer-service practices and procedures in your chosen hospitality provider and use this research to recommend improvements/ developments in customer-service provision; your research is relevant and you use the findings of your research effectively. **[9 10 11 12]**	**/12**
AO4	You present information with little attempt to draw conclusions on the current provision of hospitality in the locality and you make limited recommendations for future improvements/developments, of which some may be unrealistic or show little relevance to trends in the sector; **[0 1 2 3 4]**	you include analysis of current provision of hospitality in your chosen locality, with limited but realistic conclusions and recommendations for improvement/ development showing an awareness of future trends in the sector; **[5 6 7]**	you include analysis of the current provision of hospitality in your chosen locality, with realistic and detailed conclusions and recommendations for improvement or development of this provision to meet the needs and trends in the sector. **[8 9 10]**	**/10**
			Total mark awarded:	**/50**

7.4 GUIDANCE FOR TEACHERS

7.4.1 Guidance on Delivery

Hospitality covers a wide-ranging set of conditions and circumstances within the overall structure of travel and tourism and candidates have plenty of opportunities to undertake primary and secondary research to produce their evidence. Candidates could draw on their own experiences to illustrate and exemplify the situations and conditions they comment upon, including their work on Unit 2: *Customer service in travel and tourism* whilst running an event, their individual research or from a period of appropriate work experience, part-time employment or residentials with hospitality providers, which will also give them opportunity to acquire information.

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

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

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

Types of corporate hospitality

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

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

Types of food and drink service

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

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

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

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

7.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 7.3).

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

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

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

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

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

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

7.4.3 Resources

Organisations	Aintree Racecourse Company Ltd BBC Learning Zone Corporate Hospitality and Event Association Council for Travel and Tourism Hotel and Catering Training Council (020 8735 9700) Regional Tourist Boards Tourism Education Network (018 4434 4208) The Tourism Society (020 7488 2789).
Publications	*Travel Trade Gazette*.
Textbooks	Bowdin, McDonnell, Allen & O'Toole — *Events Management* — Heinemann Brookson S — *Putting Customers First* — Dorling Kindersley GCE Travel and Tourism textbooks.
Websites	www.aintree.co.uk www.bha-online.com www.emevents.co.uk www.milleniumhotels.com www.passport2sport.co.uk www.staruk.org.uk www.visitbritain.com Websites of major hotel chains, e.g. www.thistlehotels.com, aare a useful source.

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8 Unit 8: Working Overseas
[AS level, optional, internally assessed]

8.1 ABOUT THIS UNIT

This AS level unit is optional and is internally assessed.

The role of an overseas representative can be one of the most challenging within the travel industry and this unit will be useful if you wish to work in the travel and tourism industry overseas. It concentrates mainly on the roles and responsibilities of a resort representative; however, many of the skills and qualities required are suitable for a variety of similar jobs overseas, such as those in ancillary services, transport services and tourist services.

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

This unit complements your learning from Unit 2: *Customer service in travel and tourism*, where you dealt with clients face-to-face.

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

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate the roles and responsibilities of working overseas and provide evidence of your involvement in real or simulated situations in a chosen destination. Your evidence will include:

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

8.2 WHAT YOU NEED TO LEARN

You need to learn about:

- types of job opportunities and companies that offer them;
- administrative working practices necessary to maintain success;
- operational working practices necessary to satisfy customer needs;
- legal implications of working overseas;
- personal qualities, values and attitudes required to work overseas.

8.2.1 Types of Job Opportunities and Companies that Offer Them

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

You need to understand:

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

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

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

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

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

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

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

8.2.2 Administrative Working Practices Necessary to Maintain Success

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

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

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

8.2.3 Operational Working Practices Necessary to Satisfy Customer Needs

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

It is important that you understand the range of vocationally-relevant skills and qualities that overseas staff need to have to enable them to react appropriately, including:

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

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

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

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

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

8.2.4 Legal Implications of Working Overseas

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

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

- EC Directive on Package Travel, Package Holidays and Package Tours 1990;
- Supply of Goods and Services Act 1980 and subsequent updates – excursion bookings and promotions;
- Trade Descriptions Act 1968 – in relation to brochure details;
- Consumer Protection Act 1987 – when receiving payments for bookings;
- Unfair Contract Terms Act 1977;
- ABTA Code of Practice;
- health and safety regulations – as they apply to transport, accommodation and attractions which may be used by the organisation;
- passport control and travel regulations.

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

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

8.2.5 Personal Qualities, Values and Attitudes Required to Work Overseas

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

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

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

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

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

8.3 ASSESSMENT EVIDENCE GRID

Please see over.

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Unit 8: Working overseas

What you need to do:

You need to produce an investigation into the roles and responsibilities of working overseas and evidence of your involvement in real or simulated situations in a chosen destination [**50** marks].

Your evidence needs to include:

AO1 a description of the different opportunities for overseas employment that exist, the range of companies which offer them and the personal qualities necessary for working overseas [**15**];

AO2 an investigation into the legal implications of working overseas [**13**];

AO3 an analysis, using relevant research, of the operational and administrative practices involved in working overseas [**12**];

AO4 an evaluation of your involvement in a real or simulated '*Welcome Party*' as a 'Resort Representative' in a chosen destination and your recommendations about the key features and personal qualities necessary for working overseas [**10**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You describe overseas-employment opportunities in the industry, with limited valid examples of organisations offering employment and with some identification of personal qualities necessary for working overseas; your description is brief, showing little knowledge and understanding, and there are some omissions and inaccuracies in opportunities, examples and personal qualities; **[0 1 2 3 4 5]**	you describe job opportunities overseas, demonstrating knowledge and understanding of the range of opportunities available, and your evidence comes from a range of relevant companies offering employment opportunities; there may be some omissions in identification of personal qualities necessary for working overseas; **[6 7 8 9 10]**	you demonstrate knowledge and understanding of the opportunities available for working overseas and you describe a wide range of job opportunities, together with the companies that offer them; there are no omissions in identification of personal qualities necessary for working overseas. **[11 12 13 14 15]**	**/15**
AO2	You apply some knowledge and understanding of the legislation concerning tour operators and their customers when overseas, with limited explanation of the relevant laws and acts, and showing little understanding of working practices in relation to these acts; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you demonstrate an understanding of the importance of the law on overseas working practices, using industry examples to illustrate your findings, and your evidence shows a command of specialist language; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[5 6 7 8 9]**	you apply your knowledge and understanding of all legal implications when working overseas effectively and your evidence is logically and clearly presented, with use of industrial terminology; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. **[10 11 12 13]**	**/13**

Unit 8: Working overseas (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You use some research from limited sources to attempt analysis of the key functions of both administrative and operational tasks involved in working overseas; there may be references to all relevant sections, however, this may be brief in parts, showing a lack of understanding of the importance of certain aspects of the roles; there are some minor omissions and inaccuracies; **[0 1 2 3 4]**	you demonstrate your ability to use research from a variety of sources to analyse the specific key features of both administrative and operational working practices, which include procedures to deal with complex situations; your work shows an understanding of the demands of the role; **[5 6 7 8]**	you use research from a broad range of sources to produce a thorough account of working practices that presents an analysis of all administrative and operational functions, including dealing with complex situations; your evidence conveys a strong sense of industrial practice, with evidence of thorough research. **[9 10 11 12]**	**/12**
AO4	You attempt an evaluation of your own performance prior to, and during, the '*Welcome Party*' (simulated or real), making limited recommendations for improvement; some may be unrealistic; **[0 1 2 3 4]**	you evaluate your own performance prior to, and during, the delivery of the '*Welcome Party*', making limited but realistic recommendations for improvement; you make use of relevant examples to highlight given situations; **[5 6 7]**	you provide an evaluation of your own performance prior to, and during, the delivery of the '*Welcome Party*', making a realistic justification for your approach and identifying recommendations for improvement. **[8 9 10]**	**/10**
			Total mark awarded:	**/50**

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8.4 GUIDANCE FOR TEACHERS

8.4.1 Guidance on Delivery

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

Preparation for delivery of this unit may include:

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

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

Types of job opportunities and companies that offer them

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

Operational working practices necessary to satisfy customer needs

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

Personal qualities, values and attitudes required to work overseas

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

8.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 8.3).

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

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

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

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

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

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

8.4.3 Resources

Organisations	Springboard UK; Tour Operators, e.g. TUI, MY Travel, First Choice.		
Publications	*Travel GBI*; *Travel Trade Gazette*; *Travel Weekly*; Entertainment and Arts trade papers.		
Textbooks	Burton J & L	*Interpersonal Skills for Travel and Tourism*	Longman
	Marks S	*Working as a Holiday Rep*	
	Reilly V	*Careers in the Travel Industry*	Collins
	Yale P	*The Business of Tour Operations*	Longman
Websites	www.springboard.co.uk; www.thomson-holidays.com.		

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9 Unit 9: Tourism Development
[A2 level, mandatory, externally assessed]

9.1 ABOUT THIS UNIT

This A2 level unit is mandatory and is externally assessed.

Tourism development is occurring throughout the world. As someone hoping to work in the travel and tourism industry, you need to know about the organisations involved, which sectors they belong to and the roles they play in enabling the development of tourism in an area. You will learn about aims and objectives of tourism development throughout the world and the positive and negative impacts of tourism development in the UK and overseas. You need to familiarise yourself with the features and appeal of worldwide tourism-generating regions.

You will investigate why tourism development needs to be managed effectively to ensure long-term sustainability. The unit builds on the introductory work carried out in Unit 1: *Introducing travel and tourism*, Unit 3: *Travel destinations* and Unit 4: *International travel*.

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

This unit is externally assessed. The mark for that assessment will be your mark for the unit.

9.2 WHAT YOU NEED TO LEARN

You will learn about:

- agents of tourism development;
- objectives of tourism development;
- impacts of tourism development.

9.2.1 Agents of Tourism Development

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

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

- private-sector enterprises, examples include:
  hotel developers;
  landowners;
  development companies;
  consultancies;
  sponsors;
  leisure organisations;
  retail;
  entertainment organisations;
- public-sector organisations, examples include:
  local authorities;
  national governments;
  national and regional tourist boards, both in the UK and overseas;
  Tourist Information Centres;
  English Heritage;
  UNESCO;
- voluntary-sector bodies, examples include:
  community groups;
  pressure groups;
  conservation organisations;
  National Trust;
  Tourism Concern;
  World Wildlife Fund.

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

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9.2.2 Objectives of Tourism Development

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

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

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

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

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

9.2.3 Impacts of Tourism Development

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

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

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

You need to understand how tourism's positive impacts can be maximised through the principles of successful destination management and activities, examples include:

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

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

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

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

In the external assessment, you need to demonstrate:

- your understanding and critical analysis of recent ideas, methods and approaches to the impacts caused by tourism development;
- your ability to deal with complex situations and problems relating to the impacts of tourism development;
- your ability to evaluate the broader issues of sustainable tourism development by the study of stimulus material provided in the examination.

9.3 GUIDANCE FOR TEACHERS

9.3.1 Guidance on Delivery

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

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

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

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

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

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

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

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

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

9.3.2 Guidance on Assessment

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

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

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

9.3.3 Resources

Organisations	BTA English Heritage National Trust Tourism Concern UNESCO VSO World Wildlife Fund WTTC.		
Publications	*Travel Trade Gazette* *Travel Weekly*.		
Textbooks	Burns P & Holden A	*Tourism: a new perspective*	Prentice Hall (1995)
	Dale G & Oliver H	*Travel and Tourism*	Hodder & Stoughton
	Harrison D	*Tourism and less Developed Countries*	Belhaven Press (1992)
	Page, Brunt, Busby & Connell	*Tourism – A Modern Synthesis*	
	Rodgers J	*Advanced Travel and Tourism*	Heinemann;
	Witt SF, Brooke MZ & Buckley PJ	*The Management Of International Tourism*	Routledge (1995)
Websites	www.bbc.co.uk/holiday www.bta.org.uk www.etc.org.uk www.tourismconcern.org.uk www.travel.weekly.co.uk www.tribestravel.co.uk www.visitbritain.com www.vts.rdn.ac.uk.		

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10 Unit 10: Event Management
[A2 level, mandatory, internally assessed]

10.1 ABOUT THIS UNIT

This A2 level unit is mandatory and is internally assessed.

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

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

Depending on the type of project you choose, the unit will link with many other units in the qualification, particularly Unit 2: *Customer service in travel and tourism*, Unit 15: *Marketing in travel and tourism*, and Unit 16: *Human resources in travel and tourism.*

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a business plan for a travel and tourism group project and provide evidence of your involvement in carrying out this group project. Your evidence will include:

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

Marks will be awarded for your ability to link this unit with what you have learnt in other units.

10.2 WHAT YOU NEED TO LEARN

You need to learn about:

- the feasibility of the project;
- teamwork;
- marketing the event;
- financing the event;
- occasion management;
- carrying out the project;
- evaluating the project.

10.2.1 Feasibility of the Project

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

- the aims and objectives of the project;
- your customers, their needs and how these will be met;
- how the project will be marketed and the type of materials used in the marketing process;
- physical resource needs, e.g. equipment, venues/premises, materials;
- financial aspects of the project, to include: budgeting, start-up costs, income, handling payments;
- staffing for the project, including roles of team members and identifying additional staffing requirements;
- administration systems, to include: paper-based and electronic methods, relating to bookings and record-keeping;
- project timescales;
- legal aspects of the project, to include health and safety, security, insurance, and how these influence the working of the project;
- contingency plans;
- how the project will be reviewed and evaluated.

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

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

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

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

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

10.2.2 Teamwork

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

- the purpose of your team;
- team structure, such as:
  - formal,
  - informal,
  - ad hoc,
  - sub-committees;
- roles and responsibilities of team members;
- team building and interaction;
- factors which influenced the selection of specific members of the team for the chosen roles, such as skills and abilities suitable for the role to be undertaken;
- factors that may influence how well the team works, such as:
  - communication,
  - leadership,
  - personality clashes,
  - access to resources,
  - the working environment.

The success, or otherwise, of your project will be linked closely to your ability to work effectively as part of a team.

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

10.2.3 Marketing the Event

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

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

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

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

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

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

10.2.4 Financing the Event

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

- initial source and amount of income at start-up;
- anticipated items of expenditure over the period of planning and development of the event;
- clear allocation of funds to specific components of the event;
- contingency funds for unexpected outcomes;
- anticipated profit/loss for the event.

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

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

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

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

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

10.2.5 Occasion Management

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

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

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

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

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

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

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

10.2.6 Carrying out the Project

You need to have a sound understanding of the skills required to carry out your project. The knowledge you gained in Unit 2: *Customer service in travel and tourism*, will be a useful basis for exploring many of the issues and will help you develop your interpersonal skills. You need to give equal emphasis to external- and internal-customer service.

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

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

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This will enable you to show that you have played an important part in carrying out the business plan for the project which was agreed by the whole team.

You also need to know the correct procedures for:

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

10.2.7 Evaluation of the Project

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

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

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

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

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

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

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

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

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

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

You need to design suitable evaluation forms **before starting** your project.

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

- sections;
- numbering;
- referencing;
- use of appendices.

10.3 ASSESSMENT EVIDENCE GRID

Please see over.

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Unit 10: Event management

What you need to do:

You need to produce a business plan for a travel and tourism group project and provide evidence of your involvement in carrying out this group project [**50** marks].

Your evidence needs to include:

AO1 a business plan of your travel and tourism group project, presented individually [**10**];

AO2 evidence of your involvement in the planning, preparation and running of the project and a detailed record of your contribution [**12**];

AO3 relevant research and analysis into the feasibility and management of the group project [**13**];

AO4 an evaluation of your own performance and the team's performance during and after the group project, including recommendations for improvement [**15**]..

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	Your business plan for the selected group project is brief, with little explanation of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has omissions and may be unrealistic but incorporates some learning from areas of study within travel and tourism; your business plan is presented individually; **[0 1 2 3 4]**	you produce a business plan for the selected group project which gives details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has some omissions but is realistic in terms of the project's management, showing knowledge and understanding of purpose and some relevant skills learnt from areas of study within travel and tourism; your business plan is presented individually; **[5 6 7]**	you produce a business plan for the selected group project, giving clear details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your evidence reflects your consideration of all aspects of the project's management and shows understanding of purpose, application of relevant skills (financial, legal, marketing, risk assessment, customer service and understanding of team roles and functions); your business plan is presented individually; your timescales are logical and achievable and your plan is realistic and demonstrates thorough knowledge, skills and understanding of travel and tourism with no omissions. **[8 9 10]**	**/10**
AO2	You contribute to the planning, preparation and running of the group project, displaying some travel and tourism skills acquired in this and other units in this specification; your performance as part of the team is minimal and only just sufficient to show participation in planning and performance; your record of your contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; your work will have some inaccuracies/ omissions; **[0 1 2 3 4]**	you contribute to the effective planning, preparation and running of the group project, demonstrating the skills developed in this and other units in this specification; your record of your contribution shows your consistent involvement in the selected project and ability to work as a team member; you deal with any complex complaints or problems experienced during preparation and management, although not always effectively, showing some lack of consideration towards the rest of the group or an individual; your work includes some inaccuracies/omissions; **[5 6 7 8]**	you contribute to the planning, preparation and running of the group project constructively and competently, reflecting the ability to perform under pressure, you cooperate with others and meet the aims and objectives; you demonstrate the skills you have developed in this and other units in this specification; your record of your contribution shows that you play a full and valuable role in the selected group project; you deal effectively and sympathetically with complex problems and/or complaints, showing good interpersonal skills. **[9 10 11 12]**	**/12**

Unit 10: Event management (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You carry out some research from limited sources when assessing the feasibility of your selected group project and when managing the project, which may require other team members to obtain more information or may lead to delays; your research is not always relevant and you do not always use the findings of your research effectively, but it is just sufficient to enable the group project to take place; there is little attempt to address contingency plans or to research alternatives in case of problems; **[0 1 2 3 4 5]**	you carry out research from different sources when assessing the feasibility of your selected group project and when managing the project, and you search for alternatives for costs, resources and project ideas; your research is mostly relevant and you use most of the findings of your research to inform the running of the group project appropriately; **[6 7 8 9]**	you carry out research using a broad range of sources, which are clearly indexed, when assessing the feasibility of your selected group project and in both the preparation and management of your project; your research is relevant and you use the findings of your research effectively to inform the running of the group project, with contingency plans included should problems arise. **[10 11 12 13]**	**/13**
AO4	Your evaluation of your own performance, and the team's performance, during and after the project, may be limited to simple facts, comments or statements and you make limited recommendations for improvement, which may be unrealistic; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; your work shows little understanding of the connections with other units within the qualification; **[0 1 2 3 4 5]**	you include an evaluation of your own performance, and the team's performance, during and after the project, making limited but realistic recommendations for improvement, but not all aspects may be fully covered; you include how these recommendations may have been affected by your own values and attitudes you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; your work will show good understanding of the connections with other units of the qualification; **[6 7 8 9 10]**	you include a comprehensive evaluation of your own performance, and the team's performance, at all stages of the project, through use of evaluative tools, making detailed and realistic recommendations for improvement which are well considered and which confirm your ability to analyse and reflect on areas for future development, including changes that have occurred in your own values and attitudes; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed; your work shows full understanding of the connections with other units of the qualification. **[11 12 13 14 15]**	**/15**
			Total mark awarded:	**/50**

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10.4 GUIDANCE FOR TEACHERS

10.4.1 Guidance on Delivery

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

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

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

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

Feasibility of the project

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

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

- …the keynote speaker cancels at the last minute?
- …the local newspaper photographer cannot be present on the day requested?
- …it rains?

Teamwork

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

Marketing the event

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

Financing the event

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

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

Occasion management

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

Carrying out the project

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

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Evaluation of the project

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

10.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 10.3).

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

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

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

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

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

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

10.4.3 Resources

Organisations	Local authority tourism departments Local charities who have arranged events.		
Publications	Salter B & Langford-Wood N	*Successful Event Management in a Week*	Hodder & Stoughton 0 340 757 809
	Local newspaper press releases/editorials on events in the locality.		
Textbooks		*VCE Travel and Tourism*	Collins
		VCE Leisure and Recreation	Collins
	Bowdin, McDonnell, Allen & O'Toole	*Events Management*	Heinemann
	Brookson S	*Managing Budgets*	Dorling Kindersley
	Brookson S	*Understanding Accounts*	Dorling Kindersley
	Brookson S	*Putting Customers First*	Dorling Kindersley
	Cooper, Fletcher, Gilbert, Shepherd & Wanhill	*Tourism Principles and Practices*	Prentice Hall
	Middleton VTC	*Marketing in Travel and Tourism*	Heinemann
		AVCE Business	Heinemann
		Advanced Vocational Business.	Heinemann
Websites	www.businessplans.com www.sbgateway.com/startup.asp www.startups.co.uk.		

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11 Unit 11: The Guided Tour
[A2 level, optional, internally assessed]

11.1 ABOUT THIS UNIT

This A2 level unit is optional and is internally assessed.

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

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

This unit enables you to build upon the information and skills you have acquired from studying the mandatory units in this course, especially those in Unit 1: *Introducing travel and tourism*, Unit 2: *Customer service in travel and tourism,* Unit 10: *Event management*, and also the optional Unit 5: *Tourist attractions.*

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate the range of guided tours available and devise and deliver a guided tour. Your evidence will include:

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

11.2 WHAT YOU NEED TO LEARN

You will learn about:

- different purposes and types of guided tour;
- merits and deficiencies of different types of guided tour;
- devising and delivering a guided tour.

11.2.1 Different Purposes and Types of Guided Tour

You need to understand that guided tours have a number of different purposes. Some are designed to introduce tourists to the main features of a particular area or to inform visitors to a facility about its contents or history. Other tours have a theme, such as the history of an area, the life of a famous person or a ghost tour. A guided tour needs to meet the interests and needs of its target customers. You will have considered different types of customer needs in your study of Unit 2: *Customer service in travel and tourism*.

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

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

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

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

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

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

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

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

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

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

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

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

11.2.2 Merits and Deficiencies of Different Types of Guided Tour

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

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

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

11.2.3 Devising and Delivering a Guided Tour

When you devise and deliver a short guided tour of your own, you need to consider a number of factors:

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

When you have considered these factors, you then need to:

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

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

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

You need to plan your guided tour. The form taken by the plan depends partly on the type of guided tour you believe is most appropriate for your purpose. It may include:

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

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

- content;
- duration;
- customer interest.

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You need to develop skills and strategies to manage this complex situation. Your work on Unit 2: *Customer service in travel and tourism* will have given you insights into this aspect of your work.

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

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

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

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

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

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

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

Your work on Unit 2: *Customer service in travel and tourism* and Unit 10: *Event management* will also have provided you with possible methods for evaluation.

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

11.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 11: The guided tour

What you need to do:

You need to investigate the range of guided tours available and devise and deliver a guided tour [**50** marks].

Your evidence needs to include:

AO1 an account of the range of guided tours available *and* the plan of your guided tour [**10**];

AO2 evidence of your delivery of your guided tour, with any supporting participants' documents [**12**];

AO3 relevant research and analysis into your investigation of the range of guided tours *and also* of your guided tour [**13**];

AO4 an evaluation of the success of your guided tour, including your recommendations for improvement [**15**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You demonstrate some knowledge and understanding when you provide a brief account of the range of guided tours available that uses only **one** or **two** examples to illustrate the **four** main types of guided tour; you provide an outline of your guided tour that covers only the main points and may be unrealistic and not identify potential problems or ways of solving these; either or both of these have some omissions; **[0 1 2 3 4]**	you provide an account of the range of guided tours available that considers variations within the types of guided tour and uses a number of relevant examples, demonstrating knowledge and understanding; you provide a plan of the guided tour that covers the main points necessary to run it to planned timings, with procedures/actions to be followed should problems arise; both your account and your plan show some evidence of your knowledge, skills and understanding; **[5 6 7]**	you provide a comprehensive account of the range of guided tours available that investigates sub-divisions of the main types of guided tour, with sufficient appropriate examples, showing full knowledge and understanding; you provide a comprehensive plan of the guided tour that can be used to run it successfully, with details of any procedures to be followed or actioned should problems arise; both your account and your plan demonstrate thorough knowledge, skills and understanding. **[8 9 10]**	**/10**
AO2	You apply knowledge and understanding in the evidence of your delivery of a short guided tour; however the tour lacks detail and has some omissions; its purpose is not clear and it is not of the most appropriate type; you have made little attempt to produce appropriate supporting participants' documents; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you apply knowledge and understanding when producing evidence of your delivery of a guided tour which is detailed but has minor omissions; its purpose is clearly explained, the type of tour chosen is appropriate and there is appropriate evidence of handouts/support material for participants; you present materials suitably, with appropriate use of some terminology, and your understanding is conveyed through use of appropriate language; **[5 6 7 8]**	you provide evidence of your delivery of a well-structured guided tour which is well-delivered, detailed and contains no omissions; its purpose is clearly explained, it is of the most appropriate type and there is extensive evidence of good-quality, appropriate and informative support materials provided for participants which show full application of knowledge and understanding; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. **[9 10 11 12]**	**/12**

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Unit 11: The guided tour (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You provide some research from limited sources when investigating the range of guided tours available and/or when researching your own guided tour; you compare the different types of guided tour available, briefly using few examples, covering only the main types and identifying only **one** or **two** advantages and disadvantages for each; your research is not always relevant and you do not always use the findings of your research effectively; **[0 1 2 3 4 5]**	you provide research from a variety of sources when investigating the range of guided tours available and/or when researching your own guided tour; you analyse, compare and contrast the different types of guided tour, considering variations within them and using a number of examples, and you identify a range of advantages and disadvantages for each; your research is mostly relevant and you use most of the findings of your research to inform both your analysis of the different types of guided tour and/or your own guided tour; **[6 7 8 9]**	you provide independent and comprehensive research, using a broad range of sources, when investigating the range of guided tours available and when researching your own guided tour; you provide a comprehensive analysis, comparing and contrasting critically the relative merits and deficiencies of different types of guided tour and sub-divisions within them, using a range of relevant examples; your research is relevant and you use the findings of your research to inform both your analysis of the different types of guided tour and your own guided tour. **[10 11 12 13]**	**/13**
AO4	You evaluate your guided tour briefly, using only **one** or **two** methods, which may be inappropriately applied, and you attempt to make recommendations for improvement, some of which may be unrealistic; **[0 1 2 3 4 5]**	you evaluate your guided tour, drawing supported conclusions and using at least **two** appropriate methods, and you make reasoned judgments and use these to make limited but realistic recommendations for improvement; **[6 7 8 9 10]**	you provide a critical and comprehensive evaluation of your guided tour, which uses more than **two** appropriate methods to substantiate your findings, and you make well-reasoned judgments and use these to make valid and substantiated recommendations for improvement. **[11 12 13 14 15]**	**/15**
			Total mark awarded:	**/50**

11.4 GUIDANCE FOR TEACHERS

11.4.1 Guidance on Delivery

It is important that candidates studying this unit have experience of a number of different types of guided tour. It is suggested that, when planning the delivery of the course as a whole, visits arranged primarily for the study of mandatory Unit 1: *Introducing travel and tourism* and Unit 2: *Customer service in travel and tourism* should include experience of guided tours where possible. Optional units such as Unit 5: *Tourist attractions* also complement this unit well. Visits arranged during the course of this unit can then focus on widening candidates' experiences of different types of guided tour.

This unit also requires candidates to use the evaluative skills that they acquired through studying Unit 2: *Customer service in travel and tourism* and Unit 10: *Event management* to help them to assess the success of their guided tour and to deal with complex problems and complaints.

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

Different purposes and types of guided tour

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

Merits and deficiencies of different types of guided tour

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

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Devising and delivering a guided tour

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

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

Initially, candidates may find it helpful to work as a group to identify the main steps to be taken when planning a guided tour. They may also find it useful to discuss the planning and delivery of a guided tour with an individual working in this sector of the travel and tourism industry. Whilst discussing this, candidates need to ascertain methods used to identify and solve potential problems on tours, such as accidents, illness of participants and/or other events which may affect the operation of the tour.

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

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

11.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 11.3).

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

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

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

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

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

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

11.4.3 Resources

Organisations	Association of Professional Tour Guides Guide Friday Tourist Information Centres Any facility that has a guided tour, e.g. National Trust houses
Publications	Guide books, such as *The Rough Guides* and *The Blue Guides* *Guides to Cities* Leaflets and brochures of guided tours.
Textbooks	Pond KL *The Professional Guide* Wiley Any GCE Travel and Tourism textbook.
Websites	www.aptg.org.uk www.blue-badge.org.uk www.driver-guides.org.uk www.electrum.co.uk/pubs www.kfki.hu/~arthp/tours www.icliverpool.icnetwork.co.uk www.visitengland.com.

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12 Unit 12: Ecotourism
[A2 level, double award, optional, internally assessed]

12.1 ABOUT THIS UNIT

This A2 level unit is an optional part of the double award and is internally assessed.

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

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

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

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

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

This unit will enable you to learn about the preservation and conservation of the natural environment and the differing cultures on our planet. This unit links to Unit 9: *Tourism development*, Unit 14: *Adventure tourism* and Unit 16: *Cultural tourism*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a written and illustrated account of an ecotourism project in any worldwide destination of your choice. Your evidence will include:

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

12.2 WHAT YOU NEED TO LEARN

You need to learn about:

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

12.2.1 Nature, Aims and Objectives of Ecotourism

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

You need to understand:

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

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

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12.2.2 Ecotourism's Contribution to Social, Cultural and Environmental Issues

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

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

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

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

- ancient and historical sites;
- marine and coastal environment;
- inland environment and habitats;
- biodiversity and endangered species;
- energy systems;
- water supplies;
- waste disposal.

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

12.2.3 Purpose of Ecotourism Projects

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

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

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

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

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12.2.4 Trends and Future Appeal of Ecotourism Projects

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

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

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

Throughout, you need to support your opinions by expressing your own values and attitudes. You also need to be aware of, and appreciate the significance of, the values and attitudes of stakeholders.

12.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 12: Ecotourism

What you need to do:

You need to produce a written and illustrated account of an ecotourism project in any worldwide destination of your choice [**50** marks].

Your evidence needs to include:

AO1 knowledge and understanding of the aims and objectives of ecotourism and the role of ecotourism organisations in relation to your chosen project destination [**10**];

AO2 application of your knowledge and understanding of ecotourism's contribution to environmental, social and cultural issues in relation to your chosen project destination [**12**];

AO3 your research and analysis when investigating an ecotourism project in a worldwide destination of your choice, in terms of environmental, social and cultural issues [**13**];

AO4 an evaluation of the future trends and appeal of worldwide ecotourism principles and projects which relate to your chosen project destination [**15**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You demonstrate, through your explanation, some understanding of the aims and objectives of the industry's definition of ecotourism as they relate to your chosen project destination; you produce limited evidence of the different types of organisation that are involved with, or support, ecotourism principles; there may be limited examples from a range of organisations in the public, private and voluntary sectors with some omissions and/or inaccuracies; **[0 1 2 3 4]**	you demonstrate knowledge and understanding of the aims and objectives of ecotourism as they relate to your chosen project destination; your work refers to and describes the role of a variety of organisations in the travel and tourism industry which support and contribute to ecotourism principles and objectives; there are few omissions and/or inaccuracies **[5 6 7]**	you produce a comprehensive account of ecotourism aims and objectives as they relate to your chosen project destination; your evidence demonstrates your knowledge and detailed understanding of ecotourism from the range of examples from a variety of situations; the organisations used to demonstrate your understanding are from all sectors – public, private and voluntary. **[8 9 10]**	**/10**
AO2	You give an explanation of the ways in which attention can be focused upon environmental, social and cultural issues in the travel and tourism industry for your chosen project destination; you demonstrate some application of knowledge to examples, however there may be a lack of detail; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you give a clear explanation of how ecotourism may contribute to, and focus attention upon, environmental, social and cultural issues for your chosen project destination; your evidence includes examples from case studies with which you are familiar and from examples you have investigated independently, with both environmental and social/cultural issues with supporting evidence; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[5 6 7 8]**	you give a detailed and comprehensive explanation of the influences of ecotourism principles upon environmental and social/cultural issues as they relate to your chosen project destination; your evidence provides detailed examples from a range of sources and you apply your understanding to these examples confidently, relating them to your chosen project destination; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. **[9 10 11 12]**	**/12**

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Unit 12: Ecotourism (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You carry out some research from limited sources when investigating your chosen project; your research is not always relevant and you do not always use the findings of it effectively; you rely on published findings which may not be interpreted clearly and your illustrative examples from your destination may lack detail, with little attempt at analysis; **[0 1 2 3 4 5]**	you carry out research from a variety of sources when investigating your chosen destination; your research is mostly relevant and you use most of the findings of it to address the major issues of ecotourism; you provide good illustrative examples to enhance your research and support your findings and analysis; **[6 7 8 9]**	you carry out detailed and comprehensive research from a broad range of sources when compiling evidence for your chosen ecotourism project and you produce a detailed project that fully addresses all the issues of ecotourism; your project provides many examples of independent research and uses a range of techniques and illustrations to give validity to your analysis. **[10 11 12 13]**	**/13**
AO4	You attempt an evaluation of the future trends and appeal of ecotourism worldwide, using your chosen project destination as a basis; your conclusions are limited or contain omissions and attempts at evaluation of future trends and appeal may be unrealistic; you make little or no reference to views and attitudes; **[0 1 2 3 4 5]**	you evaluate your findings regarding the principles of ecotourism and show that you can evaluate the evidence provided and make a sound conclusion of the future prospects and appeal of ecotourism, based on your study of your chosen project destination; your judgments and recommendations are relevant to the future of the travel and tourism industry and you link your findings to your own values and attitudes; **[6 7 8 9 10]**	you produce a detailed and comprehensive evaluation of the evidence provided to draw valid and substantiated conclusions about the future trends and appeal of ecotourism issues worldwide, based on your study of your chosen project destination; you make effective use of existing examples to make reasoned judgments and recommendations for the future management of ecotourism and you clearly express your own values and attitudes within your work. **[11 12 13 14 15]**	**/15**
			Total mark awarded:	**/50**

12.4 GUIDANCE FOR TEACHERS

12.4.1 Guidance on Delivery

This unit links to Unit 9: *Tourism development* and Unit 14: *Cultural tourism*. Many resources suitable for these units have a common message and will provide useful information about ecotourism.

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

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

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

Nature, aims and objectives of ecotourism

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

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Ecotourism's contribution to social, cultural and environmental issues

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

Trends and future appeal of ecotourism projects

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

12.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 12.3).

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

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

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

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

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

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

12.4.3 Resources

Organisations	Earthwatch The Ecotourism Society Friends of Conservation Survival Tourism Concern Tribes Travel UNESCO World Heritage Organisation World Wildlife Fund.
Publications	*Eco Club* – monthly publication is free on-line to members and is a very useful resource *Travel Trade Gazette* *Travel Weekly*.
Textbooks	There are some travel and tourism textbooks available that refer to ecotourism in sections, such as tourism development and investigating the travel and tourism industry: Dale G & Oliver H — *Travel and Tourism* Medlick S — *Managing Tourism* Page, Brunt, Busby & Connell — *Tourism: A Modern Synthesis*
Websites	www.ecoclub.com www.ecotour.org www.ecotourism.org www.gdrc.org www.planeta.com www.uneptie.org www.world-tourism.org.

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13 Unit 13: Adventure Tourism
[A2 level, optional, internally assessed]

13.1 ABOUT THIS UNIT

This A2 level unit is optional and is internally assessed.

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

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

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

This unit links to Unit 1: *Introducing travel and tourism*, Unit 3: *Travel destinations*, Unit 8: *Ecotourism* and Unit 9: *Tourism development*.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate adventure tourism activities (ATAs) through the use of examples at a local, national and international scale, and provide evidence of your involvement in the planning of and participation in an ATA. Your evidence will include:

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

13.2 WHAT YOU NEED TO LEARN

In this unit you will learn about:

- adventure tourism activities (ATAs);
- developing ATAs;
- managing the impacts of adventure tourism;
- benefits of ATAs;
- choosing a feasible and safe ATA;
- role of national governing bodies and regulatory bodies in ATAs;
- planning effectively and participating in your chosen ATA;
- evaluating your chosen ATA.

13.2.1 Adventure Tourism Activities (ATAs)

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

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

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

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

13.2.2 Development of ATAs

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

- environmental: certain natural environments and climatic conditions lend themselves to ATAs at particular times of the year;
- historical: the establishment of National Parks and Areas of Outstanding Natural Beauty;
  the development of long-distance footpaths;
  a history of expeditions and exploration;
  the presence of ancient monuments and unique cultures;
- access: ease of access to areas used for ATAs;
  the role of public transport;
  costs involved in reaching, and at, a destination;

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- changes in social factors: increased car ownership;
  more leisure time;
  higher disposable incomes;
  longer holiday entitlements;
  rise in popularity of health and fitness;
  increased use of ATAs as a means of personal and group development;
  demand for more active holidays;
  increased environmental awareness.

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

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

You need to consider only those organisations involved in the development of ATAs in your selected destinations. You also need to consider how the values and attitudes of those organisations may differ even for similar ATAs.

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

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

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

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

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

13.2.3 Management of the Impacts of Adventure Tourism

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

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

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

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

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

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

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

13.2.4 Benefits of ATAs

A range of participants enjoy ATAs:

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

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

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

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

13.2.5 Choice of a Feasible and Safe ATA

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

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

You then need to assess the suitability of the possible providers which you may use.

You need to consider:

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

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

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

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

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

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You need to investigate the feasibility of possible activities and aim for a shortlist of **three** or **four** possibilities from which you choose **one** based on that study. You could consider an urban location in the interests of access and cost.

13.2.6 Role of National Governing Bodies and Regulatory Bodies in ATAs

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

For your chosen activity you need to know:

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

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

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

You will use this information from your feasibility study in the planning of an effective ATA.

13.2.7 Effective Planning of and Participation in your Chosen ATA

You now need to action some of the points assessed in your feasibility study.

You need to identify:

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

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

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

In your risk assessment, you will have established procedures that minimise the risk of any hazard occurring and now you need to put in place measures that can minimise the damage should a hazard occur. These may include:

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

13.2.8 Evaluation of your Chosen ATA

It is important that you are able to evaluate the benefits of your chosen activity both for yourself and your group. In doing this, you need to evaluate the success of the activity in terms of:

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

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

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

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

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

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13.3 ASSESSMENT EVIDENCE GRID

Unit 13: Adventure tourism

What you need to do:

You need to produce evidence of your investigation into adventure tourism activities (ATAs) through the use of examples at a local, national and international scale, and evidence of your involvement in the planning, of and participation in an ATA [**50** marks].

Your evidence needs to include:

AO1 a report that examines the growth in ATAs in your local region, **one** other region of the UK and **one** overseas destination [**10**];

AO2 an assessment of the impacts and benefits of adventure tourism and how they can be managed [**12**];

AO3 relevant research and analysis into assessing the feasibility of, and planning of, **one** group ATA [**13**];

AO4 an evaluation of your own performance and the team's performance in the planning of and participation in the ATA, including your recommendations for improvement [**15**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You produce a brief report of ATAs in the chosen destinations which shows some understanding of growth in ATAs, with some omissions, and you put forward limited reasons for the development of ATAs which will not be specific to the destinations; you make limited reference to organisations involved in the development of ATAs and although all destinations will be addressed, detail may be lacking in more than **one** of these and there will be little reference to the values and attitudes of the chosen organisations; **[0 1 2 3 4]**	you produce a descriptive report of ATAs in the chosen destinations which shows knowledge and understanding of the reasons for growth, and you link reasons for development to the destinations where appropriate; there are some omissions in covering the range of organisations involved in the development of ATAs, but there is an attempt to explain the values and attitudes of the ATAs; **[5 6 7]**	you produce a detailed report of ATAs in the chosen destinations which demonstrates thorough knowledge and understanding of reasons for growth in ATAs, with few omissions; you link organisations and reasons for the development and growth of ATAs clearly to the chosen destinations and how this has been affected by the values and attitudes of the different organisations. **[8 9 10]**	**/10**
AO2	You show some ability to identify the impacts and benefits of adventure tourism with little amplification, and there is an imbalance between discussion of positive and negative impacts of ATAs, with some omissions; some of your recommendations for management of impacts may be unrealistic or not related to the chosen destinations; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you show an understanding of both the positive and negative economic, environmental and socio-cultural impacts and benefits of ATAs in the chosen destinations; you discuss ways of managing the impacts and relate these to chosen destinations where appropriate, but with some omissions; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[5 6 7 8]**	you show a thorough understanding of both the positive and negative impacts and benefits of ATAs in the chosen destinations; you discuss fully ways of managing impacts and clearly relate these to the chosen destinations where appropriate; you make realistic recommendations where management strategies are not in place; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed. **[9 10 11 12]**	**/12**

Unit 13: Adventure tourism (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You undertake some research from limited sources when assessing the feasibility of your selected activity and assess **one** or **two** ATA options for their feasibility; you produce a brief outline of the expected benefits of the activity to your group and contribute to the planning of the activity; your record of contribution shows your involvement in the selected activity but will also show that you did not perform *consistently* in the group; it also lacks details and includes some inaccuracies/omissions; you meet most planning deadlines but not all; **[0 1 2 3 4 5]**	you undertake research from different sources when assessing the feasibility of your selected activity and assess a wide range of activities and venues for their feasibility; you produce a description of the potential benefits of the activity to individuals and the group, and you make a sound contribution to the running of the activity; your record of contribution shows your consistent involvement in the selected activity, with some attempt at solving any problems which arise; it also includes some inaccuracies/omissions but you meet all planning deadlines; **[6 7 8 9]**	you undertake comprehensive research from a broad range of sources when assessing the feasibility of your selected activity, and you produce a detailed analysis of the benefits of the activity to individuals, the group and other participants in the chosen activity; your research is relevant and you use the findings from it to inform your effective running of, and contribution to, the activity; your record of contribution shows that you play a full and valuable role in the selected activity, showing an ability to solve problems which arise, and you meet all planning deadlines. **[10 11 12 13]**	**/13**
AO4	You attempt an evaluation of your own performance, and the team's performance, in planning and carrying out the activity; you make little attempt to match *actual* benefits with *expected* benefits and you make limited and basic recommendations for improvement, some of which may be unrealistic; **[0 1 2 3 4 5]**	you provide an evaluation of your own performance, and the team's performance, in planning and carrying out the activity; you make some attempt to match *actual* benefits with *expected* benefits for the group and individuals, and you make limited but realistic recommendations for improvement, with some relevance to your values and attitudes; **[6 7 8 9 10]**	you provide a comprehensive evaluation of your own performance, and the team's performance, in planning and carrying out the activity; you produce clear statements of how *actual* benefits match *perceived* benefits for the group and individuals, and you make detailed and realistic recommendations for improvement, reflecting your values and attitudes. **[11 12 13 14 15]**	**/15**
			Total mark awarded:	**/50**

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13.4 GUIDANCE FOR TEACHERS

13.4.1 Guidance on Delivery

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

Development of ATAs

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

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

Choosing a feasible and safe ATA

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

Role of national governing bodies and regulatory bodies in ATAs

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

Effective planning of and participation in your chosen ATA

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

13.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 13.3).

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

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

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

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

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

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

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13.4.3 Resources

Organisations	Adventure Activities Licensing Authority; British Canoe Union; British Cycling Federation; British Orienteering Federation; Centre for Environmentally Responsible Tourism; Coral Cay Conservation; Council for National Parks; Green Globe; Greenstop; International Bicycle Fund; International Centre for Integrated Mountain Development; Mountain Institute; Plas-y Brenin; Royal Yachting Association; The Alpine Club; The British Mountaineering Council; The Mountain Leader Training Board; The National Trust; The Nepal Trust; The Ramblers Association; Tourism Concern. There are many commercial adventure tourism operators who promote responsible tourism and management of impacts: Amazonas Explorer; Dragoman; Explore; Frontier; The Holiday Adventure; Make A Difference Adventures; Naturetrek; Tribes.
Publications	Keeling A *Getting into* action – *the UK adventure tourism market* Insights Publication; by VisitBritain A Guide to Risk Assessment is produced by the Health & Safety Executive, by the Adventure Activities Licensing Authority and by the Department for Education and Skills; Many ATAs have specialist monthly publications containing articles that may be useful.
Textbooks	There are few textbooks that deal purely with adventure tourism. Many of the impacts are discussed in general textbooks. However, there is information available on the Internet covering destinations such as Nepal, New Zealand, USA and UK National Parks.

Websites	www.aala.org; www.alpine-club.org.uk; www.bcf.uk.com; www.bcu.org.uk; www.c-e-r-t.org; www.cnp.org.uk/; www.conservation.org; www.coralcay.org; www.ctc.org.uk; www.greenglobe21.com; www.greenstop.net; www.ibike.org; www.icimod.org/index.htm; www.mountain.org; www.nationaltrust.org.uk; www.nepaltrust.org; www.ramblers.org.uk; www.responsibletravel.com; www.rya.org.uk; thebmc.co.uk; www.tourismconcern.org.uk; www.travelmole.com.

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14 Unit 14: Cultural Tourism
[A2 level, optional, internally assessed]

14.1 ABOUT THIS UNIT

This A2 level unit is optional and is internally assessed.

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

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

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

Tourism is a multidisciplinary activity on a global scale. It encompasses economic, social, cultural, scientific, educational and ethical dimensions. The work you will cover in this unit clearly links with Unit 1: *Introducing travel and tourism*, Unit 3: *Travel destinations* and Unit 12: *Ecotourism*. An understanding of different cultures will help you to identify different needs of tourists, which links to Unit 2: *Customer service in travel and tourism*. The importance of existing and proposed heritage sites is considered in Unit 9: *Tourism development*, whilst Unit 5: *Tourist attractions* offers the opportunity to investigate heritage and cultural attractions.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will investigate the reasons for cultural tourism in **two** diverse international destinations. Your evidence will include:

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

14.2 WHAT YOU NEED TO LEARN

You will learn about:

- travel motivators;
- movement of cultures;
- cultural characteristics.

14.2.1 Travel Motivators

As you have learned in Unit 1: *Introducing travel and tourism*, there are many reasons for embarking on a trip. The tourism experience is not one which can be standardised easily and each individual will have a unique experience. By looking at tourist motivation, you will learn that there are many influences on our decisions to travel. It will become clear that both tourism and culture are inextricably linked. Some people travel to experience culture, whilst others travel for different reasons but may become interested in that culture. The importance of people, places and objects become clear. You need to understand that it is cultures, as well as people, which travel.

Why do we wish to travel and visit places? Our reasons for taking a 'travel and tourism' trip can be summarised by the following distinct categories:

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

These can be further sub-divided:

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

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

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

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

- destination security;
- exchange rates.

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

14.2.2 Movement of Cultures

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

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

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

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

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

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

14.2.3 Cultural Characteristics

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

Religions, traditions and customs

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

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

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

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

You need to investigate these cultural characteristics at **two** contrasting tourism destinations.

Issues of culture and heritage

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

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You need to consider:

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

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

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

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

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

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

You also need to compare cultural differences in languages and also in body language, examples include:

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

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

Investigation of how tourism can influence established lifestyles

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

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

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

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

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

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

14.3 ASSESSMENT EVIDENCE GRID

Please see over.

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Unit 14: Cultural tourism

What you need to do:

You need to produce an investigation which examines the reasons for cultural tourism in **two** diverse international destinations [**50** marks].

Your evidence needs to include:

AO1 the results of an investigation into the reasons for the travel experience and evidence of the movement of cultures at your **two** chosen diverse international destinations, including internal and external features and motivational appeal [**10**];

AO2 an explanation and comparison of how religions, traditions and customs have helped define the culture at your **two** chosen diverse destinations [**12**];

AO3 relevant research and analysis informing your assessment of the importance of cultural heritage at your **two** chosen diverse destinations [**13**];

AO4 an evaluation of tourism's cultural impacts on traditional ways of life at your **two** chosen diverse destinations [**15**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You provide a brief description of the reasons for the travel experience and provide only limited examples of the movement of cultures, internal and external features and motivational theory, showing minimal knowledge and understanding; **[0 1 2 3 4]**	you provide a description of the reasons for the travel experience, with internal and external features, including travel motivation and the movement of cultures; there may be some omissions but an understanding of the areas is clearly conveyed; **[5 6 7]**	you provide a comprehensive assessment of the reasons for travel motivation, the movement of cultures and visiting, along with a detailed and logical account of cultural movements; you demonstrate thorough knowledge, skills and understanding. **[8 9 10]**	**/10**
AO2	You apply some knowledge and understanding in your brief description of how religions, traditions and customs have helped define the culture of your **two** chosen destinations, with only little attempt at comparison and showing a lack of detail, including some omissions and inaccuracies; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you apply knowledge and understanding when comparing how religions, traditions and customs have helped define the culture of your **two** chosen destinations, with some references to your own views and attitudes; there are some inaccuracies and omissions; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; **[5 6 7 8]**	you apply thorough knowledge and understanding effectively in your detailed explanation of both destinations, demonstrating how religions, traditions and customs have helped define the culture, relating this to your own values and attitudes; you present your work logically, showing use of appropriate terminology and your meaning is clear and accurately conveyed. **[9 10 11 12]**	**/12**

Unit 14: Cultural tourism (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You undertake some research from limited sources, which may not be clearly identified, to gain information to assess the importance of cultural heritage at your **two** chosen destinations; your research is not always relevant or effective, and the findings are not appropriately used in the analysis; **[0 1 2 3 4 5]**	you provide evidence of research, from a variety of sources which are mostly relevant, in producing your analysis of the importance of cultural heritage at your **two** chosen destinations; you use most of the findings of your research to address the major issues of cultural heritage; **[6 7 8 9]**	you carry out detailed and comprehensive research from a broad range of sources when critically analysing the importance of cultural heritage at your **two** chosen destinations. **[10 11 12 13]**	**/13**
AO4	You provide a brief evaluation of the cultural impacts of tourism on the traditional ways of life in your **two** chosen destinations; there are omissions and limited detail, with little attempt at producing a conclusion; **[0 1 2 3 4 5]**	you provide an evaluation of the cultural impacts of tourism on the traditional ways of life in your **two** chosen destinations; there are some omissions but the impacts of tourism are clearly covered for both destinations and you are able to support your conclusions; **[6 7 8 9 10]**	you provide a critical and comprehensive evaluation using accurate data to indicate clear cultural impacts on the traditional ways of life in your **two** chosen destinations; you include a critical assessment of the impacts at both of your chosen destinations and there is evidence of prediction and future trends for both destinations. **[11 12 13 14 15]**	**/15**
			Total mark awarded:	**/50**

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14.4 GUIDANCE FOR TEACHERS

14.4.1 Guidance on Delivery

This unit studies the importance of appreciating the variety of different cultural backgrounds and builds on knowledge gained from Unit 1: *Introducing travel and tourism*. Case studies, residential exchanges, outside speakers, the use of videos and newspaper articles can all be incorporated.

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

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

Movement of cultures

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

Cultural characteristics

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

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

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

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

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

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

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

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

14.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 14.3).

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

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

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

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

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

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

14.4.3 Resources

Organisations	National tourist boards, e.g., Spanish Tourist Board; Embassies based in London for other countries; Regional tourist boards; World Tourism Organisation; WTTC.
Publications	*British Heritage Tours*; brochures and leaflets from individual countries; *Tourism Concern*; *Travel Trade Gazette*.
Textbooks	Many travel and tourism textbooks are on the market and many sources will be of use: Krippendorf J *The Holiday Makers*

Websites	The Internet is a valuable tool for this unit; individual destinations have contact information on places to visit and their cultural significance: Embassy websites; Country and regional websites; www.excite.com/travel/destinations (factsheets on world destinations); www.fodors.com; www.geographia.com (destination information); www.infoplease.com/countries.html; www.lonelyplant.com; www.odci.gov/cia/publcations (CIA world fact book).

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15 Unit 15: Marketing in Travel and Tourism
[A2 level, double award, mandatory, externally assessed]

15.1 ABOUT THIS UNIT

This A2 level unit is a mandatory part of the double award only and is externally assessed.

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

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

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

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

This unit has overarching links with all other units, especially Unit 2: *Customer service in travel and tourism*, Unit 5: *Tourist attractions* and Unit 10: *Event management.*

This unit is externally assessed. The mark on that assessment will be your mark for the unit.

15.2 WHAT YOU NEED TO LEARN

You will learn about:

- marketing travel and tourism;
- the marketing mix;
- market research;
- marketing communications.

15.2.1 Marketing of Travel and Tourism

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

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

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

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

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

It is important for travel and tourism organisations to get all aspects of marketing right, and the consequences of getting them wrong need to be understood, e.g. a company developing a new hotel complex may have top-class facilities for guests and the latest computerised management-information system, but if it fails to market the hotel effectively, the venture will not reach its full business potential and may fail through insufficient sales revenue.

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

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

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

Examples from the UK or overseas might include:

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

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

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

15.2.2 The Marketing Mix

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

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

Product

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

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

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

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Place

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

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

Price

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

Promotion

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

Promotion is used to:

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

Promotion can include:

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

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

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

15.2.3 Market Research

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

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

You need to understand standard industry methods to:

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

You need to:

- use effective sampling techniques to achieve accurate samples in travel and tourism;
- classify customers into key segments in order to divide up markets into similar target groups;
- collect primary-research data – surveys, focus groups and observation – and understand the different contact methods;
- understand the difference between quantitative and qualitative research;
- identify and understand the importance of secondary research (from internal and external sources);
- analyse your findings using ICT;

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- choose research techniques for collecting market-research data and evaluate their suitability in respect of:
  - cost;
  - time;
  - accessibility;
  - validity and reliability;
  - fitness for purpose.

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

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

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

15.2.4 Marketing Communications

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

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

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

You need to know about the following marketing communications:

- advertising, examples include:
  - Internet;
  - press;
  - TV;
  - radio;
  - magazines;
  - leaflets;
  - point-of-sale material;
  - posters;
  - the role of advertising agencies;

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

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

- Internet;
- television;
- teletext;
- radio;
- cinema;
- video;
- DVD;
- newspapers;
- magazines;
- travel-trade journals;
- brochures and leaflets;

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- point of sale (POS) materials;
- posters;
- displays.

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

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

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

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

Legislation

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

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

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

15.3 GUIDANCE FOR TEACHERS

15.3.1 Guidance on Delivery

Marketing travel and tourism

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

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

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

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

15.3.2 Guidance on Assessment

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

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

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The external assessment will consist of structured questions based on pre-released case study material. The purpose of the pre-released case study is to create a vocationally-relevant scenario and it will have been selected solely on the basis of its ability to reflect key aspects of the contents itemised in Section 15.2.

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

15.3.3 Resources

Organisations	Guest speakers and visits to travel and tourism organisations give candidates an insight into the range of marketing undertaken. Leaflets and brochures produced by travel and tourism organisations give candidates a basis for evaluating the effectiveness of different promotional techniques. Encouraging candidates to report back and evaluate television and poster advertising is also useful. Mintel (with its website) and Keynote (with website) provide useful updates on marketing in travel and tourism. The National Trust and many National Park Authorities have publications, web pages and experienced staff who are able to give group talks about the marketing of specific sites.
Publications	There are wide-ranging audio-visual resources available from commercial organisations, as well as frequent programmes on mainstream television which are useful for the studying of marketing in general.
Textbooks	There are numerous texts available that deal with marketing in travel and tourism, as well as specific marketing journals. General travel journals also frequently contain articles on various marketing activities.
Websites	Candidates will benefit from Internet access and visiting travel and tourism organisations' websites to view specific promotional features. The Internet also provides access to a number of on-line marketing and travel journals, as well as databases of current trends. Information about the Standard Occupational Classification is available from the National Statistics website, and other Government websites provide valuable information and data relating to marketing.

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16 Unit 16: Human Resources in Travel and Tourism
[A2 level, double award, mandatory, internally assessed]

16.1 ABOUT THIS UNIT

This A2 level unit is a mandatory part of the double award only and is internally assessed.

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

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

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

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

This unit has overarching links with all other units, especially Unit 2: *Customer service in travel and tourism* and Unit 10: *Event management*. This unit broadly contributes knowledge, skills and understanding for a range of business-related GCEs and NVQs.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a report comparing and contrasting the management of human resources within **two** travel and tourism organisations. You will also plan a successful recruitment and selection process for a travel and tourism related job role. Evidence of your participation as a candidate for a *different* interview is also necessary. To complement this process, you will give an evaluation of how **one** of your chosen organisations manages the performance and discipline of its staff.

Your evidence will include:

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

16.2 WHAT YOU NEED TO LEARN

You will learn about:

- human-resource management;
- human-resource planning;
- recruitment and selection;
- induction, training and development;
- staff motivation;
- performance management;
- appraisal and termination of employment.

16.2.1 Human-Resource Management (HRM)

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

- what is meant by the term human-resource management;
- the relationship between human resources and other resources in the organisation, e.g. financial resources;
- the cost of human resources within the travel and tourism industry;
- current theories and trends which influence human resources.

16.2.2 Human-Resource Planning

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

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

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

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

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

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

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

16.2.3 Recruitment and Selection

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

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

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

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

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

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

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

16.2.4 Induction, Training and Development

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

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

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

16.2.5 Staff Motivation

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

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

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

You need to consider whether the theoretical approaches listed would be appropriate in the organisations you investigate.

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

16.2.6 Performance Management

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

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

16.2.7 Appraisal and Termination of Employment

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

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

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

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

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

16.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 16: Human resources in travel and tourism

What you need to do:

You need to produce a report comparing and contrasting the management of human resources within **two** travel and tourism organisations. You also need to produce evidence showing how you have planned a successful recruitment and selection process for a travel and tourism related job role. Evidence of your participation as a candidate for a *different* interview is also necessary. To complement this process, you will give an evaluation of how **one** of your chosen organisations manages the performance and discipline of its staff [**50** marks].

Your evidence needs to include:

AO1 a report comparing and contrasting the management and planning of human resources within **two** travel and tourism organisations [**10**];

AO2 your recommendation for a selection process and production of a needs analysis, job advertisement, job description and person specification for a job role in **one** of your chosen organisations [**12**];

AO3 evidence of your participation *as a candidate* for an interview for a travel and tourism related job role, with an analysis of your performance [**13**];

AO4 an evaluation of how **one** of your chosen organisations manages the training, motivation, performance and discipline of its staff, with reference to relevant legislation [**15**].

How you will be assessed:

Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You provide a brief summary of the management and planning of human resources for **two** travel and tourism organisations which shows some understanding, but with little comparison made between them; there are omissions or inaccuracies in the interpretation of technical language or content, and little consideration of each organisation's values and attitudes in relation to human-resource management and planning; **[0 1 2 3 4]**	you produce a report on the management and planning of human resources for **two** travel and tourism organisations, where some features may be covered in more detail than others, showing knowledge and understanding; you contrast and make some comparisons between the **two** organisations, and give some consideration to each organisation's values and attitudes in relation to human-resource management and planning; **[5 6 7]**	you produce a report on the management and planning of human resources for **two** travel and tourism organisations, showing full understanding of the issues, and you identify different approaches used by each organisation; you make a comprehensive comparison between the **two** organisations, with mature consideration of each organisation's values and attitudes, in relation to human-resource planning and management. **[8 9 10]**	**/10**
AO2	You apply knowledge and understanding of the recruitment and selection process by producing an outline plan for a job role in **one** travel and tourism organisation, with outlines of a needs-analysis, a job advertisement, a job description and a person specification; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; **[0 1 2 3 4]**	you provide a plan and implementation programmed of the recruitment and selection process for a job role in **one** travel and tourism organisation, with realistic needs analysis, job advertisement, job description and person specification, which match the job role and apply knowledge and understanding; you present materials suitably, with appropriate use of some terminology, and your understanding is conveyed through use of appropriate language; **[5 6 7 8]**	you provide thorough evidence of the planning and implementing of the recruitment and selection process for a job role in **one** travel and tourism organisation, with a comprehensive needs-analysis, appropriate job advertisement, job description and person specification, which fully reflect the job role, showing full application of knowledge and understanding; there are no inaccuracies in content and the coverage of the skills required is complete; you present your work logically, showing use of appropriate terminology and your meaning is clear and accurately conveyed. **[9 10 11 12]**	**/12**

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Unit 16: Human resources in travel and tourism (continued)				
Assessment Objective	**Mark Band 1**	**Mark Band 2**	**Mark Band 3**	**Mark Awarded**
AO3	You provide limited evidence of your participation in an interview, as a *candidate*, for a job role in the travel and tourism industry; there may be limited evidence of your research into the requirements or skills of the job concerned and no attempt at analysis of your own performance; **[0 1 2 3 4 5]**	you provide clear evidence of your research into the requirements of the job for which you are being interviewed, as well as evidence of your participation in the interview, as a *candidate*, for a job role in the travel and tourism industry; you provide an analysis of your performance, with some attempt at making recommendations for improvement in your performance or further skills that you need; **[6 7 8 9]**	you provide comprehensive research into the requirements of the job for which you are being interviewed, and you give a mature performance in an interview situation for this job within the travel and tourism industry; you also produce a thorough analysis of your performance during this interview, with well-considered recommendations for improvement in your performance and the skills which you need to develop to improve this performance. **[10 11 12 13]**	**/13**
AO4	You evaluate briefly how your chosen organisation manages the training, motivation, performance and discipline of its staff and your conclusions and references to relevant legislation are limited; there are omissions and/or inaccuracies in your interpretation of technical language or content; **[0 1 2 3 4 5]**	you provide an evaluation of how your chosen organisation manages the training, motivation, performance and discipline of its staff and you draw some supported conclusions, which may not be wholly realistic but meet the requirements of current legislation; there may be some inaccuracies and/or omissions in content and little reference to values and attitudes of stakeholders; **[6 7 8 9 10]**	you produce a critical and comprehensive evaluation of the way the chosen organisation manages the training, motivation, performance and discipline of its staff, which includes valid conclusions and recommendations for improvement reflecting the effects of legislation and the values and attitudes of stakeholders. **[11 12 13 14 15]**	**/15**
			Total mark awarded:	**/50**

16.4 GUIDANCE FOR TEACHERS

16.4.1 Guidance on Delivery

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

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

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

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

Human-resource management

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

Human-resource planning

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

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

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Recruitment and selection

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

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

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

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

Performance management

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

Appraisal and termination of employment

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

16.4.2 Guidance on Assessment

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

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

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

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 16.3).

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

Each row in the *grid* comprises a strand showing the development of an assessment objective based on the various task descriptors in the banner (the top section of the *grid*). The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

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

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

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

16.4.3 Resources

Organisations	ACAS The Institute of Personnel Management Any medium to large size travel and tourism organisation.
Publications	Leaflets and brochures from ACAS.
Textbooks	Any GCE Travel and tourism or Business text.
Websites	www.acas.org.uk www.cipd-training.co.uk.

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