

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Travel and Tourism  
Standard Level**

Scheme of Work

5253  
Travel Organisation  
Optional Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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This module aims to support students develop skills in planning travel arrangements and consider travel organisation for any type of passenger, whether by land, sea or air, by accessing and using sources of information, showing awareness of currency, health and legal requirements to undertake this travel and completion of necessary documentation or information in order to undertake the journey. Nb. each session approx. four hours study.

### What is assessed in this module?

Students will need to be able to respond to examination questions relating to

- the role of travel service providers in the travel and tourism industry
- investigation of different forms of travel by land, sea and air
- identify the needs of a wide variety of passengers
- ability to access and use various sources of information
- demonstration of knowledge of ancillary travel services and products provided for travellers
- extract relevant information to complete a booking/reservation form
- production of a travel itinerary for a specified journey
- obtaining information from client relevant details to complete an enquiry form
- provide further information to customers relating to travel such as parking, baggage allowance etc.

### Resources for this module

- templates or example of enquiry, booking and reservation forms used in the industry – available from tour operators or travel agencies or from previous examination papers
- tour operators' brochures covering wide variety of holiday types – package, independent, cruise, fly-drive, adventure, holidays for specific categories (e.g. couples, families)
- access to rail and air service provider schedules and timetables such as ABC World Airways Guide, ABC Rail Guide, or access to Internet to search individual providers
- currency conversion tables
- calculators to estimate potential costs for a journey
- maps of the world and main holiday/travel destinations
- brochures and leaflets for attractions
- local tourist information guides
- national gazetteer for own country

### Underpinning knowledge

It is recommended that students have knowledge from the Core Module to cover:

- the main travel service providers and how they relate to each other
- the components which make up a holiday, whether booked as a package, independent or for a business traveller
- major tourist destinations across the world, and the relevant gateways for air and sea passengers
- the importance of identifying critical items of information to complete necessary documentation or examination questions
- the design and layout of a travel itinerary
- basic terms used in the industry and syllabus
- how to write simple sentences using full stops and capital letters, particularly for extended answers and explanations

### General principles and procedures

- accuracy in extracting appropriate information
- ability to transfer information accurately on to pre-set documents
- encourage students to share information and exchange ideas, particularly when discussing advantages/disadvantages of forms of travel
- develop confidence in using internet and information sources to extract relevant information
- stimulate discussion and discovery when investigating principles of travel arrangements
- integrate group work and co-operation when using sources of information to explore destinations or health/legal requirements of these

## Scheme of Work

### Section A: Travel Providers

#### Assessment Objective A1: Identify and explain the ways in which different providers contribute towards the travel product and service

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan One			
<ul style="list-style-type: none"> <li>identify different travel providers</li> <li>demonstrate how these link together to make a package holiday</li> <li>why do these link together?</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm: name tour operators, travel agencies, transport providers, accommodation providers, ancillary services (e.g. bureau de change, insurance, excursions etc). Link with work from Core Module assessment objective A1</li> <li>components of package holiday with supporting insurance, brochures, marketing. Discuss vertical and horizontal integration of tour operators to identify links between transport, accommodation and other services</li> <li>teacher led explanation and exemplification of each of the terms: benefits of economy of scale, control of quality, level of service, earning income from commission on sales, promotion of products. Class discussion to follow to realise benefits to each principal of linking to provide package holiday</li> </ul>	<ul style="list-style-type: none"> <li>flip chart, pens, word cards to lead discussion, e.g. transport, accommodation, etc. to extract prior knowledge and prompt students to list all varieties and types</li> <li>brochures from tour operators, examples of marketing, in papers, advertisements etc.</li> </ul>	<ul style="list-style-type: none"> <li>it is important to let students know what will be assessed at the end of the module. Tutors could provide a chart with objectives that can be ticked off after each session so that student can see their progress</li> </ul>

## Section B: Methods of Travel

### Assessment Objective B1: Identify and distinguish between the main types of air travel

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Two			
<ul style="list-style-type: none"><li>air travel - differences between scheduled and charter, advantages/disadvantages of each</li></ul>	<ul style="list-style-type: none"><li>group discussion, or one group investigates charter and another scheduled. Bring points together to make simple table of advantages/disadvantages of each with a definition for each being given by the teacher</li></ul>	<ul style="list-style-type: none"><li>handout of chart with gaps for student entry of advantages/disadvantages, on A4 table two columns, one headed scheduled, other chartered, then each column divided into two to give advantages/disadvantages</li><li>newspapers with travel section, ABC World Airlines Guide, Tour operators' brochures, telephone/Internet to obtain current full or special price details. Textbook on ticket price types. World map with hub airports identified</li></ul>	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Two continued			
<ul style="list-style-type: none"> <li>• types of tickets available - single, return, open jaw, open ticket, standby. Names of major airlines and possible routes</li>   <li>• stopover - break up of long haul flight journey</li> </ul>	<ul style="list-style-type: none"> <li>• teacher gives students explanation and definition of each ticket type, then divide class into groups to investigate different ticket types and each group reports back to rest of group on findings. Use map of world to identify major airlines and their routes</li>   <li>• students obtain information from travel agencies, newspaper advertisements, bucket shops of scheduled and charter fares. Discussion on differences and why these occur. Investigate different pricing strategies and ticket types. Use Internet to obtain current full prices for scheduled airlines to a chosen destination and compare with tour operators' prices. Create wall display incorporating ticket types and evidence of how each is used and by what type of traveller</li>   <li>• use brochures of major global carriers and world map to plan a long haul journey (e.g. Europe to Australia) with stopover each way. Give reasons why travellers may choose stopover and typical length of stopover</li> </ul>	<ul style="list-style-type: none"> <li>• as above</li>   <li>• as above</li> </ul>	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Two continued			
<ul style="list-style-type: none"> <li>transit - at hub airports, changing planes/airlines</li> </ul>	<ul style="list-style-type: none"> <li>each student investigates a different hub airport to report to others on methods of passenger transit used at that airport from one terminal to another (shuttle bus, train, foot). Ensure wide variety of countries covered as each has different system – could use Chicago O’Hare or Atlanta or Los Angeles (USA), London Heathrow (UK), Sydney (Australia), Singapore, Dubai (UAE), Frankfurt (Germany), Paris (France) for example</li> </ul>	<ul style="list-style-type: none"> <li>diagrams of signs used at airports for Transit, Transfers, Passport and Immigration Control. Plan of major hub airport (e.g. Chicago O’Hare or Singapore identifying which gates are used by which airlines)</li> </ul>	

**Assessment Objective B2: Identify and distinguish between the main types of water-borne travel**

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Three			
<ul style="list-style-type: none"> <li>water borne travel - ferries, car-carrying services, cruises, hovercraft, barge - advantages/disadvantages of each type of transport, differences between them for travel purposes - journey time, facilities, cost</li> </ul>	<ul style="list-style-type: none"> <li>use large map of Europe with main hub ports marked (e.g. Southampton and Dover UK; Calais, Marseilles and Le Havre France; Gothenburg Sweden; Frederikshaven Denmark; Rotterdam Holland; Gibraltar; Venice, Genoa and Brindisi Italy; Athens Greece</li> <li>using red pen identify ferry and hovercraft routes for passengers and car/vehicle transport. In groups discuss why these are used (quick passage between land masses, short crossings, transfer goods/people). Discuss services on board these ships</li> </ul>	<ul style="list-style-type: none"> <li>large map of Europe with main ports identified. Ferry service details from Internet, e.g. P&amp;O Ferries, SeaCat, Stena Line</li> </ul>	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Three continued			
	<ul style="list-style-type: none"> <li>• then on same map identify major ports for cruise ships (Southampton, Cherbourg, Venice, Genoa, Athens etc) and identify cruise routes in blue or different coloured pen. Discuss cruise ship facilities and differences between these and ferries and length of passage</li> <li>• on same map identify major rivers (Rhine Germany, Loire and Rhone France, Danube East Europe) and using different coloured pen, identify river cruise/barge routes. Note differences between river/sea cruises - passenger numbers, type of route/ship etc.</li> <li>• students then relate this exercise to another part of world e.g. Caribbean, Malaysia, Greece, Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• cruise brochures (e.g. P&amp;O Cruises, Royal Caribbean, Costa Line) to identify cruise routes in North Sea, Mediterranean to other destinations from identified ports.</li> <li>• Peter Dielmann River Cruise brochure to identify routes and on board facilities, length of package. (contact <a href="mailto:info@peterdeilmanncruises.co.uk">info@peterdeilmanncruises.co.uk</a> or <a href="http://www.peter-deilmann-cruises.co.uk/">http://www.peter-deilmann-cruises.co.uk/</a>.)</li> <li>• map of chosen area of world, relevant brochures/guides, gazetteers, Internet</li> </ul>	



**Assessment Objective B3: Identify and distinguish between the main types of surface travel**

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Four			
<ul style="list-style-type: none"> <li>surface travel - road (car, bus, coach, taxi, airport shuttle bus)</li> </ul>	<ul style="list-style-type: none"> <li>teacher input to revise surface travel providers generally, then detail types of needs each provider meets and different types of tourist (business and leisure traveller). Include needs of disabled and families with young children. Teacher could compile series of small case studies (e.g. family with one toddler and one baby travelling from A to B in home city, or businessman arriving at airport who needs to get to X hotel for meeting as quickly as possible). Work must relate to travel providers and tourist needs in relation to convenience, ease of use, speed, cost. Students should identify local providers and starting points (stations, depots) and investigate fare costs and times</li> <li>then do exercise comparing cost of hire car for one individual with taxi and bus for specified routes within own area and write explanations. Then consider costs for family of four to compare for feasibility for different types of users in relation to cost and convenience, ease of use and speed</li> </ul>	<ul style="list-style-type: none"> <li>local telephone/reference books for contact numbers. Travel guides for own area to see what advice tourists are given. Bus tour routes for nearest large visitor city (e.g. Hong Kong, Johannesburg, Barcelona etc)</li> </ul>	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Four continued			
<ul style="list-style-type: none"> <li>• rail transport - express, local services, airport links, airport shuttle, underground/metro services</li> </ul>	<ul style="list-style-type: none"> <li>• identify features of each and reasons for use - countrywide as opposed to within cities, to and from airports, within airports from one terminal to another. Investigate costs for individual and family of four and make comparisons and justifications for use</li> </ul>	<ul style="list-style-type: none"> <li>• metro/underground rail maps for Hong Kong, Paris, Singapore, London or New York for example to identify stations and proximity to places of visitor interest, and airport links. Major rail services e.g. TGV in France, Blue Train in South Africa, trans-continental routes as in ABC Rail Guide or from Internet</li> </ul>	

**Assessment Objective B4: Compare the advantages and disadvantages of different types of travel in terms of meeting specific customers' needs**

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Five			
<ul style="list-style-type: none"> <li>compare advantages and disadvantages of each type of transport for specific customers</li> </ul>	<ul style="list-style-type: none"> <li>divide class into groups to consider one client group each (e.g. family with small children, disabled, elderly couple, student group, business user). Go through each type of transport and identify advantages/disadvantages of these for client group. Each group presents findings to rest of class who make relevant notes</li> </ul>	<ul style="list-style-type: none"> <li>all materials for transport covered so far and brochures from tour operators</li> <li>OHT sheets for presentations with projector and screen, or IT PowerPoint presentation if equipment available for students to use</li> </ul>	

## Section C: Sources of Information

### Assessment Objective C1: Explore and use relevant sources of information to research and organise travel arrangements

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Six			
<ul style="list-style-type: none"> <li>sources of information - who provides it, ease of use, type of information provided</li> </ul>	<ul style="list-style-type: none"> <li>visit local Tourist Information Centre - identify types of information available - or get local TIC representative to centre to discuss sources of information requested by visitors and those provided, with reasons as to why people need this type of information. Explain cost of production of information, type of demand, portability of information such as maps, guides, etc. A visit could be arranged to a travel firm or exhibition to see wide range used in industry. Information could be leaflet, brochure, chart, word of mouth, gazetteers</li> </ul>	<ul style="list-style-type: none"> <li>copies of as many different sources of information as possible (travel brochures, guides, leaflets, timetables, national gazetteers). Local travel agencies may have expired copies to give away which could be used as some may be expensive to purchase</li> </ul>	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Six continued			
<ul style="list-style-type: none"> <li>electronic information systems</li> </ul>	<ul style="list-style-type: none"> <li>visit to a travel agency or speaker from travel agency to explain viewdata systems used for bookings and type of information given - discuss speed, cost to user, ease of use, type of information provided. Discuss touch screen systems such as those used by TICs when office closed in relation to security, type of information provided, ease of use. Students use internet to investigate travel websites and information given, ease of use, speed, cost</li> <li>choose different locations (e.g. UK, Australia, Singapore, Florida) to see sites available and info given (airports, accommodation, road/rail connections, attractions etc). Give students list or brainstorm ideas of type of information visitors would need and where this could be located (TIC, travel agency, railway station, airport, city centre etc.)</li> </ul>	<ul style="list-style-type: none"> <li>computer room with Internet facilities or wall chart of Fastrack system (see example in textbook) showing how providers link to central databases. Centres may be able to access video of travel agency booking processes or training materials used by major tour operators to show booking procedures</li> </ul>	

## Section D: Ancillary Travel Services

### Assessment Objective D1: Investigate the range of ancillary services that are offered to travel customers

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seven			
<ul style="list-style-type: none"> <li>ancillary travel services offered to customers often by travel agencies but could be broader providers</li> </ul>	<ul style="list-style-type: none"> <li>local travel agent could be invited to speak to students about services they provide in addition to brochure for tour operators, such as passport, visa, vaccination/health advice, international driving requirements, insurance types for traveller and need for this</li> <li>students could pre-prepare questions in order to ensure all information is given during the visit. Students could select different destinations and investigate requirements for each as if they were travel consultant. If speaker has not covered insurance needs and cover, students could contact different travel insurance providers to obtain copies of policies to compare the clauses, costs, types of cover offered, compensation rates. Students need to realise importance of cover and likely costs of medical treatment abroad</li> </ul>	<ul style="list-style-type: none"> <li>major tour operator brochures (e.g. Kuoni, Thomas Cook, American Airways, Austravel) usually have section re vaccinations, temperatures, motoring requirements, visas, passports</li> <li>airline in-flight magazines (such as Thai Airways, Cathay Pacific or British Airways) which have details and maps of transfer hub airports</li> </ul>	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seven continued			
<ul style="list-style-type: none"> <li>• currency and foreign exchange advice</li> </ul>	<ul style="list-style-type: none"> <li>• this could be covered by travel agent if they also act as bureau de change but teacher should ensure all types of currency services discussed. Students need to know difference between credit/debit cards; advantages/disadvantages of different currency forms e.g. travellers cheques; cash with regard to security replacement if lost/stolen. Use past examination papers or devise currency conversion exercises</li> </ul>	<ul style="list-style-type: none"> <li>• currency conversion charts and calculators</li> </ul>	

## Section E: Planning a Travel Itinerary

### Assessment Objective E2: Use appropriate documentation

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eight			
<ul style="list-style-type: none"> <li>complete enquiry form and reservation form</li> <li>booking form completion</li> </ul>	<ul style="list-style-type: none"> <li>role-play activities with one student acting as travel consultant and one as customer. Ensure all details completed in order to get relevant information to investigate holiday/travel information. They select a destination/resort and consultant checks departure date/airport/cost/accommodation requirements etc.</li> <li>consultant investigates availability and completes booking form, using calculator to establish deposit and insurance etc. Confirms costs/travel arrangements with client</li> <li>students then reverse roles so that each acts as consultant</li> </ul>	<ul style="list-style-type: none"> <li>enquiry and reservation forms (as in past examination papers or textbooks or specimens from local travel agency)</li> <li>tour operators' brochures</li> <li>booking form - Global Tourism as in textbook, past examination papers</li> <li>tour brochures</li> <li>calculators</li> </ul>	



**Assessment Objective E1: Prepare a detailed travel itinerary from given instructions based on specific customer needs**

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Nine			
<ul style="list-style-type: none"><li>travel itineraries</li></ul>	<ul style="list-style-type: none"><li>compare itineraries as given in tour operators' brochures (see coach tours or similar for guidance). Students then complete travel itinerary for client as undertaken in session eight, giving all relevant details of check-in, carrier, flight times, transfers, accommodation, return etc. plus excursions if included</li></ul>	<ul style="list-style-type: none"><li>coach tour operators' brochures or similar which give details of tour or journey, teacher's or student's own itineraries for travel to compare layout, style etc. Copies of itineraries are present in authorised textbook</li></ul>	

**Assessment Objective E3: Provide a detailed breakdown of travel arrangements**

**Assessment Objective E4: Provide further information based on the customer's specific needs**

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Ten			
<ul style="list-style-type: none"> <li>travel arrangements breakdown</li> </ul>	<ul style="list-style-type: none"> <li>students plan longer journey, e.g. UK to Australia with two stopovers, and complete travel arrangements breakdown. Identify all stopover hotel/transfer arrangements and prepare summary of travel arrangements with check-in, airline, terminal, departure, flight time, arrival at each point, transfer arrangements to accommodation etc for full journey. Include airport parking where relevant, baggage allowances, car hire if required</li> <li>students then compare their breakdown with colleague in group to identify any information omitted. Discuss as group need for this type of information by client</li> </ul>	<ul style="list-style-type: none"> <li>airline timetables, tour operator's brochures for long-haul journeys with stopovers, internet, visa/vaccination details, airport parking details, baggage allowances</li> </ul>	

## Resources

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**Ann Rowe, John D Smith and Fiona Borein, Career Award Travel and Tourism Standard Level, Cambridge University Press, 521 89235 X**

R Youell, Advanced GNVQ Optional Units Travel and Tourism, Longman, 0582 29337-5

R Youell, Vocational A-Level Travel and Tourism, Longman, 0582 40445-2

ABTA's Guide to Working in Travel 1995 (available from Travel Training Company, The Cornerstone, The Broadway, Woking, Surrey GU21 5AR; Tel 01483 727321, Fax 01483 756698)

ABTA's Top 20 Tour Operators 1995/ABTA's Top 20 Travel Agents 1995 (available from ABTA, 55-7 Newman Street, London, W1P 4AH, Tel: (020) 7637 2444, Fax (020) 7637 0713)

Burton Rosemary, Travel Geography, (1995) Pitman Publishing

Horner, Pauline, Travel Geography for Tourism, Stanley Thornes Publishers

*Travel Education Project @ Learner's Pack; Resource Material (1998)*

<http://www.travelchannel.co.uk>

World Travel Atlas, Columbus Press (e-mail: [booksales@colguide.demon.co.uk](mailto:booksales@colguide.demon.co.uk); <http://www.travelknowledge.com>)

World Travel Dictionary, Columbus Press (as above)

World Travel Guide, Columbus Press (as above)

### Useful Web Pages

World Tourism Organisation: [www.wto.org](http://www.wto.org)

### Airlines

American Airlines: [www.aa.com](http://www.aa.com)

Continental Airlines: [www.flycontinental.com](http://www.flycontinental.com)

British Airways: [www.british-airways.com](http://www.british-airways.com)

Garuda Indonesia: [www.aerowisata.com/garuda](http://www.aerowisata.com/garuda)

Lufthansa: [http://www.lufthansa.com/index\\_en.html](http://www.lufthansa.com/index_en.html)

Qantas: [www.quantas.com.au](http://www.quantas.com.au)

Singapore Airlines: [www.singaporeair.com](http://www.singaporeair.com)

Virgin Atlantic: [www.virgin-atlantic.com](http://www.virgin-atlantic.com)

## **Air Travel General Resources**

Round-the-World Travel Guide – Airlines [www.travel-library.com/rtw/html/rtwairlines.html](http://www.travel-library.com/rtw/html/rtwairlines.html)

Air Transport Association: [www.air-transport.org](http://www.air-transport.org)

Federal Aviation Administration (USA): [www.faa.gov](http://www.faa.gov)

International Air Transport Association (IATA): [www.iata.org](http://www.iata.org)

International Civil Aviation Organisation (ICAO): [www.icao.int](http://www.icao.int)

## **Business Travel**

Biztravel.com: <http://www.biztravel.com/>

SkyGuide: [www.sky-guide.com](http://www.sky-guide.com)

## **Guidebooks online**

Fodor's Travel Online: [www.fodors.com](http://www.fodors.com)

Lonely Planet Online: [www.lonelyplanet.com](http://www.lonelyplanet.com)

Michelin Travel: [www.michelin-travel.com](http://www.michelin-travel.com)

## **Health (Travel)**

Healthlink Travel Medicine: [healthlink.mcw.edu/travel-medicine](http://healthlink.mcw.edu/travel-medicine)

International Society of Travel Medicine: [www.istm.org](http://www.istm.org)

Travel Health Online: <http://www.tripprep.com/>

## **Maps**

Excite Maps: [maps.excite.com](http://maps.excite.com)

MapQuest!: [www.mapquest.com](http://www.mapquest.com)

World City Maps [www.lib.utexas.edu/Libs/PCL/Map\\_collection/world\\_cities.html](http://www.lib.utexas.edu/Libs/PCL/Map_collection/world_cities.html)

## **Online Travel Magazines**

ABCNEWS.com Travel Index: [abcnews.go.com/sections/travel/](http://abcnews.go.com/sections/travel/)

Leisure Travel News: [www.ttgweb.com](http://www.ttgweb.com)

Travel & Leisure: [www.travelandleisure.com](http://www.travelandleisure.com)

## **Rail Travel**

Amtrak (USA): [www.amtrak.com](http://www.amtrak.com)

Eurostar: [www.railpass.com/eurostar](http://www.railpass.com/eurostar)

Rail Europe: [www.raileurope.com](http://www.raileurope.com)

Japanese Bullet Trains: <http://www.japan-guide.com/e/e2018.html>

### **Time Converters, Time Zones, Weather**

Time Zone Converter: [www.timezoneconverter.com](http://www.timezoneconverter.com)

World Time Locations: [www.isbister.com/worldtime/wt-location.html](http://www.isbister.com/worldtime/wt-location.html)

Weather Channel: [www.weather.com/homepage.html](http://www.weather.com/homepage.html)

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

### **Tourist Bureaux and Destination Information**

BTA's Visit Britain: [www.visitbritain.com](http://www.visitbritain.com)

Caribbean Hotel and Resort Guide: [www.where2stay.com/islands](http://www.where2stay.com/islands)

Mexico Online: [www.mexonline.com](http://www.mexonline.com)

ConventionsBureaus.com (USA): [www.conventionbureaus.com](http://www.conventionbureaus.com)

International Tourist Bureaus: <http://www.armchair.com/travel/travel.html>

International Tourist Offices: <http://www.tvlon.com/>