

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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

Scheme of Work

5254  
Visitor Services  
Optional Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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The aim of this module is to allow candidates to gain a full understanding of the range of services available to both tourism providers and visitors themselves through the work of local, regional and national tourist boards and tourist information centres. Candidates will also explore the work of visitor services within a national and international tourism context.

### **What this module assesses:**

There are six main assessment objectives:

- the general role of national, regional and local tourist boards and tourist information centres
- the range of products and services tourist authorities provide for customers and other users
- the way in which tourism products, services, facilities and events are marketed and promoted
- the quality assurance mechanisms used to maintain customer service standards within the tourism industry
- the development and sustainability of the business travel market
- the development and sustainability of the leisure travel market

### **Resources for this module:**

Please see attached reading/resource list

### **Underpinning Knowledge:**

Before studying this module, it would be beneficial for candidates to be familiar with general vocational terminology associated with the travel and tourism industries, previously encountered in the Core Module. Candidates should:

- be able to identify appropriate examples of travel and tourism providers from the public, private and voluntary sectors
- understand the difference between facilities, products and services
- recognise existing and potential customers of travel and tourism products and services
- be aware of patterns of demand for specific travel and tourism products and services

### **General Principles and Procedures**

Whole-class delivery may be an appropriate starting point to introduce new concepts. Plenary sessions are useful in drawing together specific learning outcomes from a session. Small group discussion will allow candidates to clarify their understanding and to develop knowledge in a non-threatening environment. Candidates should be encouraged to use 'scenario-based' examples of travel and tourism providers and case studies within an international context as well as local knowledge as this will help prepare them for the assignment which forms the assessment evidence for this module. Independent research skills must be developed and a full understanding of the standard Harvard source-referencing model is required prior to assignment production. Relate learning within this module to that from the Core Module or with other Optional Modules also being studied.

## Scheme of Work

Learning Objectives:	Assessment Objectives	Content	Teaching Strategy	Resources
Session Plan One (120 minutes)				
<ul style="list-style-type: none"> <li>investigate the operation of national, regional and local tourist boards and tourist information centres</li> </ul>	A1 (a)	<ul style="list-style-type: none"> <li><u>role and function of tourist authorities and tourist boards</u>: Key concepts - scale of operation, nature of funding, organisational structure, levels of accountability and responsibility and channels of communication. Comparison of local examples with other countries to enable full interplay between public, private and voluntary organisations</li> <li><b>extension activity</b>: Assignment Task 1: Investigate and describe the main objectives of visitor service provision within the local area (90 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>discussion</li> <li>notes</li> <li>case study examples</li> <li>visit by representatives of visitor service providers, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>copies of organisational structures for local providers and case study materials for international comparisons e.g. copy of structure for local tourist information centre and National Tourist Board or Ministry of Tourism from several international sources</li> </ul>

Learning Objectives:	Assessment Objectives	Content	Teaching Strategy	Resources
Session Plan Two (120 minutes)				
<ul style="list-style-type: none"> <li>explore the role and function of national, regional and local tourist boards and tourist information centres</li> </ul>	A2 (a)	<ul style="list-style-type: none"> <li><u>range of tasks undertaken by these information providers:</u> mind-mapping exercise based on visit to local tourist information centre or research using information source materials obtained from tourist authority within own country. Include coverage of marketing and promotion, market research, information and guiding services, oversight of quality standards</li> <li><b>extension activity:</b> Assignment Task 2: Describe the main purpose of the tourist information centre in the provision of visitor services (60 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>discussion</li> <li>mind-mapping</li> <li>visit to TIC</li> </ul>	<ul style="list-style-type: none"> <li>leaflets, brochures and other publicity materials from tourist information centre or tourist board</li> </ul>
Session Plan Three (30 minutes)				
<ul style="list-style-type: none"> <li>explore the range of products and services offered by visitor service providers</li> </ul>	B1 (a) B2 (a)	<ul style="list-style-type: none"> <li><u>range of products and services:</u> Recap on previous learning from Core Module and if appropriate link to marketing/promotion module. Mind-map specific products and services associated with tourist boards and tourist information centres</li> <li><b>extension activity:</b> Assignment Task 3: Investigate the range of products and services offered by tourist boards and information centres (90 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>teacher input on specific products and services associated with tourist boards and TICs</li> <li>mind-mapping</li> <li>discussion</li> <li>visits, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>leaflets, brochures and other publicity materials from tourist information centre or tourist board</li> </ul>

Learning Objectives:	Assessment Objectives	Content	Teaching Strategy	Resources
Session Plan Four (60 minutes)				
<ul style="list-style-type: none"> <li>investigate ways in which tourist boards and tourist information centres promote tourism products, services, facilities and events 1 - for use with customers</li> </ul>	C1(a)	<ul style="list-style-type: none"> <li><u>it's not just advertising!</u>: Wide range of promotional activities to be explored - overlap with marketing/promotion module where appropriate. Need to consider display of promotional materials to gain visitor interest; website creation, especially by tourist boards particularly important - e.g. Singapore Tourist Board; personal recommendation - word of mouth also to be considered</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>discussion</li> <li>visit to information centre</li> <li>use of Internet</li> </ul>	<ul style="list-style-type: none"> <li>tourist information centre; general publicity materials; tourism board websites; investigation of layout of tourist information centre</li> </ul>
Session Plan Five (90 minutes)				
<ul style="list-style-type: none"> <li>investigate ways in which tourist boards and tourist information centres promote tourism products, services, facilities and events 2 - for use with trade clients</li> </ul>	C1 (b)	<ul style="list-style-type: none"> <li><u>trade events - exhibitions and conferences</u>: Key concepts and principles explored. Objectives of increased business, trained staff with sound product knowledge, customer satisfaction etc; objectives of displays</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>discussion</li> <li>case study examples</li> <li>visit to trade shows, exhibitions, conferences, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>case study example of trade exhibitions and conferences held by national tourist boards - travel trade gazette and travel weekly provide regular features on such conferences and trade events</li> </ul>

Learning Objectives:	Assessment Objectives	Content	Teaching Strategy	Resources
Session Plan Six (90 minutes)				
<ul style="list-style-type: none"> <li>identify the way in which tourist boards and tourist information centres provide marketing information</li> </ul>	C2 (a)	<ul style="list-style-type: none"> <li><u>collecting visitor surveys and other tourist data depending on what is available nationally</u>: Investigating the role that the national tourist board and tourist information centre plays in marketing primary and secondary forms of market research - this will vary from country to country - candidates should be encouraged to look at the provision within their own country and may find it useful to make a comparison with provision in another country</li> <li><b>extension activity</b>: Assignment Task 4: Investigate and explain how tourist boards and information centres provide a broad range of marketing information (120 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>research skills</li> <li>visit to TIC</li> <li>interview with representative from visitor services</li> </ul>	<ul style="list-style-type: none"> <li>copies of questionnaires published reports, statistical information e.g. in the UK the website staruk, and in Singapore the website for STB provides a broad range of visitor data - check website of local, regional or national tourist board or government reports relating to tourism figures</li> </ul>

Learning Objectives:	Assessment Objectives	Content	Teaching Strategy	Resources
Session Plan Seven (60 minutes)				
<ul style="list-style-type: none"> <li>investigate and explain the ways in which tourist boards and tourist information centres contribute towards quality standards within the tourist industry 1 - classification schemes</li> </ul>	D1 (a)	<ul style="list-style-type: none"> <li><u>hotel star ratings and beyond!</u>: Candidates will need to understand the broad categories used to classify accommodation provision within their country - e.g. in the UK , the English Tourism Council uses different symbols to grade hotels, guesthouses, self-catering outlets and caravan and campsites</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>independent research visits, where appropriate to different categories of hotels, guesthouses etc. or visiting speakers from various organisations</li> </ul>	<ul style="list-style-type: none"> <li>Internet - websites of tourist boards; leaflets may exist explaining the classification scheme and grades - in the UK the leaflet is called 'sure signs' and is available from TICs</li> </ul>
Session Plan Eight (90 minutes)				
<ul style="list-style-type: none"> <li>investigate and explain the ways in which tourist boards and tourist information centres contribute towards quality standards within the tourist industry 2 - destination benchmarking</li> </ul>	D1 (a)	<ul style="list-style-type: none"> <li><u>destination benchmarking</u>: Explanation and exemplification of how tourist boards or governments identify emerging trends on destinations and the quality of service provided for visitors. National and regional tourist boards use specific survey data to measure levels of satisfaction across the whole visitor experience and compare with other similar destinations. Candidates will need information about how this process works within their own country</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>discussion</li> <li>independent research</li> </ul>	<ul style="list-style-type: none"> <li>section in main recommended textbook</li> <li>websites from national, regional or local tourist boards or appropriate government bodies responsible for tourism management</li> </ul>

Learning Objectives: Candidates will be able to:	Assessment Objectives	Content	Teaching Strategy	Resources
Session Plan Nine (60 minutes)				
<ul style="list-style-type: none"> <li>investigate and explain the ways in which tourist boards and tourist information centres contribute towards quality standards within the tourist industry 3 - staff training schemes</li> </ul>	D1 (b)	<ul style="list-style-type: none"> <li><u>staff training schemes</u>: in-house and external training opportunities which enable staff working within a visitor service setting to obtain industry-based qualifications in customer service and related skills. Any training opportunities available within the candidates' country should be fully explored</li> <li><b>extension activity</b>: Assignment Task 5: Identify and explain ways in which visitor service providers maintain quality standards in the tourism industry (120 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>mind-mapping</li> <li>independent research</li> <li>visiting speakers</li> </ul>	<ul style="list-style-type: none"> <li>Internet is excellent source of information about relevant training</li> </ul>
Session Plan Ten (60 minutes)				
<ul style="list-style-type: none"> <li>explore the contribution that tourist boards and information centres make towards the business travel market 1 - corporate and convention market</li> </ul>	E1 (a)	<ul style="list-style-type: none"> <li><u>corporate and convention market</u>: Explanation and exemplification of key concepts - what is available, how it is marketed, the role played by visitor service providers and the objectives behind visitor service involvement in this market area</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>research into corporate packages</li> </ul>	<ul style="list-style-type: none"> <li>brochures for large hotel chains offering corporate packages and conference facilities, local or regional conference centres. Internet is likely to provide some useful sources of information; case study materials; textbook definitions</li> </ul>



Learning Objectives:	Assessment Objectives	Content	Teaching Strategy	Resources
<b>Session Plan Eleven (60 minutes)</b>				
<ul style="list-style-type: none"> <li>explore the contribution that tourist boards and information centres make towards the business travel market 2 - trade fairs and exhibitions</li> </ul>	E1 (b)	<ul style="list-style-type: none"> <li><u>trade fairs and exhibitions</u>: explanation and exemplification of key concepts - what is available, how it is marketed, the role played by visitor service providers and the objectives behind visitor service involvement in this market area</li> <li><b>extension activity</b>: assignment task 6: explain how visitor service providers contribute to the business travel market (90 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>research into trade fairs and exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>visit to local, regional or national exhibition centre or leaflets about the services and facilities offered</li> </ul>
<b>Session Plan Twelve (60 minutes)</b>				
<ul style="list-style-type: none"> <li>explore the contribution that tourist boards and information centres make towards the leisure travel market 1 - leisure packages</li> </ul>	F1 (a)	<ul style="list-style-type: none"> <li><u>leisure packages</u>: explanation and exemplification of key concepts - what is available, how it is marketed, the role played by visitor service providers and the objectives behind visitor service involvement in this market area - close examination of publicity materials produced to support this market area</li> </ul>	<ul style="list-style-type: none"> <li>mind-mapping</li> <li>visit to TIC to collect publicity materials</li> </ul>	<ul style="list-style-type: none"> <li>brochures, leaflets, videos Internet sites etc.</li> </ul>
<b>Session Plan Thirteen</b>				
<ul style="list-style-type: none"> <li>explore the contribution that tourist boards and information centres make towards the leisure travel market 2 - special events, festivals and attractions</li> </ul>	F1 (b)	<ul style="list-style-type: none"> <li><u>special events, festivals and attractions</u>: explanation and exemplification of key concepts - what is available, how it is marketed, the role played by visitor service providers and the objectives behind visitor service involvement in this market area - what's on guides, calendar of events</li> </ul>	<ul style="list-style-type: none"> <li>mind-mapping</li> <li>visit to TIC to collect publicity materials</li> </ul>	<ul style="list-style-type: none"> <li>brochures, leaflets, videos Internet sites etc.</li> </ul>

Learning Objectives:	Assessment Objectives	Content	Teaching Strategy	Resources
Session Plan Fourteen (30 minutes)				
<ul style="list-style-type: none"> <li>explore the contribution that tourist boards and information centres make towards the leisure travel market 3 - calendar of events</li> </ul>	F1 (c)	<ul style="list-style-type: none"> <li><u>calendar of events</u>: who is responsible for its production, why it is important etc</li> <li><b>extension activity</b>: Assignment Task 7: explain how visitor service providers contribute to the leisure travel market (120 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>discussion</li> <li>research</li> </ul>	<ul style="list-style-type: none"> <li>copy of the yearly events calendar for candidates' country</li> </ul>
Session Plan Fifteen (20 minutes)				
<ul style="list-style-type: none"> <li>produce a full bibliography of resources used in completing assignment tasks (this must be submitted with the final assignment for assessment purposes – may be produced as the work is completed)</li> </ul>	all	<ul style="list-style-type: none"> <li>Standard Harvard Referencing Model</li> </ul>	<ul style="list-style-type: none"> <li>tutor input</li> <li>individual support</li> </ul>	<ul style="list-style-type: none"> <li>any bibliography entry in textbooks etc.</li> </ul>

## Resources

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### Websites

Directory of all US State Tourism sites: [www.july15.com/julia/statetravel.htm](http://www.july15.com/julia/statetravel.htm)

Directory of Official Tourism websites by nation: [www.july15.com/julia/countries.htm](http://www.july15.com/julia/countries.htm)

Use search engines to identify national tourism organisations of selected countries – too many to list here

### Main Recommended Text:

Rowe, A; Smith, JD and Borein, F: (2002) Career Award: Travel and Tourism Standard Level. Cambridge University Press. ISBN 0521 89235 X Chapter 5 Marketing and Promotion.

### Other Texts

Swarbrooke, J: (2001) Development and Management of Visitor Attractions. Butterworth Heinemann. ISBN 0750 65169 5

Burton, J; Burton, L: (1995) Interpersonal Skills for Travel and Tourism. Longman. ISBN 0582 27946 1

Yeoman, I; Drummond, S: (2000) Quality Issues in Heritage Visitor Attractions. Butterworth Heinemann. ISBN 0750 64675 6

Lenehan, T; Harrington, D: (1998) Managing Quality in Tourism. Oaktree Press. ISBN 1860 76100 3

Stone, P; Hollinshead L: (Dec 2002) Visitor Management – Welcoming our Visitors, Managing & presenting Heritage Sites. English Heritage. ISBN 1850 74660 5

Mancini, M: (Sept 2002) Connecting with Customers – how to sell, service and market the travel product. Prentice Hall. ISBN 0130 93390 2

Huan: (1999) Measuring Tourism Performance. Sports Publishing. ISBN 1571 67260 5