

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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

Scheme of Work

5263
Business and Executive Travel
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

Nb. The following resources should be read alongside the syllabus and the Advanced Level Tutor support Guide.

Business and Executive Travel (5263) is an optional module of the Advanced Level Syllabus for the Cambridge International Diploma in Travel and Tourism offered by CIE. The module is divided into four main Assessment Objectives:

Reasons for Growth:

- to understand and explain the reasons for the growth of the international business market

Business Travel Destinations:

- to identify key global destinations for international business travellers
- to explain the appeal of major overseas destinations and the reasons which attract business travellers

Role of Service Providers:

- to investigate the roles of the travel and transport providers of business travel and the services they offer
- to investigate the roles of the accommodation providers for business travellers and the services they offer

Trends and Technology in Business Travel:

- to investigate and describe new trends and technology in business travel
- to explain, and understand, the importance of incentive travel as a major supplier of revenue

It is intended that this module should take up about 60 hours teaching time. The suggested times that should be given over to the four assessment objectives are in the table.

Method of delivery:

The course has been divided up into 60 one-hour sessions, which include class teaching, two visits, research assignments and some preparatory work for the final assessment. The order of the sessions adheres strictly to the syllabus as written.

Class teaching has included both 'brainstorming sessions' and more formal 'class discussions.' It has been assumed that after each of these the students will either make their own notes from the resources suggested or be given printed 'hand-outs' that have been prepared by the staff. At certain points suggestions have been also made for 'home-works'.

Throughout the teaching of the module, as the main factual knowledge of the syllabus has been covered, there has been a concentration on the students developing the skills of conducting research and completing assignments as this is the means of assessment for this module.

OVERALL PLANNING TABLE FOR MODULE

Assessment Objective	Page Number	(a)	(b)	(c)	Assessment	Visits etc.	Total Time
A1	24	13	2	4		2	21
Assignment							2
B1	24	1	1				2
B2	24	5			4		9
Assignment							2
C1	24	4	5				9
C2	25	4			2	1	7
Assignment							2
D1	25	1	1				2
D2	25	2					2
Total							60

Scheme of Work

Section A: Reasons for growth

Assessment Objective A1: To understand and explain the reasons for the growth of the international business travel market

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan One			
<ul style="list-style-type: none"> to understand what is meant by the term business travel (a) 	<ul style="list-style-type: none"> teacher input - definition of the term business tourism brainstorming session to try to list its general features <ul style="list-style-type: none"> destinations length of stay numbers involved (e.g. for a conference) types of clients profitability scale/value/cost costs - often at short notice, image important services needed students now list these features in the middle column of the table 	<ul style="list-style-type: none"> an A4 table with three columns - Features, Leisure, Business. List of bullet points printed in features column textbook: Chapter One - contains a good comparison of leisure and business tourism and details on the scale of the industry 	<ul style="list-style-type: none"> before this first lesson, if possible, it would be advisable to ask the group to find out the meaning of the term, business tourism. If possible call on students' own knowledge of business trips by parents, friends and relations here

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Two			
<ul style="list-style-type: none"> to compare the main features of business and leisure tourism 	<ul style="list-style-type: none"> class discussion to draw up a list of the main similarities and differences between business and leisure tourism using list from session one students complete the right hand column of the comparison table from last session 	<ul style="list-style-type: none"> as for session one 	<ul style="list-style-type: none"> homework: research the different types of business travel in books and on the Internet
Session Plan Three			
<ul style="list-style-type: none"> to identify the main types of business travel 	<ul style="list-style-type: none"> class discussion to list and define the main types of business travel. Classify these types into three main groups: <ul style="list-style-type: none"> commercial (conferences etc. exhibitions etc.) incentive travel government and military travel examine the main features of government and military travel. Say why these two are different/unusual compared to other types 	<ul style="list-style-type: none"> A-Z book for definitions 	<ul style="list-style-type: none"> homework: research the features of business conferences ready for discussion next session give students a copy of the list of websites

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Four			
<ul style="list-style-type: none"> to study commercial business travel-conferences 	<ul style="list-style-type: none"> class discussion about conferences - what are they? which types of organisations/groups are involved? what happens there? etc. if possible study details of past conferences using information packs previously obtained 	<ul style="list-style-type: none"> information packs from previous conferences e.g. see list of websites textbook: Chapters 8, 11, 12 and 13 	<ul style="list-style-type: none"> it may be possible to arrange a visitor from a conference organiser here

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Five			
<ul style="list-style-type: none"> to complete a short comparative study of two conferences 	<ul style="list-style-type: none"> start a short individual research assignment of 500 words. Either the teacher or the students should select two conferences - one for a business and one for a government or other non-commercial group of people either: write a brief account of the features of each as listed above. Compare and contrast their features. Class should be advised how to research for such information via the Internet or class discussion of prepared details of two conferences followed by an individual write-up 	<ul style="list-style-type: none"> as for session four or prepared handouts 	<ul style="list-style-type: none"> as students are assessed by assignment for this module they need to gradually develop the skills required to complete this homework: continue to work on the assignment
Session Plan Six			
<ul style="list-style-type: none"> to work on the assignment 	<ul style="list-style-type: none"> students continue with research/write-up and can obtain advice from staff as to the solution of any practical problems of researching or which information to include etc. 		<ul style="list-style-type: none"> homework: to continue with the assignment. Staff to set a date for completion

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seven			
<ul style="list-style-type: none"> to work on the assignment 	<ul style="list-style-type: none"> as above 		
Session Plan Eight			
<ul style="list-style-type: none"> to continue the study of commercial business travel-trade fairs/exhibitions 	<ul style="list-style-type: none"> teacher input as to the characteristics of these events list to be drawn up of examples of these events using the Internet if possible several examples in different countries should be noted 	<ul style="list-style-type: none"> handouts to give details of basic features, characteristics and examples see list of websites textbook: Chapters 3, 12 and 13 	
Session Plan Nine			
<ul style="list-style-type: none"> to visit an exhibition/be given a talk by an exhibitor if this is not possible omit sessions nine and ten 	<ul style="list-style-type: none"> class discussion on what information they need to collect during the visit. If possible individual exhibitors could be asked questions students to prepare data collection sheets/questionnaires etc. 	<ul style="list-style-type: none"> visit an exhibition and/or a talk by a businessman who goes to such events on the cost, importance etc. of them to his business (a parent/friend) could be helpful here 	<ul style="list-style-type: none"> such a visit would be a very useful experience to help students to understand their purpose and features staff may need to obtain permission from organiser for conducting surveys etc.

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Ten			
<ul style="list-style-type: none"> to visit an exhibition/be given a talk by an exhibitor if this is not possible omit sessions nine and ten 	<ul style="list-style-type: none"> as above 		
Session Plan Eleven			
<ul style="list-style-type: none"> to discuss observations made at the exhibition 	<ul style="list-style-type: none"> class discussion of information obtained during the visit and the answers to the questions set 	<ul style="list-style-type: none"> any leaflets etc. obtained 	<ul style="list-style-type: none"> homework: write an account of their visit to the exhibition

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twelve			
<ul style="list-style-type: none"> to study incentive travel 	<ul style="list-style-type: none"> teacher input to define the term and to describe its characteristics incentive travel can be investigated by looking at the range of products on offer on the two websites listed students should work in pairs to investigate one special type and then report back to the rest of the group. If possible this could be in the form of a power point presentation with a short factual handout. Otherwise a talk using prepared illustrative material and handouts could be given 	<ul style="list-style-type: none"> handouts on definition of the term and characteristics see website list for details of a leading incentive tourism marketing company Page and Moy textbook: detailed case study of Page and Moy in Chapter 15. There are excellent general tables in Chapter Four 	<ul style="list-style-type: none"> it may be advisable to organise pairs so that at least one has a good knowledge of PowerPoint if possible homework: researching and preparing for the presentation
Session Plan Thirteen			
<ul style="list-style-type: none"> to prepare a PowerPoint presentation 	<ul style="list-style-type: none"> class instruction as to the main methods of using PowerPoint if this is to be used continue preparation of presentation 	<ul style="list-style-type: none"> access to computer(s) 	<ul style="list-style-type: none"> homework: continue working on presentation

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fourteen			
<ul style="list-style-type: none"> to give a short PowerPoint presentation on one type of incentive travel 	<ul style="list-style-type: none"> short class discussion/problem-solving session on the presentation students to continue to research and prepare for their presentation 	<ul style="list-style-type: none"> computer/Internet resources 	<ul style="list-style-type: none"> homework: complete the presentation
Session Plan Fifteen			
<ul style="list-style-type: none"> to develop an insight into the different types of incentive travel 	<ul style="list-style-type: none"> students report back to the group. A short handout from each pair would be a good idea, if possible, for reference for the other students 	<ul style="list-style-type: none"> computer/screen etc. for the presentations 	
Session Plan Sixteen			
<ul style="list-style-type: none"> to study facts and figures for the growth and development of business travel (b) 	<ul style="list-style-type: none"> teacher input on: <ul style="list-style-type: none"> business travel through history the massive increase since 1950 discussion and analysis of data sheets which staff will need to prepare in advance. Data could be represented using different techniques - bar graphs, pie charts etc. 	<ul style="list-style-type: none"> prepare handouts using the tables in the appendix, taken from Travel Trends (details in bibliography) textbook: Chapter Two 	<ul style="list-style-type: none"> the final assessed assignment will require the use of various presentational skills and techniques homework: illustration of data using various graphs

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventeen			
<ul style="list-style-type: none"> to understand why business travel has grown and its advantages 	<ul style="list-style-type: none"> teacher-led input based on Chapter Three of the textbook. Class discussion of the growth in demand for business travel - why and how? Include globalisation, business images, increase in tertiary activities. Demand has also been partly 'created' by travel and tourist firms who have seen its advantages. e.g. <ul style="list-style-type: none"> - generating business for them - increasing profits - out-of-season activity - promoting destinations 	<ul style="list-style-type: none"> handouts prepared based on textbook: Chapter Three and including case studies to explain and exemplify the four points listed 	
Session Plan Eighteen			
<ul style="list-style-type: none"> to study the promotion of business destinations (c) 	<ul style="list-style-type: none"> teacher-led discussion session as to the methods used to promote business destinations: <ul style="list-style-type: none"> - joint airline schemes - promotional events - familiarisation trips - overseas missions to describe the main features of what is involved in each of these 	<ul style="list-style-type: none"> handouts of main information on the types of methods used textbook: Chapters 10, 11, 16, 23, 29 and 30 all have references to methods and examples of marketing business tourism 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Nineteen			
<ul style="list-style-type: none"> to discuss the relevance and importance of promoting business tourism 	<ul style="list-style-type: none"> teacher-led discussion on the ways in which promotion is vital to ensure that there are business customers and the ways in which this type of tourism creates revenue for both the origin and destinations areas 	<ul style="list-style-type: none"> textbook references as for session 18 	
Session Plan Twenty			
<ul style="list-style-type: none"> to consider factors which could affect future developments in business travel 	<ul style="list-style-type: none"> teacher-led discussion of factors: <ul style="list-style-type: none"> economic, e.g. depressions; can firms afford such travel expenses? political/ terrorism e.g. Gulf War, shootings in Egypt, September 11th 2002. Such events made some businesses reassess the importance/cost of business travel with the introduction of video - and teleconferencing is it necessary? 	<ul style="list-style-type: none"> information on effects of September 11th 2002 is available for the world, regions e.g. the EU and individual countries on the wttc site 	<ul style="list-style-type: none"> it is important to realise that business travel can fluctuate a great deal and is very responsive to changing world conditions

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty One			
<ul style="list-style-type: none"> to assess the value of video- and tele-conferencing 	<ul style="list-style-type: none"> teacher-led input on alternatives to business travel. The advantages of video and teleconferencing should be considered 	<ul style="list-style-type: none"> handouts to provide basic details and advantages and disadvantages 	

Final Assignment Preparation Session One:

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Two			
<ul style="list-style-type: none"> to introduce the main ideas of the final assignment 	<ul style="list-style-type: none"> to discuss the basic criteria required to complete the assignment using handouts suggested in the resource section 	<ul style="list-style-type: none"> details of the assignment are in the syllabus and also in the tutor resource pack for the module 	<ul style="list-style-type: none"> as the students have just completed one small assessment and seen their weak points and strengths it is a good opportunity to focus on the importance of careful planning of their final piece of work
Session Plan Twenty Three			
<ul style="list-style-type: none"> to start planning the assignment 	<ul style="list-style-type: none"> class discussion of what is involved here. This will depend on the topic selected students start writing their plan. This should be complete by the next session 	<ul style="list-style-type: none"> as for last session 	<ul style="list-style-type: none"> most students will need a great deal of help and support to ensure that they begin their work in their correct way so as to achieve all the goals set

Section B: Business travel destinations

Assessment Objective B1: Identify key global destinations for international business travellers

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Four			
<ul style="list-style-type: none"> to study the distribution of key global destinations for international business travellers to conferences (a) and (b) 	<ul style="list-style-type: none"> class discussion and study of information on conference locations try to answer these questions <ul style="list-style-type: none"> what are the main international patterns? what are the main directions of travel? which are the main countries? (USA, France, UK) which are the main cities? (Paris, London, Brussels - EU 'capital') where are the main gateway cities of the world? mark main countries on a blank world map in red 	<ul style="list-style-type: none"> blank map of the world; an atlas may also be useful here prepared lists of locations using: <ul style="list-style-type: none"> websites listed textbook: Chapter Five Youell - Travel and Tourism, Chapter 18.3 - good for maps and details of leading cities 	<ul style="list-style-type: none"> homework: research the types of locations that are used for incentive business travel

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Five			
<ul style="list-style-type: none"> to study the pattern of destinations and reasons for that distribution for incentive travel 	<ul style="list-style-type: none"> repeat classroom ideas for session 24 for incentive travel. Mark the main countries either on another world map, in a different colour or a tracing overlay. Compare the two distribution patterns 	<ul style="list-style-type: none"> see website list and Chapter Five 	

Assessment Objective B2: Explain the appeal of major overseas destinations and the reasons which attract business travellers

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Six			
<ul style="list-style-type: none"> • to study the appeal of overseas destinations and the reasons why they attract business conference travellers (a) 	<ul style="list-style-type: none"> • teacher-led input as to what the appeal of business conference destinations could be. Basic categories of reasons are: <ul style="list-style-type: none"> - access: to the location and then locally as well - work facilities available e.g. business and technological services - social and leisure facilities available for shopping, entertainment etc. • class discussion to answer these questions: <ul style="list-style-type: none"> - why are these three important to the business conference traveller? - how might they vary from country to country and place to place? - why are the leading cities and countries listed in session 21 so popular then? 	<ul style="list-style-type: none"> • handouts on the appeal of business conference locations. Photos and videos of such places • staff could build up a library of resources on various conference centres for class use. See Chapter 18 in main textbook 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Seven			
<ul style="list-style-type: none"> to consider Paris as a conference location 	<ul style="list-style-type: none"> study information on a business conference location e.g. Paris. Go through the three categories of reasons in session 23 and check to what extent your choice satisfies these important criteria 	<ul style="list-style-type: none"> information on Paris - holiday brochures, guides to Paris etc. Many websites on Paris. show a video on Paris if possible 	<ul style="list-style-type: none"> local travel agents may be able to offer videos on loan
Session Plan Twenty Eight			
<ul style="list-style-type: none"> to consider another conference location 	<ul style="list-style-type: none"> class discussion to prepare for a study of another conference location by the students. Students could work in pairs for research. The write-up should be in the form of a publicity pamphlet or brochure, which the tourist board of their choice is going to circulate to prospective clients 	<ul style="list-style-type: none"> travel brochures, Internet information on the location textbook: Chapter 11 	
Session Plan Twenty Nine			
<ul style="list-style-type: none"> to complete a publicity brochure advertising a conference location 	<ul style="list-style-type: none"> continuing work from the last session to produce the brochure 	<ul style="list-style-type: none"> as for session 25 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty			
<ul style="list-style-type: none"> to consider the appeal of the incentive destinations 	<ul style="list-style-type: none"> brainstorming session referring back to named locations in session 22 as to what is important in the choice of an incentive tourism destination draw a comparison table of conference and incentive locations 	<ul style="list-style-type: none"> staff library of resources 	
Session Plan Thirty One			
<ul style="list-style-type: none"> to complete a detailed study of an incentive travel destination 	<ul style="list-style-type: none"> class discussion to prepare for an individual study of an incentive location. This will be the assessment for this part of the course collect information on the location. The work is to be presented next lesson as a two minute talk of why a firm (rest of class) should go there. The teacher could individually go over the assignment plans whilst the rest of the group are working 	<ul style="list-style-type: none"> see list of websites look up choice of location on the Internet 	<ul style="list-style-type: none"> again building up skills for final assessment
Session Plan Thirty Two			
<ul style="list-style-type: none"> to prepare a talk on a location for incentive travel 	<ul style="list-style-type: none"> students continue their work from the last session 	<ul style="list-style-type: none"> as for session 28 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Three			
<ul style="list-style-type: none"> to carry out a role play 	<ul style="list-style-type: none"> students each give an account of the merits of a location for use as a destination for incentive travel by a particular company. At the end, each student votes for the location (other than their own) that they consider to be the best choice 		
Session Plan Thirty Four			
<ul style="list-style-type: none"> to analyse the research assignment 	<ul style="list-style-type: none"> class discussion as to the means of presentation, methods used to persuade the customer/market the product etc. 		

Final Assignment Preparation Session Two:

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Five			
<ul style="list-style-type: none"> to start research 	<ul style="list-style-type: none"> classroom discussion on overall issues that arose from the plans, how to start the research etc. students start to research/can ask the teacher questions etc. 	<ul style="list-style-type: none"> Internet sites, brochures, textbooks etc. as appropriate 	<ul style="list-style-type: none"> it is difficult to be too specific here as each student/centre will conduct its own project in different ways

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Six			
<ul style="list-style-type: none"> to start research 	<ul style="list-style-type: none"> as above 	<ul style="list-style-type: none"> Internet sites, brochures, textbooks etc. as appropriate 	

Section C: Role of service providers

Assessment Objective C1: Investigate the roles of the travel and transport providers of business travel and the services they offer

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Seven			
<ul style="list-style-type: none"> • to study and compare the different types of travel – first, business and economy air transport (a) 	<ul style="list-style-type: none"> • to discuss the existence of the three main types of air travel according to price and facilities offered • class should work in pairs and work out the return fares for the three classes for one airline and any offers budgets etc. from London to <ul style="list-style-type: none"> - Edinburgh/Glasgow, Scotland - Rome/Vienna, Italy - New York/Los Angeles, USA - Calcutta/Delhi, India - Sydney, Australia - Cape Town, South Africa - Tokyo, Japan • try to complete as wide range of destinations within the group 	<ul style="list-style-type: none"> • Internet resources/travel agents 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Eight			
<ul style="list-style-type: none"> to compare the prices of different classes of airline flights 	<ul style="list-style-type: none"> class discussion of findings about airfares list of general points drawn up on flipchart or blackboard for student reference 		
Session Plan Thirty Nine			
<ul style="list-style-type: none"> to study the facilities and advantages of business class air travel 	<ul style="list-style-type: none"> class discussion of what these are <ul style="list-style-type: none"> 'on the ground' facilities e.g. business class lounges, preferential treatment etc. 'in flight' facilities e.g. amounts of space - pitch size and meals etc. discuss tables etc. from main textbook 	<ul style="list-style-type: none"> textbook: Chapter Eight - business class airport lounges; Chapter 20 - business class products of airlines, table of seat pitches; Chapter 22 - Singapore Changi airport 	<ul style="list-style-type: none"> homework: research what is meant by the terms pre-booking facilities and frequent flyer services

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty			
<ul style="list-style-type: none"> to study special booking schemes for business travellers 	<ul style="list-style-type: none"> teacher-led discussion of pre-booking facilities and frequent flyer services main points to study: <ul style="list-style-type: none"> what they are/how they work; marketing reasons advantages and disadvantages students could use textbooks as reference for notes on frequent flyer programmes 	<ul style="list-style-type: none"> handouts on the meanings of these two terms main textbook has Chapter 21 on frequent flyer programmes for Lufthansa and Air France. Reference could be made to any major airline 	
Session Plan Forty One			
<ul style="list-style-type: none"> to study the special needs of business travellers (b) 	<ul style="list-style-type: none"> brainstorming session to answer the question: how are the travel needs of business travellers different from those of other travellers? include: accuracy, speed, comfort, frequency, flexibility, value for money and others. Give reasons why there are these different needs for business travellers 	<ul style="list-style-type: none"> see list of websites textbook: Chapter 4, 10 and 11	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Two			
<ul style="list-style-type: none"> to study the work of a business travel agent 	<ul style="list-style-type: none"> class discussion of who they are, where they operate from, how they operate etc. 	<ul style="list-style-type: none"> see list of websites. For other sites/information just research business travel agents on the Internet 	
Session Plan Forty Three			
<ul style="list-style-type: none"> to interview a business travel agent 	<ul style="list-style-type: none"> class discussion before the visit to draw up a list of relevant questions. Look in the Business Travel Publications provided and at job sites on the Internet for the kind of qualifications that are needed for the job, work involved, salary levels etc. 	<ul style="list-style-type: none"> invite a business travel agent to come to speak to the group business travel publications 	<ul style="list-style-type: none"> the students can learn at first hand how the marketing aspect of business travel works
Session Plan Forty Four			
<ul style="list-style-type: none"> to interview a business travel agent 	<ul style="list-style-type: none"> as above 		
Session Plan Forty Five			
<ul style="list-style-type: none"> to write an account of the work that is carried out, by a business travel agent 	<ul style="list-style-type: none"> class discussion about the information obtained during the visit list of main points written out on the blackboard/flip chart 		

Assessment Objective C2: Investigate the role of the accommodation providers for business travellers and the services they offer

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Six			
<ul style="list-style-type: none"> • to study the accommodation facilities needed by business tourists (a) 	<ul style="list-style-type: none"> • brainstorming session to list the accommodation requirements for business travellers using these headings: <ul style="list-style-type: none"> - catering facilities - conference rooms/facilities - bedrooms- computer facilities - services - secretarial etc. - transport and entertainment facilities • research of brochures, websites etc. as to the range of facilities and services that are offered 	<ul style="list-style-type: none"> • brochures etc. from various venues, conference - organising firms • see list of websites • textbook General: Chapter 4, 10 and 11; Case studies: Chapter 17 and 19 	<ul style="list-style-type: none"> • homework: continue research on accommodation facilities
Session Plan Forty Seven			
<ul style="list-style-type: none"> • to visit a hotel/conference centre that provides accommodation for business travellers 	<ul style="list-style-type: none"> • follow-up work on the research done last session to make a list of the services offered to business tourists • class discussion to prepare for the visit. Draw up a list of information required, questions to ask etc. 	<ul style="list-style-type: none"> • arrange a visit to a local hotel that offers such facilities 	<ul style="list-style-type: none"> • a visit would help to put this topic into context if the students could actually view the facilities

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Eight			
<ul style="list-style-type: none"> to study the differences between provision of accommodation for the leisure sector and the business sector 	<ul style="list-style-type: none"> class discussion of impressions of the facilities and services offered by the venue visited and the information obtained brainstorming session to compare the accommodation facilities provided for leisure and business tourists. Write up notes comparing the hotel visited with any 'leisure type' of hotel that they have ever visited 	<ul style="list-style-type: none"> notes made during visit 	
Session Plan Forty Nine			
<ul style="list-style-type: none"> to study some of the special financial arrangements of business accommodation 	<ul style="list-style-type: none"> discuss the value of business tourists to a hotel's business. Define the terms corporate rates and loyalty clubs. Study examples, savings made and advantages of them 	<ul style="list-style-type: none"> use websites listed for additional details textbook: Chapter 10, especially Table 10.7 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty			
<ul style="list-style-type: none"> to study methods of reserving accommodation 	<ul style="list-style-type: none"> teacher-led input on: <ul style="list-style-type: none"> - CRS (central reservation systems) - details of actual systems later just general points here - changes in methods of reservations/advertising e.g. using Internet and virtual reality specialised facilities for women travelling alone 	<ul style="list-style-type: none"> handouts to be provided on these methods. There are several sites for women business travellers. Simply type in Women Business travellers in Yahoo or another search engine textbook: pp149 and 228 	<ul style="list-style-type: none"> there is a new hotel just for women travellers in Zurich!

Assignment Preparation Session Three

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty One			
<ul style="list-style-type: none"> to produce a written report of the findings from a piece of research 	<ul style="list-style-type: none"> class discussion as to any general problems that have been encountered teacher goes over the main criteria for the 'writing up' of the assignment students begin to write up their findings teacher is available in an advisory capacity 	<ul style="list-style-type: none"> research findings 	<ul style="list-style-type: none"> these sessions are very important so that the student can achieve his full potential when producing his final written report
Session Plan Fifty Two			
<ul style="list-style-type: none"> to produce a written report of the findings from a piece of research 	<ul style="list-style-type: none"> as above 		<ul style="list-style-type: none"> these sessions are very important so that the student can achieve his full potential when producing his final written report

Section D: Trends and technology in business travel

Assessment Objective D1: Investigate and describe new trends and technology in business travel

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty Three			
<ul style="list-style-type: none"> to investigate and describe the key features of global reservation systems (a) 	<ul style="list-style-type: none"> teacher-led discussion on the details of these systems and their value and relevance to business travel 	<ul style="list-style-type: none"> handouts produced using information on the websites listed textbook: Chapter 14 p227 	<ul style="list-style-type: none"> as homework for session before look up the details of AMADEUS, GALILEO, SABRE so that the students are familiar with the basic ideas involved
Session Plan Fifty Four			
<ul style="list-style-type: none"> to study other new trends and technology in business travel (b) 	<ul style="list-style-type: none"> class discussion on the use of technology to ensure accuracy and efficiency for business travellers <ul style="list-style-type: none"> - global unification of different systems - EFT - electronic funds transfer - virtual reality reservations - e-tickets - smart cards 	<ul style="list-style-type: none"> hand-outs prepared by the teacher with details of these topics using the textbook and Internet sites 	<ul style="list-style-type: none"> at this final stage of the module if students are working on their individual assignment they would welcome prepared handouts rather than doing individual research

Assessment Objective D2: Explain and understand the importance of incentive travel as a major supplier of revenue

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty Five			
<ul style="list-style-type: none"> to revise the main features of incentive travel (a) 	<ul style="list-style-type: none"> class discussion as to the main features, destinations etc. of incentive travel as discussed in previous sessions 		
Session Plan Fifty Six			
<ul style="list-style-type: none"> to understand the significance and importance of incentive travel 	<ul style="list-style-type: none"> class discussions of the importance and significance of incentive travel both to the travel industry and as a reward for businesses 		

Resources

Visit Britain:

Business tourism

www.visitbritain.com

Corporate tourism facts

[+/business-tourism/](http://www.visitbritain.com/+business-tourism/)

Facts on meetings and incentive tourism

[+/corporate-overseas.htm](http://www.visitbritain.com/+corporate-overseas.htm)

[+/business-tourism/meetings_and_incentives.htm](http://www.visitbritain.com/+business-tourism/meetings-and-incentives.htm)

British Tourist Authority:

Go to 'useful websites' for a very comprehensive list of websites linked with tourism.

For data of business tourists into the UK from various regions and the whole world go to:

Tourism Facts and Figures and then **Market Intelligence** and then **Inbound tourist figures by country** and then chosen country and 'purpose'

General:

Business Tourism publications

www.tourismtrade.org.uk

City Guides for Business Travellers

www.bradmans.com

Business Traveller magazine site

www.businesstraveller.com

World Travel & Tourism Council:(Economic Resources section) *

www.wttc.org/

Guild of Business Travel Agents (GBTA)

www.gbta-guild.com

Effects of September 11th, Gulf War etc. on business tourism:

Statistical data on Page 3 of each section on the wttc. site * listed above.

Information and data and graphs

www.airlinequality.com/news/news_extra/euro_biz.htm

General BBC news information:

http://news.bbc.co.uk/1/hi/in_depth/world/2002/september_11_one_year_on/2204980.stm

Article from CNN news

www.cnn.com/2001/TRAVEL/NEWS/09/18/rec.world.tourism/

Page and Moy Marketing:

Main company site

www.pagemoy.com/

Incentive tourism section

www.wwincentives.com/

Airlines/Flights:

British Airways

www.britishairways.com

Good site index; executive clubs etc. traveller's information – travel classes; airport information

Skytrax

www.airlinequality.com

Good site map

<http://www.airlinequality.com/main/contents.htm>

Seat sizes and spacing

http://www.airlinequality.com/Product/seat_intro.htm

Others

Frequent business travellers club site

www.fbtc.com.hk/

Cheap online flight company for business travel

<http://www.cheaponlineflights.com/Travel.htm>

(Go to business travel on menu on left)

Cheap accommodation/ site for business travel

<http://www.cheapnight.com/>

Central Reservation Systems:

Amadeus (Main site, then go to ' About Us')

www.amadeusuk.com/

Galileo

www.galileo.com

Sabre (go to About Sabre, then Inside Sabre, then overview, and history of our innovation)

<http://www.sabre.com/about/index.html>

Conference, exhibition venues and facilities:

Venue directory site for meetings, conventions etc.
EVA Exhibition Venues Association (UK)

www.venuedirectory.com/vendir/index.jsp
www.martex.co.uk/

Lists of contacts for all in UK

www.exhibitions.co.uk

General- exhibitions in the UK

Blackpool as a conference centre

www.blackpoolsport.com/conferences/

Hayley conference centres (contains two virtual tours)

www.hayley-conf.co.uk

Dubai (Middle East) Conference centre

www.dwtc.com/

Boston World trade Centre

www.wtcb.com/

Mere Court Hotel in UK (details of services/facilities)

www.merecourt.co.uk/

Disneyland Paris-main site

www.disneylandparis.com

Legoland Windsor

www.lego.com/eng/legoland/windsor/default.asp

Conferences:

Many references - type in conference facilities

Johannesburg

www.conferencejohannesburg.com/

United Nations Conferences:

General:

www.un.org/News/facts/confercs.htm

Since 1990:

www.un.org/geninfo/bp/intro.html

Rio de Janeiro (1992)

www.un.org/geninfo/bp/enviro.html

Rio de Janeiro (2002)

www.rio02.de/participation/exhibition.html

Earth Summit: 2002-09-22

www.earthsummit2002.org/

APPENDIX

Useful Tables For Business And Executive Travel Module

Table One

Overseas Residents' Visits to the UK by Purpose of Visit
from 1980 to 2000

Year	Holiday	Business	VFR	Others	Total
1980	5479	2565	2319	2058	12,421
1982	5265	2393	2410	1568	11636
1984	6385	2863	2626	1770	13644
1986	5919	3286	2946	1746	13897
1988	6655	4096	3178	1870	15799
1990	7725	4461	3611	2216	18013
1992	7949	3855	3884	2847	18535
1994	9048	4986	4278	2482	20794
1996	10987	6095	4898	3182	25163
1998	10475	6882	5400	2988	25745
2000	9302	7322	5834	2750	25209
Average yearly growth	2.7%	5.4%	4.7%	1.5%	3.6%

Figures are in thousands of visitors

VFR =Visiting friends and relatives

Table Two

Overseas Residents' Spending in the UK by Purpose of Visit
from 1980 to 2000

Year	Holiday	Business	VFR	Others	Total
1980	1258	735	457	508	2961
1982	1386	794	484	518	3188
1984	2052	1091	706	759	4614
1986	2228	1552	844	917	5553
1988	2473	1852	922	926	6184
1990	3198	2174	1147	1213	7748
1992	3125	2146	1259	1343	7891
1994	3947	2559	1551	1706	9786
1996	4567	3219	1739	2214	11763
1998	4488	3820	1970	2367	12671
2000	4383	4048	2271	2068	12805
Average yearly growth	6.4%	8.9%	8.3%	7.3%	7.6%

Figures are given in thousands of visitors
VFR = visiting friends and relatives

Table Three

UK Residents' Visits Abroad by Purpose of Visit
from 1980 to 2000

Year	Holiday	Business	VFR	Others	Total
1980	11,666	2690	2317	834	17507
1982	14,224	2768	2529	1,090	20,611
1984	15246	3155	2689	982	22072
1986	17896	3249	2774	1029	24949
1988	20700	3957	3182	990	28828
1990	21273	4769	3952	1156	31150
1992	23326	5162	4100	1338	33836
1994	27187	5614	4674	2155	39630
1996	26765	6879	5502	2904	42050
1998	32306	8033	6452	4082	50872
2000	36685	8872	7178	4102	56837
Average yearly growth	5.9%	6.1%	5.8%	8.3%	6.1%

Figures are given in thousands of visitors.

VFR is visiting friends and relatives

Table Four

UK Residents' Spending Abroad by Purpose of Visit 1980 to 2000

Year	Holiday	Business	VFR	Others	Total
1980	1851	521	263	103	2738
1982	2477	683	350	130	3640
1984	3111	984	407	161	4663
1986	4287	1131	505	160	6083
1988	5893	1448	629	246	8216
1990	6810	1686	930	310	9886
1992	7987	1932	978	346	11243
1994	10026	2565	1270	504	14365
1996	10610	3359	1533	721	16223
1998	12495	4124	1869	1001	19489
2000	15784	4732	2258	1477	24251
Average Yearly Growth	11.3%	11.7%	11.4%	14.2%	11.5%

Figures are given in thousands of visitors
VFR = visiting friends and relative

Table Five

Business Visitors to the UK (BTA) from 1996 to 2001

Year	Visits	Nights	Spending
1996	6095	27933	3220
1997	6347	29877	3501
1998	6882	32265	3820
1999	7044	30501	3967
2000	7322	30327	4048
2001*	6807	28210	33585

*** = provisional**

BTA = information from British Tourist Authority

Table Six

World Tourism Data by Purpose from 1996 to 2001 (provisional)

Purpose	Category	1996	1997	1998	1999	2000	2001*
	Visits	10987	10803	10475	9826	9302	7609
Holiday	Nights	80045	79949	79517	71196	66552	54675
	Spending	4848	4555	4488	4251	4383	3138
	Visits	6095	6347	6882	7044	7322	6807
Business	Nights	27933	29877	32265	30501	30327	28210
	Spending	3220	3501	3820	3967	4048	3585
	Visits	4898	5155	5400	5640	5834	5924
VFR	Nights	59985	60605	63691	60751	63274	65406
	Spending	1841	1841	1970	2133	2271	2269
	Visits	828	709	707	718	686	612
Study	Nights	31517	30020	32909	29864	26960	27544
	Spending	1214	1027	1234	1113	1038	951
	Visits	2354	2500	2281	2166	2065	1977
Others	Nights	20284	22077	22396	19425	16646	14336
	Spending	1142	1196	1134	996	1030	838
	Visits	25163	25515	25745	25934	25209	22929
Total	Nights	219765	222527	230777	211735	203759	190171
	Spending	12290	12244	12671	12498	12805	10822

Visits and nights are in thousands, spending is in £ millions.

* 2001 = figures were still provisional for 2001