

**CAMBRIDGE INTERNATIONAL DIPLOMA
TRAVEL AND TOURISM (STANDARD LEVEL)
FOR ASSESSMENT IN 2007**

IMPORTANT NOTICE

The **Cambridge International Diploma in Travel and Tourism** was formerly known as the Cambridge Career Award in Travel and Tourism. Documents available from CIE may still refer to the old title in some places.

University of Cambridge International Examinations (CIE) in the UK and USA

University of Cambridge International Examinations accepts entries in the UK and USA only from students registered on courses at CIE registered Centres.

UK and USA private candidates are not eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

You can find syllabuses and information about CIE teacher training events on the CIE Website (www.cie.org.uk).

CONTENTS	PAGE
Section 1: Introduction	1
Section 2: Overview of the Diploma	3
Section 3: Syllabus Structure	11
Section 4: Travel and Tourism Core Module (Standard Level)	12
Section 5: Travel and Tourism Optional Modules (Standard Level)	23
Marketing and Promotion	24
Travel Organisation	29
Visitor Services	33
Student Assessment Record	36
Assignment Cover Sheet	37
The Hospitality Sector	40
Student Assessment Record	45
Assignment Cover Sheet	46

Copies of syllabuses, past papers and Examiners' Reports are available on CD ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.

SECTION 1: INTRODUCTION

1.0 The Cambridge International Diploma in Travel and Tourism

The travel and tourism industry worldwide is expanding and diversifying rapidly. As more and more people travel for business and leisure, the industry has seen a strong increase in demand for well-trained service sector professionals. The industry needs people who can deal competently and confidently with a range of activities and who possess the knowledge, skills and procedures required in travel and tourism work.

The Cambridge International Diploma in Travel and Tourism provides a framework for the acquisition of the knowledge and understanding of the issues related to working in travel and tourism and enables individuals to develop practical skills in a range of travel and tourism related work roles.

The Diploma has been designed to provide a broad introduction to working in the travel and tourism industry and related ancillary service industries. The qualification will allow those who wish to pursue a career in this exciting sector to develop knowledge and understanding of key concepts in travel and tourism and to investigate issues related to working in one of the world's fastest growing industries.

The Diploma is also designed to provide those preparing to enter the industry, or those already working in travel and tourism, with a critical awareness of the physical, social and economic environments in which travel and tourism takes place. The Diploma enables individuals to investigate global, regional and local perspectives on travel and tourism and to enhance their skills and knowledge with the study of specialised optional subjects.

1.1 The International Dimension

The Diploma underpins and develops professional competencies valued in travel and tourism around the world. The syllabus and assessments provide a framework through which candidates, wherever they might be, can be assessed reliably against performance standards set in an international context.

The syllabus and assessments are available in English and Chinese. Please note that assessments do not directly assess English language skills, but are designed to give candidates the opportunity to show they can apply the knowledge and skills specified in the syllabus.

1.2 CIE Diploma in Travel and Tourism Standard Core Module and IATA/UFTAA Foundation Air Fares and Ticketing 1 + Electronic Booking Tools

University of Cambridge International Examinations (CIE) and International Air Transport Association (IATA)/United Federation of Travel Agents Associations (UFTAA) have entered into an alliance to improve educational opportunities for people interested in a career in travel. The alliance creates a reciprocal programme of recognition for the two organisations' travel qualifications. The recognition programme equates the Air Fares and Ticketing 1 and Electronic Booking Tools examination portion of the IATA/UFTAA Foundation Course to two optional modules of the CIE Diploma at Standard Level. The CIE Core Module at Standard Level equates to the IATA/UFTAA Foundation General Knowledge Paper 2 examination. Points to note:-

Students can gain simultaneously two high-quality certificates (the Cambridge International Diploma at Standard Level and the IATA/UFTAA Foundation Diploma) without significantly adding to their workload.

- Candidates will become qualified for both the CIE and IATA/UFTAA qualifications when they complete the assessments successfully.
- Centres offering the CIE/IATA programme need to be registered as both a Cambridge International Centre and an IATA Authorised Training Centre
- Candidates wishing to follow the CIE/IATA programme **must elect to do so at the outset**, by registering and paying for both the CIE Core Module and IATA Air Fares and Ticketing 1/Electronic Booking Tools course and examination at the same time. For details, please contact international@cie.org.uk or www.iata.org.
- Candidates are given three years from registration to complete both CIE and IATA examinations. CIE examinations are held in May and October. IATA examinations are held in March and September.
- Candidates need to pass the CIE Core Module at Standard Level and IATA Air Fares and Ticketing 1+ Electronic Booking Tools of the Foundation Course. These examinations may be taken in any order. However, it is advisable for candidates to follow the CIE Core Module first as they will gain an overview and core knowledge relating to the Travel and Tourism Industry.

SECTION 2: OVERVIEW OF THE DIPLOMA

2.0 Aims

The aims of the International Diploma in Travel and Tourism are to provide individuals with:

- an understanding of the demands of working in the travel and tourism industry
- theoretical knowledge of the industry and related sectors
- practical ability in a range of skills and procedures necessary for working in the travel and tourism industry.

The Diploma provides those studying for the qualification with a clear understanding of the relationship between the theory and practice of travel and tourism, with relevance to existing or future work requirements. The Diploma encourages them to develop an understanding of tourist industry operations and problems, and competence in identifying procedures and solutions, by using best practice from industry, established business techniques and information systems.

2.1 Target Group

The Cambridge International Diploma in Travel and Tourism at Standard Level is aimed at those who are interested in the possibility of a career in travel and tourism or in one of the many ancillary service industries. The qualification is also attractive to those already in employment who wish to have their skills and experience formally assessed and recognised.

2.2 Diploma Structure

The Cambridge International Diploma in Travel and Tourism comprises of:

- Core Module
- range of Optional Modules.

The Diploma enables candidates to follow an examined route to the full qualification or to combine examination of the Core Module with Optional Modules which are assessed by an examination or by a practical, work-related assignment, as appropriate.

Those who may only wish to study a background to the international travel and tourism industry may choose to sit only the Core Module. Candidates who wish to gain the full Diploma will need to successfully complete the Core Module together with **two** Optional Modules. Optional Modules may also be accredited separately.

The Core Module comprises of:

- The Travel and Tourism Industry
- Features of Worldwide Destinations
- Customer Care and Working Procedures
- Travel and Tourism Products and Services

Optional Modules currently available are:

- Marketing and Promotion
- Travel Organisation
- Visitor Services
- The Hospitality Sector

Component	Module Type	Form of Assessment
The Travel and Tourism Industry Features of Worldwide Destinations, Customer Care and Working Procedures, Travel and Tourism Products and Services	Core Module	2 hour examination
Marketing and Promotion	Optional Module	2½ hour examination
Travel Organisation	Optional Module	2½ hour examination
Visitor Services	Optional Module	Assignment
The Hospitality Sector	Optional Module	Assignment

2.3 Grades

All modules are graded as Distinction, Merit, Pass or Fail. Candidates may carry forward their Pass/Merit/Distinction grades for up to 3 years in order to complete the Full Diploma. Candidates may re-sit a module if they have failed, but not if they have received a Pass grade.

Assignment results are issued 8 weeks after the receipt of the assignment by CIE.

2.4 Learning Hours and Course Structure

Centres can expect the Core Module to be delivered in approximately 80 learning hours, with Optional Modules based around 40 learning hours. However this is only a guide and Centres may structure the delivery of the course to meet the needs of the particular group. There are no minimum or maximum CIE requirements for the time taken to prepare individuals for the Diploma.

Although the usual arrangement for Centres and candidates aiming for the Full Diploma will be to start with the Core Module, it is possible for individuals to start with one of the Optional Modules. This route may be chosen, for example, by an individual who is particularly interested in a specific area covered by one of the Optional Modules. Success in this module is likely to encourage interest in and take up of the other modules in the Diploma. Centres may identify demand for courses linked to particular modules, for example, to provide for particular groups or organisations that need to develop or update specific skills. These are just two examples of the flexibility of provision that the award structure supports.

2.5 Form of Assessment

The International Diploma in Travel and Tourism is assessed by means of a written examination for the Core Module and by written examination or assignment for each Optional Module, as appropriate (see table).

The Core Module examination consists of a written paper comprising short answer questions based on source material, taken under examination conditions. Candidates are permitted 2 hours to complete the question paper. Examinations are externally marked by CIE Examiners. The examination is available twice each year in May and October.

Assessment of examined Optional Modules will consist of a written examination. Candidates will be given 2½ hours for each examination. Examinations are externally marked by CIE Examiners. Each examined Optional Module is available for assessment twice each year in May and October.

Assessment of assignment-based Optional Modules is by a set of CIE criteria. **Centres are required to complete a Student Assessment Record (SAR), a copy of which can be found in the syllabus and should be photocopied as necessary, confirming that all Assessment Objectives have been achieved for each candidate.** This is submitted together with the completed assignment report to CIE for final assessment. Candidates should be encouraged to complete the Assignment Coversheet for Candidates in order to ensure that the work submitted for assessment covers the required criteria. These are available in the syllabus and can be photocopied for distribution to the candidates.

Centres are required to *actively* ensure authenticity of work before completing the SAR and the declaration of authenticity. Centres will be held responsible if issues of authenticity are not addressed.

In cases where there is doubt about the authenticity of any work submitted to CIE for assessment, CIE reserve the right to undertake appropriate checks, such as telephone or other interviews, to determine whether the work is authentic. Any decisions reached by CIE on matters of authenticity and any subsequent action taken will be final.

All assignments are externally assessed by CIE Examiners. Assessment of Optional Modules by assignment may take place at any time throughout the year.

The range of Optional Modules available will ensure that Centres and students wishing to complete the full qualification by a written examination route may do so.

2.6 Assignments

Centres have the opportunity of entering students for assignment-based assessment at both Standard and Advanced levels. At Standard level, two optional modules, Visitor Services and The Hospitality Sector, are assessed by assignment.

When?

Tutors should write the **assignment brief** before starting the teaching of the optional module. Tutors can then ensure that relevant information is covered in teaching sessions and build up a bank of essential resources. Any visits required to ensure the successful completion of the assignment can be scheduled into the module programme.

The assignment should be given to students early in the module. This will allow students to begin their own research and planning.

Scenario

Assignments are more interesting for students if they are placed in a realistic scenario. The tutor should determine the scenario and describe it and the role the student is to take within it. The role should always be realistic; for example, the student might be a marketing assistant rather than a managing director.

An example of a suitable scenario is given below.

Visitor Services

Many Eastern European countries joined the EU on 1st May 2004. These countries are keen to develop tourism and benefit from easier travel between borders. You work for a regional tourism board (name board and country) as a marketing assistant and have a good knowledge of the operation and provision of visitor services in your country. As your country has such a good reputation in the provision of visitor services, a representative is visiting from the Slovakian Tourist Board to research the services that are available and how they are provided. You are a member of the team preparing for this visit and you have been assigned the following tasks:

See below for details of how to write tasks.

This example scenario can be adapted to fit any country. It puts the student in a specific and feasible role. They are given the opportunity to demonstrate their knowledge to a third party – the visiting representative. This scenario will continue into the tasks and allow the student to explain general principles about provision of visitor services or specific details about a particular Tourist Information Centre, depending on the tasks set.

The tasks necessary for the successful completion of the assignment are:

How to write the tasks

Once a scenario has been chosen the tutor can write tasks which fit the scenario. There are some key points to consider when writing the tasks:

- All assessment objectives from the syllabus must be covered.
- The tasks must allow students to show evidence of the knowledge and skills criteria but they do not have to cover *all* items listed in the knowledge and skills criteria section.
- Tasks must be clear and focused.
- It is not essential to have a separate task for each assessment objective.

The easiest way to write the tasks is to take them directly from the assessment objectives or Student Assessment Record for each module. In this way, the tutor can be sure that all assessment objectives are covered as required by CIE and the tasks will be in a logical order. Also, it will be clear to the students which tasks relate to which section of the module. However, the tasks must not merely repeat the assessment objectives. They must be tailored to fit the needs of the Centre's particular students. This means that the tasks must fit the particular location, facilities and resources of the Centre. The tasks must also be linked to the scenario that has been given.

Visits

Some assessment objectives are best met by students carrying out investigations into local companies or organisations and it is desirable for students to use local knowledge where possible. However, it is only practical for students to approach companies themselves where student numbers are small and there are many companies from which to choose.

Other solutions are to:

- arrange a group visit to one company or location
- invite a speaker from a relevant company to visit the group
- submit the group's questions to a company for a written response
- carry out some/all research via the Internet.

Oral briefing

When the written assignment brief is distributed, tutors should provide an oral briefing for students. They should talk through the assignment and explain clearly what is expected. Tutors can indicate to students where the relevant information can be accessed but should not assist the student with the research and selection of material, other than arranging appropriate visits and providing opportunities for the completion of tasks specified within a particular assignment brief. Depending on the nature of the investigation, it is quite acceptable for the Centre to issue candidates with appropriate data recording sheets such as checklist pro-formas.

Research

Students should be encouraged to use a wide variety of sources to obtain their information and it is important that all of these sources (including websites) are acknowledged with details of the author, title of the material, year of publication and publisher listed. When websites are referred to, the URL (uniform resource locator) and date the site was accessed should be provided. This information should be listed in the bibliography and cross-referenced in the text. To gain higher grades students will be expected to evaluate the sources they have selected and they need to demonstrate analysis and evaluation.

Students should be discouraged from collecting and inserting large amounts of secondary information which does not correspond to the assessment objectives. Where secondary information is included, it should be attached as an appendix and clearly referred to in the text. There is no point in students including material unless direct reference is made to it in a section of the written report. Material extracted from websites must be interpreted and applied appropriately by students.

Structure of the Assignment

Assignments should include the following sections:

- contents page
- assignment brief
- introduction – purpose of the assignment and an outline of the work to be included
- methods – a clear explanation of the investigation carried out and methods used, e.g. visits, surveys, Internet research, reasons why these methods were chosen and how they proved to be effective

- write-up – evidence which is the result of the investigation including practical work, evaluation and conclusions
- bibliography – list of reference materials, publications, text books and websites used as reference source

Review

It is good practice to hold regular review meetings with students to ascertain that they are 'on track' and that the work they are undertaking relates to the assessment objectives. It is quite acceptable for Centres to include giving a presentation as one of the assignment/scenario tasks. If a candidate covers material appropriate to one of the assessment objectives during their presentation then Tutors should record this fact on a signed and dated witness statement. This form should be submitted attached to the candidate's written report. Some candidates may find this helps them keep their report within the specified word limit more easily.

Further clarification is available from CIE and Centres are encouraged to seek additional guidance, if they are unsure about the appropriateness of any potential assignment task(s).

In addition, the report should:

- be between 1800 and 2500 words long
- be typed, word-processed or hand-written legibly
- have a logical structure with clearly presented and explained sections
- have a clear, legible and business-like layout and format.

Carry out an investigation

To contribute towards the production of evidence for the report and ongoing file of work, candidates will need to draw up a schedule listing action in planning the investigation, the areas to be researched, how contacts will be made, how the information will be gathered and to whom they will need to speak.

Submitting the Assignment Report

Any tasks or guidelines used by the Centre should be submitted with each candidate's submission.

Tutors should ensure that the Student Assessment Record (SAR) sheets for assignment modules are fully completed and signed, indicating student competence in each area. SARs should be submitted along with the candidate's work. Failure to submit fully complete SARs will result in work being returned. CIE reserves the right to request further evidence, or to inspect the Centre, in cases where there is doubt as to authenticity of submitted work.

Candidates have the option of submitting their own checklist (Assignment Cover Sheet) to ensure their report contains all the required evidence and is presented in the appropriate way.

SARs and Assignment Cover Sheets are included within the syllabus for assignment modules and may be photocopied as required.

2.7 Certification

Certification is available at various points in the Diploma:

- Any candidate who successfully completes the Core Module will receive a Travel and Tourism (Standard Level) Core certificate with a Pass, Merit or Distinction grade.
- Candidates will receive an individual module certificate for each Optional Module successfully completed with a Pass, Merit or Distinction grade.

Full Diploma Criteria

Successful completion of the Core Module, together with two Optional Modules will lead to the achievement of the **Cambridge International Diploma in Travel and Tourism (Standard Level) certificate**.

A Pass grade overall will be awarded for the full Standard Diploma where candidates achieve:

- Three modules at Pass level
- Two modules at Pass level and one module at Distinction level
- Two modules at Pass level and one module at Merit level

A Merit grade overall will be awarded for the full Standard Diploma where candidates achieve:

- Three modules at Merit level
- Two modules at Merit level and one at Distinction level
- Two modules at Merit level, including Core and Optional modules, and one optional module at Pass level

A Distinction grade overall will be awarded to the full Standard Diploma where candidates achieve:

- Three modules at Distinction level
- Two modules at Distinction level, including Core and Optional modules, and one optional module at Pass level
- Two modules at Distinction level, including Core and Optional modules, and one optional module at Merit level

2.8 Maintaining the Cambridge International Examinations Standard

Cambridge International Examinations (CIE) has to ensure the integrity of its assessment procedures so that everyone can have full confidence in the wide range of qualifications offered and the associated standards. In applying for Registered Centre status, Centre staff acknowledge that they will conduct the scheme carefully to the standards described in the syllabus.

For institutions applying to become a Registered Centre for the first time, CIE will assess the suitability of staff, premises, resources, and procedures, before allowing Centres to operate CIE Qualifications.

To ensure quality, all examinations and assignments are externally marked by CIE Examiners. The final decision on the performance of a candidate will rest with the Principal Examiner for the specific module.

2.9 Fees

Details of fees for this qualification can be obtained from CIE Customer Services.

2.10 The Advanced Diploma

For those who wish to progress to the Advanced level Diploma, the structure is similar to the Standard level Diploma. However, the concepts and skills are at a higher level. The Advanced level syllabus is available from CIE Customer Services, 1 Hills Road, Cambridge, CB1 2EU, UK, or may be downloaded from the CIE Website: www.cie.org.uk.

SECTION 3: SYLLABUS STRUCTURE

3.0 Syllabus Structure

Each module in the syllabus has the following structure:

Assessment Objectives

These define the specific requirements the candidate must demonstrate in order to complete the module. Assessment Objectives are outlined at the beginning of each module and in the tables following.

Skills and Knowledge

The Skills and Knowledge section identifies the concepts and skills that a candidate will need to demonstrate in the final assessment.

SECTION 4: MODULE CONTENT

TRAVEL AND TOURISM CORE MODULE (STANDARD LEVEL)

The Core Module is designed to provide students with an overview of the international travel and tourism industry. Study will encompass the global industry, investigation of the global environment and features of destinations, customer care and working procedures common to a variety of roles within travel and tourism, and related sectors, and an outline of the products and services available.

The syllabus is divided into four sections to make it easier to organise courses for students. However, the assessment of this module covers all syllabus sections.

The module comprises:

Section A: The Travel and Tourism Industry

A global perspective on the international travel and tourism industry; its impact on the world in which we live, the role of governments and the patterns of demand.

Section B: Features of Worldwide Destinations

Underpinning knowledge of the main global features and environments and how these factors influence development of travel and tourism destinations.

Section C: Customer Care and Working Procedures

The essential personal and professional skills required by individuals working in the service sector.

Section D: Travel and Tourism Products and Services

The components which form travel and tourism products and services; the infrastructure on which they depend and the transport systems needed to operate them.

Core Module Content**A. The Travel and Tourism Industry**

Assessment Objectives	Skills and Knowledge
<p>1.0 Investigate the structure of the international travel and tourism industry and provide examples from the main component sectors</p>	<p>Definitions of the industry –</p> <ul style="list-style-type: none"> • tourists (leisure, business, VFR – visiting friends and relatives and their varying length of stay) • travel services (retail and business travel agencies, tour operators, principals) • tourism services (national and regional tourist boards, tourist information centres) <p>Roles and examples of:</p> <ul style="list-style-type: none"> • tourist boards • travel agents • tour operators • accommodation providers • transport providers • tourist attractions • catering outlets • entertainment venues • ancillary tourist services
<p>2.0 Identify and assess the social, cultural, economic and environmental impact of travel and tourism</p>	<p>Economic impacts</p> <p>Positive</p> <ul style="list-style-type: none"> • tourism's contribution to the balance of payments and GDP • employment and income levels • tourism multipliers, i.e. impact on local economy <p>Negative</p> <ul style="list-style-type: none"> • negative impacts locally <p>Environmental impacts</p> <p>Positive:</p> <ul style="list-style-type: none"> • importance of local environments • effects - investment, conservation, eco-tourism <p>Negative:</p> <ul style="list-style-type: none"> • effects - air, vegetation, wildlife, water quality, other pollution and congestion issues • conflict between locals and developers

	<p>Social and Cultural impacts</p> <p>Positive:</p> <ul style="list-style-type: none"> • the demonstration effect • nature of tourist/host encounter <p>Negative:</p> <ul style="list-style-type: none"> • employment structures • population distribution • morals • culture • health • local traditions • loss of national identity
<p>3.0 Identify the role of national governments in forming tourism policy and promotion</p>	<ul style="list-style-type: none"> • provision of travel and tourist information to home and overseas markets • local tourist information centres • offices abroad • participation in travel fairs and shows
<p>4.0 Investigate the patterns of demand for international travel and tourism</p>	<ul style="list-style-type: none"> • major tourism generating and receiving areas • volume and value

B. Features of Worldwide Destinations

Assessment Objectives	Skills and Knowledge
1.0 Identify main global features	<ul style="list-style-type: none"> • major continental land masses • oceans and seas • world's major cities that act as transport hubs and visitor destinations
2.0 Demonstrate awareness of different time zones and climates	<p>Time zones</p> <ul style="list-style-type: none"> • Relationship between global position (longitude) and time zone <p>Relationship between global position (latitude) and climate</p> <ul style="list-style-type: none"> • Equatorial • Tropical (including deserts) • Temperate • Arctic and Polar • Influences of climate on tourism (relief, temperature, sunshine, precipitation, humidity, wind) understood • Obtain correct information on climatic areas using reference sources
3.0 Investigate contrasting travel and tourism destinations and assess the features that attract tourists	<p>Destinations:</p> <ul style="list-style-type: none"> • local and overseas • coastal and inland • business and leisure <p>Destinations as amalgams having combinations of features:</p> <ul style="list-style-type: none"> • location/accessibility • climate • culture • attractions • accommodation • infrastructure • support services • organisations <p>Types of tourist (examples):</p> <ul style="list-style-type: none"> • business versus leisure travellers • families • young people • people with special needs

C. Customer Care and Working Procedures

Assessment Objectives	Skills and Knowledge
1.0 Explain how to deal with customers and colleagues	<ul style="list-style-type: none"> • following customer care policies • good team work • displaying courtesy, tact and diplomacy • meeting specific needs • follow procedures for complaints
2.0 Identify and provide examples of the essential personal skills required when working in the travel and tourism industry	<ul style="list-style-type: none"> • personal • interpersonal • personal presentation • clear speech • numeracy • literacy • use and applications of technology (computerised reservation systems, other information technologies such as telephone, telex, video text, facsimile, Internet)
3.0 Describe and explain basic procedures when handling enquiries, making reservations and receiving money	<ul style="list-style-type: none"> • customer's requirements correctly interpreted upon receipt of an enquiry (in person, in writing, by telephone/fax/ email) • simple reservation file prepared following set procedures including use of diary for further action required • simple receipt issued and payments recorded
4.0 Use reference sources to obtain information	<ul style="list-style-type: none"> • timetables, travel brochures and tariffs used to obtain accurate information • use of computerised information systems and relevant technology to obtain information
5.0 Evaluate the main methods used for the promotion of tourist facilities	<ul style="list-style-type: none"> • visual displays for shop windows • advertisements • leaflets • brochures • Internet

D. Travel and Tourism Products and Services

Assessment Objectives	Skills and Knowledge
<p>1.0 Identify and describe tourism products</p>	<p>Components included in different tourism products:</p> <ul style="list-style-type: none"> • all inclusive holidays • independent travel <p>Type and range of accommodation available:</p> <ul style="list-style-type: none"> • serviced/self-catering • hotels (luxury and budget) • guest houses • hostels • camping • classification and grading • facilities provided for business/leisure <p>Ancillary services:</p> <ul style="list-style-type: none"> • guiding • currency • insurance • car hire • transfer options • types of ticket <p>Local public transport provision:</p> <ul style="list-style-type: none"> • express links to airport (coach, rail, shuttle services), • integrated rapid transit system • other forms of transportation
<p>2.0 Describe and explain the roles of tour operators and travel agents</p>	<p>International tour operators (wholesalers)</p> <ul style="list-style-type: none"> • tour operator's product (transport plus accommodation) • types of tour operator (incoming domestic, outbound) • nature of tour operations – how to put together a tour • economies of scale • integration <p>Retail travel agents:</p> <ul style="list-style-type: none"> • different services offered • operating characteristics

3.0 Describe support facilities for travel and tourism	<ul style="list-style-type: none"> • features of the built environment (utilities, roads, telecommunications, airports, ports) • details of how funded • link with level of economic development
4.0 Describe and explain the main features of worldwide transport in relation to major international routes	<p>Air transport:</p> <ul style="list-style-type: none"> • main routes and airports identified • differences between chartered and scheduled • in-flight services • airport facilities <p>Sea transport:</p> <ul style="list-style-type: none"> • main ports and international ferry routes • major cruise circuits • differences between ferry and cruise services <p>Rail and road transport:</p> <ul style="list-style-type: none"> • major international tourist networks • importance of motor transport • coach and rail service provision

Guidance on Assessment

The Core Module is externally assessed. The external assessment for this module will involve candidates answering four structured questions. Each question will be based around a piece of vocationally-related stimulus material. The stimulus material will not have been 'sanitised' and will have been selected solely on the basis of its ability to reflect key aspects of the module content that is itemised in the syllabus document. However, candidates should be advised that each of the four questions will address assessment objectives taken from a combination of the four sections that make up the Core Module. It is, therefore, strongly suggested that candidates become fully familiar with past papers and their accompanying mark schemes before taking the external assessment.

The questions will require short response answers. However, the last section of each question will allow candidates to write more openly, with an invitation to respond more freely, to an identified topic or issue. Answers to these final section questions will be assessed using level of response criteria.

It is important that centres maintain good practice where it exists (e.g. guest speakers, investigative visits and work placements) and seek to establish a vocational style of teaching and learning. The external assessment questions will always be based on pieces of stimulus material, derived from current international travel industry sources that will have been selected solely on the basis of their ability to illustrate key aspects of the module content. It is vital that candidates have experience of interpreting extracts of various types of industry publication. The use of such material is to be encouraged and it is hoped that they will feature in as many aspects of the module's delivery as possible.

It is also important that candidates understand and appreciate the development of travel and tourism at a variety of scales. This means that they should be aware of developments within their immediate local area as well as within their country as a whole. Finally, a global perspective is required. However, the starting point for delivery of this Core Module should be with a thorough investigation of the local area. Furthermore, examination questions will frequently contain the following instruction – “with reference to examples with which you are familiar”- and thus candidates will obtain credit for providing specific details about facilities and locations that are appropriate to the particular question.

Centres are advised that delivery of this module should not be so focused on preparing candidates for the external assessment that wider learning opportunities are missed. In fact, the formal examination forms only forms a brief part of the suggested 80 hours learning allocation.

Core Module Time Allocation

Core Module Content	Allocation	Total
Section A	<ul style="list-style-type: none"> 10 sessions @ 90 minutes 1 session @ 90 minutes for extension and development 	16.5 hrs
Section B	<ul style="list-style-type: none"> 11 sessions @ 90 minutes 	16.5 hrs
Section C	<ul style="list-style-type: none"> 1 day visit @ 5 hours 3 sessions @ 90 minutes for role-play simulations 4 sessions @ 90 minutes 	15.5 hrs
Section D	<ul style="list-style-type: none"> 1 day visit @ 5 hours 12 sessions @ 90 minutes 	23 hrs
Revision	3 sessions @ 90 minutes	4.5 hrs
Mock Examinations	2 sessions @ 2 hours each	4 hrs

Centres are encouraged to develop such an approach in terms of their curriculum planning. For example, in terms of Section C’s appreciation of how to deal with customers and colleagues, it would be appropriate to undertake an initial consideration of what good customer service actually involves (e.g. the contents of a “Welcome Host” one-day training programme). An investigative study visit could then be made to a *local* travel and tourism provider in order for students to gain first hand knowledge of appropriate operational procedures. On the basis of such a visit, a report on the company investigated should be produced covering:

- company aims and objectives, including mission statement, etc.
- structure, covering internal organisation and operational segments
- job description for a particular job role under consideration
- working conditions
- methods of communication for both internal and external customers.

Additional information could be obtained at the same time to help support and inform other sections of the Core Module as well as aspects of other Travel and Tourism modules. Further details and exemplification are contained on the CIE Teacher Support Site.

Resources

If you want to research a particular place or organisation, the best approach is to use a search engine such as Google (www.google.com) and type in the name. For example, you may wish to find out about tourism organisation and development in Dubai. If the words *Dubai tourism* are entered, the search engine will list, amongst others, the site for the Government of Dubai Department of Tourism and Commerce Marketing (DTCM) at www.dubaitourism.co.ae which contains a lot of useful information. A similar approach can be used to access information about a range of other international travel topics such as New York Visitor Bureau, Club Med, Sandals, Singapore tourism and many others.

Newspaper articles will often be stored on the paper'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 online edition by selecting "search" from the footer bar. Similar arrangements will exist for other publications.

Finally, the search process will reveal many other sources of appropriate information. It is well worth looking at some specialist geography sites as they frequently contain excellent travel and tourism material. In particular www.geoprojects.co.uk has further interesting resource material.

The following websites provide leading examples of the current trend for bookings and reservations to be made over the Internet.

British Airways www.ba.com
EasyJet www.easyjet.com
BMI www.bmibaby.com
Ryanair www.ryanair.com

The following sites search for scheduled flights:

www.expedia.co.uk
www.travelocity.co.uk
www.opodo.co.uk
www.cheapflights.com

The following sites deal with charter flight availability and UK package holidays:

www.thomsonflights.com
www.teletextholidays.co.uk
www.bargainholidays.com
www.latedeals.com

Hotel discounts are usually available at the following:

www.discountcityhotels.com
www.lastminute.com
www.uk.laterooms.com
www.wotif.com
www.gothotel.com
www.hoteldiscounts.com
www.orlandoinfo.com

Sites dealing with villas and self-catering options include:

www.villaclick.com
www.holidayrentals.com

Other travel-related sites containing useful information include:

www.about.com
www.tourist-offices.org.uk
www.whatsonwhen.com
www.musee-online.org
www.unmissable.com
www.worldclimate.com
www.tripprep.com
www.fco.gov.uk/travel
www.viamichelin.com
www.oanda.com/convert/cheatsheet
www.travelknowledge.com
www.americanexpress.com
www.staruk.org.uk
www.towd.com
www.travelchannel.co.uk
www.world-tourism.org

The textbook written to support the Diploma provides a list of resources. The following websites are listed as being of use:

American Airlines www.aa.com
Continental Airlines www.flycontinental.com
Garuda Indonesia www.aerowisata.com/garuda
Lufthansa www.lufthansa.com
Qantas www.qantas.com.au
Singapore Airlines www.singaporeair.com
Virgin Atlantic www.virgin-atlantic.com
Airlines of the world found www.air.findhere.com

Worldwide Airport Codes www.world-airport-codes.com
IATA www.iata.com
Business Travel www.biztrvel.com

Amtrak (USA) www.amtrak.com
Eurostar www.railpass.com/eurostar
Rail Europe www.raileurope.com
Japan Bullet Train www.japaneselifestyle.com.au/travel/shinkansen_bullettrain.htm

World City Maps www.lib.utexas.edu/Libs/PCL/Map_collection/world_cities.html

Time Zones www.timezoneconverte.com

Mexico www.mexonline.com

Caribbean www.wheretostay.com

International Tourism www.armchair.com

Assessment of the Core Module

The Core Module is assessed by an examination covering all the Assessment Objectives in the four syllabus sections. The examination is set by CIE and externally marked by CIE Examiners.

The examination must be completed within 2 hours and is offered twice each year in May and October. It consists of four scenario-based questions which require candidates to provide short answers. The scenarios are set in an international travel and tourism environment, although some provision is made for candidates to refer to local examples.

SECTION 5: TRAVEL AND TOURISM OPTIONAL MODULES (STANDARD LEVEL)

Optional Modules have been designed to enable students to explore more specialised sectors of the travel and tourism industry, whether for a specific work role or due to personal interest. Optional Modules enhance and develop the knowledge and skills of the Core Module, combining to provide a comprehensive qualification.

Students may wish to study one of these specialised modules or, as is more likely, develop a specific interest when studying for the Core Module which they may then wish to follow through with more detailed and focused study.

The following Optional Modules are currently available:

Marketing and Promotion

The role and function of marketing and promotion; the types of market and an introduction to the marketing mix in relation to travel and tourism products and services.

Travel Organisation

Focusing on the providers and methods of travel and ancillary travel services in relation to planning and preparing a travel itinerary.

Visitor Services

The role and function of national, regional and local tourist boards and tourist information centres in the provision and promotion of travel and tourism products, services and facilities. The way in which these products and services are regulated and developed to business and leisure markets.

The Hospitality Sector

Investigation into the provision of tourism hospitality within an area with which candidates are familiar, focusing on accommodation, food and beverage sectors. Candidates may demonstrate their own hospitality skills and consider the various employment opportunities that are available.

Optional Module: Marketing and Promotion

Candidates will develop the knowledge, understanding and practical skills needed to explain the use and importance of marketing and promotion in the travel and tourism industry. They will develop an understanding of the general principles of marketing from the perspective of the travel and tourism provider, as well as from the point of view of the customer. Candidates will investigate the range of marketing techniques commonly used within the travel and tourism industry and will gain knowledge of how the travel and tourism market is divided into appropriate segments to match customers' needs and expectations. They will understand how the four elements of the marketing mix contribute to the overall success of an organisation's marketing of its products and services.

Candidates will produce evidence to meet the module Assessment Objectives in order to show that they understand:

- The role and function of marketing and promotion within the travel and tourism industry
- How market segmentation and targeting are used within the travel and tourism industry
- The four elements of the marketing mix – Product, Price, Place and Promotion.

Assessment Objectives	Skills and Knowledge
<p>1.0 Explain the importance of marketing and promotion for the travel and tourism industry.</p>	<p>Importance in terms of:</p> <ul style="list-style-type: none"> • stimulating demand • increasing sales • gaining competitive advantage • providing customer satisfaction • creating a positive image for organisation/product
<p>2.0 Describe the main marketing and promotion techniques commonly used in the travel and tourism industry.</p>	<p>Techniques:</p> <ul style="list-style-type: none"> • primary marketing research techniques (questionnaires, face-to-face interviews, etc) • secondary marketing research techniques (internal and external sources of information) • SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) • PEST Analysis (Political, Economic, Social and Technological influences) • Market Segmentation using different market characteristics (geographic, demographic, psycho-graphic, lifestyle)

<p>3.0 Investigate the importance and the development of the product as an element of the marketing mix.</p>	<p>Product versus Services:</p> <ul style="list-style-type: none"> • products – what tourists buy, e.g. an airline seat, a hotel room, as individual products – tangible • services – what tourists use as an addition to the main product, e.g. travel insurance – invisible • total tourism product – the complete experience from leaving home to return, made up of a series of individual products and services – an amalgam or composite product <p>Product tools:</p> <ul style="list-style-type: none"> • use of the product life cycle to identify market position of the product (six stages – research, introduction, growth, maturity, saturation, decline) • creation of brand image, using specific product features, packaging, price, logo, or target market segment <p>Differentiated products:</p> <ul style="list-style-type: none"> • products, e.g. package holiday, transport, accommodation and catering • different types of customers, e.g. families, singles, groups, age, special needs, special interests, etc. • development of a product portfolio which appeals to a wide range of different market segments, e.g. economy, business and first class airfares
<p>4.0 Explore how price is determined within the travel and tourism industry.</p>	<p>Pricing policies:</p> <ul style="list-style-type: none"> • penetration pricing • market skimming • the going rate • discount pricing • variable pricing • loss leader pricing • special offers <p>External factors affecting price:</p> <ul style="list-style-type: none"> • profitability • subsidies/grants • competition • customers' expectations

<p>5.0 Identify the importance of place as an element of the marketing mix, including the different channels of distribution commonly used for travel and tourism products and services.</p>	<p>Locational factors:</p> <ul style="list-style-type: none"> • availability of suitable land or premises • cost • character of area • local and transient population – staff and customers • access and transport links • adjacent facilities • proximity of competition <p>Features of place:</p> <ul style="list-style-type: none"> • natural features • built attractions • climate • culture • availability of facilities • access and transport links • quality of product/services offered • cost • number of visitors <p>Distribution channels:</p> <ul style="list-style-type: none"> • direct selling • wholesalers • agents • retailers • Internet • Global Distribution Systems (GDS)
<p>6.0 Investigate the importance and the development of promotion as an element of the marketing mix.</p>	<p>Promotional methods:</p> <ul style="list-style-type: none"> • advertising • direct marketing • public relations • personal selling • sales promotion • sponsorship <p>Promotional materials:</p> <ul style="list-style-type: none"> • advertisements (radio, TV, newspapers, magazines, cinema) • brochures • leaflets • window displays • display boards

	<ul style="list-style-type: none"> • display cabinets • point of sale items • merchandising materials • videos • Internet • computers/touch screen • posters • press releases <p>Factors affecting production of promotional materials</p> <ul style="list-style-type: none"> • clear identification of product or service being promoted • intended target market • selection of a specific promotional method • timing, frequency and placement of promotional material • use of AIDA (Attention, Interest, Desire, Action) • use of design, logo, images, colour, language, sound, impact, quality • corporate image, promotional message • cost factors • competition
<p>7.0 Explain the importance of developing an effective marketing mix for a specified travel and tourism product or service.</p>	<p>The Marketing Mix</p> <ul style="list-style-type: none"> • product • price • place • promotion

Guidance on assessment and evidence requirements

This module is intended to encourage candidates to study marketing and promotion within the Travel and Tourism industry. Their study should be enhanced through the use of a wide range of teaching and learning methods, particularly debate, discussion and case study. This module has links with the Core Module: Section B: Features of Worldwide Destinations and Section D: Travel and Tourism Products and Services.

Candidates should be introduced to the principles of marketing and to the different categories of promotion; they should be encouraged to discuss the purpose of promotional campaigns. Tutors could ask for examples of materials to be collected and displayed from the beginning of the module. These could be used as teaching materials.

Resources

The following are suggestions of resources that could be useful when delivering the course. They are neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources.

Textbooks

Rowe A, Smith JD and Borein F – CIE Career Award Travel and Tourism Standard Level (Chapters 4 and 5) (Cambridge University Press)
Lumsdon, L – Tourism Marketing (International Thomson Business Press ITP)
Holloway JC and Robinson C – Marketing for Tourism 3rd edition (Pitman)
Middleton V and Clarke J – Marketing for Travel and Tourism 3rd edition (Butterworth Heinemann)
Burke J and Resnick B – Marketing and Selling the Travel Product 2nd edition (Delmor)
Dibb S, Simkin L, Pride W and Ferrell O – Marketing Concepts and Strategies 4th edition (Houghton Mifflin)

Journals

Travel Trade Gazette
Travel Weekly
Marketing Week

Websites

Advertising Standards Authority: www.asa.org.uk
Advertising Archives: www.advertisingarchives.co.uk
The Advertising Association: www.adassoc.org.uk
History of Advertising Trust Archives: www.hatads.org.uk
The Creative Club: www.creativeclub.co.uk
The Chartered Institute of Marketing: www.cim.co.uk
Online Travel Marketing Works: www.marketingtrends.com
Newspaper Marketing Agency: www.nmauk.co.uk

In addition, most travel and tourism organisations such as tour operators, tourist attractions, transport and accommodation providers, have websites that will illustrate how they promote themselves and their products or services, both on the Internet and via other promotional methods.

Assessment of Marketing and Promotion (Optional Module)

This module is assessed by an examination covering all the assessment objectives in all the syllabus sections. The examination is set by CIE and externally marked by CIE examiners.

The examination must be completed within 2½ hours and is offered twice each year in May and October. It comprises scenario-based questions which require candidates to provide detailed answers. The scenarios are set in an international travel and tourism environment although some provision is made for candidates to refer to local examples.

Optional Module: Travel Organisation

By completing this module candidates will have the opportunity to demonstrate how to organise and plan travel arrangements in an international travel and tourism environment. Candidates will develop an understanding of the process used to book a holiday and the necessary steps for travel. Candidates will gain understanding of the changing patterns in holiday bookings through the Internet.

Candidates will produce evidence to meet the module Assessment Objectives in order to show that they understand:

- the role of travel providers and the products and services they offer.
- the differences in methods of travel available and the advantages/disadvantages of the different types of travel when trying to meet the needs of specific customers needs.
- the relevant sources of information needed to research and organise travel arrangements.
- the impact of the Internet on the ways in which travel arrangements are made.
- the range of ancillary services that are offered to travel customers.
- the procedure for planning a travel itinerary to meet customer's specific needs.

Assessment Objectives	Skills and Knowledge
1.0 Explain, with examples, the ways in which different providers contribute to the travel industry.	<ul style="list-style-type: none"> • tour operator • travel agency • transport provider • ancillary service providers
2.0 Compare the advantages and disadvantages of the different types of travel when trying to meet customer's specific needs.	Main types of air travel <ul style="list-style-type: none"> • chartered, scheduled, open-jaw , open ticket, standby, stopover, transit identified and described Main types of water-borne travel. <ul style="list-style-type: none"> • ferries, car-carrying services, cruises, hovercraft, barge identified and described Main types of surface travel <ul style="list-style-type: none"> • car hire, bus/coach, rail, taxis, airport shuttle identified and described A comparison of the advantages and disadvantages <ul style="list-style-type: none"> • costs (types of fare available), reservation procedures/times, journey time, accessibility, provision for specific needs; all of these factors investigated

<p>3.0 Use appropriate information sources to organise travel arrangements.</p>	<p>Sources of information needed:</p> <p>Information service providers</p> <ul style="list-style-type: none"> • tour operators, travel agencies, tourist information centres, transport providers <p>Paper-based information</p> <ul style="list-style-type: none"> • brochures, leaflets, timetables, gazetteers, promotional materials, guides, manuals <p>Computer/electronic information</p> <ul style="list-style-type: none"> • computer reservation systems, touch screens, Global Distribution Systems (GDS) Internet, electronic display panels, computer generated speech, teletext, automated telephone switchboards.
<p>4.0 Investigate the ways in which the Internet has changed the way customers make travel arrangements.</p>	<p>Internet Booking</p> <ul style="list-style-type: none"> • from the comfort of home • discounts offered by many organisations for online booking • each 'part' booked independently - flights, accommodation etc. • payment method
<p>5.0 Illustrate the range of ancillary travel services available to travel customers.</p>	<p>Legal services:</p> <ul style="list-style-type: none"> • passports, visas • health requirements - advice on vaccinations <p>Currency services</p> <ul style="list-style-type: none"> • travellers' cheques • foreign currency • cash • credit/debit cards <p>Insurance services</p> <ul style="list-style-type: none"> • medical treatment • personal accident, • personal possessions • repatriation • delays/cancellations
<p>6.0 Plan a travel itinerary to meet customer's specific needs for a specified journey.</p>	<p>Use appropriate documentation</p> <ul style="list-style-type: none"> • reservation/booking form • confirmation of costs/travel arrangements <p>A detailed travel itinerary from given instructions to meet a specific customer's needs, to include:</p> <ul style="list-style-type: none"> • carrier details • fare type • departure/arrival point

	<ul style="list-style-type: none">• dates and times of travel• check-in times and procedure• time differences• transfer/stopover arrangements <p>Further information (based on the customer's specific needs) may include:</p> <ul style="list-style-type: none">• currency• health• insurance• passport/visa• motoring• baggage allowance• parking
--	--

Guidance on assessment and evidence requirements

This module is intended to aid candidates develop skills in planning travel arrangements and consider travel organisation for any type of passenger, whether by land, sea or air. Candidates will access and use sources of information that demonstrate awareness of currency, health and legal requirements to undertake the travel and be able to complete the necessary documentation in order for passengers to make the journey.

This module has links with the Core Module, particularly section D Travel and Tourism Products and Services. Candidates should be encouraged to apply the knowledge and skills developed from the Core Module when working towards this module.

Assessment of Travel Organisation (Optional Module)

This module is assessed by an examination covering all the assessment objectives in all the syllabus sections. The examination is set by CIE and externally marked by CIE examiners.

The examination must be completed within 2½ hours and is offered twice each year in May and October. It comprises scenario-based questions which require candidates to provide detailed answers. The scenarios are set in an international travel and tourism environment although some provision is made for candidates to refer to local examples.

Resources

The following are suggestions of resources that could be useful when delivering the course. They are neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources.

Books

There is a comprehensive range of books listed on the CIE website. Visit www.cie.org.uk.

Rowe A, Smith JD and Borein F – CIE Career Award Travel and Tourism Standard Level (Cambridge University Press, 2002)

Ward J – GCSE Travel and Tourism (Longman Higher Education, 1997)

Yale P – The Business of Tour Operations (Longman, 1995)

Davidson R and Maitland R – Tourism Destinations (Hodder Arnold H&S, 1997)

Horner P – Travel Agency Practice (Longman, 1996)

Davidson R – Travel and Tourism in Europe (Longman Higher Education, 1998)

Korniczky P – World Travel Dictionary (Columbus Travel Publishing, 1999)

Booksales@colguide.demon.co.uk <http://www.travelknowledge.com>

Quinn B – World Travel Guide (Columbus Travel Publishing, 1999)

Taylor M – World Travel Atlas (Columbus Travel Publishing, 1999) 6th Edition

General resources

Tour operators' brochures covering wide variety of holiday types: package, independent, cruise, fly-drive, adventure, holidays for specific categories (families, couples, etc.)

Templates of booking and reservation forms used by the industry - available from tour operators or travel agencies or from previous examination papers

Rail and air service provider schedules and timetables e.g. ABC World Airways Guide, ABC Rail Guide or Internet access to search individual providers

Currency conversion tables

Maps of the world and main holiday/travel destinations

Brochures/leaflets of local attractions

Local tourist information guides

National gazetteer for own country

Websites

Destination information: travel Guides, most destinations now have Internet sites

<http://www.ukpa.gov.uk> Passport information

Visa requirements: Consulate or Embassy of the country

<http://www.doh.gov.uk/traveladvice/tables.htm> Vaccinations

<http://www.cybrary.com.sg> Singapore visitor arrivals data

<http://www.staruk.org.uk> tourism facts and figures for the UK

<http://www.towd.com> Tourism offices Worldwide Directory

<http://www.travelchannel.co.uk> Travel education Project

<http://www.visitbritain.com> British Tourist Authority website

NB websites appropriate to the country being studied should be researched.

Optional Module: Visitor Services

By completing this module candidates will develop the knowledge, understanding and practical skills needed to explain the provision and importance of visitor services in the travel and tourism industry. Candidates will explore the range of services that are commonly available to domestic and international tourists, as well as services that other tourism providers might access. Candidates will investigate the variety of organisations involved in the provision of visitor services within a selected country or destination. Candidates will also examine the different roles and functions that these organisations play in providing visitor services, focusing particularly on the marketing research, sales and promotion functions. This module additionally requires candidates to investigate quality control measures adopted in the provision of visitor services, including accommodation classification systems and accredited training schemes for staff involved in the provision of visitor services.

Candidates will produce evidence to meet the module Assessment Objectives in order to show that they understand:

- How visitor services operate within a selected destination or country
- The roles and functions of different organisations involved in the provision of visitor services
- The range of products and services offered by national, regional and/or local visitor service providers, including business and leisure travel
- How marketing research, sales and promotion are used to provide visitor service information
- The use and importance of quality control measures in visitor services

Assessment Objectives	Skills and Knowledge
<p>1.0 Describe how visitor services operate within a chosen country or destination.</p>	<ul style="list-style-type: none"> • identification of organisations involved (Tourist Boards, Information Centres, Guiding Services, etc.) • scale of operation (national, regional, local) • organisational structure (branches and functional roles) • sources of funding (profit-making, subsidised by government, etc.) • relationships between different visitor service providers described
<p>2.0 Explain the role and function of different organisations involved in the provision of visitor services within the chosen country or destination.</p>	<ul style="list-style-type: none"> • marketing research • marketing and promotion • sales of specific products and/or services • information service • advice and consultation • quality standards, classifications and accredited training schemes

<p>3.0 Investigate the range of products and services offered by visitor services within the chosen country or destination.</p>	<ul style="list-style-type: none"> • guidebooks, maps • souvenirs • information services • reservation systems • guiding services • visitor surveys • any other relevant product and services
<p>4.0 Explain how tourist organisations promote tourism products, services, facilities and events within the chosen country or destination.</p>	<ul style="list-style-type: none"> • advertising • publicity materials • Internet web sites • leaflet/brochure racks • display areas • public relations • trade exhibitions/conferences
<p>5.0 Investigate how visitor service providers contribute to business travel services within the chosen country or destination</p>	<ul style="list-style-type: none"> • corporate and convention packages explored • national, regional and local conferences, trade fairs and exhibitions described
<p>6.0 Investigate how visitor service providers contribute to leisure travel services within the chosen country or destination</p>	<ul style="list-style-type: none"> • leisure packages • special events, festivals and attractions • calendar of events
<p>7.0 Explain how visitor service quality control measures are used within the chosen country or destination</p>	<ul style="list-style-type: none"> • accommodation classification systems or grading • accredited Staff Training programmes • any other control measures affecting staff or tourists in the provision of visitor services in selected country or destination

Guidance on assessment and evidence requirements

This module is intended to encourage candidates to investigate the provision of visitor services within their own country or within a selected destination. Their study should be enhanced through the use of a wide range of teaching and learning methods, particularly the use of personal investigation, case studies, interviews, etc. This module has links with the Core Module's Section A, the roles of tourist boards and other tourism service providers and of national governments in forming tourism policy and promotion.

Candidates should be given guidance and advice in selecting an appropriate focus for their assignment, and should avoid choosing too large a study to undertake. Candidates should be encouraged to carry out first hand research wherever possible, gathering exemplar materials for inclusion within the written assignment.

Assessment of Visitor Services (Optional Module)

This module is assessed by candidate's production of an individual assignment covering all the Assessment Objectives. The assignment should be devised and set by tutors in the Centre but CIE Examiners will externally mark the finished assignment. Submission deadlines for assignments are published within the CIE Administrative Guide.

Resources

A wide range of reference materials will be required to support the assignment work produced by candidates for this module. However, it is difficult to recommend specific resources, as candidates will need to access information relating to Visitor Services for their chosen destination or country.

The Internet will be a useful starting point – government websites often have links to tourism related sites.

Leaflets, brochures and guidebooks may also provide information about specific visitor services offered in the selected area, together with "What's On" guides and calendar of events.

Local Tourist Information Centres may provide essential information to support this module – a personal visit by candidates is recommended, where possible.

FOR CENTRE USE ONLY - PLEASE PHOTOCOPY AS REQUIRED

TRAVEL AND TOURISM STANDARD LEVEL

VISITOR SERVICES (OPTIONAL MODULE)

Student Assessment Record (SAR)

(Page 1 of 1)

Instructions to Tutor:

Sign and date this form when the candidate can achieve each objective reliably, consistently and without help. Submit the completed SAR with the assignment to verify that the assignment is the candidate's own work.

ASSESSMENT OBJECTIVES

**Please tick when
Assessment Objective has
been met**

- | | |
|---|--------------------------|
| 1.0 Describe how visitor services operate within a chosen country or destination. | <input type="checkbox"/> |
| 2.0 Explain the role and function of different organisations involved in the provision of visitor services within the chosen country or destination. | <input type="checkbox"/> |
| 3.0 Investigate the range of products and services offered by visitor service providers in the chosen country or destination. | <input type="checkbox"/> |
| 4.0 Explain how tourist organisations promote tourism products, services, facilities and events within the chosen country or destination. | <input type="checkbox"/> |
| 5.0 Investigate how visitor service providers contribute to business travel services within the chosen country or destination. | <input type="checkbox"/> |
| 6.0 Investigate how visitor service providers contribute to leisure travel services within the chosen country or destination. | <input type="checkbox"/> |
| 7.0 Explain how quality control measures are used within the chosen country or destination. | <input type="checkbox"/> |

I state that the Assessment Objectives have been achieved and that the submitted assignment is my own work

Signed _____

Candidate Name _____

Candidate number _____

Date _____

I verify that the candidate has achieved all the Assessment Objectives and that the submitted assignment is the candidate's own work

Signed: _____

Tutor Name _____

Centre Name _____

Centre Number _____

Date _____

Cambridge International Diploma
Travel and Tourism Standard Level
VISITOR SERVICES (OPTIONAL MODULE)
Assignment Cover Sheet for Candidates

(Page 1 of 3)

Before submitting a copy of your assignment, please ensure that your work has met all the Assessment Objectives of the module by completing this Assignment Cover Sheet. By completing this form and submitting the assignment for assessment by CIE, you confirm that the assignment is all your own work. Any work taken from another source should be appropriately referenced and acknowledged

Your tutor must also submit a S.A.R with your work, signed and dated by both of you.

CIE Unique Candidate Identifier		
Centre No.	Year	Cand. No.

Candidate Name	Date of Submission
<p>Your assignment report must include the following:</p> <ul style="list-style-type: none"> • contents page • assignment brief • introduction (purpose of assignment and an outline of the work to be included) • a clear explanation of the investigation you have carried out and methods you have used (steps taken to obtain information e.g. interviews, surveys, visits, research, why these methods were chosen and how they proved to be effective) • write-up (evidence which is the result of the investigation including practical work, evaluation and conclusions) • bibliography (i.e. list of reference materials, publications and text books used as reference sources) <p>In addition, your report should:</p> <ul style="list-style-type: none"> • be between 1800 and 2500 words long • be typed, word-processed or hand-written legibly • have a logical structure with clearly presented and explained sections • have a clear, legible and business-like layout and format. <p>Have all these requirements been met? YES/NO</p> <p>Comments:</p> 	



Assignment Contents

Please indicate in the boxes where in your assignment the evidence can be found. You may want to add a comment to explain your choice, but this is not necessary.

	Assessment Objectives	Evidence and/or page number	Comments
1.0	<p>Describe how visitor services operate within a chosen country or destination.</p> <ul style="list-style-type: none"> • identification of organisations involved (Tourist Boards, Information Centres, Guiding Services, etc.) • scale of operation (national, regional, local) • organisational structure (branches and functional roles) • sources of funding (profit-making, subsidised by government, etc.) • relationships between different visitor service providers described 		
2.0	<p>Explain the role and function of different organisations involved in the provision of visitor services within the chosen country or destination.</p> <ul style="list-style-type: none"> • marketing research • marketing and promotion • sales of specific products and/or services • information service • advice and consultation • quality standards, classifications and accredited training schemes 		
3.0	<p>Investigate the range of products and services offered by visitor service providers in the selected country or destination.</p> <ul style="list-style-type: none"> • guidebooks, maps • souvenirs • information services • reservations systems • guiding services • visitor surveys • any other relevant products and services 		
4.0	<p>Explain how tourist organisations promote tourism products, services, facilities and events within a selected country or destination.</p> <ul style="list-style-type: none"> • advertising • publicity materials • Internet web sites • leaflet/brochure racks • display areas • public relations • trade exhibitions/ conferences 		



5.0	<p>Investigate how visitor service providers contribute to business travel services within the chosen country or destination.</p> <ul style="list-style-type: none">• corporate and convention packages explored• national, regional and local conferences, trade fairs and exhibitions described		
6.0	<p>Investigate how visitor service providers contribute to leisure travel services within the chosen country or destination</p> <ul style="list-style-type: none">• leisure packages• special events, festivals and attractions• calendar of events		
7.0	<p>Explain how quality control measures are used within the selected country or destination</p> <ul style="list-style-type: none">• accommodation classification systems or grading• Accredited Staff Training programmes• any other control measures affecting staff or tourists in the provision of visitor services in selected country or destination		



Optional Module: The Hospitality Sector

By completing this module candidates will develop an understanding of the importance of hospitality provision to the travel and tourism industry and knowledge of the range of providers. This will include those whose primary purpose is hospitality (e.g. hotels and restaurants) as well as provision within other travel and tourism sectors e.g. airlines, conference facilities and visitor attractions. Candidates will investigate hospitality products and services and demonstrate the skills and qualities required in hospitality roles. Finally, candidates will demonstrate procedures to be followed within one hospitality role.

Candidates will produce evidence to meet the module Assessment Objectives in order to show that they understand:

- the different types of hospitality providers
- the products and services available
- the personal qualities and skills required by hospitality staff

Candidates will also demonstrate their practical skills by demonstrating procedures to be followed in a hospitality role.

Assessment Objectives	Skills and Knowledge
<p>1.0 Identify and provide examples of hospitality provision present in an area with which you are familiar.</p>	<p>Examples of primary providers:</p> <ul style="list-style-type: none"> • hotels, inns and guest houses • bars and café-bars • camping and caravan parks, holiday centres • restaurants (including cafés and fast food outlets) <p>Examples of secondary providers:</p> <ul style="list-style-type: none"> • visitor attractions • transport providers (airlines, ferry companies and rail services) • terminals (airports, ferry terminals and rail stations) • conference facilities • theatres and cinemas
<p>2.0 Describe and explain the products and services currently provided by two hospitality providers.</p>	<p>Candidates should choose contrasting providers, e.g. one serving mainly leisure customers and one serving mainly business clients.</p> <p>Examples of products and services:</p> <ul style="list-style-type: none"> • food and drink service (table, tray, counter and take-away) • food (full meals, buffets, snacks and fast food) • drink (alcoholic, non-alcoholic; hot, cold) • accommodation (single/double/family rooms, suites, en-suite facilities; bed and breakfast, half-board, full-board) • accommodation services (cleaning, laundry, valeting, food and drink, and business services)

	<ul style="list-style-type: none"> • business facilities (conference suites, meeting rooms, business suite) • leisure facilities (pool, gym)
<p>3.0 Describe and explain the personal qualities and skills required by three different hospitality service staff</p>	<p>Examples of personal qualities:</p> <ul style="list-style-type: none"> • ability to work under pressure • ability to manage stressful situations • ability to make quick decisions • business-like appearance (uniform, personal hygiene, hair and jewellery) • sense of humour • warm manner • enthusiasm • ability to work in a team • ability to work to deadlines • common sense • self-motivation <p>Personal skills might include:</p> <ul style="list-style-type: none"> • communication • numeracy • listening skills • investigative skills • first aid skills • computer literacy • foreign languages <p>Examples of hospitality staff:</p> <ul style="list-style-type: none"> • front desk/reception • housekeeper • concierge • bar manager • waiter/waitress • conference manager
<p>4.0 Demonstrate and explain the specific procedures to be followed when delivering excellent customer service in one hospitality role of your choice</p>	<p>Procedures must be:</p> <ul style="list-style-type: none"> • appropriate to the identified job role • fit-for-purpose • in tourism hospitality environment <p>Demonstration must be in the workplace or by participation in a detailed simulation.</p> <p><i>(See Guidance on assessment and evidence requirements overleaf).</i></p>

Guidance on assessment and evidence requirements

Through this module candidates will develop their knowledge of the hospitality sector as part of the travel and tourism industry. They will gain an understanding of the range of providers, their products and services and the importance of hospitality provision to other sectors of the travel and tourism industry. This module has links with the Advanced Optional Module Applied Customer Services 5265.

Candidates should be encouraged to select an appropriate area to investigate hospitality provision (Assessment Objective 1). Although it is anticipated that most candidates will choose to investigate their local area, this is not a requirement. Candidates need to consider both primary and secondary hospitality providers. Examples of primary providers include hotels, restaurants and catering provision. Secondary provision refers to the range of hospitality provision within other sectors of the industry (i.e. whose primary provision is a travel and tourism product or service). Examples may include airline catering, restaurants and a hotel at a tourist attraction, corporate hospitality at a conference, food and drink services within theatres and cinemas. It is anticipated that many candidates will already be familiar with much of the local provision. This information could be shared through class discussion.

For Assessment Objective 2, candidates must research two hospitality providers and identify their products and services. Candidates need to appreciate the diversity of hospitality provision and the full range of products and services. The types of providers selected for Assessment Objective 2 will obviously affect the types of products and services offered. It is strongly recommended that tutors guide students to select contrasting providers (e.g. a hotel and a fast food restaurant) who cater for different customer types (e.g. business client and a family). Research should ideally be supported by visits to the hospitality providers. This may be done independently or as part of an organised educational visit. Underpinning knowledge for this assessment objective should include the full range of products and services that could be offered by hospitality providers. Candidates may already be familiar with some of the products and services that hospitality providers offer in general. However, candidates need to also research packages offered, e.g. wedding parties (which can include drinks on arrival, food and bar, room for an evening disco and buffet, as well as a honeymoon suite and a reduced room rate for guests). Products and services for a business traveller at a hotel will include a range of business facilities such as conference and seminar rooms, Internet connection, projects and screens, as well as refreshments and meals, preferable room rates and leisure activities/facilities.

Assessment Objective 3 has links with the Core Module's Section C: Customer Care and Working Practices. Candidates are required to describe the qualities and skills required by three hospitality staff. Contrasting roles within different providers should be selected in order to demonstrate different role requirements. More able candidates should be encouraged to link qualities and skills to the roles and responsibilities and show why the qualities and skills are necessary. Through these Assessment Objectives, candidates will develop an understanding that the roles within the hospitality sector are very similar to those within other sectors, e.g. providing information about local facilities, giving advice about where to go. The aim of the hospitality service staff is to enhance the customer experience. The skills and personal qualities needed are, therefore, similar to many other roles within other sectors of the travel and tourism industry. Ideally visits will be organised to a selection of hospitality providers in order to provide the underpinning knowledge for this assessment objective. Alternatively, candidates can research job roles through the Careers Information Centre or specialist hospitality websites. Once candidates have established the roles and responsibilities, they need to research the skills and qualities required. The underpinning knowledge for Assessment Objective 3 could include an understanding of internal and external customers. Candidates should identify how the selected job roles work with other areas of the operation, e.g. part of the role of restaurant staff is to communicate with the kitchen staff when placing

orders, reception staff have to liaise with housekeeping to tell them which rooms are needed for new guests.

For Assessment Objective 4, candidates are required to demonstrate and explain procedures when delivering excellent customer service in a hospitality role, i.e. candidates need to provide a written explanation and carry out a demonstration. Some of the underpinning knowledge will be established in the teaching of AO3. The role that is selected for AO4 must involve identifiable procedures that the candidate can explain as being appropriate for a particular tourism hospitality role. For example, a demonstration of host/hostess duties in a popular café-bar environment would be expected to cover matters such as:

- always smiling
- keeping doors and waiting areas free of glasses and trash
- maintaining crowd control and good customer flow
- maintaining a clean and organised host stand
- organising menus and making sure they are returned to host stand
- assisting in getting tables set/made ready
- constantly moving through floor to assess table turnover
- always knowing the status of open/closed serving stations, etc.

These would be in *addition* to the more obvious meeting and greeting functions:

- always acknowledging guests
- always walking guests at a comfortable pace
- assisting the guest as much as possible

Centres must make sure that all students have appropriate workplace or simulated experiences to inform their portfolio evidence. If witness statements are used, it must be quite clear what exactly the candidate has done. The demonstration must also provide evidence of excellent customer service, i.e. if a candidate demonstrates a correct procedure but does not provide excellent customer service, this is not acceptable.

Portfolio evidence can take a variety of forms. Tutors should guide students towards the most appropriate form of evidence for each assessment objective. For example, written evidence could be presented as a report, information sheet, handout, leaflet/brochure or a poster/wall display. Oral evidence could also be provided. For example, tutors may ask candidates to give an oral presentation or to participate in a discussion. If a presentation format is chosen candidates should have access to appropriate presentation software or alternative materials (e.g. overhead transparencies and a projector). Tutors must provide witness statements for oral evidence and for simulations. Video and/or photographic evidence could also be provided.

Assessment of the Hospitality Sector (Optional Module)

This module is assessed by candidate's production of an individual assignment covering all the Assessment Objectives. The assignment should be devised and set by tutors in the Centre but CIE examiners will externally mark the finished assignment. Submission deadlines for assignments are published within the CIE Administrative Guide.

Resources

The following are suggestion of resources that could be useful when delivering the course. They are neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. The resources indicated are those that are available internationally. Centres may also choose to use local publications, as appropriate to the local travel and tourism industry.

Books

Cousins J, Foskett D and Gillespie C. (2001) – Food and Beverage Management (Pearson Education, 2001) 2nd Edition

Davidson R – Tourism (Pearson Education, 1996)

Holloway C – The Business of Tourism (Pearson Education, 2001) 6th Edition

Lavery P – Travel and Tourism (Elm, 2004)

McAlphine M – So you want to work in travel and tourism? (Hodder and Stoughton, 2004)

Videos

Body language (*TV Choice*)

If looks could Kill (*TV Choice*)

Keeping the customer satisfied (*TV Choice*)

To order videos contact TV Choice at: tvchoiceuk@aol.com.

Websites

Accor hotel group www.accor.com

Extensive website about the Accor group and its numerous brands. Job information and links to international sites

McDonalds www.McDonalds.com

Corporate information and links to websites of the 119 countries in which McDonalds has restaurants.

Hospitality Association www.bha-online.org.uk

Information on the global hospitality industry and jobs profiles

Caterer www.catererglobal.com

The best online source of catering and hospitality jobs as well as career advice and general information.

Hospitality Careers www.hcareers.co.uk

Restaurant, hotel and hospitality international jobs are advertised on this website. Extensive links to international employers.

Hospitality Management in the UK www.hospitality-management-uk.co.uk

A site outlining the UK industry. Useful background information to the industry, general advice and tips on hospitality management.

FOR CENTRE USE ONLY - PLEASE PHOTOCOPY AS REQUIRED

**TRAVEL AND TOURISM STANDARD LEVEL
THE HOSPITALITY SECTOR (OPTIONAL MODULE)**

Student Assessment Record (SAR)

(Page 1 of 1)

Instructions to Tutor:

Sign and date this form when the candidate can achieve each objective reliably, consistently and without help. Submit the completed SAR with the assignment to verify that the assignment is the candidate's own work.

ASSESSMENT OBJECTIVES

**Please tick when
Assessment Objective has
been met**

- | | |
|---|---|
| <p>1.0 Identify and provide examples of hospitality provision present in an area with which you are familiar.</p> <p>2.0 Describe and explain the products and services currently provided by two hospitality providers.</p> <p>3.0 Describe and explain the personal qualities and skills required by three different hospitality service staff.</p> <p>4.0 Demonstrate and explain the specific procedures to be followed when delivering excellent customer service in one hospitality role of your choice.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> |
|---|---|

I state that the Assessment Objectives have been achieved and that the submitted assignment is my own work

I verify that the candidate has achieved all the Assessment Objectives and that the submitted assignment is the candidate's own work

Signed _____

Signed: _____

Candidate Name _____

Tutor Name _____

Candidate number _____

Centre Name _____

Centre Number _____

Date _____

Date _____

Assignment Cover Sheet for Candidates

Cambridge International Diploma

Travel and Tourism Standard Level

THE HOSPITALITY SECTOR (OPTIONAL MODULE)

(Page 1 of 3)

Before submitting a copy of your assignment, please ensure that your work has met all the Assessment Objectives of the module by completing this Assignment Cover Sheet. By completing this form and submitting the assignment for assessment by CIE, you confirm that the assignment is all your own work. Any work taken from another source should be appropriately referenced and acknowledged

Your tutor must also submit a S.A.R with your work, signed and dated by both of you.

CIE Unique Candidate Identifier		
Centre No.	Year	Cand. No.

Candidate Name	Date of Submission		

Your assignment report must include the following:

- contents page
- **assignment brief**
- introduction (purpose of assignment and an outline of the work to be included)
- a clear explanation of the investigation you have carried out and methods you have used (steps taken to obtain information e.g. interviews, surveys, visits, research, why these methods were chosen and how they proved to be effective)
- write-up (evidence which is the result of the investigation including practical work, evaluation and conclusions)
- bibliography (i.e. list of reference materials, publications and text books used as reference sources)

In addition, your report should:

- be between 1800 and 2500 words long
- be typed, word-processed or hand-written legibly
- have a logical structure with clearly presented and explained sections
- have a clear, legible and business-like layout and format.

Have all these requirements been met? YES/NO

Comments:



UNIVERSITY of CAMBRIDGE
International Examinations

Assignment Contents

Please indicate in the boxes where in your assignment the evidence can be found. You may want to add a comment to explain your choice, but this is not necessary.

	Assessment Objectives	Evidence and/or page number	Comments
1.0	<p>Identify and provide examples of hospitality provision present in an area with which you are familiar.</p> <p>Examples of primary providers:</p> <ul style="list-style-type: none"> • hotels, inns and guest houses • bars and café-bars • camping and caravan parks, holiday centres • restaurants (including cafés and fast food outlets) <p>Examples of secondary providers:</p> <ul style="list-style-type: none"> • visitor attractions • transport providers (airlines, ferry companies and rail services) • terminals (airports, ferry terminals and rail stations) • conference facilities • theatres and cinemas 		
2.0	<p>Describe and explain the products and services currently provided by two hospitality providers.</p> <p>Candidates should choose <i>contrasting</i> providers e.g. one serving mainly leisure customers and one serving business clients.</p> <p>Examples of products and services:</p> <ul style="list-style-type: none"> • food and drink service (table, tray, counter and take-away) • food (full meals, buffets, snacks and fast food) • drink (alcoholic, non-alcoholic; hot, cold) • accommodation (single/double/family rooms, suites, en-suite facilities; bed and breakfast, half-board, full-board) • accommodation services (cleaning, laundry, valeting, food and drink, and business services) • business facilities (conference suites, meeting rooms, business suite) • leisure facilities (pool, gym) 		



<p>3.0</p>	<p>Describe and explain the personal qualities and skills required by three different hospitality service staff</p> <p>Examples of personal qualities:</p> <ul style="list-style-type: none"> • ability to work under pressure • ability to manage stressful situations • ability to make quick decisions • business-like appearance (uniform, personal hygiene, hair and jewellery) • sense of humour • warm manner • enthusiasm • ability to work in a team • ability to work to deadlines • common sense • self-motivation <p>Personal skills might include:</p> <ul style="list-style-type: none"> • communication • numeracy • listening skills • investigative skills • first aid skills • computer literacy • foreign languages <p>Examples of hospitality staff:</p> <ul style="list-style-type: none"> • front desk/reception • housekeeper • concierge • bar manager • waiter/waitress • conference manager 		
<p>4.0</p>	<p>Demonstrate and explain the specific procedures to be followed when delivering excellent customer service in one hospitality role of your choice.</p> <p>Procedures must be:</p> <ul style="list-style-type: none"> • appropriate to the identified job role • fit-for-purpose • in tourism hospitality environment <p>Demonstration must be in the workplace or by participation in a detailed simulation.</p>		

