CAMBRIDGE INTERNATIONAL DIPLOMA
TRAVEL AND TOURISM (ADVANCED 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 candidates 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**

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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 Advanced Level Diploma has been designed to provide a tailored route into specific features of the travel and tourism industry and related ancillary service industries at a level commensurate with junior management. 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 Advanced Level Diploma is also designed to provide those preparing to enter the industry at this level, or those already working in travel and tourism, with a critical awareness of the business environments in which travel and tourism takes place. The Diploma enables individuals to investigate the development of travel and tourism and the way in which marketing and promotion can affect the industry, 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 Skills and Knowledge specified in the syllabus.

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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 Advanced Level is aimed at those who are interested in developing 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.

The Advanced Level Diploma is seen as a progression from the Standard Level, although there is no formal requirement from CIE for prospective candidates to have already gained this qualification. However, it is assumed that an individual taking the Diploma at Advanced Level will possess the necessary skills and experience outlined in the Standard Level syllabus.

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 combine study of the Core Module with Optional Modules, all of which are assessed by either an examination and/or by a practical work-related assignment, as appropriate.

Those who may only wish to study a generic approach to travel and tourism development, marketing and promotion and destination management 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:

- Travel and Tourism Development

- Marketing and Promotional Techniques

- Destination Management

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Optional Modules currently available are:

- Ecotourism

- Business and Executive Travel

- Event Planning and Promotion

- Applied Customer Service

Component	Module Type	Form of Assessment
Travel and Tourism Development Marketing and Promotional Techniques Destination Management	Core Module	2½ hour examination
Ecotourism	Optional Module	Assignment
Business and Executive Travel	Optional Module	Assignment
Event Planning and Promotion	Optional Module	Assignment
Applied Customer Service	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 80-100 learning hours, with Optional Modules based around 60 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.

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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 assignment for each Optional Module.

The Core Module examination consists of a written paper comprising short and extended answer questions based on source material, taken under examination conditions. Candidates are permitted 2½ 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 Optional Modules consists of an assignment based on a set of CIE criteria on which a Centre can construct an assignment tailored to an individual's interest, experience or employment. **Centres are required to complete a Student Assessment Record confirming that all Assessment Objectives have been achieved for each candidate**. This is submitted together with the completed assignment report to the CIE for final assessment. All assignments are externally assessed by CIE Examiners. Assessment of Optional Modules by assignment may take place at any time throughout the year.

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.

2.6   Certification

Certification is available at various points in the Diploma:

- Any candidate who successfully completes the Core Module will receive a Travel and Tourism (Advanced Level) Core certificate with a Pass, Merit or Distinction grade.

- Candidates will receive an individual 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 (Advanced 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

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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

2.7 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.

2.8 Fees

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

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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.

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SECTION 4: TRAVEL AND TOURISM CORE MODULE (ADVANCED LEVEL)

The Core Module is designed to provide candidates with a detailed overview of the issues related to the development and management of the international travel and tourism industry. Study will encompass the development of travel and tourism, investigation of marketing and promotional aspects of travel and tourism products and services, and features of destination management. The module is appropriate for those wishing to gain a junior management perspective on the travel and tourism industry.

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

The module comprises:

Section A: **Travel and Tourism Development**

A global perspective on the international travel and tourism industry; the way in which the industry is growing, its impact on the world in which we live and the role of governments and travel and tourism organisations in establishing and maintaining a global industry.

Section B: **Marketing and Promotional Techniques**

Developing the notion that marketing and promotion is a continuous process which encompasses all aspects of the travel and tourism industry to ensure that customer needs and expectations are met.

Section C: **Destination Management**

Investigating the needs of the host population, the environment and the traveller to ensure that the appeal of destinations remains and that tourism is sustained. This section explores the essential features of planning, developing and marketing a particular destination to attract and sustain visitors.

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Core Module Content

A.   Travel and Tourism Development

Learning outcomes

The study of this module will confirm candidates' understanding of the stages of the tourism development process and the aims and roles of the organisations involved. Through the study of a variety of overseas destinations, candidates will have an awareness of the way in which the industry is developing plus the positive and negative impact it is having on the world in which we live. Candidates will apply their knowledge to a range of questions in the external examination.

Assessment Objectives	Skills and Knowledge
1.0 Explain and understand the objectives of travel and tourism development.	Objectives: • to attract visitors • to increase visitor spending • to preserve assets • to increase assets Economic Factors: • increase foreign currency earnings • increase income for commercial operators • economic development projects • enhancement of area and conditions • employment creation • development of infrastructure
2.0 Investigate the impacts of travel and tourism developments.	Economic Impacts: Positive: • on an international scale – scale of worldwide employment, forecasts of future worldwide employment, trends in receipts from international tourism, scale of worldwide investment, contribution to total world GDP • infrastructure improvements • road, rail and airport development, telecommunications and utilities development • grants, loans and financial assistance from worldwide organisations from the public and private sector Negative: • negative impacts of tourism such as inflation, opportunity costs, over-dependence, leakages

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	Environmental Impacts:
	Positive:
	• conservation, preservation and protection of rural and urban areas
	• enhancement and general restoration, conservation and landscaping and cleaning of buildings and natural resources
	• pollution control
	• the preservation of natural resources
	• the creation of pressure and voluntary groups, e.g. Friends of the Earth, Tourism Concern to protect endangered sites understood
	Negative:
	• air and sea pollution, damage to vegetation, wildlife, water quality and other pollution issues understood
	Social and Cultural Impacts:
	Positive:
	• demographic changes
	• service retention
	• revitalisation in the rebirth of local arts and crafts, revitalisation of traditions, customs, historical celebrations, festivals, and religious ceremonies
	• reinforced sense of national pride and identity
	Negative:
	• employment structures, morals, culture, health, family breakdown, traditions and loss of national identity understood

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3.0	Identify and explain the principles and methods used by destinations to maximise travel and tourism development.	Principles: • Tourism Training – training and employment of local population in tourism and related activities, tourism education, staff training and development • importance of staff awareness and need for customer service skills. The importance of enhancing self esteem, bringing benefits to customers and promoting higher standards explored • role that investing income in public and social projects can maximise and sustain development. Methods: • maximising visitor spending by effective marketing, human resource management and financial control • development of 'secondary spending' and multiplier effect
4.0	Describe the roles of national and foreign organisations in the development of tourism in worldwide destinations.	The roles of organisations are to: • encourage development, control the use and access of resources, to facilitate funding, planning, constructing, marketing and promotion of destinations Role of national organisations such as: • local government, national government, local and national agencies, land owners and developers, political parties, etc. and the role they play in tourism development Role of commercial enterprises such as: • tour operators and developers who are involved in promotion of new destinations and facilities

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B. **Marketing and Promotional Techniques**

Learning outcomes

The study of this module will confirm candidates understanding of the more advanced stages involved in the marketing and promotion of worldwide destinations. Through the study of a variety of marketing communications methods currently used by the industry, candidates will have an awareness of the way in which these methods are used to maximise visitor spend and participation. Candidates will apply their knowledge to a range of questions in the external examination.

Assessment Objectives	Skills and Knowledge
1.0 Outline the reasons why marketing and promotional activities are of importance to travel and tourism organisations.	• need to increase customer awareness of travel and tourism products explained • importance of informing customers of the benefits of one product over another recognised • necessity to stimulate demand for products explained • need to provide incentives for use or purchase of Travel and Tourism products investigated • importance of reminding customers of the existence of a product
2.0 Analyse and evaluate the advantages and disadvantages of a range of marketing communication methods used in travel and tourism.	• features of AIDA (attention, interest, desire, action) in terms of marketing and promotion • advertising as an 'above the line' activity investigated (the two types of advertising used: consumer advertising - direct to the public and trade advertising - business to business) • types of advertising media printed material, television, radio, cinema, outdoor, transport, Internet • role and benefits of using advertising agencies understood • direct marketing - direct mail, telemarketing, door-to-door distribution, direct response advertising • public relations - the role and objectives of PR companies; product launch, reposition of existing products, interest generation, event publicity, influence of specific target groups, creation of favourable image investigated • sales promotion - the use of a variety of techniques; price reductions, free gifts, exhibitions, competitions, 'extra products' e.g. 2 weeks for the price of 1, loyalty schemes, point of sales (POS) materials • personal selling - the advantages of the 5 P's of personal selling; preparation, prospecting, pre-approach, presentation, post-sale support

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3.0	Identify the roles of different marketing strategies used in travel and tourism organisations and justify their effectiveness.	Types of marketing strategies used: • undifferentiated marketing • differentiated marketing • concentrated marketing The implementation of different marketing strategies: • defensive strategy • developing strategy • attacking strategy

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C.   Destination Management

Learning outcomes

The study of this module will confirm candidates' understanding of the reasons why tourists demand a variety of destinations and the factors which lead to success in a range of worldwide destinations. The role of the public, private and voluntary sectors, and the partnership between them, is essential in ensuring that the principles of sustainable tourism are implemented. Candidates will apply their knowledge of why destinations may be successful to a range of questions in the external examination.

Assessment Objectives	Skills and Knowledge
1.0 Explain the factors and the reasons for the demands of incoming and domestic tourists on worldwide tourist destinations.	Factors affecting tourism demand include: • increase of leisure time • affluence and increase in disposable income • freedom of movement, i.e. political factors understood Reasons for motivation to travel include: • religion, business tourism, VFR (visiting friends and relatives), sport or cultural purposes, holiday travel, climate, natural resources, customs, cuisine investigated and understood
2.0 Identify and explain the reasons why different countries are able to attract and generate tourism.	Social reasons: • spread of income and education Economic reasons: • distribution of the countries wealth through infrastructure and employment Political reasons: • Positive government influence, freedom of movement, etc. Geographical reasons: • landscape, climate, topography of destination understood
3.0 Suggest and justify the characteristics of success in destination management.	• 'A multi-dimensional, total tourism product', including heritage, attractions, leisure, entertainment, culture, shopping facilities, business facilities, and hospitality and tourism services • other economic activities to support or complement tourist destinations • role of local council or public authorities that are involved in the planning and implementation of management decisions • the role played by an active private sector, e.g. developers, tour operators etc. involved in the destination's planning

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4.0	Identify and describe the roles of the public, private and voluntary sectors in destination management.	Public Sector: - marketing, developing and managing tourist attractions - providing the infrastructure, organising events, linking rural and urban tourism, education and training - encouraging private sector investment through grants etc., planning controls and collection of taxes to protect the environment Private Sector: - provision of facilities, accommodation, attractions, transport, entertainment and business related facilities - role of tour operators and travel agents to promote and sell destinations Voluntary sector: - events and activities provision, cultural exhibitions, pilgrimages and religious activities, environment protection.
5.0	Describe and evaluate the factors and influences which are used to sustain tourism in worldwide destinations.	Factors: - setting of long-term goals, development of the triangular relationship between the host community, the environment and the tourist - factors affecting a host community which has its own demands on the destination investigated Influences: - minimise environmental and cultural damage - optimise visitor spending, increase visitor satisfaction, maximise economic growth - reconcile differences and conflicts between communities and tourists

Guidance on Assessment of the Core Module

The Core Module is assessed by an examination covering all the Assessment Objectives in the three 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 source material based questions which require candidates to provide short and extended answers. The scenarios are set in an international travel and tourism environment, although some provision is made for candidates to refer to local examples.

There are three grades awarded at Advanced Level – Pass, Merit and Distinction.

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The exam paper consists of four sections, each awarding approximately 20 to 30 marks.

- Question 1 consists of questions relating to Tourism Development

- Question 2 consists of questions relating to Marketing and Promotion

- Question 3 consists of questions relating to Destination Management

- Question 4 consists of a variety of questions that may relate to any part of the three core modules

Resources

It is beneficial for all candidates to be familiar with current travel developments, issues and trends to enable sufficient underpinning knowledge of the industry. Regular reference to CNN or BBC World News pages on the Internet offer regular updates on their travel pages. In addition to a range of tourism textbooks which are very useful in detailing the theory of the subject, they also contain many case studies which are invaluable in class debates and discussions. These are particularly useful in the arguments for and against Tourism Development and the positive and negative impacts of tourism.

Many trade newspapers such as TTG UK, TTG Europe and TTG Far East are available by online subscription. These provide updates on all Marketing and Promotional activities in the industry to include both customer and trade examples.

The use of online statistics from a variety of sources is a good method of keeping in touch with trends of visitor numbers to key worldwide destinations. References to travel brochures and tourism information publications give excellent reference to Destination Management.

Centres should refer to the CIE publication 'Planning for the Effective Delivery of the Cambridge International Diplomas'

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

1.0   Overview

Optional Modules have been designed to enable candidates 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.

Candidates 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:

Ecotourism

The role and function of the travel and tourism industry in ensuring that travel to, and tourism in, natural areas respects the culture and ecology of the area. The module also explores the economic opportunities and benefits for local people in the conservation of natural resources.

Business and Executive Travel

Business and executive travel is a highly specialised feature of the global travel and tourism industry. This module will investigate the needs of the business traveller and the benefits to travel service providers.

Event Planning and Promotion

Many successes in the travel and tourism industry are dependent on the successful planning and promotion of events. Events can range from small advertising campaigns to large international events attended by thousands of delegates. This module will study the factors needed to stage an event and the key promotional techniques necessary to ensure its success.

Applied Customer Service

Excellent customer service is fundamental to the success of travel and tourism organisations.
This module examines customer service provision within the local area and investigates the ways in which familiar organisations have approached customer care. Candidates demonstrate some of their own customer service skills and develop a realistic appreciation of the skills required in order to perform particular travel and tourism job roles.

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2.0   Assessment Guidelines

Centres have the opportunity of entering candidates for assignment-based assessment at both Standard and Advanced levels. At Advanced level, candidates must produce assignments for optional modules.

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 candidates early in the module. This will allow candidates to begin their own research and planning.

Scenario

Assignments are more interesting for candidates 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.

Some examples of suitable scenarios are given below.

Ecotourism

You work for an international organisation called 'Tourism without Tears'. The aim of the organisation is to educate tourists about sustainable tourism and ecotourism. The latest project is to provide information and case study material for schools to use with 14-16 year olds. The information may be distributed by mail or posted on the company website for schools and colleges to download.

You have been asked to assist in researching and writing suitable materials on a variety of subjects to do with ecotourism. You have been assigned the following tasks.

Business and Executive Travel

You have been working as a junior executive in a travel agents for the last year. Your manager, Sinead Evans, is very pleased with your performance and is keen to give you more responsibility. She is very experienced in travel retailing and has noted the growth in the business travel market. She would like to open a specialist business travel department in the agency and would like you to be its assistant manager. First, she has to convince the board of directors that opening such a department is a good idea. She has asked you to prepare a series of papers and reports relating to business travel which will be presented to the board to persuade them to invest money in this venture.

Your specific tasks are as follows:

Event Planning and Promotion

Your group of travel and tourism candidates has been asked by the college principal to arrange an open day for prospective candidates who might decide to take your course. You will need to find an appropriate venue for the open day and decide when it is to be held. Some tasks will be carried out in groups and some individually.

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

These examples are brief but set the scene and give the student a role. Tutors may develop more detailed scenarios if they wish. It should be remembered that the modules contain generic objectives, for example, 'Describe the nature of business travel' and specific objectives, for example, 'Investigate the role of travel and transport providers'. The scenario must be able to accommodate both types of objectives. Further examples of this are given in **How to write the tasks**.

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 candidates to show evidence of the knowledge and skills criteria but they do not have to cover **all** items listed in the Skills and Knowledge 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 candidates 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 candidates. 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.

Here are some examples relating to the Business and Executive Travel module using the scenario described above.

Sinead wants to begin her presentation to the board by explaining what business travel is and why it is growing. Prepare some information for her and include the following:

- *a definition of business travel*

- *reasons for business travel*

- *some figures showing how business travel has grown*

- *reasons for the growth of business travel.*

Remember to give the sources of your information, particularly statistics. This task covers AO 1. The information sheets will form part of the final report.

This example covers all of Assessment Objective 1.0 in the Business and Executive Travel module. It allows the student to carry out research, put information together and start their bibliography. It is very clear to the student which part of the module is assessed in this task and they will find it easy to reference when they have finished the whole assignment. The tutor has covered a generic task but has given it a focus making it more interesting to the student.

A more specific Assessment Objective might be covered in the same assignment:-

Sinead wishes to arrange contracts with local transport providers so that she can have special terms and build up loyalty. She needs to make sure that the transport providers she chooses are able to cater for the particular needs of business travellers. She has asked you to investigate two transport providers and find out how they cater for business passengers. The transport providers must operate from your country or area.

You should identify the special needs of business passengers prior to your investigation.

You might present your findings as a comparative table which can form part of the final report.

This task covers AO 4.

This example allows the student to use local knowledge as they can choose transport providers in their area. If they wish, they can visit the provider to find out information. Where resources are limited, the tutor could arrange a group visit to the provider or ask a transport provider to come and talk to the group.

This task also suggests a different way of presenting information to the student. As assignments are restricted in word count, a student may want to use tables and other illustrations. Words included within tables, on graphs or annotated on illustrations do not count against the overall assignment word limit. Again, it is very clear to the student what aspect of the module is being assessed and the task is still related to our scenario.

Visits

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

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 candidates. They should talk through the assignment and explain clearly what is expected. Tutors can indicate to candidates 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.

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Research

Candidates 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, candidates will be expected to evaluate the sources they have selected and they need to demonstrate analysis and evaluation.

Candidates 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 candidates 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 candidates.

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 sources.

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.

Review

It is good practice to hold regular review meetings with candidates 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).

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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 this module 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.

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ECOTOURISM

Learning outcomes

The study of this module will confirm candidates' understanding of the definitions and principles of ecotourism. Candidates will appreciate that ecotourism is an important part of the tourism development process where the primary purpose of the visitor is a concern for the environment of a particular area and of the indigenous people, their customs and culture. Ecotourism development in an area will often have minimal impact on the environment and of the culture of an area so that, if tourism were to cease in an area, it would be left undamaged and life could continue undisturbed.

Candidates will be able to express their understanding by the completion of an assignment based on research into an existing or proposed ecotourism project.

Assessment Objectives	Skills and Knowledge
1.0 Define and explain the objectives of ecotourism.	Definitions: • what is meant by ecotourism • how the travel industry defines ecotourism • why there is a need for ecotourism Objectives: • research to find out what needs to be preserved/enhanced • education to make people aware of what needs to be done • conservation by turning research and education into real and lasting environmental and social improvement
2.0 Explain how organisations can raise awareness of and respond to ecotourism issues.	Types of organisations: • public • private • voluntary • charities Roles and objectives of organisations such as: • voluntary/charity, e.g. Earthwatch, Tourism Concern Survival, WWF, UNESCO • private, e.g. airlines, tour operators, ancillary suppliers • public, e.g. local authorities, local and central government

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| 3.0 | Investigate the ways in which tourism can contribute to, and focus attention on, environmental issues. | Raising awareness of issues:

• conservation of ancient and historical sites
• biodiversity
• endangered species
• marine environment, such as reef protection, pollution, over fishing and the plight of whales and dolphins

Environment protection:

• stimulation of funding for national parks and reserves
• rehabilitation of disused or abandoned sites
• use of energy systems such as solar, wind powered and other natural energy sources
• respect for local water supplies, sanitation methods and overuse of detergents
• disposal of litter and of non-biogradable rubbish |
| 3.1 | Investigate the ways in which tourism can contribute to, and focus attention on, social/cultural issues. | • variety of different cultures and beliefs
• cultural diversity
• education of host and visitor, staged and non-staged authenticity
• respect of dress codes in religious sites and religious destinations
• shopping and retail of prohibited and non-prohibited items such as animal parts including ivory, rhino, shin, fur, turtle coral and shell
• respect of vendors and traders both male and female
• use of local transport services and observation of local rules and regulations |

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4.0	Investigate a global, national or local ecotourism project of your choice.	- features of project that are attracting global, national or local interest - environmental features such as reduction in disturbance of wildlife breeding patterns e.g. local flora and fauna - protection and re-generation of forest systems e.g. rain forest, acid rain, corporate development - ancient and historic sites or buildings - social and cultural features of the project such as support of tribal identities, tourist education - local and national heritage - religious sites and buildings
5.0	Demonstrate your understanding and provide examples of how the chosen ecotourism project has used effective management methods.	- success rates - global, national or local acknowledgement - statistical evidence - significant of conservation, e.g. public accountability - uniqueness - attraction - community identity - formal and inform education - strategic planning - sustainable management
6.0	Analyse the effect of future tourism trends on the chosen ecotourism project.	- private sector initiatives, e.g. British Airways 'Tourism for Tomorrow' awards - preservation of ancient sites by private sector involvement such as Valley of the Kings in Egypt - development of 'educational' holidays by tour operators, pro-active and volunteer holidays, e.g. Earthwatch - provision of interactive displays, exhibits, museums outside of the natural habitat - provision of virtual reality web-sites - management of visitor numbers and realistic pricing to maintain sustainability

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7.0	Produce a set of recommendations for your chosen project that demonstrate knowledge of the future prospects for ecotourism.	• joint promotion and marketing • collection of tourism statistics to sustain flow of visitor numbers • standardisation and classification of tourism facilities • personnel and manpower training of local people • preservation of local and tribal languages and the use of language to sustain indigenous habits • co-ordination of health and medical requirements to control risk of disease • conservation and preservation programme for natural, historic and cultural resources • foreign assistance and aid programmes • international representation overseas

Guidance

It is beneficial for all candidates to be familiar with current ecotourism developments, issues and trends to enable sufficient underpinning knowledge of the industry. Regular reference to CNN or BBC world news often has articles of interest in their travel and science and nature web pages.

By simply inserting the word 'Ecotourism' into an Internet search engine will direct the viewer to many useful links such as

• Ecotourism Society

• Ecoclub

• Tourism Concern

• UNESCO

• WWF Worldwide Wildlife Fund

Tutors could join the eco-club online and receive their monthly newsletters with provide ample material for sustained and detailed case study material for discussion.

Tourism Concern have some excellent publications and articles which they make available by mail order. Many Tourism Development textbooks also make valid references to ecotourism projects.

Books

Tourism: A modern Synthesis by Stephen J Page et all (Tourism Leaning www.thomsonlearning.co.uk)

Managing Tourism by S. Medlik (Butterwork Heinemann)

Preserve or Destroy by J. Croall, (Calouste Gulbenkian Foundation)

Many trade newspapers such as TTG UK, TTG Europe and TTG Far East are available by online subscription.

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The use of online statistics from a variety of sources is a good method of keeping in touch with trends of visitor numbers to key worldwide destinations.

It is acceptable for candidates to use existing projects together with valid and up-to-date material gained from existing organisations and projects. When using this information, it is imperative that candidates do not copy all the features of the project from the material. Candidates must be able to address all the Assessment Objectives in the SAR based on their research. In particular, candidates must address both environmental and social cultural issues and be able to analyse and evaluate future trends and prospects for their chosen project.

Further information

Further information about the Ecotourism Optional Module assignment, including a specimen assignment brief and guidance for assignment writers, can be found in the Tutor Support Guide for this Award, available from CIE.

Assessment of Ecotourism (Optional Module)

Assessment of this module is by assignment. The assignment may be devised and set by the Centre, or based on the specimen assignment provided in the Tutor Support Guide. All assignments are externally assessed by CIE Examiners. Assignment reports should be sent to CIE in line with the dates in the CIE Administrative Guide.

An assignment is a piece of work undertaken by the candidate with very clear guidance and support given at the beginning of the work but only limited support given during the exercise. The assignment should cover the whole range of Assessment Objectives in the syllabus. The assignment report must show evidence of knowledge and understanding of the areas of study as specified in the Assessment Objectives. The topic selected for study should provide appropriate breadth, depth and balance.

It is appreciated that Centres and candidates will wish to adopt their own individual approaches to each assignment, tailoring the approach to their particular situation, the facilities and time available, together with the individual needs of each candidate choosing this Optional Module. All candidates entering for this option must complete and submit an assignment to CIE.

Undertaking the Assignment

Candidates must demonstrate an understanding and the ability to apply the module's theoretical knowledge to a realistic and practical task that requires them to investigate the nature and effectiveness of Ecotourism projects.

The time allocated for completion of the assignment must be agreed with the tutor who, whilst providing ongoing advice, will not become directly involved in the writing of the assignment.

Please refer to the Assignment Guidelines for more details (see Section 5.2.)

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TRAVEL AND TOURISM ADVANCED LEVEL

ECOTOURISM (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 Define and explain the objectives of ecotourism. ☐

2.0 Explain how organisations can raise awareness of and respond to ecotourism issues. ☐

3.0 Investigate the ways in which tourism can contribute to, and focus attention on, environmental issues. ☐

3.1 Investigate the ways in which tourism can contribute to, and focus attention on, social/cultural issues. ☐

4.0 Investigate a global, national or local ecotourism project of your choice. ☐

5.0 Demonstrate your understanding and provide examples of how the chosen ecotourism project has used effective management methods. ☐

6.0 Analyse the effect of future tourism trends on the chosen ecotourism project. ☐

7.0 Produce a set of recommendations for your chosen project that demonstrate knowledge of the future prospects for ecotourism. ☐

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** _____

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Assignment Cover Sheet for Candidates

Cambridge International Diploma

Travel and Tourism Advanced Level

ECOTOURISM (OPTIONAL MODULE)

(Page 1 of 5)

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. 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:

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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	Define and explain the objectives of ecotourism. Definitions • what is meant by ecotourism • how the travel industry defines ecotourism • why there is a need for ecotourism Objectives • research to find out what needs to be preserved/enhanced • education to make people aware of what needs to be done • conservation by turning research and education into real and lasting environmental and social improvement		
2.0	Explain how organisations can raise awareness of and respond to ecotourism issues. Types of organisations who are likely to be involved: • public • private • voluntary • charities Roles and objectives of organisations such as: • voluntary/charity, e.g. Earthwatch, Tourism Concern Survival, WWF, UNESCO • private, e.g. airlines, tour operators, ancillary suppliers • public, e.g. local authorities, local and central government		

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3.0	Investigate the ways in which tourism can contribute to, and focus attention on, environmental issues: Raising awareness of issues such as: • conservation of ancient and historical sites • biodiversity • endangered species • marine environment, such as reef protection, pollution, over fishing and the plight of whales and dolphins Environmental protection: • stimulation of funding for national parks and reserves • rehabilitation of disused or abandoned sites • use of energy systems such as solar, wind powered and other natural energy sources • respect for local water supplies, sanitation methods and overuse of detergents • disposal of litter and of non-biogradable rubbish		
3.1	Investigate the ways in which tourism can contribute to, and focus attention on, social/cultural issues • variety of different cultures and beliefs • cultural diversity • education of host and visitor, staged and non-staged authenticity • respect of dress codes in religious sites and religious destinations • shopping and retail of prohibited and non-prohibited items such as animal parts including ivory, rhino, skin, fur, turtle coral and shell • respect of vendors and traders both male and female • use of local transport services and observation of local rules and regulations		

4.0	Investigate a global, national or local ecotourism project of your choice. • features of project that are attracting global, national or local interest • environmental features such as reduction in disturbance of wildlife breeding patterns, e.g. local flora and fauna • protection and re-generation of forest systems, e.g. rain forest, acid rain, corporate development • ancient and historic sites or buildings • social and cultural features of the project such as support of tribal identities, tourist education • local and national heritage • religious sites and buildings		
5.0	Demonstrate your understanding and provide examples of how the chosen ecotourism project has used effective management methods. • success rates • global, national or local acknowledgement • statistical evidence • significant of conservation, e.g. public accountability • uniqueness • attraction • community identity • formal and inform education • strategic planning • sustainable management		

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6.0	Analyse the effect of future tourism trends on the chosen ecotourism project. • private sector initiatives, e.g. British Airways 'Tourism for Tomorrow' awards • preservation of ancient sites by private sector involvement such as Valley of the Kings in Egypt • development of 'educational' holidays by tour operators, pro-active and volunteer holidays, e.g. Earthwatch • provision of interactive displays, exhibits, museums outside of the natural habitat • provision of virtual reality web-sites • management of visitor numbers and realistic pricing to maintain sustainability		
7.0	Produce a set of recommendations for your chosen project that demonstrate knowledge of the future prospects for ecotourism. • joint promotion and marketing • collection of tourism statistics to sustain flow of visitor numbers • standardisation and classification of tourism facilities • personnel and manpower training of local people • preservation of local and tribal languages and the use of language to sustain indigenous habits • co-ordination of health and medical requirements to control risk of disease • conservation and preservation programme for natural, historic and cultural resources • foreign assistance and aid programmes • international representation overseas		

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BUSINESS AND EXECUTIVE TRAVEL

Learning Outcomes

Completion of this module will demonstrate that candidates have acquired knowledge and understanding of the global business and executive travel marketplace. Business tourism is a clearly defined sector of the wider tourism industry and encompasses:

- organisers of and delegates to conferences

- exhibitors at and visitors to trade fairs and exhibitions

- incentive travel award winners

- corporate hospitality

- individual business travellers.

This module provides candidates with the opportunity to explore the variety of business travel service providers and to plan an itinerary for a business traveller of their choice.

Assessment Objectives	Skills and Knowledge
1.0 Research and describe the business and executive travel marketplace. **1.1** Define and provide examples of the different types of Business and Executive Travel.	Definitions and both local and international examples of: - meetings/conventions - conferences - exhibitions - trade Fairs - incentive travel - corporate hospitality
1.2 Outline the reasons for the growth of Business and Executive Travel.	Reasons will include: - profitability - promotional activities - marketing strategies - generating additional revenues
2.0 Identify the main differences between business and leisure travellers. **2.1** Compare the needs of the business and leisure traveller.	Differences will include: - time between booking and travel - class of travel and accommodation - methods of travel - complexity of arrangements - facilities and services required, e.g. ticket on departure, car hire, currency, cultural and health information - timings – specific dates and times - 24/7 service - corporate accounting - flexibility for last minute changes

3.0	Investigate the location of Business Travel destinations.	Locate major destinations for Business Travellers: • locally • internationally
3.1	Identify the major Business Travel destinations.	For the chosen destination assess:
3.2	Select **one** Business destination and evaluate how it meets the needs of business travellers.	• international transport services and accessibility • transport network from gateway to destination • accommodation availability and business facilities provided • standard of conference/meeting or other facilities at the location • leisure facilities • partners' programmes or options available
4.0	Explain how Travel Service Providers meet the needs of Business Customers.	The provision of special facilities and services such as:
4.1	Transport Providers	• lounges • classes of travel • frequent traveller schemes • on-board facilities • ticketing arrangements
4.2	Business Travel Agents	Use a variety of information sources and technologies such as: • OAG planners and guides • global reservation systems e.g. Galileo, Sabre and Amadeus • unification of different systems for seamless travel and ticketing
5.0	Plan and justify a business travel itinerary, including **at least one overseas destination**, for a business traveller of your choice.	The itinerary should include justified details of the following: • departure and arrival points • check-in details and baggage allowance • transfer details • timings (time differences and duration of journey) • class of travel • stopovers if appropriate • types of accommodation • facilities available at selected accommodation and locally

Guidance on assessment and evidence requirements

Assessment Objective 1.0 expects candidates to be familiar with the types of business travel that is currently undertaken both within their local area and internationally. For example, British candidates would be expected to know that business tourism is the most lucrative, highest growing, highest quality and highest yielding component of overall tourism. It is worth over £15 billion annually, nearly a quarter of all tourism, of which £4 billion is inbound and £11 billion domestic. Business tourism represents 29% of all inbound tourism visits and 32% of inbound expenditures. However, the UK global market share is declining as international competition grows.

Business tourism is resilient, sustainable and creates quality employment opportunities. It regenerates urban and resort areas – 40% of business visitors return with their families on leisure trips. It stimulates inward investment and facilitates significant export earnings. Over the last ten years there has been a 53% growth in all business trips, exceeding the overall tourism growth rate. The conference and incentive travel segments are predicted to grow at a faster rate than any other tourism sector to the year 2010. Revenues from international business tourism are estimated to account for approximately 36% of total international tourism revenue by 2010. Currently in the UK:

- Congresses and conferences are worth £6.6 billion annually

- Exhibitions and trade fairs are worth £1.8 billion annually

- Incentive travel estimated to be worth £165 million annually

- Corporate hospitality is estimated to be worth £700 million annually

- Individual business travel is estimated to be worth £6 billion annually

Business travellers spend three times more on average then leisure visitors.

According to the Office for National Statistics International Passenger Survey in 2000, an estimated 851,000 conference visitors from abroad brought £591 million to the UK, spending more per visit (£694) than both the average visitor (£507) and the average business visitor (£554). On a spend-per-day basis, they spent £177 – almost three times as much as the average for all visitors (£62). Similarly, attendees at a trade fair or exhibition or visitor are extremely important, delivering an average daily yield of £151 which is £89 higher than the average for all visitors. This does not include the additional expenditure by exhibitors on space hire, stand construction and the purchase of other ancillary services, which multiplies the benefit to the UK economy substantially.

Assessment Objective 2 can be answered theoretically or on the basis of sample interviews. The key point is the correct identification of different traveller needs. This is very important because subsequent Assessment Objectives will refer to the extent to which specific business traveller needs are met by the products and services offered by particular providers.

Assessment Objective 3 requires candidates to identify important business destinations in both their local area and worldwide. Importance can be identified in terms of measures such as:

- Number of business tourists

- Value of business visitor spend

- Number of business events held

- Number of business venues in operation.

Interpretation of such information can lead on to a discussion of the relative importance of destinations. The location of important destinations can be illustrated on a world map. Candidates may select any destination to investigate business tourism provision and it is hoped that many individuals will select from within their home country or region. They may choose any location for which suitable information is available. What matters most is their ability to evaluate the range of services and facilities present in the destination from the point of view of business tourist needs.

Assessment Objective 4 only specifies two types of travel service provider – transport and business travel agency. Furthermore, an investigation need only be made of one appropriate provider within each category to obtain details of the specified topics. The assessment objective requires candidates to explain what is provided in terms of business traveller needs and this is where most emphasis should be directed. It is suggested that a major national carrier will provide suitable illustration of business travel services and that a visit to a large travel agency will exemplify the information sources and technologies currently in use.

Assessment Objective 5 can be approached in many ways at either the Centre's or the individual candidate's discretion. The itinerary produced must relate to an international business trip and the details have to be justified. Justification is likely to reflect the scenario chosen but the travel arrangements must be real and currently available at the time of writing.

Assessment Objective 6 requires the candidate to undertake investigation using primary and/or secondary sources of information. Selection of information must be the choice of the candidate and this should be referenced within the final study. The report should cover Assessment Objectives 1 to 5 and should not exceed 2500 words, excluding maps, diagrams, graphs, tables, etc.

Resources

Centres should make sure that candidates have access to appropriate sources of information. The module requires candidates to undertake investigation and it is hoped that individuals will have the opportunity to visit an example of each of the following:

- business accommodation provider

- business travel agency

- conference facility or venue

- airport lounge area.

Details of business travel to particular destinations can be researched via the Internet. National tourist boards will collect visitor statistics and will frequently promote MICE business to their leading destination. For example, Dubai's Department of Tourism and Commerce Marketing produces a range of material aimed at business travellers.

Assessment of Business and Executive Travel (Optional Module)

Assessment of this module is by assignment. The assignment may be devised and set by the Centre, or based on the specimen assignment provided in the Tutor Support Guide. All assignments are externally assessed by CIE Examiners. Assignment reports should be sent to CIE in line with the dates in the CIE Administrative Guide.

An assignment is a piece of work undertaken by the candidate with very clear guidance and support given at the beginning of the work but only limited support given during the exercise. The assignment should cover the whole range of Assessment Objectives in the syllabus. The assignment report must show evidence of knowledge and understanding of the areas of study as specified in the Assessment Objectives. The topic selected for study should provide appropriate breadth, depth and balance.

It is appreciated that Centres and candidates will wish to adopt their own individual approaches to each assignment, tailoring the approach to their particular situation, the facilities and time available, together with the individual needs of each candidate choosing this Optional Module. All candidates entering for this option must complete and submit an assignment to CIE.

Undertaking the Assignment

Candidates must demonstrate an understanding and the ability to apply the module's theoretical knowledge to a realistic and practical task that requires them to investigate the roles of Service Providers for Business and Executive Travel.

The time allowed for completion of the assignment must be agreed with the tutor who, whilst providing ongoing advice, will not become directly involved in the writing of the assignment.

Please refer to the Assignment Guidelines for more details (see Section 5.2).

TRAVEL AND TOURISM ADVANCED LEVEL

BUSINESS AND EXECUTIVE TRAVEL (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 Research and describe the business and executive travel marketplace.	
1.1 Define and provide examples of the different types of Business and Executive Travel.	☐
1.2 Outline the reasons for the growth of Business and Executive Travel.	☐
2.0 Identify the main differences between business and leisure travellers.	
2.1 Compare the needs of the business and leisure traveller.	☐
3.0 Investigate the location of Business Travel destinations.	
3.1 Identify the major Business Travel destinations.	☐
3.2 Select **one** Business destination and evaluate how it meets the needs of business travellers.	☐
4.0 Explain how Travel Service Providers meet the needs of Business Customers.	
4.1 Transport Providers	☐
4.2 Business Travel Agents	☐
5.0 Plan and justify a business travel itinerary, including **at least one overseas destination**, for a business traveller of your choice.	☐

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** _____

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Assignment Cover Sheet for Candidates

Cambridge International Diploma

Travel and Tourism Advanced Level

BUSINESS AND EXECUTIVE TRAVEL (OPTIONAL MODULE)

(Page 1 of 4)

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. 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:

	Assessment Objectives	Evidence and/or page number	Comments
1.0	To research and describe the business and executive travel market place.		
1.1	Define and provide examples of the different types of Business and Executive Travel • meetings/conventions • conferences • exhibitions • trade fairs • incentive travel • corporate hospitality		
1.2	Outline the reasons for the growth of Business and Executive Travel. Reasons for growth will include: • Profitability • Promotional activities • Marketing strategies • Generating additional revenues		
2.0	Identify the main differences between business and leisure travellers.		
2.1	Compare the needs of the business and leisure traveller. Differences will include: • Time between booking and travel • Class of travel and accommodation • Methods of travel • Complexity of arrangements • Facilities and services required e.g. ticket on departure, car hire, currency, cultural and health information • Timings – specific dates and times • 24/7 service • Corporate accounting • Flexibility for last minute changes		

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3.0	Investigate the location of Business Travel destinations		
3.1	Identify major business destinations. • Locally • Internationally		
3.2	Select **one** business destination and evaluate how it meets the needs of business travellers For the chosen destination assess: • international transport services and accessibility • transport network from gateway to destination • accommodation availability and business facilities provided • standard of conference/meeting or other facilities at the location • leisure facilities • partners' programmes or options available		
4.0	Explain how Travel Service Providers meet the needs of business customers		
4.1	Transport Providers The provision of special facilities and services such as: • lounges • classes of travel • frequent traveller schemes • on-board facilities • ticketing arrangements		
4.2	Business Travel Agents Use a variety of information sources and technologies such as: • OAG planners and guides • global reservation systems e.g. Galileo, Sabre and Amadeus • unification of different systems for seamless travel and ticketing		

5.0	Plan and justify a business travel itinerary, including **at least one overseas destination**, for a business traveller of your choice.		
	The itinerary should include justified details of the following:		
	• departure and arrival points		
	• check-in details and baggage allowance		
	• transfer details		
	• timings (time differences and duration of journey)		
	• class of travel		
	• stopovers if appropriate		
	• types of accommodation		
	• facilities available at selected accommodation and locally		

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EVENT PLANNING AND PROMOTION

Learning Outcomes

By completing this module candidates will develop knowledge and understanding of how a travel and tourism event should be researched, planned, managed and evaluated. Candidates will develop practical skills in event management and promotion, and in working as a member of a team to schedule and organise an event.

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

- The criteria for selection of a travel and tourism event

- How to carry out a feasibility study

- The features of a travel and tourism event plan and the processes involved in staging an event

- The selection and design of appropriate promotional materials to support the event

- The importance of selling skills in event promotion and operation

- Methods of evaluating a travel and tourism event

Assessment Objectives	Skills and Knowledge
1.0 Demonstrate understanding of the aims of event planning.	
1.1 Investigate the scale and range of events.	The scale and range of events: • large international events, e.g. Olympic Games, Football World Cup • national celebrations and exhibitions • spectacular displays, e.g. fireworks at resort, carnivals • promotional events, e.g. trade fairs and exhibitions • local events, e.g. conferences, meetings, parades, gourmet evenings in restaurants.
1.2 Define aims and objectives of the chosen event.	Aims and objectives of the chosen event: • need to have start and finish deadline • meet customer needs by focussing on right audience • increase awareness of product/place • increase awareness of services of organisation • present favourable image of product/place/service/organisation • increase sales/profitability of product or place • provide benefits to other organisations or communities

1.3	Devise and implement feasibility study and business plan to meet event aims.	Feasibility study and business plan to identify:
		• team roles and responsibilities
		• types of venue, suitability and availability
		• schedule and plan for event with deadlines and target dates
		• financial management, including budget before event and income/expenditure record for event
		• resources required such as materials, staffing, equipment
		• restraints such as legal requirements, health and safety, security, environmental, disruption to other activities
		• risk assessment
		• evaluation and review processes to be used (formal/informal feedback, from team, staff, customers, and whether ongoing or one-off methods chosen)
2.0	Investigate effective promotional techniques for event.	
2.1	Justify purpose of promotional materials used for event.	Choice of effective materials:
		• types – brochures, leaflets, flyers, posters, price lists, guides
		• to attract customers to event
		• accessibility of materials (from source, by telephone, email, at event)
		• clarity of information (description of products/services, use as a selling tool)
2.2	Explain the role of the brochure in promoting events.	Purpose of brochure:
		• attract customers to event
		• provide price information
		• highlight selling features such as service offered, standards of product/service, convenience for customer etc
		• to enable 'switch selling' of products/services
		• to maintain sales of certain products/services
		• to use as a display feature
2.3	Describe the reason for advertising when promoting events.	Benefits of advertising:
		• raise product/event awareness
		• to maintain loyalty to companies or brands or communities
		• to promote new products, prices, or places
		• to increase market share through special offers or deals

3.0	Demonstrate effective selling skills in event promotion.	
3.1	Demonstrate the importance of personal contact.	Personal contact (face to face): • providing advice • explaining features • selling a product or service • dealing with problems
3.2	Display appropriate dress code and event image.	Appropriate dress code: • use of uniform or use of corporate image • use of company name or event logo
3.3	Demonstrate application of the three 'A's.	The three 'A's: • Attitude • Appearance • Acknowledgement
4.0	Evaluate performance of the event according to plan.	
4.1	Establish criteria for evaluation.	Criteria for evaluation: • Were objectives met? • Was the event successful? • What were the strengths and weaknesses? • From whom will feedback be received – customers, team, staff, others?
4.2	Devise resources to be used to undertake evaluation of event.	Resources: • one-to-one interviews • questionnaires • mail shots • attendance rates • financial records – profit gained
4.3	Analyse evaluation data.	Methods of analysis and evaluation: • individual presentations • comparison of plan with performance • analysis of numerical data collected • comparison of formal and informal evaluation techniques

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5.0 Produce report on event performance.	Report to include: • aims and objectives of event • feasibility study and business plan • promotional techniques used for event • brochure role • advertising benefits • evidence of selling skills • evaluation of event performance

Guidance on assessment and evidence requirements

The assignment may be devised and set by the Centre (see Assignment Guidelines Section 5.2) or based on the specimen assignment provided in the Tutor Support Guide.

An assignment is a piece of work undertaken by the candidate with very clear guidance and support given at the beginning of the work but only limited support given during the exercise. The assignment should cover the whole range of Assessment Objectives in the syllabus and show evidence of the candidate's ability to apply the Skills and Knowledge in the planning and management of an event.

In Assessment Objective 1, candidates will be required to relate their knowledge and understanding of the scale and range of events in order to select an appropriate type and size of event related to travel and tourism which is within the capabilities of the candidate and meets the requirements of the syllabus. Tutors should guide the selection of the event to ensure it is suitable and avoid time being spent on discussing possibilities rather than getting on with the event. It is preferable that external customers are involved in the event, but it is recognised that some Centres may wish to hold internal events (e.g. a travel and tourism careers conference). This is appropriate if candidates are required to make contact and plan with people outside their own daily environment. Examples of event could include a day trip to a theme park for a local charity, an exchange visit with candidates from another country, an overseas visit by a group of candidates, a promotional event for a new travel and tourism product, or an awards evening with dinner for exceptional employees.

The candidate will apply understanding of the need to set aims and objectives for the chosen event and undertake a feasibility study which covers all the key processes involved in staging an event. Banks provide forms and information on business plans which may be of use for Assessment Objectives 1. Candidates will also need to work as part of team (whether with peers, or colleagues in employment) and will thus gain experience of teamwork, which will assist when setting roles and responsibilities for team members. Knowledge of team work is valuable and tutors could underpin the practical sessions with discussion of the theories of Belbin and Tuckman. It might also be beneficial to discuss leadership styles, as natural leaders will emerge within the teams.

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Teams will need to meet regularly in order to meet the requirements for planning, deadlines and target monitoring. It is advised that tutors teach candidates how to plan and run informal and formal meetings, including the use and production of agendas and minutes. Group (or team) and personal contributions should be recorded throughout, and a detailed individual log recording problems and how these were solved should be kept to support the candidates' final analysis and evaluation.

For Assessment Objective 2, candidates will need to relate to their study of Marketing and Promotional Techniques covered within the Core Module. Their knowledge and understanding of different promotional techniques and materials will need to be applied in order to consider the most appropriate techniques and materials to be used for their chosen event. When they have considered the various techniques which could be used they will need to prepare a justification for the ones finally selected, which must include some type of brochure for the event and explanation of the reasons for advertising their event.

The demonstration of effective selling skills for Assessment Objective 3 will need to be evidenced through witness testimonies from colleagues or tutors and this could be in the form of a detailed observation record produced by the colleagues or tutors, or a video showing the performance of the candidate. This should also cover the three 'A's of Attitude, Appearance and Acknowledgement, with some description of the candidate's performance of these.
The explanation for the dress code and images (logos, badges etc) should be covered within the business plan, with illustrations of uniforms and images presented within the assignment.

The evaluative tools to be used by the candidates will need to be considered during the course of the business plan, as some of these may be on-going during the planning and scheduling of the event. Others may be pro-forma prepared by the candidates for completion by participants, staff, peers, at or after the event, but candidates will need to use the data from the various methods to form their analysis and evaluation. They will need to develop skills in producing suitable evaluation forms (questionnaires which could be used by different groups involved with the event, mail shots, etc) in order to enable efficient analysis of the data collected. They should also consider financial records in order to ascertain the final profit or loss of the event and relate this to their financial budget plan. Evaluation may be formal or informal, but candidates should ideally demonstrate the use of both types of evaluation. A copy of any evaluation tool will be included within their report for Assessment Objective 5 to support their own personal analysis and evaluation.

Candidates must demonstrate an understanding of all the Assessment Objectives in the module and apply the theoretical knowledge to a realistic and practical task that requires them to organise an event and to communicate effectively with peers, colleagues, tutors, employers, etc. The selected task should preferably be a real event undertaken by candidates, but simulation may be used if this is unavoidable. Work can be undertaken within teams, but the roles and responsibility of each team member must be explained clearly in the assignment and the work presented for the assignment must be the candidate's own original work. The time allocated for the completion of the assignment must be agreed with the tutor who, whilst providing ongoing advice, will not become directly involved with the production of the assignment to be submitted.

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This module has links with the Advanced Core Modules, specifically Marketing and Promotional Techniques, (as the knowledge gained within that module will be applied to the marketing and promotion of the event undertaken for this optional module) and Customer Service Module (as candidates will be expected to demonstrate understanding of this particularly in Assessment Objective 3).

The evidence presented by the candidates should cover all the areas in section 5 of the Assessment Objectives but centres need to consider the most appropriate and cost-effective way of submitting evidence. If candidates choose to present this evidence by way of an Individual presentation of their analysis and evaluation, this should be fully recorded (tape or video) with supporting documents to cover the other elements of the Assessment Objective. If presented in written report format, then this should be presented with visual records of the event or promotional techniques and all supporting documents relating to the planning and operation of the event. Both types of evidence should be fully supported by assessor or witness observation of performance by the candidate, specifically to cover Section 3 of the Assessment Objectives.

Candidates should be encouraged to adopt their own individual approaches to the assignment, tailoring the approach to their own particular situation, the facilities and time available, together with the individual needs of each candidate choosing this Optional Module. All candidates entering for this option must complete and submit an assignment to CIE.

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

Allen, J – Event Planning (Wiley, 2002)
Appley, P – Organising a conference: Plan and Run an Outstanding and Successful Event (How to books, 2002)
Blakeborough, R & Henderson, K (editors) – Tourist Attractions and Events of the World (Columbus Travel Publishing, 2001)
Bowden, G – Events Management (Butterworth Heinemann, 2001)
Dale, G & Oliver, H – Travel and Tourism (Hodder and Stoughton, 2000)
Rogers, T – Conferences and Conventions: A Global Industry (Butterworth Heinemann, 2003)
Salter, B & Langford-Wood, N – Successful Event Management in a Week (Hodder and Stoughton)
Watt, D – Event Management in Travel and Tourism (Longman, 1998)

Journals/Magazines/Newspapers

Travel Trade Gazette
Travel Weekly

Videos/CD ROM

Building the Perfect Team – Belbin's team theories (Video Arts)
90-minute Work-out for Team Meetings (Video Arts)
Team working Experiment (TV Choice)
Team player (Video Arts)

Websites

http://www.ucles.org.uk CIE Tutor Support Guide, Core and Options – Scheme of work and tutor activity pack to support module

http://www.event-planning-tips.com/ Event planning and conference directory – Tips on planning events

http://www.rbkc.gov.uk The Royal Borough of Kensington and Chelsea – Notting Hill carnival organisational information

http://www.accolade-corporate-events.com Accolade – Example of an events company Example of an events company

http://www.businessballs.com/ Business Balls – Information about Tuckman and team building

http://www.belbin.com/ Belbin – Belbin team roles

http://www.fabjob.com/ Fab Job – Fab Job Guide to becoming an Event Planner

http://www.envision-sbs.com/ Envision SBS – Examples of forms and templates

http://www.mirago.co.uk Mirago Event Planning – Link to event planning and management organisations

Assessment of Event Planning and Promotion (Optional Module)

Assessment of this module is by assignment. All assignments are externally assessed by CIE Examiners. Assignment reports should be sent to CIE in line with the dates in the CIE Administrative Guide.

An assignment is a piece of work undertaken by the candidate with very clear guidance and support given at the beginning of the work but only limited support given during the exercise. The assignment should cover the whole range of Assessment Objectives in the syllabus. The assignment report must show evidence of knowledge and understanding of the areas of study as specified in the Assessment Objectives. The topic selected for study should provide appropriate breadth, depth and balance.

It is appreciated that Centres and candidates will wish to adopt their own individual approaches to each assignment, tailoring the approach to their particular situation, the facilities and time available, together with the individual needs of each candidate choosing this Optional Module. All candidates entering for this option must complete and submit an assignment to CIE.

Undertaking the Assignment

Candidates must demonstrate an understanding and the ability to apply the module's theoretical knowledge to a realistic and practical task that requires them to organise an event and to communicate effectively with peers, colleagues, tutors, employers, etc. The selected task should preferably be factual, but simulation may be used if this is unavoidable.

The time allocated for completion of the assignment must be agreed with the tutor who, whilst providing ongoing advice, will not become directly involved in the writing of the assignment.

Please refer to the Assignment Guidelines for more details (see Section 5.2).

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TRAVEL AND TOURISM ADVANCED LEVEL

EVENT PLANNING AND PROMOTION (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 Demonstrate understanding of the aims of event planning:	
1.1 Investigate the scale and range of events:	☐
1.2 Define aims and objectives of the chosen event:	☐
1.3 Devise and implement feasibility study and business plan to meet event aims	☐
2.0 Investigate effective promotional techniques for event:	
2.1 Justify purpose of promotional materials used for event:	☐
2.2 Explain the role of the brochure in promoting events	☐
2.3 Describe the reason for advertising when promoting events	☐
3.0 Demonstrate effective selling skills in event promotion:	
3.1 Demonstrate the importance of personal contact	☐
3.2 Display appropriate dress code and event image	☐
3.3 Demonstrate application of the three 'A's	☐
4.0 Evaluate performance of the event according to plan:	
4.1 Establish criteria for evaluation	☐
4.2 Devise resources to be used to undertake evaluation of event	☐
4.3 Analyse evaluation data	☐
5.0 Produce report on event performance	☐

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**

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Assignment Cover Sheet for Candidates

Cambridge International Diploma

Travel and Tourism Advanced Level

EVENT PLANNING AND PROMOTION (OPTIONAL MODULE)

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

(Page 1 of 4)

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:

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	Assessment Objectives	Evidence and/or page number	Comments
1.0	Demonstrate understanding of the aims of event planning		
1.1	Investigate the scale and range of events		
	• large international events, e.g. Olympic Games, Football World Cup		
	• national celebrations and exhibitions		
	• spectacular displays, e.g. fireworks at resort, carnivals		
	• promotional events, e.g. trade fairs and exhibitions		
	• local events, e.g. conferences, meetings, parades, gourmet evenings in restaurants.		
1.2	Define aims and objectives of the chosen event		
	• need to have start and finish deadline		
	• meet customer needs by focussing on right audience		
	• increase awareness of product/place		
	• increase awareness of services of organisation		
	• present favourable image of product/place/service/organisation		
	• increase sales/profitability of product or place		
	• provide benefits to other organisations or communities		
1.3	Devise and implement feasibility study and business plan to meet event aims		
	• team roles and responsibilities		
	• types of venue, suitability and availability		
	• schedule and plan for event with deadlines and target dates		
	• financial management, including budget before event and income/expenditure record for event		
	• resources required such as materials, staffing, equipment		
	• restraints such as legal requirements, health and safety, security, environmental, disruption to other activities		
	• risk assessment		
	• evaluation and review processes to be used (formal/informal feedback, from team, staff, customers, and whether ongoing or one-off methods chosen)		

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2.0	Investigate effective promotional techniques for event:		
2.1	Justify purpose of promotional materials used for event: • types – brochures, leaflets, flyers, posters, price lists, guides • to attract customers to event • accessibility of materials (from source, by telephone, email, at event) • clarity of information (description of products/services, use as a selling tool)		
2.2	Explain the role of the brochure in promoting events: • attract customers to event • provide price information • highlight selling features such as service offered, standards of product/service, convenience for customer etc • to enable 'switch selling' of products/services • to maintain sales of certain products/services • to use as a display feature		
2.3	Describe the reason for advertising when promoting events: • raise product/event awareness • to maintain loyalty to companies or brands or communities • to promote new products, prices, or places • to increase market share through special offers or deals		
3.0	Demonstrate effective selling skills in event promotion:		
3.1	Demonstrate the importance of personal contact (face to face) • providing advice • explaining features • selling a product or service • dealing with problems		
3.2	Display appropriate dress code and event image • use of uniform or use of corporate image • use of company name or event logo		
3.3	Demonstrate application of the three 'A's • Attitude • Appearance • Acknowledgement		

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4.0	Evaluate performance of the event according to plan:		
4.1	Establish criteria for evaluation: • Were objectives met? • Was the event successful? • What were the strengths and weaknesses? • From whom will feedback be received – customers, team, staff, others?		
4.2	Devise resources to be used to undertake evaluation of event: • one-to-one interviews • questionnaires • mail shots • attendance rates • financial records – profit gained		
4.3	Analyse evaluation data: • individual presentations • comparison of plan with performance • analysis of numerical data collected • comparison of formal and informal evaluation techniques		
5.0	Produce report on event performance • aims and objectives of event • feasibility study and business plan • promotional techniques used for event • brochure role • advertising benefits • evidence of selling skills • evaluation of event performance		

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APPLIED CUSTOMER SERVICE

Learning Outcomes

By completing this module candidates will develop an understanding of the importance of customer service to the travel and tourism industry. Candidates will investigate travel and tourism organisations to examine how different customer needs are met and how technology has contributes to customer service. Candidates will demonstrate their own customer service skills. Staff induction and evaluation of customer satisfaction will also be examined.

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

- the importance of customer service to travel and tourism organisations

- how travel and tourism organisations meet the needs of different customer types

- how technology contributes to customer service

- the information needed to induct a new employee to a travel and tourism organisation

- how travel and tourism organisations evaluate their customer satisfaction levels

Candidates will also demonstrate their practical skills in customer service delivery.

Assessment Objectives	Skills and Knowledge
1.0 Explain the importance of customer service to travel and tourism organisations.	- sales/turnover - repeat business - costs of attracting new customers - company image and reputation - competitive advantage - staff morale - staff bonuses
2.0 Investigate the products and services of **two** travel and tourism organisations of your choice and show how they meet the needs of different customer types.	Different customer types should include: - individuals - couples - groups - families - different age groups - different cultures - special needs (disabled, diet, etc.) - leisure and business travellers The needs of each type should be examined for both organisations.

3.0	Investigate **one** travel and tourism organisation and explain how technology contributes to improved customer service.	• generic equipment (telephone systems, fax, email, Internet; word processing, spreadsheets, databases) • computerised Reservation Systems (e.g. Amadeus, Galileo, Sabre, Worldspan) • organisation specific operational systems • visitor management technology (e.g. information boards, electronic signage, touch screens, audio-visual displays and virtual reality)
4.0	Demonstrate excellent customer service skills in three travel and tourism situations.	Evidence must include written information, details of a telephone conversation and face-to-face customer contact. Examples of travel and tourism situations: • selling a holiday • guiding a tour • serving food and drinks • dealing with customer queries • completion of administration and records Examples of skills required in writing: • production of letters, memorandum, reports using correct layout, structure, terminology, level of formality, language Examples of skills required on the telephone: • correct greeting, use of hold button, transferring calls, language, tone of voice Examples of skills required for face-to-face communication: • correct greeting, language, non verbal communication, appearance (dress code)
5.0	Produce an information sheet to induct new employees to a travel and tourism organisation of your choice.	Induction information: • company mission statement • company rules and regulations • terms and conditions • job specification • operational procedure(s) • uniform or dress code • personal appearance • health and safety issues • customer care policy
6.0	Investigate how travel and tourism organisations evaluate their customer satisfaction levels.	• suggestion boxes • questionnaires • mystery shopper • focus groups • monitoring of complaints

	Examples of evaluation criteria:
	• value for money
	• facilities available
	• opening times
	• staff efficiency/reliability
	• staff appearance/friendliness
	• enjoyment/satisfaction rating
	• intention to return

Guidance on assessment and evidence requirements

The aim of this module is to provide candidates with the opportunity to develop their knowledge and understanding of customer service issues. The concept of excellent customer service is fundamental to the success of travel and tourism organisations. This module requires the candidate to demonstrate practical skills appropriate for working in the travel and tourism industry. Completion of this module will provide the student with knowledge of the importance of customer care, an understanding of customer service issues and an appreciation of the ways in which service levels are maintained. This module has links with the Standard Level optional module The Hospitality Sector 5255.

Candidates will be required to become familiar with at least two travel and tourism organisations for the purposes of this module and, in particular, for the assessment of Objectives 2, 3 and 4. Suitable organisation include a hotel, airport, travel agency, tour operator, visitor attraction or other travel and tourism organisation that is accessible to the candidate. These could be contacted by candidates and researched independently. Alternatively tutors may arrange organisational visits. Candidates may need support to ensure that appropriate contact is made and advice regarding questions that elicit the required information. If an organisational visit is not possible then it is recommended that guest speakers, case studies and organisation profiles (from the Internet or company provided information packs) be used to support the module. Alternatively, candidates could gather information whilst on work placement. Candidates should be encouraged to use each opportunity to gather information for all Assessment Objectives.

The importance of excellent customer service to travel and tourism organisations is fundamental and it is the aim of this module to give candidates an understanding of this concept. Candidates should be encouraged to discuss their own experiences of customer service provision and the impacts it has had on them (Assessment Objective 1): for example, their experiences of customer service en route to college, within their daily environment or at a local shop. This can then be developed through visit or case study into a travel and tourism situation. Candidates should also consider the impacts of good and poor service on the internal customer. Candidates may have experience of being an internal customer though previous work experience situations or as a part-time member of staff.

Candidates will need to be provided with the underpinning knowledge of differing customer types (Assessment Objective 2) before carrying out organisational research. Candidates should be encouraged to think of the full range of customer types for their selected organisations and to give a wide range of examples. Research for this assessment objective could be carried out by visits to travel or tourism organisations or by guest speakers. However, many websites provide

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detailed information about organisations' different products and services for their different customers (see resources section below).

Assessment Objective 3 requires candidates to assess how technology has contributed to improved customer service in **ONE** travel and tourism organisation. (This could be one of the organisations researched in AO2 or a different organisation.) It is suggested that this research is carried out through a visit to a major travel and tourism provider, e.g. an airport, an airline, a large tour operator. The impact of technology on the travel and tourism industry in the last 10 years has been phenomenal. Candidates may benefit from an understanding of paper based booking charts (wall charts) and communication systems prior to email (e.g. telex) in order to grasp the impact of the technology currently used. The assessment objective requires details of how technology has contributed to improved customer service. Thus tutors must ensure that candidates do not simply describe the technology used but also consider its impact on customer service delivery. For example, email has contributed towards the efficiency of ticketless travel (in the UK) i.e. a confirmation of booking is received within seconds of booking a flight on the internet; electronic signs at airports mean that passengers can receive immediate information about flight delays or changes in departure gates; individual headsets and tape machines provided at visitor attractions mean that customers receive detailed information about the attraction. Reservation systems are now very sophisticated. Clearly the impact of the Internet is substantial and while candidates must consider this, they should be encouraged not to *just* focus on the Internet.

A useful starting point for Assessment Objective 4 would be the range of skills and qualities required for the provision of excellent customer service. Candidates could also assess their own level of skills and determine if they need to make improvements. Tutors will need to guide candidates in their development of appropriate skills in telephone techniques, face-to-face and written communication. The skills demonstration required will ideally be assessed through a work placement. Where this is not possible simulation (role-play) can be used. These should be as realistic as possible with the use of appropriate props.

For example, a simulation involving host/hostess duties in a hospitality environment would be expected to cover matters such as the more obvious meeting and greeting functions as part of the face-to-face encounter:

- always acknowledge guests

- always walk guests at a comfortable pace

- assist the guest as much as possible

- always keep guests fully informed e.g. about delays

- always smile and show enthusiasm

- always acknowledge guests as they leave

- never leave the table before it is completely seated

- never leave the host stand unattended

- never argue with a guest

- always sell the outlet and its products and act as a source of information

- never chew gum, eat or drink on the job

This is the level of attention to job detail that is expected. It is certainly the standard expected of professional hospitality staff. Candidates are required to demonstrate customer service in a face-to-face situation, on the telephone and in writing, i.e. three pieces of evidence (work) are required. All three aspects of Assessment Objective 4 could be set within the one working environment. Thus, a record of a telephone enquiry for a holiday, a response to a written complaint and selling a holiday face-to-face to a customer would be appropriate. Similarly, in line with the above hospitality theme, a record of a telephone enquiry and response to a written complaint would be perfectly acceptable. When answering the phone, issues to consider will include:

- answer the phone with a cheery, sincere and friendly greeting

- smile when you talk on the phone

- answer all questions thoroughly. Be knowledgeable and accurately answer all questions regarding the outlet's operation

- before hanging up say "Thank you for calling"

When dealing with complaints you should always:

- listen carefully to the customer

- apologise in general terms for any inconvenience caused

- let the customer know that the matter will be investigated fully and put right

- try to see the problem from the customer's point of view

- keep calm and do not argue with the customer

- find a solution or refer the matter to a supervisor/manager

- agree the solution with the customer

- make sure that what you promise to do gets done

- make sure that you record details of the complaint

Assessors should use witness statements to record candidate performance whether in the work place or through a simulated activity.

Candidates need to understand the importance of organisational (and product) knowledge in the delivery of excellent customer service (Assessment Objective 5). Excellent skills are insufficient if they cannot be supported by knowledge about the organisation and the products and services it offers. This is particularly important for new staff who may have no previous knowledge of the organisation. Candidates will need to explore all aspects of an organisation that a new employee might need to know about. This will include working hours, dress codes, breaks and staff facilities, as well as the more formal information about company rules and customer care policy. A thorough investigation into one organisation is required to provide this information. This could be an organisation previously researched.

There are many evaluation methods used to assess levels of customer care (Assessment Objective 6) within travel and tourism organisations. Candidates should be encouraged to investigate the different evaluation methods used by organisations. Sample questionnaire and comment cards can be easily obtained from many organisations. The evaluation criteria used on these could be compared so that candidates develop an understanding of the range of criteria that contribute towards customer care. For example, levels of cleanliness within an aircraft, the

food provided and the promptness of departure and arrival times are as important for customer service as the service provided by the cabin crew.

Candidates may provide portfolio evidence for the Assessment Objectives of this module using a range of presentation techniques. This may include written data, the use of video presentation (if appropriate), PowerPoint presentation, assessor testimony/witness statements. Where candidates demonstrate competence, centres should record skills demonstrated on appropriate recording documentation.

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

Blanchard, K. & Bowles, S – Raving Fans: A Revolutionary Approach To Customer Service (Harper Collins Business, 1998)
Blohowiak, D & Karr, R – The Complete Idiot's Guide to Customer Service (Alpha Books, 1998)
Branson, R & Craven, R – Customer is King: How to Exceed Your Clients' Expectations (Virgin Books, 2002)
Holloway, C – The Business of Tourism 6th Ed. (Pearson Education, 2001)
Shaw C et al – Building Great Customer Experiences (Palgrave Macmillan, 2002)
Smith, S & Wheeler, J – Managing the Customer Experience: Turning Customers into Advocates (Prentice Hall, 2002)

Videos

A Guide to Consumer Rights (TV Choice)
How to lose customers without really trying (Video Arts)
I am a Tourist (English Heritage)
Keeping the Customer Satisfied (TV Choice)
Staff training videos (various travel and tourism organisations)
Telephone behaviour (Video Arts)

- A complete Video Arts catalogue can be obtained by emailing info@videoarts.co.uk http://www.videoarts.co.uk/ gives details of global distributors and international resources.

- TV Choice can be contacted by email: tvchoiceuk@aol.com.

- Details of English heritages educational resources available on http://www.english-heritage.org.uk/ or by email education@english-heritage.org.uk

Websites

http://www.marriott.com Marriot Hotels International – Extensive site with extensive details of products and services and a worldwide hotel search. The 'global sites' section offers a range of languages and local information.
http://www.airlinequality.com Skytrax – the world of air travel – Customer comments about service on international airlines and airports

http://www.singaporeair.com Singapore Airlines – Extensive site with country links, press releases and corporate information

http://www.caribtourism.com A site of the Caribbean Tourism Organisation – Section on travel agent training programme (product knowledge)

http://www.baa.co.uk/pdf/customer_service.pdf BAA customer service – Customer service policies at BAA

http://www.virgin.com Virgin – Extensive site catering for different regions of the world. A lot of information about the airline and its policies.

http://www.virgin-atlantic.com Virgin Atlantic – Use the 'All about us' section to find an up to date 'Press Kit' with extensive details of products and services. Passenger section also useful.

Assessment of Applied Customer Service (Optional Module)

Assessment of this module is by assignment. The assignment may be devised and set by the Centre, or based on the specimen assignment provided in the Tutor Support Guide. All assignments are externally assessed by CIE Examiners. Assignment reports should be sent to CIE in line with the dates in the CIE Administrative Guide.

An assignment is a piece of work undertaken by the candidate with very clear guidance and support given at the beginning of the work but only limited support given during the exercise. The assignment should cover the whole range of Assessment Objectives in the syllabus. The assignment report must show evidence of knowledge and understanding of the areas of study as specified in the Assessment Objectives. The topic selected for study should provide appropriate breadth, depth and balance.

It is appreciated that Centres and candidates will wish to adopt their own individual approaches to each assignment, tailoring the approach to their particular situation, the facilities and time available, together with the individual needs of each candidate choosing this Optional Module. All candidates entering for this option must complete and submit an assignment to CIE.

Please refer to the Assignment Guidelines for more details (see Section 5.2).

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TRAVEL AND TOURISM ADVANCED LEVEL

APPLIED CUSTOMER SERVICE (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 Explain the importance of customer service to travel and tourism organisations	☐
2.0 Investigate the products and services of **two** travel and tourism organisations of your choice and show how they meet the needs of different customer types	☐
3.0 Investigate **one** travel and tourism organisation and explain how technology contributes to improved customer service	☐
4.0 Demonstrate excellent customer service skills in three travel and tourism situations	☐
5.0 Produce an information sheet to induct new employees to a travel and tourism organisation of your choice	☐
6.0 Investigate how travel and tourism organisations evaluate their customer satisfaction levels	☐

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** _____

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Assignment Cover Sheet for Candidates

Cambridge International Diploma

Travel and Tourism Advanced Level

APPLIED CUSTOMER SERVICE (OPTIONAL MODULE)

(Page 1 of 4)

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. 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:

	Assessment Objectives	Evidence and/or page number	Comments
1.0	Explain the importance of customer service to travel and tourism organisations • sales/turnover • repeat business • costs of attracting new customers • company image and reputation • competitive advantage • staff morale • staff bonuses		
2.0	Investigate the products and services of **two** travel and tourism organisations of your choice and show how they meet the needs of different customer types Different customer types should include: • Individuals • Couples • Groups • Families • Different age groups • Different cultures • Special needs (disabled, diet etc) • Leisure and Business travellers		
3.0	Investigate **one** travel and tourism organisation and explain how technology contributes to improved customer service • generic equipment (telephone systems, fax, email, Internet; word processing, spreadsheets, databases) • computerised Reservation Systems (e.g. Amadeus, Galileo, Sabre, Worldspan) • organisation specific operational systems • visitor management technology (e.g. information boards, electronic signage, touch screens, audio-visual displays and virtual reality)		

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4.0	Demonstrate excellent customer service skills in three travel and tourism situations. Evidence must include written information, details of a telephone conversation and face-to-face customer contact. Examples of travel and tourism situations: • selling a holiday • guiding a tour • serving food and drinks • dealing with customer queries • completion of administration and records Examples of skills required in writing: • production of letters, memorandum, reports using correct layout, structure, terminology, level of formality, language Examples of skills required on the telephone: • correct greeting, use of hold button, transferring calls, language, tone of voice Examples of skills required for face-to-face communication: • correct greeting, language, non verbal communication, appearance (dress code)		
5.0	Produce an information sheet to induct new employees to a travel and tourism organisation of your choice Induction information: • company mission statement • company rules and regulations • terms and conditions • job specification • operational procedure(s) • uniform or dress code • personal appearance • health and safety issues • customer care policy		

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| 6.0 | Investigate how travel and tourism organisations evaluate their customer satisfaction levels.

 • suggestion boxes

 • questionnaires

 • mystery shopper

 • focus groups

 • monitoring of complaints

 Examples of evaluation criteria:

 • value for money

 • facilities available

 • opening times

 • staff efficiency/reliability

 • staff appearance/friendliness

 • enjoyment/satisfaction rating

 • intention to return | | |

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