

# Specification

GCSE

Edexcel GCSE in Leisure and Tourism (Double Award) (2346)  
For first award in 2004

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

#### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

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# GCSE in Leisure and Tourism (Double Award)

## Specification summary

### GCSEs in vocational subjects

A range of GCSE (Double Award) specifications in vocational subjects has been introduced to replace and extend the range of Part One GNVQ courses at Levels 1 and 2 of the National Framework of Qualifications. They can be taken as two-year courses from September 2002 and one-year courses from September 2003 for first awarding in summer 2004.

### Edexcel GCSE in Leisure and Tourism (Double Award)

The Edexcel GCSE in Leisure and Tourism (Double Award) has been designed to provide a broad educational basis for further training, further education or for moving into employment within the leisure and tourism sector. The QCA Qualification Accreditation Number for this title is 100/2050/0.

### Specification structure

The specification consists of three compulsory units, which are equally weighted. Two units are assessed internally through the production of portfolios, and one is assessed externally through a written test. The first external assessment opportunity will be in January 2004, and the first moderation of internal assessment will be carried out in June 2004.

Unit content	Assessment
<b>Unit 1: Investigating Leisure and Tourism</b> The facilities and activities that make up the industry; how the leisure and tourism industries are linked and how they work together to offer visitors a good service; the characteristics of the industries.	<b>External assessment</b> A 1½ hour external test consisting of short-answer questions, all questions must be answered, no pre-release material.
<b>Unit 2: Marketing in Leisure and Tourism</b> Key marketing tools used by organisations; marketing activities of leisure and tourism organisations; marketing activities of one organisation; production of an item of promotional material.	<b>Internal assessment</b> An investigation into the marketing activities of a leisure or tourism organisation.
<b>Unit 3: Customer Service in Leisure and Tourism</b> The importance of customer service for the leisure and tourism industries; the different needs of customers and how they are met; communicating with customers; personal presentation; customer records; skills and techniques needed for giving customer service.	<b>Internal assessment</b> A review of the customer service provided by a selected leisure or tourism organisation.

# Introduction

## Rationale

GCSEs (Double Awards) in vocational subjects cover both Levels 1 and 2 (foundation and intermediate levels) of the National Framework of Qualifications. They replace and extend the range of Part One GNVQs and are at an equivalent level to Foundation and Intermediate GNVQs and to NVQs at Levels 1 and 2.

The aims of these GCSEs are to:

- widen participation in vocationally related learning pre-16
- allow students to experience vocationally related learning, to see whether it is suitable for them
- enable students to make valid personal choices on completion of the qualification
- encourage post-16 students to try a vocationally related course, where maybe another programme has previously not proved appropriate for them
- raise attainment at Levels 1 and 2/foundation and intermediate levels of the National Framework of Qualifications.

The broad objectives of these GCSEs are to:

- introduce students to work-related learning
- provide students with an overview of the sector
- give students the technical knowledge, skills and understanding associated with the subject at these levels
- equip students with some of the skills they will need in the workplace or in further education or training
- empower students to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate students to achieve the best they can.

These GCSEs contribute to the quality and coherence of provision nationally, as shown by:

- the consultation undertaken by QCA in autumn 2000
- the positive Ofsted reports relating to Part One GNVQs (on which these GCSEs are based)
- their clear place in the Government's vision for secondary education for the next ten years.

The GCSE in Leisure and Tourism (Double Award) has been designed to provide a broad educational basis for further training, further education or for moving into employment within the leisure and tourism sector. This is achieved by ensuring that students develop the general skills, knowledge and understanding needed within the sector. This specification conforms to the subject criteria for GCSE specifications in leisure and tourism, which set out the knowledge, understanding, skills and schemes of assessment common to all GCSE specifications in the subject. Subject criteria help ensure consistent and comparable standards in the same subject area across awarding bodies and help further and higher education institutions and employers know what has been studied and assessed.

## Aims

The aims of the GCSE specifications in Leisure and Tourism are to:

- provide a broad background of understanding and core knowledge of the leisure and tourism industries in the UK
- encourage a student-centred approach to learning together with the opportunity to apply knowledge of the leisure and tourism industries in a vocationally relevant way
- provide centres with the opportunity to forge links with leisure and tourism businesses
- foster cross-sector themes and approaches so that students can gain an insight into related sectors, such as business, retail and distribution, and hospitality and catering
- provide opportunities for progression into employment into the leisure and tourism industries or higher-level vocational qualifications in these or related sectors.

## Access

Edexcel's policy concerning access to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Recommended prior learning

Students embarking on a GCSE in Leisure and Tourism should have achieved a general educational level equivalent to Level 3 of the National Curriculum or Entry Level 3 in the National Qualifications Framework. They would find the following learning, skills and aptitudes helpful:

- basic proficiency in literacy
- basic proficiency in numeracy
- some aptitude for computers
- some motivation to work independently.

## Progression

This qualification supports progression into further education, training or employment. Appropriate further education includes GCE, VCE or other vocationally related qualifications such as GNVQs and BTEC Firsts and Nationals. Appropriate training includes Modern Apprenticeships or the NVQs in Travel Services or in Sport, Recreation and Allied Occupations.

## Links with other qualifications, forbidden combinations and classification code

This specification has significant overlap of context with the Edexcel and Intermediate GNVQs in Leisure and Tourism.

Students entering for this specification may not, in the same series of examinations, enter for:

- Foundation or Intermediate GNVQs in Leisure and Tourism
- other GCSEs in Leisure and Tourism (Double Award)
- GCSE in Travel and Tourism.

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 0004.

Centres should be aware that students who enter for more than one Level 1 or Level 2 qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

## Subject content

### Unit titles

The specification consists of three compulsory units:

- Unit 1: Investigating Leisure and Tourism
- Unit 2: Marketing in Leisure and Tourism
- Unit 3: Customer Service in Leisure and Tourism.

### Unit structure

Each unit is made up of a number of sections, some of which are directed at the student while others are directed at the teacher. The sections are:

#### *About this unit*

This section provides an introduction to the content of the unit and states its relationship, if any, to other units. It also states the form of assessment for the unit.

#### *What you need to learn*

This section states what students need to know and be able to do to achieve the unit.

#### *Assessment evidence (for internally assessed units only)*

This section starts with an outline for the students of the tasks they need to carry out and the types of evidence they need to produce. It is followed by the marking grid to be used by the person assessing the evidence. This grid is the only version to be used for assessment purposes, but teachers may prefer to adapt it for students and incorporate it into a centre-produced guidance document.



### *Guidance for teachers*

This section gives suggestions for appropriate delivery strategies and develops the information in the marking grid to give further guidance on how marks should be allocated. It also gives suggestions for associated resources.

## **Relationship to National Occupational Standards**

Details of how this specification relates to National Occupational Standards can be found on the QCA website, [www.qca.org.uk](http://www.qca.org.uk).

# Assessment

## Statutory requirements

All assessment of this specification will be carried out in accordance with the GCSE, GCE, VCE and GNVQ Code of Practice, published annually by the regulatory authorities.

## Scheme of assessment

The three units are equally weighted. Students must produce an internally assessed portfolio for each of Units 2 and 3 and take an externally assessed test for Unit 1.

Unit	Unit code	Weighting	Assessment
Unit 1: Investigating Leisure and Tourism	5346	33.3%	<b>External assessment</b> A 1½ hour external test consisting of short-answer questions, all questions must be answered, no pre-release material.
Unit 2: Marketing in Leisure and Tourism	5347	33.3%	<b>Internal assessment</b> An investigation into the marketing activities of a leisure or tourism organisation.
Unit 3: Customer Service in Leisure and Tourism	5348	33.3%	<b>Internal assessment</b> A review of the customer service provided by a selected leisure or tourism organisation.

## Assessment objectives

There are three assessment objectives for GCSEs in Leisure and Tourism. These detail the knowledge, skills and understanding that the student is required to demonstrate.

Students are required to:

<b>AO1</b>	show knowledge and understanding of the specified content in a range of vocationally related situations
<b>AO2</b>	apply the knowledge, skills and understanding specified in the subject content in a range of vocationally related situations
<b>AO3</b>	plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.

For this specification, the weightings for each assessment objective are:

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Total for specification</b>
<b>AO1</b>	45%	20%	14%	26%
<b>AO2</b>	30%	28%	26%	28%
<b>AO3</b>	25%	52%	60%	46%

## Grade descriptions

Grade descriptions for this subject are provided in *Appendix A* at the end of this specification. They indicate the level of attainment that is characteristic of grades A, C and F. The actual grade awarded to a student will depend in practice on the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of assessment may be balanced by better performance in others.

## External assessment

Unit 1 is assessed by a single test that will be set and marked by Edexcel. The test is untiered and will be targeted at students across the ability range A\*-G. The test is of 1½ hours' duration and consists of short-answer questions. There will be no pre-release material for this test paper and students will be required to answer all the questions.

## Internal assessment

### Supervision of students and authentication of work submitted

Students must submit a portfolio of work for each of Units 2 and 3. Teachers are expected to guide and advise students in the production of their portfolios. Teachers should monitor progress to ensure that the work is appropriate for the requirements of the specification.

While some work, particularly in the early planning stages, may take place in groups, the input of the individual student should be clearly identified, and the judgements and conclusions reached must be their own. The GCSE, GCE, VCE and GNVQ Code of Practice requires that assessors record full details of the nature of any assistance given to individual students that is beyond that of the teaching group as a whole, but within the parameters laid down in this specification. The level of assistance should be taken into account when assessing students' work, as indicated in the guidance section that accompanies each internally assessed unit in this specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each student's work with confidence.

If students' practical skills are being assessed it is important that witness statements/checklists are completed by assessors to authenticate student work and provide evidence that students have achieved the level of performance required in the assessment grid.

### Applying the mark bands

Portfolios will be marked by the centre and externally moderated by Edexcel. Each of the internally assessed units has a marking grid, divided into three broad mark bands, showing how to award marks in relation to the task and the assessment objectives. The marking grids indicate the required assessment outcomes as well as the quality of the outcomes needed for achievement in each of the mark bands. Mark band 1 relates to the expectations given in the grade description for grade F, mark band 2 relates to the expectations for grade C, and mark band 3 relates to the expectations for grade A. For further information on grading, see the section *Grading and aggregation* on page 9.

In general terms, progression across the bands is characterised by:

- increasing breadth and depth of understanding
- increasing coherence, evaluation and analysis
- increasing independence and originality.

The unit marking grid shows the allocation of marks by assessment criterion and by mark band. This grid should be used to determine marks for student achievement in each unit. Students can achieve marks in different bands for each assessment objective. The total mark achieved will depend on the extent to which the student has met the assessment criteria overall.

Within each assessment criterion, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. However, it is also important to note that for full marks in any particular assessment criterion, all the requirements should have been met.

Marks should be awarded according to the criteria for each strand set out in the marking grid, and assessors should apply their professional judgement where relevant. The *Guidance for teachers* section in each unit gives specific details of how marks should be allocated.

There should be no reluctance to use the full mark range and if warranted assessors should award maximum marks. Students' responses should be considered positively. A mark of 0 should be awarded only where the student's work does not meet any of the required criteria.

For internal record-keeping purposes, centres may wish to make a copy of the marking grid for each student and use it to record the mark for that unit. The GCSE, GCE, GNVQ Code of Practice requires assessors to show clearly how credit has been assigned. Guidance on how this may be done will be included in the separate support material that will accompany this specification.

## Standardisation and moderation

Where marking for this specification has been carried out by more than one assessor in a centre, there must be a process of internal standardisation to ensure that there is a consistent application of the criteria laid down in the marking grids.

Marks awarded by the centre will be subject to external moderation by Edexcel. This is to ensure consistency with national standards. A sample of student portfolios will be examined, and marks will be adjusted where they are found to vary from the national standard. If the moderation process reveals an inconsistent application of the assessment criteria by centre assessors, Edexcel reserves the right to return the sample work in order for internal standardisation to be carried out.

## Availability of external assessment and moderation

	June 2003	January 2004	June 2004	January 2005	June 2005
Unit 1	X	✓	✓	✓	✓
Unit 2	X	X	✓	X	✓
Unit 3	X	X	✓	X	✓

## Grading and aggregation

The mark bands used for internal assessment do not relate to pre-determined grade boundaries. Following each examination and moderation series Edexcel will set the grade boundaries for the two internally assessed units and the externally assessed unit at an awarding meeting.

The raw mark boundaries will be converted to uniform marks on a scale of 0-100. The final grade for the qualification will be determined by aggregating the uniform marks for the three units. The following table gives details of the uniform mark scales (UMS) used for the units and for the qualifications.

## Unit results

The minimum uniform marks required for each grade:

Unit grade	A*	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Candidates who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-19 and be recorded as U (unclassified).

## Qualification results

The minimum uniform marks required for each grade:

Qualification grade	A*A*	AA	BB	CC	DD	EE	FF	GG
Maximum uniform mark = 300	270	240	210	180	150	120	90	60

Candidates who do not achieve the standard required for a grade GG will receive a uniform mark in the range 0-59 and be recorded as U (unclassified).

## Resits

Students may resit each assessment component only once prior to certification. Students may, however, retake the whole qualification more than once.

Individual assessment results, prior to certification of the qualification, have a shelf-life limited only by the shelf-life of the specifications when they are used to contribute to the qualification.

## Students with particular requirements

Students with special requirements may need additional support, for example technical aids or specially devised or adapted methods of assessment, with additional time allowed if necessary.

Edexcel will assess whether special considerations or concessions can, or need to be, made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## The wider curriculum

### Key skills

This specification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- application of number
- communication
- information technology
- improving own learning and performance
- problem solving
- working with others.

*Appendices B and C* in this specification map the opportunities available at Levels 1 and 2 respectively. Where appropriate, these opportunities should be directly cross-referenced, at specified level(s), to the criteria listed in Part B of the key skills specifications.

### Spiritual, moral, ethical, social and cultural (SMESC) links

This specification provides opportunities for developing a range of spiritual, moral, ethical, social and cultural issues, together with citizenship, environmental issues and the European dimension. *Appendix D* maps the opportunities available.

## Teacher support

There is a full range of support material designed for each GCSE in a vocational subject. The range includes:

- specimen tests and associated mark schemes
- sample materials for delivering the units – tutor support packs
- sample materials for assessing the internal units
- Chief Examiner reports
- the Edexcel website – [www.edexcel.org.uk](http://www.edexcel.org.uk).

Edexcel delivers a full INSET programme to support these GCSEs. This includes generic and subject-specific conferences, seminars, workshops and customised events for individual centres.

Further information on INSET programmes can be obtained from Customer Services on 0870 240 9800.

Information concerning support material can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Notts NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)



# Unit 1: Investigating Leisure and Tourism

## ABOUT THIS UNIT

This unit will help you understand the important part that leisure and tourism play in today's society.

The leisure and tourism industries in the UK provide a variety of activities for people to enjoy in their leisure time. You will learn that the industries are made up of many different facilities and organisations, from leisure centres and theatres to travel agents and airlines.

You will consider how the leisure and tourism industries are linked and how they work together to offer visitors a good service.

You will learn about the characteristics of the leisure industry and use this knowledge to investigate the leisure industries in an area. You will gather information on facilities in the area and match them to the key components of the leisure and tourism industries.

You will also learn about the characteristics of the travel and tourism industry. Tourism destinations are places that people choose to visit and where they spend their leisure time. You will study the ways in which the travel and tourism industry provides products and services for people in the United Kingdom who wish to visit these destinations.

You will study a selection of the popular tourism destinations in the United Kingdom, including:

- where they are
- what they offer visitors
- the main transport routes to them.

The unit provides a basis for the more detailed study of the leisure and tourism industries that you will carry out through other parts of your GCSE.

**This unit is assessed through an examination set and marked by Edexcel.**

**There will be an examination of 1½ hours' duration. The test will consist of short-answer questions and you will be required to answer all the questions. There will be no pre-release material for this test paper.**

**Your result for this unit will be a mark from 0-100 which can be related to an equivalent grade.**

## WHAT YOU NEED TO LEARN

### The leisure industry

Leisure can be described as the range of activities that individuals undertake in their free time.

Leisure is one of the fastest-growing industries in the UK. People are always looking for new ways to spend their leisure time. You need to know that leisure activities are many and varied, and include activities such as:

- reading
- sport – participating and spectating
- going to the cinema or a disco
- going for a walk
- watching television or listening to the radio
- eating out
- playing computer games
- visiting a tourist attraction.

Since the term ‘leisure’ covers an enormous range of activities and facilities in a wide variety of situations, it is useful to divide the leisure industry into a number of **key components** that you will need to know about. The key components are:

- sport and physical recreation, eg hockey, football and gymnastics
- arts and entertainment, eg theatres, cinemas, night-clubs
- countryside recreation, eg walking, cycling
- home-based leisure, eg watching TV, gardening, DIY, computer games
- children’s play activities, eg adventure playgrounds and play schemes
- visitor attractions, eg historic buildings and sites, theme parks and leisure parks
- catering, eg pubs, cafes, restaurants.

In any area there will be a variety of organisations and facilities that fit into each of these components. You will need to consider how leisure provision meets the needs of different people in an area and how this provision has changed in the last twenty years. You will also need to know that in other areas of the UK there will be different types of leisure provision.

You will need to understand that these components are often interrelated. For example, horse riding can be classed as both a sport and a countryside recreation activity.

The leisure industry has grown to meet people’s leisure needs and is made up of a wide range of **facilities**, for example:

- leisure centres and health clubs
- libraries
- video-rental shops
- cinemas and theatres
- pubs, restaurants and take-away restaurants
- community centres
- museums and galleries
- sports venues
- theme parks.

You will need to know about these facilities. You will also need to know about facilities that provide for home-based leisure, such as:

- take-away restaurants
- video-rental shops
- bookshops
- libraries
- shops selling computer games.

You will also need to know that leisure facilities provide a range of **products and services**. For example, a leisure centre might provide:

- sports activities
- lessons and classes for different groups of people
- functions
- food and drink
- special rates for members and/or groups
- purchase and hire of equipment.

You will need to know that the **choices that people make about how to enjoy their leisure time may be influenced by many factors**, including:

- age group
- culture
- special needs
- type of household, for example families, single people, couples
- gender
- social group.

You will also need to know about other factors that affect what people choose to do in their leisure time. These include:

- the availability of local facilities
- the availability of transport
- their interests
- fashion
- the influence of family and friends
- how much money they have to spend on leisure.

Few industries can match the leisure industry for the range of **employment opportunities** on offer. You will need to know about the types of jobs, for example:

- leisure assistants
- fitness instructors
- lifeguards
- ground staff
- park rangers
- restaurant managers.

## The travel and tourism industry

You will need to know what tourism is. Tourism is a broad area to define but it usually covers temporary travel away from home or work. An essential part of tourism is the traveller's intention to return home afterwards. The purpose of visits includes:

- a holiday
- sightseeing
- visiting an attraction
- visiting friends or relatives
- going to a sports event as a spectator or to participate
- business.

Since the term 'travel and tourism' covers an enormous range of activities in a wide variety of situations, it is useful to divide the industry into **key components** that you will need to know about. The key components are:

- travel agents
- tour operators
- tourist information and guiding services
- online travel services
- accommodation and catering
- attractions
- transportation.

You will need to know about the following different **types of holiday**:

- package
- independent
- domestic
- in-bound and out-bound
- holidays involving short-haul and long-haul flights
- special interest (eg sports, cultural)
- short break.

You will need to know about the following **methods of travel** used by people to get to their chosen destination and how they travel around the area they are visiting. You will need to understand the relative merits, in terms of cost, convenience and availability:

- air
- rail
- sea
- road (bus, coach, car, taxi).

You will also need to know about the variety of **tourism destinations** across the United Kingdom, which may be popular with both UK and overseas visitors. These can be grouped as:

- coastal areas, such as seaside towns and Heritage Coasts
- countryside areas, such as National Parks, Areas of Outstanding Natural Beauty, forests, mountain areas, lakes
- tourist towns and cities
- sporting venues
- theme parks
- places of historic interest.

You will also need to consider the social, economic and environmental impact of tourism on at least two of these destinations and how they may be developed in a sustainable manner.

The travel and tourism industry consists of a wide variety of organisations of different sizes and offers many **employment opportunities**. You will need to know about the range of jobs, for example:

- travel consultants
- conference organisers
- coach drivers
- air cabin crew
- tourist guides
- resort representatives.

### **Links between leisure and tourism**

You will need to understand that although the leisure and tourism industries are generally considered separately, there are many links between the two, for example accommodation and catering, attractions, and transportation. Both industries are dependent upon one another for customers, for example:

- a family day out at a visitor attraction is a leisure activity but also involves travel and tourism
- travelling to an away football match could be considered as both leisure and tourism
- going on holiday and many of the activities undertaken while on holiday could be considered as both leisure and tourism
- going to the theatre and staying in a hotel overnight is both leisure and tourism.

The local tourist information centre provides details of both leisure and tourism facilities and activities. Transport providers operate services to places of interest for both the leisure market and tourists.

## GUIDANCE FOR TEACHERS

### Delivery strategies

#### Preparation for external assessment

This unit is externally assessed. There are, consequently, a number of strategies that teachers will need to consider when developing schemes of work and action plans.

The teaching strategies for externally assessed units are likely to be very similar to those strategies for units that are assessed through portfolio evidence. Students will still need to be able to apply the skills, knowledge and understanding identified in the *What you need to learn* section. However, there are additional aspects to consider.

Teachers must ensure students are prepared for the external assessment. This will include familiarising students with the format and structure of the assessment. They should be clear about the rules and regulations of external assessments and they should also be reminded of the duration and aims of the assessment. In other words, they should be well rehearsed in the format and structure of external assessments.

Students should understand the terminology of assessment, eg describe, explain, evaluate. Teaching time should be allocated to support students with this. The external assessment aims to assess the vocational knowledge skills and understanding of the student.

Teachers should be aware of marking schemes and their implications and students should practise effective time management for the external assessment.

The delivery of this unit should be planned with the availability of external assessments in mind to ensure that the student achieves the best possible grade reflecting their true potential.

Students need to be able to apply the knowledge, skills and understanding of the unit to the demands of the questions set. The ability to transfer knowledge, skills and understanding to different situations is invaluable preparation for employment, training and further education. External assessment is one example where this transference is critical, eg coping with the controlled conditions of an external assessment, the imagined scenarios and responding to questions.

#### External assessment

In this unit, students will develop a basic knowledge and understanding of the leisure and tourism industries. They will learn about their diversity of the leisure and tourism industries and the employment opportunities they offer. On successful completion of the unit, students will have an overview of the components of the industries, the products and services offered and the links between the two industries. They will also have considered how these industries meet people's diverse and changing needs.

In preparation for external assessment, students will need to have a relevant and realistic understanding of the industries, and know specific examples of established organisations. A suitable way to ensure this is to forge links with industry, perhaps in the student's locality. This could be through guest presentations, visits to leisure and tourism organisations, work experience and the use of case studies and industry-specific journals and publications. These links with the industry should cover all the

key components where possible. It should be noted that many leisure and tourism organisations operate seasonally and this should be considered when planning the delivery of the unit. Teachers could also draw upon the students' experiences as customers and, in some cases, employees of leisure and tourism organisations.

Students need to be able to demonstrate a clear understanding of the components of the leisure and tourism industries. In each component they should be able to identify and describe relevant facilities and activities. Students could also be asked to research their local area to identify the range of leisure and tourism facilities available and then asked to categorise them to ensure they are familiar with the correct terms used for the categories. In each component, students should be able to identify and describe relevant facilities and activities. They will also need to identify factors that influence the way we spend our leisure time. This could be achieved through discussion or a survey of the local community.

Students must be able to **differentiate** between leisure and tourism, but also show **links** between the two industries. They will need to show linked organisations, components, facilities and activities. These links must be clearly expressed. This could be through a discussion of a range of activities, similar to those given in the specification to enable students to clearly understand the links. Teachers should have some activities where students present these links in writing, so that their written responses can be developed to encourage the successful completion of relevant questions in the external assessment.

Students will need to have some knowledge of travel geography. They will need to be aware of different types of destination in the UK that may be popular with both tourists from both the UK and overseas, the methods of travel that people use to get to and around their destination and the impact of these visits. They should have some knowledge of sustainable tourism development. Students will need to understand the purpose of visits and the terms used to describe different types of holiday. Teachers should use this terminology throughout the delivery of these topics to ensure students are able to respond to questions in the examination that use these terms. In the examination, students will be presented with information on different types of destination and could, therefore, be provided with case studies on each type of destination given in the specification for discussion. Students should be encouraged to write down the outcomes of their discussions in preparation for the examination.

Students will also need to know about different types of jobs that are available in the leisure and tourism industries. Teachers should note that those listed in *What you need to learn* are only a sample and a wider range should be covered. Students will need to understand the basic roles and responsibilities only. It is accepted that it is not feasible for teachers to consider every possible job available in the industry. A sufficient range should be covered to enable students to identify key elements of job roles within a component at a specific level. They should be provided with job titles that have not been covered so that they can interpret and apply knowledge and understanding already gained for this topic.

Sample assessment material, together with mark schemes, are available to accompany this specification and past assessment material will also become increasingly available.

## Assessment guidance

This section should be read in conjunction with the general section *Applying the mark bands* on page 8.

This unit is assessed through an external test that will be 1½ hours. The test will consist of short-answer questions, there will be no pre-release material for this test paper and students will be required to answer all the questions. The student's overall result for the unit will be a mark from 0-100 which can be related to an equivalent grade. The paper will test the skills, knowledge and understanding of the content specified in the *What you need to learn* section. Questions will sample the content, all parts of which will be tested over the life of the qualification.

Sample assessment material, together with mark schemes, are available to accompany this specification and, increasingly, past assessment material will also be available.

The following guidance gives an indication of the expected levels of attainment for the external assessment. Mark band 1 is derived from the grade descriptions for Grade F, mark band 2 for Grade C and mark band 3 for Grade A. These mark bands do not relate to pre-determined grade boundaries. Following each examination series Edexcel will set the grade boundaries for each unit at an awarding meeting.

### Mark band 1

In completing the external assessment, students should be able to demonstrate a basic knowledge and understanding of the products, services, facilities and activities available within the leisure and tourism sector. They may be asked to give a basic description of links between leisure and tourism and employment opportunities in both industries. They may also be asked to give a basic description of the features and transport links of destinations.

Students should be able to apply limited knowledge and understanding to vocationally relevant situations. In responding to questions they should be able to give simple explanations of how products and services provided by the leisure and tourism industries have changed in recent years and are able to meet the needs of visitors. They should also be able to give a brief explanation of sustainable tourism.

Students should be able to comment on the information presented but only suggest simple, broadly relevant ideas for the development of products and services to meet the changing needs of customers. They should be able to reach straightforward conclusions relating to the impact of tourism on a destination. Responses may not be clearly presented.

### Mark band 2

In completing the external assessment, students should be able to demonstrate a sound knowledge and understanding of the products, services, facilities and activities available to meet the needs of different people in an area within each component. They should be able to give a sound description of links between leisure and tourism and employment opportunities in both industries. They should also be able to give a sound description of the features and transport links of destinations.

Students should be able to apply knowledge and understanding to a range of vocationally relevant situations. In responding to questions they should be able to give sound explanations, with some detail, of how products and services provided by the leisure and tourism industries have changed in recent years and are able to meet the needs of visitors. They should also be able to give an explanation of sustainable tourism, demonstrating a clear understanding of the issues involved.



Students should be able to comment on the information presented in-depth, suggesting relevant ideas for the development of products and services to meet the changing needs of customers. They should be able to reach reasoned conclusions relating to the impact of tourism on a destination by referring to information provided to support their conclusions. Responses will usually be clearly presented.

### **Mark band 3**

In completing the external assessment, students should be able to demonstrate a detailed knowledge and understanding of the products, services, facilities and activities available to meet the needs of different people in an area within each component. They should be able to give a detailed description of links between leisure and tourism, and employment opportunities in both industries. They should also be able to give a detailed description of the features and transport links of destinations.

Students should be able to apply relevant knowledge and understanding to a wide range of vocationally relevant situations. In responding to questions they should be able to give full, detailed explanations of how products and services provided by the leisure and tourism industries have changed in recent years and are able to meet the needs of visitors. They should also be able to give a thorough explanation of sustainable tourism, demonstrating a clear understanding of the issues involved.

Students should be able to comment fully on the information presented, suggesting detailed, relevant ideas for the development of products and services to meet the changing needs of customers. They should be able to reach reasoned conclusions relating to the impact of tourism on a destination, substantiated by information provided and their own research. Responses will consistently be clearly presented.

### **Resources**

Many GNVQ textbooks have good general material on the leisure and tourism industries, some with case studies of particular organisations. Several leisure and tourism organisations, particularly tourist attractions, produce information packs that provide general information for students or support materials for visits. In some cases these packs have been written to link directly with units of the GNVQ course but can be applied to the GCSE.

Tourist Boards and Tourist Information Centres are often very helpful in sending information about the leisure and tourism industries in their areas. It is important, however, that where appropriate, information is requested by staff rather than individual students and then distributed or held centrally, for example in the library or central resource centre.

The internet has an ever-expanding range of material that can be used in relation to this course. Of particular use are websites that have been set up by tourist boards and some local tourist information centres, as well as organisations providing specific visitor attractions. Typically these sites are aimed at those visiting the area and have online guides to transport links, leisure and tourism facilities in the area, accommodation and local events.

The Learning and Skills Development Agency (LSDA) Vocational Learning Support Programme (VLSP) has a free materials list for Leisure and Tourism GNVQs which may be of use. This list is updated regularly and contains details of website addresses, resource packs produced by leisure and tourism organisations, videos and a range of textbooks and other resources.



## Unit 2: Marketing in Leisure and Tourism

### ABOUT THIS UNIT

Marketing is an important aspect of today's leisure and tourism industries. Whatever the type of leisure or tourism organisation and its reasons for providing products and services, the basic principle underpinning marketing is the same: getting the right product to the right people, in the right place, at the right price, using the right promotion. As the leisure and tourism industries are highly competitive and customers are becoming more demanding, any organisation that does not use marketing effectively will not succeed.

This unit introduces you to the four key marketing tools that organisations use:

- target marketing
- market research
- the marketing mix
- SWOT analysis.

You will investigate the marketing activities of leisure and tourism organisations. You will also investigate in detail the marketing activities of one organisation and produce an item of promotional material for it.

The unit builds on the introductory work you completed in *Unit 1: Investigating Leisure and Tourism* and links well with *Unit 3: Customer Service in Leisure and Tourism*.

**This unit will be internally assessed through a portfolio of evidence. Your result for this unit will be a mark from 0-50 which can be related to an equivalent grade.**

### WHAT YOU NEED TO LEARN

#### What is marketing?

Whatever the type of leisure or tourism organisation and its reasons for providing products and services, the basic principle underpinning marketing is the same: getting the right product to the right people, in the right place, at the right price, using the right promotion.

#### Target marketing

It is important for organisations to recognise that different groups of customers, known as 'market segments', have different needs. Target marketing is a tool that helps an organisation ensure that it is offering the right goods and services to the different groups.

You will need to understand that markets can be segmented in a number of ways, including by:

- age
- gender

- social group
- lifestyle
- ethnicity.

## **Market research**

Market research is a tool that helps organisations to find out their customers' needs. Market research methods include:

- postal surveys
- telephone questionnaires
- personal surveys
- observation
- the internet.

You will need to know how different leisure and tourism organisations carry out market research.

## **The marketing mix**

The term 'marketing mix' is used to describe the key elements that an organisation offers in order to meet its customers' needs. It is one of the most important concepts in leisure and tourism marketing.

The marketing mix is often referred to as the '4P's'. These are:

- product (what goods and services an organisation offers)
- price (how much the goods and services cost)
- place (where the goods and services are offered)
- promotion (how organisations get people to buy their goods and services).

You will need to understand the importance of each of these and how they work together to meet an organisation's objectives.

### **Product**

This is the term used to describe the product or service that an organisation provides to its customers. It includes:

- the product or service features
- the brand name
- the after-sales service
- product life cycle.

### **Price**

This is the term used to describe what a customer pays for a product or service, including:

- the actual selling price
- any credit terms
- profitability.

## **Place**

This is the term that describes how the product or service reaches the customer, including:

- the types of outlet or facility used
- the location of outlets or facilities
- identification of distribution channels.

## **Promotion**

This is the term used to describe all the methods an organisation uses to tell customers about, and persuade them to buy, its products and services.

You will need to know about the different promotional techniques that leisure and tourism organisations use, including:

- advertising
- direct marketing
- public relations
- personal selling
- displays
- sponsorship
- demonstrations
- sales promotions.

You will need to understand how leisure and tourism organisations use these techniques to promote their facilities, products and services. You will also need to understand that the type of technique which is most appropriate will depend on the type of organisation, the nature of the product or service being promoted, and the type of customer being targeted. For example, a community sports centre would find it more appropriate to advertise in the local paper than on television.

Promotional materials include:

- advertisements
- brochures and leaflets
- merchandising materials
- videos
- press releases
- internet sites.

You will need to understand that the effectiveness of these materials depends on many factors, including the way they are designed, the words and images they contain, and how they are made available to customers.

You will learn that leisure and tourism organisations place their own particular emphasis on different components of the marketing mix.

## **SWOT analysis**

You will need to know how a SWOT analysis is carried out and used by organisations to help them find out how they are performing. A SWOT analysis involves looking at:

- strengths
- weaknesses
- opportunities
- threats.

Strengths and weaknesses are seen as internal factors that the organisation can control. Opportunities and threats are outside the control of the organisation.

## **Promotional campaigns**

Leisure and Tourism organisations need to plan their promotional efforts carefully in order to achieve maximum effect and to make the best use of their resources. They need to consider:

- what a promotional campaign is trying to achieve (its objectives)
- who the target market is
- what promotional technique(s) to use
- what promotional materials to use
- how to monitor and evaluate the success of the campaign.

## ASSESSMENT EVIDENCE: UNIT 2: MARKETING IN LEISURE AND TOURISM

You need to produce an investigation into the marketing activities of a leisure or tourism organisation.

Your work must:

- describe the 4P's in relation to the selected organisation and show how they work together to meet the organisation's objectives
- include an item of promotional material you have produced for the organisation, designed to attract a particular target market
- assess the range of promotional techniques and materials the organisation uses, including research methods used to identify target markets
- compare one of the organisation's promotional campaigns with the promotional campaign of one other leisure or tourism organisation.

**ASSESSOR'S MARKING GRID** (Please see also the section *Assessment guidance* on page 31)

	Mark band 1 At this level work must show:	Mark range	Mark band 2 At this level work must show:	Mark range	Mark band 3 At this level work must show:	Mark range	Mark awarded
(a) AO1 10 marks	<ul style="list-style-type: none"> <li>a basic description of the 4P's in relation to the selected organisation; some attempt to show how they work together to meet the organisation's objectives</li> </ul>	1-4	<ul style="list-style-type: none"> <li>a sound description of the 4P's in relation to the selected organisation; an explanation of how they work together to meet the organisation's objectives</li> </ul>	5-7	<ul style="list-style-type: none"> <li>a detailed description of the 4P's in relation to the selected organisation; a thorough understanding of how they work together to meet the organisation's objectives</li> </ul>	8-10	
(b) AO2 14 marks	<ul style="list-style-type: none"> <li>a simple design for the item of promotional material that includes basic information about the organisation but not clearly targeted at a particular market</li> </ul>	1-6	<ul style="list-style-type: none"> <li>an effective and imaginative design for the item of promotional material that includes all necessary information for an identified target market</li> </ul>	7-10	<ul style="list-style-type: none"> <li>a well-structured, innovative and creative item of promotional material that shows an in-depth understanding of target marketing</li> </ul>	11-14	

ASSESSOR'S MARKING GRID (Please see also the section <i>Assessment guidance</i> on page 31)							
	Mark band 1 At this level work must show:	Mark range	Mark band 2 At this level work must show:	Mark range	Mark band 3 At this level work must show:	Mark range	Mark awarded
(c) AO3 13 marks	<ul style="list-style-type: none"> <li>a description with some assessment of the main promotional techniques and materials the organisation uses and of the research methods used to identify target markets</li> </ul>	1-5	<ul style="list-style-type: none"> <li>an assessment of the main promotional techniques and materials the organisation uses and of the research methods used to identify target markets</li> </ul>	6-9	<ul style="list-style-type: none"> <li>a detailed assessment of the range of promotional techniques and materials the organisation uses, showing how they work together as a strategy and an analysis of the research methods used to identify target markets</li> </ul>	10-13	
(d) AO3 13 marks	<ul style="list-style-type: none"> <li>some attempt to compare one of the organisation's promotional campaigns with the promotional campaign of one other leisure or tourism organisation, reaching straightforward conclusions, some of which are clearly presented</li> </ul>	1-5	<ul style="list-style-type: none"> <li>a comparison of one of the organisation's promotional campaigns with the promotional campaign of one other leisure or tourism organisation, reaching reasoned conclusions which are usually clearly presented</li> </ul>	6-9	<ul style="list-style-type: none"> <li>a detailed comparison of one of the organisation's promotional campaigns with the promotional campaign of one other leisure or tourism organisation, reaching substantiated conclusions which consistently are clearly presented</li> </ul>	10-13	
<b>Total Unit Mark</b>						<b>50</b>	
<b>Student Unit Mark</b>							



## GUIDANCE FOR TEACHERS

### Delivery strategies

The unit introduces students to the marketing activities of organisations through the study of four key marketing tools that they use: SWOT analysis, market research, target marketing and the marketing mix. Although the assessment requires students to investigate a leisure or tourism organisation, it is essential that students develop their knowledge and understanding of these concepts in a leisure and tourism context throughout their studies.

It would be useful for students to be introduced to these four areas following input on the basic concept of marketing. This could be through a discussion of one or more definitions to ensure a clear understanding of the difference between marketing and selling, and the requirement for a customer focus in marketing activities.

When looking at market research, tutors would be advised to give input on primary and secondary research methods and discuss some of the advantages and disadvantages of each. This would enable students to more clearly understand why and how different leisure and tourism organisations carry out market research. Students could be introduced to customer comment cards, customer survey questionnaires and other forms of primary research used by different organisations. These can be obtained from private, public and voluntary sector organisations such as museums and theme parks, travel agents, tour operators, catering establishments, hotels, transport operators and health and fitness centres. These could also be obtained as a result of an organised visit to one of these organisations or input from guest speakers who could additionally give details of the range of research methods used and the reasons for their selection. Teachers are advised to consider a range of different types of organisations and their research methods. They can discuss with students why the various techniques might be appropriate to the organisation and introduce students to the skills of comparing and contrasting that are required to achieve the assessment criteria.

Students could be asked to complete the questionnaires or surveys and discuss the results. They could also use these later when considering the marketing mix of an organisation. A consideration of questionnaires and surveys would enable students to discuss questions relating to customer needs, to link into the definition of marketing and further reinforce the customer-orientated approach. Questions relating to the background of the customer can be used to link to an introduction of target markets.

Marketing involves the use of a number of technical terms. Many of these terms relate to target marketing. It is essential that throughout the teaching of this aspect of the unit, students are familiar with the terminology in order to be able to understand and use it appropriately. When considering how markets could be segmented it would be useful to refer to different markets using similar terms to those used in Unit 1 and Unit 3. It is also important to remember that the list given in the *What you need to learn* section is only a sample of different ways of segmenting markets that could be used by organisations, and teachers would be advised to cover more in their teaching. Students could discuss the range of products and services considered in Unit 1 to determine the market segments. They could also discuss different rides at a theme park, exhibits at a museum or gallery, films or plays shown at a cinema or theatre, brochures produced by a tour operator and services provided by a transport operator to determine market segments.

Having considered a range of products and services to determine target markets, these could also be used as the focus for the delivery of the marketing mix. Students could identify the product, price, place and promotional techniques used by the organisation. To reinforce their understanding of market segments they could be asked to adapt an aspect of the marketing mix for a different target market than that previously identified. At this stage students could consider how the elements of the marketing mix work together. Teachers could encourage students to change elements of a marketing mix and discuss how this would affect the target market. They could also be given different objectives for an organisation to discuss how the different components work towards these objectives.

When considering promotion of organisations and their products and services, students must be aware of different techniques and materials. Students would benefit from knowing the difference between the two, so teaching strategies could focus first on techniques and why they may be appropriate, and then on materials and why they may be appropriate. Techniques and materials should be considered for a range of organisations and assessed in terms of organisational objectives and target markets. Teachers should also ask students to compare the techniques and the materials used by different organisations to further develop skills required for assessment. Activities could initially relate to similar organisations in terms of target markets or objectives and lead to more contrasting organisations.

This process will introduce students to evaluating the effectiveness of techniques and materials. It would be appropriate to commence with the promotion of a product or service suitable for their age group, lifestyle or individual needs to determine essential requirements. They could then use these requirements to establish criteria to measure the effectiveness of techniques and materials used to promote to other market segments. It would be useful to look at how one product or service has been promoted to different market segments for students to understand the role of the promotional campaign.

The *What you need to learn* section of the unit specification indicates the knowledge requirements for the price, place and product elements of the marketing mix. When considering distribution channels students could use the internet to research the types of leisure and tourism products available through this medium. Visits to organisations will enable students to see the types and locations of outlets and facilities. Students could also be given a map of a local area and asked to show the location of similar types of organisations and discuss their findings.

Students will have been introduced to a range of products and services through their study of other aspects of this unit and other units. Once they are familiar with these products, they could be linked to the product life cycle. The knowledge of this theoretical concept is not required in detail. Students should be aware of the product life cycle and the main stages: development, launch, growth, maturity, saturation, decline and extension. Students could be given a list of products and asked to specify where they would be on the diagram. When considering the price element students should be aware of the selling price, which could include concessionary and discount pricing, the use of season tickets, etc. Students could be asked to compare pricing for similar types of organisations such as public and private sector, leisure centres or health and fitness centres, and link pricing to organisation objectives and target markets.

A SWOT analysis can then be undertaken on the organisation whose campaign has been studied. Students could consider all aspects of the marketing mix and its target market(s). This would enable them to determine strengths and weaknesses. Opportunities and threats would require more input from teachers as these require students to consider external factors. It may be useful at this stage to have a visit from industry to explain how their organisation takes into account external factors.

The unit builds on the introductory work students completed in *Unit 1: Investigating Leisure and Tourism* and links with *Unit 3: Customer Service in Leisure and Tourism*.

## Assessment guidance

This section should be read in conjunction with the general section *Applying the mark bands*, on page 8.

The student must produce an investigation into the marketing activities of a leisure or tourism organisation. As indicated in the Assessment Evidence, on pages 27 and 28, this requires the student to complete four tasks – (a), (b), (c), and (d). These tasks are:

(a) to describe the 4P's in relation to the selected organisation and how they work together to meet the organisation's objectives. This is an AO1 task, requiring students to show their knowledge and understanding of the marketing mix of their chosen organisation.

(b) to produce an item of promotional material for their chosen organisation, designed to attract a particular target market. This is an AO2 task, requiring students to apply their creative and design skills and their knowledge and understanding of target marketing to produce an effective design for a promotional material to attract the identified target market.

(c) to assess the range of promotional techniques and materials a chosen organisation employs, including research methods used to identify target markets. This is an AO3 task, requiring students to gather and record relevant information and evidence of the research methods the organisation uses to identify target markets and make reasoned judgements about their use. They should also gather and record relevant information and evidence of the organisation's use of promotional techniques and materials, then assess how they work together to implement the promotional strategy.

(d) to compare one of the chosen organisation's promotional campaigns with the promotional campaign of another leisure or tourism organisation. This is an AO3 task, requiring students to compare the two promotional campaigns and reach reasoned conclusions about their implementation.

The progression from 0-50 will see students demonstrating increasing depth and breadth of research into, and understanding of, their chosen organisation's marketing activities. In the higher bands, work will be characterised by more coherence, and evaluation, as well as by greater independence and originality. Increasing achievement will be assessed against the skills listed above, using the Mark Bands on pages 27 and 28. The principles outlined in the section *Applying the mark bands*, on page 8, should also be observed.

The investigation into the marketing activities of a leisure or tourism organisation may be presented in a number of ways, including a report, a presentation or a display. Where findings are presented orally, centres will be required to produce a comprehensive assessment record to validate assessment decisions (an example

observation record for a presentation for AO1 can be found in *Appendix E*). Where investigations are undertaken as a group activity, centres must ensure that each member of the group has individually met the requirements for the mark awarded. When undertaking their investigations, students expected to achieve marks from the highest bands should be guided towards organisations that offer a wide range of products and services and which use a wide range of marketing activities.

### **Mark band 1**

#### **Task (a) 1-4 marks.**

Achievement in this band may consist of little more than a basic description of each of the 4P's. For Product, this might be a list of features provided, without explanation. For a theme park, for example, there might be a simple list of rides, with no details of the range of rides or scale of ride 'experiences'. For Price, the student may offer only a simple list of the most obvious charges, such as for admission, using the theme park example. For Place, a simple map might be offered, identifying the location, though without significant comment. For Promotion, some recognition of promotional materials used may be offered. Students should not be given credit for simply copying all descriptions from promotional materials – some of their own words should be used.

At this level, there will be little evidence of understanding of how the 4P's combine to achieve the organisation's goals, though there may be a straightforward statement of objectives, perhaps related to a single P. Marks from the top end of this band should be awarded where one or more P's are described in more depth; or where there is some worthwhile comment on how the P's relate to the organisation's objectives.

#### **Task (b) 1-6 marks**

The mark band statement for task (b) indicates that evidence would be in the form of an item of promotional material that has a simple design and includes basic information. This might be, for example, a poster promoting an event, competition, or new product; or an item of promotional material such as a mug, calendar, t-shirt, or balloon. These items will have a straightforward design, perhaps including images of the product, but with limited information. Higher marks, within this band, should be awarded where more detail is provided, some creativity is shown or where there is some understanding of target marketing evident in the design of the material.

#### **Task (c) 1-5 marks**

For task (c), students should be awarded marks from mark band 1 where their evidence is descriptive rather than evaluative. If they simply describe the promotional techniques and materials without comment on their effectiveness, and describe research methods without comment on their use in identifying target markets, they should be awarded lower marks from the range. Some worthwhile assessment must be seen, to justify the higher marks in this band. This mark band may also be appropriate if there is an imbalance between the coverage of the 3 elements of the task (techniques, materials and research methods).

#### **Task (d) 1-5 marks**

Task (d) requires the student to compare one of the specified organisation's promotional campaigns with the promotional campaign of another leisure or tourism organisation. Modest marks in this mark band should be used if the candidate has not compared promotional campaigns and has, instead, compared organisations, their products, their general promotional activities or specific examples of promotional materials. Lower marks from this mark band should be awarded where the evidence

presented describes two promotional campaigns, but makes no or limited comparisons. Where comparisons lead to straightforward conclusions, for example by simply identifying similarities and differences, then a mark in the middle of the mark band would be appropriate. Higher marks in this mark band should be awarded for some reasoned conclusions, drawn from a comparison of the two campaigns.

## **Mark band 2**

### **Task (a) 5-7 marks**

To be awarded marks from this mark band for task (a) students must provide a sound description of the 4P's in relation to the selected organisation; and they must offer an explanation of how they work together to meet the organisation's objectives. 'A sound description' requires some detail to be given: details of the products and services provided, of the prices of products and services, of a customer's access to the organisation's facilities, and of its promotional activities. For product, there are likely to be some ancillary or secondary products and services described. Descriptions of price might consider variable prices, for example concessionary and off peak, as well as prices of secondary products and services. Place details may cover location and access, as well as opening times, seasonality, local transport and/or distribution channels. Promotion should cover techniques used, including the materials and specific sales promotions made available to customers. At the lower end of the mark band, there may be some imbalance in the coverage of all of the 4P's. The second part of the task – how the 4P's work together – should relate specifically to the organisation, and equal credit should not be given to statements which are purely theoretical. Modest achievement, within this band, might show how the 4P's work together, but with little recognition of the organisation's aims; or how the individual P's may be related to the aims, but not to each other. For higher marks within the band, explanations will be clear, reflecting understanding. To reach the top of this band, the level of achievement should be sustained across the two parts of the task.

### **Task (b) 7-10 marks**

This task requires 'an effective and imaginative design', including 'all necessary information for an identified target market'. This design might be in the form of leaflets, posters, websites, or brochures. 'Effective' design will reflect sound planning, and a clear structure: the item would attract the attention of a potential customer, and it would have useful information enabling the potential customer to take action and buy the product/service promoted. It could effectively pass the AIDA (Attention, Interest, Desire, Action) test. Information would relate to product, price, place and promotion. Where there is evidence of particular imagination or creativity, higher marks, from within the band, should be awarded. Such creativity might be evident in the design, the use of images, graphics, or language, for example. Higher marks within this band should also be awarded where the material reflects particular understanding of target marketing. This might be seen in the content of the material, in that the information presented is specifically relevant to a clearly identified target market; or the images or language used may be particularly appropriate to the target market.

### **Task (c) 6-9 marks**

Marks from this mark band should be used where the student has clearly addressed the requirements of the task, taking note of all three elements. Achievement in band 2 will offer evaluation and assessment, with some reasoning, for each element. At this level, the distinction between techniques and materials should be made clear. Students will need to demonstrate an understanding of how the organisation uses the

range of promotional techniques, as presented in the *What you need to learn* section, for example advertising, personal selling, sales promotion, and displays. Comments on the organisation's materials will reflect on the range of material used for example, students may comment on the fact that each advert is in a different medium. The student's evaluation might be based on the quality of the presentation, the use of colour and images, originality of design, ability to attract an identified target market etc. Alternatively, an assessment of materials might be offered using the AIDA principles: here again, the hallmark for band 2 will be evaluation, rather than mere description. The comments on research methods may relate to the identification of target markets, and should, as before, offer an evaluation, particularly in terms of the effectiveness of the methods chosen. Comments offered should be specific to the organisation, rather than purely theoretical. Higher marks from the range should be awarded for sustained assessment on all parts of the task, and for depth of detail and explanation. High marks within this band may also be awarded where students are able to explain how promotional techniques and materials work together as a strategy.

#### **Task (d) 6-9 marks**

The marking grid specifies 'a comparison ... reaching reasoned conclusions', and so students who have presented accounts of two separate, unrelated campaigns cannot reach the top of this band. The comparison should consider the campaign objectives, the campaign target market, the promotional techniques and promotional materials used in the campaigns, how the promotional campaigns were monitored and evaluated, and an evaluation of the campaigns. These are the aspects of promotional campaigns featured in the *What you need to learn* section of the specification. For this mark band, conclusions put forward by candidates must be reasoned, and similarities and differences must be explained: simple identification of similarities and differences is more characteristic of mark band 1. High marks from this band should be awarded where greater depth of reasoning is shown in the evidence, or where students have been able to substantiate their conclusions, with relevant and effective examples.

#### **Mark band 3**

##### **Task (a) 8-10 marks**

To reach this mark band for task (a) students must provide a detailed description of the 4P's in relation to the selected organisation; and they must demonstrate a thorough understanding of how the 4P's work together to meet the organisation's objectives. For full marks the whole range of products and services must be described; and there should also be details of the features of primary and secondary products and services, to demonstrate knowledge of the full product range. For example, students might provide detail by referring to the product life cycle, brand name and after sales service of their selected organisation. The full range of prices available should be described, for both primary and secondary products, including basic prices, concessionary rates and seasonal or other discounts as appropriate. Additional detail might, for example, include information about profitability and credit terms. For the highest marks, students will also describe in depth how these products and services are made available to customers. This will include, place, location, access and distribution channels, each described in some detail. A full description of how the organisation uses promotional techniques and materials will also be provided. The full range of techniques will be described with examples of specific materials for each technique. There may also be reference to the promotional campaigns of the organisation. It is expected that all work in band 3 will be in the students' own words. For the second part of the task, to explain how the 4P's work together, students must detail the organisation's objectives, stating these

clearly. There should be an understanding of how the interrelationship of the 4P's enables them to meet the organisation's objectives: such an understanding is unlikely to be demonstrated if fewer than 3 objectives are covered. The interrelationship is crucial here: simply explaining how the 4P's are linked, or explaining how they separately meet the organisation's objectives, would not show a thorough understanding of how they work together to meet the organisation's objectives.

#### **Task (b) 11-14 marks**

For task (b) the student must produce a well-structured, innovative and creative item of promotional material that shows an in-depth understanding of target marketing. The innovation and understanding of the target marketing will be clearly evident in the design and execution of the material. An 'in-depth understanding' will, for example, be demonstrated by identifying a clearly defined market segment, such as a specific age group, gender, social group etc, as opposed to a grouping based on customer choice alone. This understanding will also be reflected in how accurately the item is geared to the relevant targeted market segment, for example in the appropriateness of its design and use of images. The language used in the promotional material should be effective, and likely to stimulate interest and desire in the specified target market segment. In addition, the material should show 'innovation' in its approach, for this mark band: this might be evidenced in the design, the layout, use of images, phrasing, style, tone etc – and it should be noted that credit is not given for designing a new product, but solely for the innovative qualities of the promotional item.

#### **Task (c) 10-13 marks**

Task (c), in this mark band, requires the student to provide a detailed assessment of the range of promotional techniques and promotional materials the organisation uses, showing how they work together as a strategy; and to offer an analysis of the research methods used to identify target markets. The student must be clear about the interdependence of techniques and materials. The assessment should offer a detailed understanding of the range of techniques and promotional materials used by the organisation, showing how this range is used by the organisation to form a promotional strategy. The 'range' should be demonstrated in the type of materials, as well as the number of the material. The key requirement of the mark band is for detailed assessments of the materials, techniques and supported by in-depth reasoning: a more superficial treatment of a greater number of techniques and materials would not be of equal merit. Similarly, the second part of the task requires real analytical depth, if full marks are to be awarded. The analysis must refer to the chosen organisation, and should not be purely theoretical.

#### **Task (d) 10-13 marks**

Task (d) requires the student to provide a detailed comparison of one of the organisation's promotional campaigns with the promotional campaign of one other leisure or tourism organisation, 'reaching substantiated conclusions which are clearly presented'. The emphasis here is on sound and detailed evidence, clearly related to one selected promotional campaign for each organisation. The five considerations for planning a promotional campaign listed in the *What you need to learn* section should be compared in depth for both organisations. Comparison between the two campaigns should be clearly drawn, and reflective conclusions should be reasoned and relevant. Such conclusions should also be substantiated, that is, fully supported by a range of objective evidence. Such substantiation may come from statistics

obtained through research (primary or secondary) or from a wide range of sources, such as information from promotional materials. If a student's conclusions are not both reasoned and substantiated, then mark band 2 is appropriate, rather than band 3.

## **Resources**

Students should be encouraged to collect examples of leisure and tourism promotional materials, and perhaps work in small groups to collect information. Visits to some annual leisure and tourism industry events, such as Leisure Industry Week, Recreation Management or the World Travel Fair, can enable staff to obtain a wide range of up-to-date promotional materials at low cost. Case studies from textbooks, periodicals and organisations are useful when it comes to investigating promotional campaigns.



## Unit 3: Customer Service in Leisure and Tourism

### ABOUT THIS UNIT

Leisure and Tourism organisations depend on customers to buy and use their goods and services. Without customers, these organisations cannot succeed. Giving excellent customer service plays an important part in helping organisations keep their customers and attract new ones.

In this unit you will find out why customer service is so important in leisure and tourism. You will learn about:

- the different needs of customers and how they are met
- communicating with customers
- the importance of personal presentation when dealing with customers
- why it is important to keep customer records.

You will also practise the skills and techniques needed for giving customer service. You will consider the benefits to organisations, their staff and customers of providing excellent customer service.

This unit builds on the introductory work you completed in *Unit 1: Investigating Leisure and Tourism* and links well with *Unit 2: Marketing in Leisure and Tourism*. The unit also links with industry training programmes such as 'Welcome Host'.

**This unit will be internally assessed through a portfolio of evidence. Your result for this unit will be a mark from 0-50 which can be related to an equivalent grade.**

### WHAT YOU NEED TO LEARN

#### What is customer service?

All leisure and tourism facilities need to make sure their customers are happy with the service they receive because customers are the most important part of any successful organisation. Customer service includes all contact with the customer, either face-to-face, for example when selling the organisation's products or services, or indirect contact, for example when dealing with letters of complaint. The nature of the provision of customer service will vary between the different components of the leisure and tourism industry.

Good customer service means putting the needs of the customer first. In organisations that stress good customer service this should be a main aim of all staff. Good customer service requires you, as a member of staff, to put yourself in the position of your customers. You should be aware of how you would like to be treated if you were a customer and deal with your customers accordingly.

You should understand that leisure and tourism organisations recognise the importance of good customer service to the successful selling of their products. Many organisations aim to exceed customer expectations in order to ensure that customers enjoy themselves.

Many leisure and tourism organisations ensure that all staff are trained in customer service and many use customer service training programmes and NVQs.

You will need to understand that there are many different situations in which customer service is provided, for example:

- providing information
- giving advice
- receiving and passing on messages
- keeping records
- providing assistance
- dealing with problems
- dealing with dissatisfied customers
- offering extra services.

### **Different types of customer**

Leisure and Tourism facilities are used by a wide variety of people, including those with specific needs, such as disabled visitors and people with young children. All require a high level of customer service.

To provide excellent customer service, you will need to identify and meet the differing needs of a wide variety of customers, including:

- individuals
- groups
- people of different ages
- people from different cultures
- non-English speakers
- people with specific needs, for example sight and hearing-impaired people, wheelchair users, people with young children
- business men and women.

### **External and internal customers**

You will need to understand that customer service includes providing service to both external customers and internal customers.

External customers are an organisation's consumers or visitors. They often pay for products or services and expect to be treated well.

You will need to understand that external customers are the most important part of a leisure and tourism business – without customers, there would be no business! They must be given the highest standards of service so that they come back again and tell their friends about the good time they had.

You will need to understand that internal customers are the people you work with, for example other employees of your organisation working in another department. It might seem strange at first to think of your colleagues as customers, but you have the same responsibility to each other as you do to your external customers.

## Benefits of customer service

You will need to understand that excellent customer service brings a number of benefits for leisure and tourism organisations, such as:

- increased sales
- satisfied customers
- more customers through repeat business and recommendations
- a better public image
- an edge over the competition.

It is also very important that all members of staff give a high level of service to each other. Benefits to the staff and the organisation include:

- a more pleasant place to work
- a happier and more efficient workforce
- improved job satisfaction
- improved chances of promotion within the organisation.

## Communicating with customers

Most people working in leisure and tourism will, at some time, have contact with customers. This may be face-to-face, over the telephone or in writing. All customers will expect to receive a very high standard of communication.

When communicating with customers you will need to use appropriate:

- language
- pitch and tone of voice
- pauses and silences
- body language.

You will also need to be able to:

- work accurately
- listen and respond to customers
- ask appropriate questions (using open and closed questions).

## Personal presentation

First impressions count in any business, particularly in leisure and tourism where dealing with people is such an important part of the work. You will need to understand that the way you and your organisation present yourselves to customers has a direct influence on their enjoyment, your job satisfaction and the future success of the organisation that employs you. In particular, you will need to understand the importance of:

- dress
- personal hygiene

- personality
- attitude
- behaviour.

Depending on whether you deal with customers face-to-face, over the telephone or in writing, some or all of these points may be important.

## Handling complaints

You will need to understand that it is important to listen to customers and to keep calm. You will need to know when to refer a customer to a more senior member of staff if you are not able to deal with an enquiry.

Most of the time, dealing with customers is a rewarding and interesting experience. From time to time, however, you may have to deal with customer complaints. These could be in writing, over the telephone or face-to-face. It is important that you know how to deal with these situations and when and who to ask for help. 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 fully investigated and, if possible, put right
- try to see the problem from the customer's point of view
- keep calm and not argue with the customer
- find a solution to the problem
- agree the solution with the customer
- make sure that what you promised to do gets done.

## Keeping customer records

Many leisure and tourism businesses keep records of their customers. Creating and using up-to-date customer records gives an organisation a clear picture of its business and helps it to plan for the future. For example, a health club might have records of its members' names, addresses, telephone numbers, personal fitness plans and medical details.

Accurate records are an essential part of good customer service. You will need to know how to:

- create customer records
- find and change existing records
- show accuracy and confidentiality when working with customers' records.

### ASSESSMENT EVIDENCE: UNIT 3: CUSTOMER SERVICE IN LEISURE AND TOURISM

You need to produce a review of the customer service provided by a selected leisure or tourism organisation.

Your work must:

- describe the situations that require staff to have contact with customers and the type of customer records that need to be completed
- include an assessment of the ways in which the chosen organisation meets the needs of its different customers, the methods of communication used by the staff and the ways used to deal with complaints
- evaluate the appropriateness of the customer service provided by the organisation.

You also need to produce a record of your involvement in a variety of real or simulated customer service situations, which should:

- include evidence of your dealings with a variety of customers and the outcomes from your handling of a customer complaint.

ASSESSOR'S MARKING GRID (Please see also the section <i>Assessment guidance</i> on page 44.)							
	Mark band 1 At this level work must show:	Mark range	Mark band 2 At this level work must show:	Mark range	Mark band 3 At this level work must show:	Mark range	Mark awarded
(a) AO1 7 marks	<ul style="list-style-type: none"> <li>a description of some situations that require staff to have contact with customers and an indication of the type of customer records that would be completed for most of the situations</li> </ul>	1-3	<ul style="list-style-type: none"> <li>a clear and coherent description of a range of situations that require staff to have contact with customers and a clear statement of the type of customer records that would be completed for each situation</li> </ul>	4-5	<ul style="list-style-type: none"> <li>a well-structured and exemplified description of a wide range of situations that require staff to have contact with customers and a description of the type of customer records that would be completed for each situation</li> </ul>	6-7	

ASSESSOR'S MARKING GRID (Please see also the section <i>Assessment guidance</i> on page 44.)							
	Mark band 1 At this level work must show:	Mark range	Mark band 2 At this level work must show:	Mark range	Mark band 3 At this level work must show:	Mark range	Mark awarded
(b) A03 13 marks	<ul style="list-style-type: none"> <li>a description with some assessment of the ways in which the organisation meets the needs of some customers, the methods of communication used by staff and the ways used to deal with complaints. The assessments are straightforward and broadly relevant and some are clearly presented</li> </ul>	1-5	<ul style="list-style-type: none"> <li>an assessment of the ways in which the organisation meets the needs of a range of customers, the methods of communication used by staff and the ways used to deal with complaints. The assessments are relevant and are usually clearly presented</li> </ul>	6-9	<ul style="list-style-type: none"> <li>a detailed assessment of the ways in which the organisation meets the needs of a wide range of customers, the methods of communication used by staff and the ways used to deal with complaints. The assessments are accurate, valid, relevant and are consistently clearly presented</li> </ul>	10-13	
(c) A03 17 marks	<ul style="list-style-type: none"> <li>an ability to review and comment appropriately on the level of customer service provided by the organisation, reaching straightforward conclusions</li> </ul>	1-7	<ul style="list-style-type: none"> <li>an ability to review and evaluate in some depth the level of customer service provided by the organisation, reaching reasoned conclusions and suggesting improvements</li> </ul>	8-12	<ul style="list-style-type: none"> <li>an ability to analyse and evaluate the customer service provided by the organisation, reaching substantiated conclusions, suggesting improvements and justifying the recommendations</li> </ul>	13-17	
(d) A02 13 marks	<ul style="list-style-type: none"> <li>an ability to communicate with some customers in a manner that is helpful and friendly and to deal in part with a customer complaint</li> </ul>	1-5	<ul style="list-style-type: none"> <li>an ability to communicate clearly with a range of customers in a manner that is helpful and friendly and to deal appropriately with a customer complaint</li> </ul>	6-9	<ul style="list-style-type: none"> <li>an ability to consistently and confidently communicate with a wide range of customers in a manner that is helpful and friendly and to deal fully and confidently with a customer complaint</li> </ul>	10-13	
<b>Total Unit Mark</b>					<b>50</b>		
<b>Student Unit Mark</b>							

## GUIDANCE FOR TEACHERS

### Delivery strategies

This unit will develop students' understanding of the importance of excellent customer service in the leisure and tourism industries. The work 'excellent' is used to reflect the views of industry managers, who regularly say that customer service must be better than 'good' and should exceed, not just meet, customers' expectations. This point should be reinforced with students throughout the delivery of the unit together with the importance of personal presentation.

Teachers would start by introducing students to the situations in which customer service is provided. Initially, students may need to see how this relates to instances with which they are familiar. Teachers may, therefore, need to relate to typical activities that their cohort participates in. Once knowledge and understanding is evident, teachers can then explain how these theories relate to the leisure and tourism industries. This understanding could be reinforced with visits to leisure and tourism organisations, guest speakers or work experience. Students could be given details of different situations and asked to discuss what they would expect as good customer service and what would make it excellent in each case. These situations should relate to different types of customers so that the same situations could be used when considering other topics within the unit. Once they are clear on what activities are required of staff to provide excellent customer service, they could then consider situations where poor customer service has been provided. They could be asked to identify elements of poor service and how these could have been improved.

Having considered customer service situations, teachers could then discuss different types of customer. Students will need to differentiate between internal and external customers. They could be asked to refer to different situations and specify whether internal or external customers were involved. When classifying customer types, the teacher may wish to refer to their learning of market segmentation in the Marketing unit. Students need to understand that to meet customer needs, these must be identified. They could produce checklists of 'discovery' questions that could be asked to clarify customer type and needs for different leisure and tourism situations. These checklists could be tested through role-play activities.

When dealing with the topic relating to communicating with customers there are opportunities to link with the key skill of communication. Much of the emphasis of this section will be on oral communication but it is essential that written communication is also considered. This could be through completion of travel agency enquiry forms, leisure centre booking forms, membership application forms, customer comment cards, etc. These communication skills could also be used when covering the topic of 'keeping customer records'. Students could also be asked to transcribe answerphone messages and reply to written correspondence. The use of images and body language as a communication tool should also be developed for dealing with customers who may have a hearing impairment or for whom English is not their first language.

When discussing personal presentation it is useful to consider the role of the uniform. This could be linked to Unit 1 where students are considering employment opportunities. They could be asked to specify which job roles require uniforms and which do not. They could then discuss why some job roles have a uniform

requirement and how it links to customer service. Students could also be asked to consider the difference between a uniform and dress code and asked to devise their own dress code for different situations.

Complaints may be made over the telephone, in writing or face-to-face and students will need to be aware of how to deal with complaints in each of these situations. In general terms, students at this level would not be expected to deal with complex complaints. They should be aware of the need to obtain accurate information and of how to explain to a customer that the complaint is to be passed on without them feeling 'fobbed off'. They should also be aware that complaints are not dealt with simply by offering compensation and that a system is followed to determine how to make an appropriate response. They should be able to deal with straightforward complaints. Teachers will need to ensure that students know which complaints they should deal with and which should be passed on. This could be through presenting students with details of different types of complaint and asking them to classify the complaints. They could also be given role-play situations to demonstrate how they would personally deal with complaints.

Through this unit, students should develop theoretical knowledge of all aspects of customer service and an understanding of how it can be applied in a range of leisure and tourism situations. They should be provided with opportunities to develop their customer service skills which can be taken with them into employment.

The unit links with *Unit 1: Investigating Leisure and Tourism*, which provides the context against which this unit should be applied, and *Unit 2: Marketing in Leisure and Tourism*, which looks at different types of customer.

### Assessment guidance

This section should be read in conjunction with the general section *Applying the mark bands*, on page 8.

The student must produce a review of the customer service provided by a selected leisure or tourism organisation. As indicated in the *Assessment evidence*, on pages 41 and 42, this requires the student to complete four tasks – (a), (b), (c) and (d). These tasks are:

- (a) to describe the situations that require staff to have contact with customers and the type of customer records that need to be completed. This is an AO1 task, requiring students to demonstrate relevant customer service knowledge.
- (b) to include an assessment of the ways in which the chosen organisation meets the needs of its different customers, the methods of communication used by the staff and the ways used to deal with complaints. This is an AO3 task, requiring students to plan and carry out investigations into how the organisation undertakes these activities; and there should also be element of evaluation, to fulfil the requirement for 'assessment'.
- (c) to evaluate the appropriateness of the customer service provided by the organisation. This is also an AO3 task, requiring students to plan and carry out investigations into the customer service provided by the organisation in order to make reasoned judgements regarding the appropriateness of that service.



(d) to produce a record of the student's own involvement in a variety of real or simulated customer service situations, which should include evidence of dealings with a variety of customers, and the outcomes from handling a customer complaint. This AO2 task requires students to demonstrate their own customer service skills. The record should, ideally, involve dealing with customers in four situations, one of which should be dealing with a complaint. At least three situations should be dealt with face-to-face.

The progression from 0-50 will require students to demonstrate increasing depth of awareness, knowledge, and understanding of customer service situations. Students must demonstrate their ability to draw valid conclusions regarding the chosen organisation's ability to meet the needs of different types of customers; they must evaluate the methods of communication used; and they must assess how the organisation deals with complaints. Additionally, they must draw valid conclusions regarding the appropriateness of the customer service activities of the organisation being investigated; and they should demonstrate increasing confidence, competence and application of customer service skills of their own in dealing with a variety of customers. Increasing achievement should be rewarded against the skills listed above, using the mark bands on pages 41 and 42. The principles outlined in the section *Applying the mark bands*, on page 8, should also be observed.

The findings of the review may be presented in a number of ways, including a report, presentation or display. Where findings are presented orally, centres will be required to produce a comprehensive assessment record to validate assessment decisions. Where investigations are undertaken as a group activity, centres must ensure that each member of the group has individually met the requirements for the mark awarded. When undertaking their investigations, students expected to achieve marks from the highest bands should be guided towards organisations that offer a wide range of products and a range of customer services.

The investigations may involve a visit to an organisation, hearing from a guest speaker; or they may be based on a period of work experience, or part-time employment. Students will need guidance regarding the type of information to be collected and this may need to be clarified in advance between the centre and the organisation.

Ideally, students should be given the opportunity of completing the concluding part of their review of customer service provision for task (d), in a real work situation, perhaps during work experience or while working part-time in a leisure and tourism organisation. If this is not possible, the work simulations should be made as realistic as possible. For task (d) evidence of a student's ability to deal with customers could be recorded, for example, as an observation record, or in the form of witness statements, or in checklist form. Whichever format is used, the evidence should clearly state the type of customer and the context of the situation. There should be a clear and detailed description of the candidate performance, with a date and signature from the person observing the performance. There should also be a summative statement on the quality of the candidate performance, signed and dated by the assessor. An example of a suitable observation record is included in *Appendix E*.

## Mark band 1

### Task (a) 1-3 marks

For task (a) marks in this band should be awarded where descriptions of situations that require staff to have contact with customers are described with only the minimum of detail. The situations described may also be limited in range, offering, for example, only the perspective of one member of staff; or only one type of situation may be covered, such as providing information or offering assistance. This mark band should also be used where candidates have made no reference to records used in the staff/customer contact situations or where the records are described with the minimum of detail.

### Task (b) 1-5 marks

For task (b) the student is required to assess the ways in which the organisation meets the needs of some customers: achievement in this band is likely to be characterised by a straightforward description, with little comment. The task also requires the student to assess the methods of communication used by staff, but for this mark band the evidence is, again, likely to be merely descriptive, stating which methods are used, but with little or no assessment. There may also be some simple identification of the different types of communication. The final part of this task requires the student to assess the ways the organisation deals with complaints: for mark band 1 simple statements of how the organisation deals with complaints may be offered, or, perhaps, specific examples of complaints will be given, with little comment on the organisation's response. Where students make some worthwhile, relevant comments, higher marks from the band may be awarded.

### Task (c) 1-7 marks

For task (c) students should have 'reviewed and commented appropriately on the level of customer service provided by the organisation'. At a basic level the student is likely to simply suggest which aspects of the organisation's customer service work well and which do not, according to a subjective judgement, with little factual evidence. For higher marks in this band, however, 'straightforward conclusions' must be drawn, about the level of service, and these should be based on the consideration of relevant criteria. Higher marks in this band may also be awarded if students give some recommendations for improvement, providing that these are feasible and described in some detail.

### Task (d) 1-5 marks

Task (d) requires the student to demonstrate the practical application of their knowledge and understanding of customer service, to show 'an ability to communicate with .. customers in a manner that is helpful and friendly, and to deal .. with a .. complaint'. For band 1 marks, some modest success should be expected: the communication may be simple and straightforward, but the tone and content should be appropriate to the context. The situations involved may be somewhat routine, or predictable, and are unlikely to be complex, at the bottom of this mark band: mark band 1 may also be appropriate for students who have not accomplished the 'complaint' element of the task adequately. For marks from the mid point of the band, the assessment should be based on at least two situations, in which the student has been 'helpful and friendly,' demonstrating an ability to provide accurate information and make the customer feel at ease. The complaint scenario, for this band, is likely to be straightforward, requiring a basic response to the customer. At this mark band, some situations may have been dealt with in writing, by telephone or email and not face-to-face, and students are unlikely to have completed any

supporting documentation. Higher marks within the band should be awarded where a student has dealt appropriately with different types of customer, or has dealt with more complex situations.

## Mark band 2

### Task (a) 4-5 marks

The student should provide 'a clear and coherent description of a range of situations that require staff to have contact with customers and a clear statement of the type of customer records that would be completed for each situation'. Work in this band will be characterised by an increasing level of detail: for example, staff/customer interaction might be categorised – providing information, giving advice, offering assistance, handling complaints etc. There will also be some recognition that staff/customer relations differ for different types of staff. The 'statement' of records, should, at this level, show greater coverage and clarity than in band 1. Higher marks in band 2 may be awarded for soundness of detail, and for links made between the staff/customer situation and the record made of it.

### Task (b) 6-9 marks

Task (b) requires the student to 'assess the ways in which the organisation meets the needs of a range of customers,' and to assess 'the methods of communication used by staff' and 'the ways the organisation deals with complaints'. At this mark band, students should consider a range of customers, with a range of 'needs'; and how the organisation responds differently, according to the context. The 'assessment' of the methods of communication used by staff should be clear, and should offer relevant, detailed, and supported comments across this range of customers and their needs. The assessment of the way the organisation deals with complaints might, for example be in the form of a commentary on the organisation's set procedure, and how it operates in practice; or the assessment may be based on an observation of how specific complaints were dealt with.

### Task (c) 8-12 marks

For task (c) the student must 'review and evaluate in some depth the level of customer service ... reaching reasoned conclusions and suggesting improvements'. A range of quality criteria should have been considered, in arriving at the review and evaluation: health and safety, hygiene, first impressions, cleanliness, speed of service, availability of staff, accuracy of service, provision for specific needs etc. For each of these quality criteria students, in this mark band, should offer some reasoned conclusions; and for higher marks from this band, these conclusions will be based objectively on research, such as through interviews, surveys, and scrutiny of documents, as well as being based on direct observation. The evaluation may be more personal, and subjective, although this should also take into account the student's investigation. For this mark band students should make recommendations for improvements that are appropriate and given in some detail, with some justification. Recommendations should be related to services rather than to products, price or promotional activities.

### Task (d) 6-9 marks

Task (d) requires the student 'to communicate clearly with a range of customers in a manner that is helpful and friendly and to deal appropriately with a customer complaint.' For full marks in this band the student should provide good customer service, in at least four different situations from the *What you need to learn* section, across a range of three different types of customers. The student should

demonstrate an increasing ability to respond to the specific type of customer, and to his or her specific needs. In all situations the student, at this mark band, should be helpful and friendly. The complaint scenario may be straightforward, but with a difficult customer requiring a response; or it may be more complex, requiring the student to pass on the details for further action at a later date. To show achievement in this band, the student should respond, with some success, to some non routine/unexpected aspect of at least one of the customer service situations. Higher marks from the range should be awarded where a student deals appropriately with each type of customer, resolving the situation with some success, and completes some appropriate documentation.

## Mark band 3

### Task (a) 6-7 marks

For task (a) students should provide 'a well-structured and exemplified description of a wide range of situations that require staff to have contact with customers and a description of the type of customer records that would be completed for each situation.' To reach full marks for this task the student should describe the range of situations stated in the *What you need to learn* section: the descriptions should be set out logically, and with accuracy, perhaps using sub-headings, bullet points etc and they should be well written, with regard to standard conventions of spelling, punctuation and grammar. The situations described should cover a range of staff, from across the organisation. An 'exemplified description' requires the student to give specific detailed examples for each situation, rather than relying on theory alone. The student should also describe the type of customer record that would be completed for each of the situations: in each case there should be a detailed description to include the content, use and context of the record.

### Task (b) 10-13 marks

For task (b) the student must provide 'a detailed assessment of the ways in which the organisation meets the needs of a wide range of customers, the methods of communication used by staff and the ways used to deal with complaints'; and for full marks the student's assessment should be 'accurate, valid, relevant and... consistently presented'. While the 'range' of customers should be based around the *What you need to learn* section of the unit, it is not necessary for every type of customer to be considered, in order to fulfil this requirement: students might address different examples for each type: for example, for 'group' students might consider families, or organised groups; for 'age' they might consider young children, teenagers, 18-30, or the elderly etc. For full marks the needs of the chosen range of customers will be described in detail, and with precision; and there will be detailed reasoning to support an assessment of the organisation's ability to meet the described needs. The task also requires the student to provide a detailed assessment of the methods of communication used by staff, and a range of methods should be assessed: for example, face-to-face, by telephone, through letters, fax, email, the use of pagers, mobile phones, tannoys, or noticeboards etc. In this context 'range' should be displayed not only in listing and describing the methods of communication used, but also the situations for which they are used. The student's assessment should be applied to specific situations, in which a particular method of communication is used by staff within the organisation. The student's commentary on how complaints are dealt with should also show some depth of detail and reflection, and should be supported by adequate evidence, for this mark band. For full marks, the final criterion, for assessments to be 'accurate, valid, relevant and consistently clearly presented', should also be met.

### **Task (c) 13-17 marks**

For task (c) the student must demonstrate ‘an ability to analyse and evaluate the customer service provided by the organisation, reaching substantiated conclusions, suggesting improvements, and justifying the recommendations’. Evidence offered should relate to customer service, rather than to the marketing of the organisation. At this level the student may perhaps draw on personal knowledge of customer service from other organisations, but their precise conclusions, and their evaluation, should be substantiated by the chosen organisation’s data, and/or information from review websites, results of interviews with staff and customers etc. The student may form judgements, as part of their analysis and evaluation, based on benchmark data set by the organisation, the industry or comparative organisations. The analysis and evaluation should be presented in a convincing and coherent form. For full marks the student must also provide recommendations for improvements to the organisation’s customer service that are worthwhile, appropriate and feasible, customer service related, described in detail, and fully justified.

### **Task (d) 10-13 marks**

For task (d) the student must demonstrate ‘an ability to consistently and confidently communicate with a wide range of customers in a manner that is helpful and friendly and to deal confidently with a customer complaint’. For full marks the student should provide excellent customer service in at least four different situations from the *What you need to learn* section, to four different types of customer. The student should also clearly demonstrate the ability to respond to specified types of customer, in particular situations. All situations should be handled confidently, and the student should be consistently helpful and friendly throughout the activities, for full marks. The complaint situation must also be dealt with successfully by the student, for full marks. Part of the evidence of attainment for each situation will be the completion of appropriate documentation by the student: for example, if an enquiry has been dealt with, an enquiry form should be completed.

## **Resources**

Many GNVQ Leisure and Tourism textbooks highlight the principles of effective customer service, covering points such as listening to customers, the needs of different types of customer and the benefits of excellent customer service.

Excerpts from many of the behind-the-scenes TV documentaries about leisure and tourism organisations, such as visitor attractions, hotels and airports, could be useful.

The regional tourist board for your area may be able to advise on nationally available training materials and how these could be used with this unit. It is important that, wherever appropriate, information is requested from organisations by staff rather than by individual students. The information can then be distributed or held centrally, for example in the library or resource centre.

Students working part time in customer service situations should be encouraged to bring in relevant training resources used by their organisations.



## Appendices

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## Appendix A – Grade descriptions

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The following grade descriptions indicate the levels of attainment characteristic of the given grade for the GCSEs in Leisure and Tourism. They give a general indication of the required standard at each specified grade. The descriptions should be interpreted in relation to the content and assessment evidence requirements outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment evidence requirements overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

**Grade F** students will show a basic knowledge and understanding of the nature of the leisure and tourism industries and the terms and concepts relating to the leisure and tourism industries. They will sometimes apply their knowledge, skills and understanding in vocationally-related situations. They will select some relevant information from more than one source and show some ability to organise it appropriately. They will comment on the evidence and data studied and suggest simple, broadly relevant explanations. They will include a few appropriate examples of illustrations and non-written data, which are broadly related to the question or assignment set. They will reach straightforward conclusions, which may not be clearly presented.

**Grade C** students will show a sound knowledge and understanding of the nature and characteristics of the leisure and tourism industries and the terms and concepts relating to these industries. They will apply relevant knowledge, skills and understanding in a range of vocationally-related situations. They will select mainly relevant information from several sources and show a reasonable ability to organise it appropriately. They will comment in some depth on the evidence and data studied, show a clear understanding of the issues involved and suggest relevant explanations. They will include a reasonable proportion of illustrations and non-written data, which are clearly related to the question or assignment set and generally support their conclusions. They will reach reasoned conclusions, which are usually clearly presented.

**Grade A** students will show a detailed knowledge and thorough understanding of the nature and characteristics of the leisure and tourism industries and the terms and concepts relating to these industries. They will apply appropriate knowledge, skills and understanding in a wide range of vocationally-related situations. They will consistently select relevant information from a wide variety of sources and show a high level of skill in organising it accurately and appropriately. They will consistently analyse and evaluate the evidence and data studied. They will show a high level of skill in organising information accurately and appropriately. They will show a thorough understanding of the issues relating to the leisure and tourism industries and will be able to offer accurate and reasoned explanations. They will include an appropriate proportion and variety of illustrations and non-written data, which are clearly related to the question or assignment set and significantly enhance their conclusions. They will reach substantiated conclusions, which are consistently clearly presented.



## Appendix B – Key skills mapping – Level 1

<b>Key:</b>	✓	The unit contains clear opportunities for generating key skills portfolio evidence.
	*	The unit contains opportunities for developing the key skill, and possibly for generating portfolio evidence if teaching and learning are focused on that aim.
	X	There are no obvious opportunities for the development or assessment of the key skill in the unit.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence	
		NB: these are illustrative only	
<b>N1.1</b> Interpret straightforward information from <b>two</b> different sources. At least <b>one</b> source should be a table, chart, diagram or line graph.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	
<b>N1.2a</b> Carry out straightforward calculations to do with amounts and sizes.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	
<b>N1.2b</b> Carry out straightforward calculations to do with scales and proportion.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	
<b>N1.2c</b> Carry out straightforward calculations to do with handling statistics.	Unit 1	X	
	Unit 2	*	Presenting marketing information in statistical form, and allowing students to support their interpretations of it with their own observational data.
	Unit 3	X	
<b>N1.3</b> Interpret the results of your calculations and present your findings. You must use <b>one</b> chart and <b>one</b> diagram.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>C1.1</b> Take part in a <b>one-to-one</b> discussion and a <b>group</b> discussion about different, straightforward subjects.	Unit 1	X	
	Unit 2	*	Discussing how marketing is aimed at different groups of people, and how promotional materials are used in the leisure and tourism industries. Also, discussing the different aspects of the marketing mix, perhaps with reference to own experience.
	Unit 3	✓	Purposeful interaction (simulated or otherwise) with a customer, dealing with different issues such as a complaint or a person with a particular need. Showing clear contributions and responses, appropriate listening and body language.
<b>C1.2</b> Read and obtain information from <b>two</b> different types of documents about straightforward subjects, including at least <b>one</b> image.	Unit 1	*	Holiday brochures, publicity material for leisure facilities, local amenity guides, local chamber of commerce materials, tourist information publications, textbooks, etc.
	Unit 2	✓	Advertising and promotional materials: brochures, posters, reviews, etc, textbooks, market research reports, trade magazines, newspaper articles.
	Unit 3	*	Customer service documents (eg customer charters, service guarantees, complaints procedures) from tourist and leisure facilities, textbooks, etc.
<b>C1.3</b> Write <b>two</b> different types of documents about straightforward subjects. Include at least <b>one</b> image in one of the documents.	Unit 1	*	Reporting on local leisure facilities, on types of leisure activity and facility, on the structure of the industry, etc. Producing leaflets, newspaper articles, etc on local facilities' products and services. Reporting on the variety of tourism destinations in the UK, and on employment opportunities within the industry.
	Unit 2	*	Reporting on market research findings and on targeted marketing campaigns, analysing the marketing mix for a particular product of the leisure industry, using images and other graphical techniques. Producing promotional materials: leaflets, brochures, articles, etc, again using a combination of text and images.
	Unit 3	*	Reporting on the different needs of different types of customer, with reference to a particular location or facility, using images, a case study showing the benefits of good customer service, etc.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>IT1.1</b> Find, explore and develop information for <b>two</b> different purposes.	Unit 1	*	Using suggested sources on the internet, CD ROMS and databases as sources of information about tourist destinations and travel, as well as about local and national leisure facilities. Information from sites such as www.visitbritain.com, www.tourism.wales.gov.uk, www.londontown.com could be used for different pieces of work.
	Unit 2	✓	Accessing marketing and promotional information from given sources on the internet, CD ROMS, etc. The challenge is likely to be judging its relevance.
	Unit 3	*	Using IT in developing written work, etc.
<b>IT1.2</b> Present information for <b>two</b> different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	Unit 1	X	
	Unit 2	*	Developing text and images and importing information, eg scanned photographs and IT can be used to present information sensibly and to a high standard in reports and promotional materials.
	Unit 3	*	Creating and/or maintaining customer records, including using them to derive information, eg on the profile of its members, or on numbers of people using particular facilities. It will be necessary to identify two different purposes.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence	
		NB: these are illustrative only	
<b>WO1.1</b> Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.	Unit 1	X	
	Unit 2	*	Identifying with an appropriate person both group and individual responsibilities, as well as planning working arrangements for eg evaluating a leisure or tourism marketing campaign, doing a SWOT analysis of an organisation in the industry, producing promotional materials, etc. Could fulfil the requirement for group working in this key skill.
	Unit 3	*	Dealing with customers (simulated or real) including contact with a manager, with whom objectives, etc for providing good customer service might be agreed and confirmed. This would satisfy the one-to-one evidence requirement for this key skill.
<b>WO1.2</b> Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.	Unit 1	X	
	Unit 2	*	Members of the group will have their own responsibilities, eg to carry out simple market research, to design a logo, etc, which they must then carry out, working safely and effectively and seeking advice as necessary. Could fulfil this key skill's requirement for one-to-one working if work in pairs or have contact with a professional in the field, eg tourist information representative, tour operator, tutor, etc.
	Unit 3	*	Working as part of a customer services team – real or simulated – requiring the provision of high-quality customer service at an individual level, meeting individual objectives while at the same time working effectively and safely with other members of the team. This would satisfy the group-working requirement of this key skill.
<b>WO1.3</b> Identify progress and suggest ways of improving work with others to help achieve given objectives.	Unit 1	X	
	Unit 2	*	If group working is planned in such a way as to allow discussion of progress, identification of good ways of tackling the project, as well as problems and how they were dealt with, with a view to suggesting better ways of working together.
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence	
		NB: these are illustrative only	
<b>LP1.1</b> Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.	Unit 1	X	
	Unit 2	*	If the group's work is planned to allow an appropriate person to set individual targets and also identify action points, eg to collect samples of marketing materials, deadlines, arrangements for reviewing progress, and who to ask for help.
	Unit 3	X	
<b>LP1.2</b> Follow your plan, using support given by others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> <li>• studying a straightforward subject</li> <li>• learning through a straightforward practical activity.</li> </ul>	Unit 1	X	
	Unit 2	*	If the student carries out the tasks planned in LP1.1, and uses different approaches to finding out what they need to know, including a practical activity such as visiting the local tourist information or testing out their promotional ideas on someone. Seeking support where necessary.
	Unit 3	X	
<b>LP1.3</b> Review your progress and achievements in meeting targets, with an appropriate person.	Unit 1	X	
	Unit 2	*	Reviewing what has been learned and how the student went about it, on a one-to-one basis, eg in tutorials, with encouragement to identify good work and bad, with suggestions for improvements.
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>PS1.1</b> Confirm your understanding of the given problem with an appropriate person and identify <b>two</b> options for solving it.	Unit 1	X	
	Unit 2	*	Developing promotional materials: identifying the problem with an appropriate person, eg promoting a local attraction to younger people, how success is measured, eg in increased visitor numbers, and then considering ideas for how to promote the attraction, trying some out on paper and then choosing the best ideas.
	Unit 3	*	Tackling problems brought by customers, involving clarification of the problem, some reference to the standards of service expected, consideration of suggestions for resolution and agreement on how best to proceed.
<b>PS1.2</b> Plan and try out at least <b>one</b> option for solving the problem, using advice and support given by others.	Unit 1	X	
	Unit 2	*	Going ahead with the development of chosen promotional materials, planning and organising work, eg identifying deadlines and materials needed. Also making appropriate use of support, eg from a tutor, art teacher, the owners of the attraction, etc.
	Unit 3	*	Tackling the problem brought by the customer, by following up the solution agreed with them, taking advice as necessary.
<b>PS1.3</b> Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.	Unit 1	X	
	Unit 2	X	
	Unit 3	*	Checking whether a problem brought by a customer has been resolved by reference to customer services standards, supervisors, the customer, etc. Describing the problem and how it was resolved, either to a manager or in a report, making basic suggestions for avoiding such problems again.



## Appendix C – Key skills mapping – Level 2

**Key:**

✓	The unit contains clear opportunities for generating key skills portfolio evidence.
*	The unit contains opportunities for developing the key skill, and possibly for generating portfolio evidence if teaching and learning are focused on that aim.
X	There are no obvious opportunities for the development or assessment of the key skill in the unit.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence	
		NB: these are illustrative only	
<b>N2.1</b> Interpret information from two different sources, including material containing a graph.	Unit 1	*	Using data in tabular and graph form to develop an understanding of the relative merits of different types of transport in terms of cost convenience and availability.
	Unit 2	*	Interpreting data from two different market surveys to evaluate the success of a marketing campaign.
	Unit 3	X	
<b>N2.2a</b> Carry out calculations to do with amounts and sizes.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	
<b>N2.2b</b> Carry out calculations to do with scales and proportions.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	
<b>N2.2c</b> Carry out calculations to do with handling statistics.	Unit 1	X	
	Unit 2	*	Presenting marketing information in statistical form, and allowing students to support their interpretations of it with their own observational data.
	Unit 3	*	Keeping customer records to provide an up-to-date picture and help to forecast, creating predictions for business planning.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>N2.2d</b> Carry out calculations to do with using formulae.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	
<b>N2.3</b> Interpret the results of your calculations and present your findings. You must use at least <b>one</b> graph, <b>one</b> chart and <b>one</b> diagram.	Unit 1	X	
	Unit 2	X	
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence	
		NB: these are illustrative only	
<b>C2.1a</b> Contribute to a discussion about a straightforward subject.	Unit 1	*	Putting forward specific suggestions on how a tourism destination may be developed in a sustainable manner.
	Unit 2	*	Discussing how marketing is aimed at different groups of people, how marketing is targeted, and how promotional materials are used in the leisure and tourism industries, as a group. Also, discussing the different aspects of the marketing mix, perhaps with reference to own experience.
	Unit 3	✓	Purposeful interaction (simulated or otherwise) with a customer, dealing with different issues such as a complaint or a person with a particular need. Showing clear contributions and responses, appropriate listening and body language.
<b>C2.1b</b> Give a short talk about a straightforward subject, using an image.	Unit 1	*	Using an image to identify and discuss the visual/social/economic/environmental impacts of tourism on a chosen destination.
	Unit 2	*	Presenting, to the class or others, information on the effectiveness of particular promotional campaigns or marketing, supported by examples of materials used, SWOT analyses of organisations in the industry, etc.
	Unit 3	*	Explaining services and facilities to customers, relying on supporting images such as maps or diagrams, and adapting to the audience and situation.
<b>C2.2</b> Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	Unit 1	*	Holiday brochures, publicity material for leisure facilities, local amenity guides, local chamber of commerce materials, tourist information publications, textbooks, etc. There must be evidence that information from such sources has been summarised in the student's work.
	Unit 2	✓	Advertising and promotional materials: brochures, posters, reviews, etc, textbooks, market research reports, trade magazines, newspaper articles. There must be evidence that information from such sources has been summarised in the student's work.
	Unit 3	*	Customer service documents (eg customer charters, service guarantees, complaints procedures) from tourist and leisure facilities, textbooks, etc.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>C2.3</b> Write <b>two</b> different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least <b>one</b> image.	Unit 1	*	Reporting on local leisure facilities, on types of leisure activity and facility, on the structure of the industry, etc. Producing leaflets, newspaper articles, etc on local facilities' products and services. Reporting on the variety of tourism destinations in the UK, and on employment opportunities within the industry.
	Unit 2	*	Reporting on market research findings and on targeted marketing campaigns, analysing the marketing mix for a particular product of the leisure industry, using images and other graphical techniques. Producing promotional materials: leaflets, brochures, articles, etc, again using a combination of text and images.
	Unit 3	*	Reporting on the different needs of various types of customer, with reference to a particular location or facility, using images, a case study showing the benefits of good customer service, etc.

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>IT2.1</b> Search for and select information for <b>two</b> different purposes.	Unit 1	*	Using the internet, CD ROMS and databases as sources of information about tourist destinations and travel, as well as about local and national leisure facilities.
	Unit 2	✓	Accessing marketing and promotional information available on the internet, CD ROMS, etc. The challenge is likely to be judging its relevance.
	Unit 3	X	
<b>IT2.2</b> Explore and develop information, and derive new information, for <b>two</b> different purposes.	Unit 1	X	
	Unit 2	*	Developing text and images and importing information, eg scanned photographs can be brought together in producing reports and promotional materials which present information sensibly and for new and different purposes.
	Unit 3	*	Creating and/or maintaining customer records, including using them to derive information, eg on the profile of the organisation's members, or on numbers of people using particular facilities. It will be necessary to identify two different purposes.
<b>IT2.3</b> Present combined information for two different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	Unit 1	*	Reporting on travel and tourism or on leisure facilities in a particular area, producing leaflets, posters, etc based on combining information from a range of electronic sources – text, imported images – and using IT to organise and develop work.
	Unit 2	*	Using text and visual information such as scanned photos, importing images or graphs can be combined in reports, eg on market research or targeted marketing and/or in the production of promotional materials, eg for a local attraction.
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>WO2.1</b> Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	Unit 1	X	
	Unit 2	*	Allocating individual members of a group with responsibility for evaluating a leisure or tourism marketing campaign, doing a SWOT analysis of an organisation in the industry, producing promotional materials, etc. Could fulfil the requirement for group working in this key skill.
	Unit 3	*	Dealing with customers (simulated or real) including contact with a manager, with whom objectives, etc for providing good customer service might be agreed and confirmed. This would satisfy the one-to-one evidence requirement for this key skill.
<b>WO2.2</b> Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	Unit 1	X	
	Unit 2	*	Allocating different tasks to members of the group, eg to carry out simple market research, to design a logo, etc, which they must then progress themselves to meet the group's objectives, seeking advice as necessary. Could fulfil the requirement for one-to-one working if work in pairs or have contact with a professional in the field, eg tourist information representative, tour operator, tutor, etc.
	Unit 3	*	Working as part of a customer services team – real or simulated -requiring the provision of high-quality customer service at an individual level, meeting individual objectives while at the same time working co-operatively and well with other members of the team. This would satisfy the group-working requirement of this key skill.
<b>WO2.3</b> Exchange information on progress and agree ways of improving work with others to help achieve objectives.	Unit 1	X	
	Unit 2	*	Planning the group's work to allow for progress checking, feedback and brainstorming, eg on ways to find information, or to approve designs, etc.
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>LP2.1</b> Help set short-term targets with an appropriate person and plan how these will be met.	Unit 1	X	
	Unit 2	*	Planning work in such a way as to allow opportunities for target setting and planning, on a one-to-one basis with the student.
	Unit 3	X	
<b>LP2.2</b> Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> <li>• studying a straightforward subject</li> <li>• learning through a straightforward practical activity.</li> </ul>	Unit 1	X	
	Unit 2	*	If the student takes responsibility for successfully executing the plan agreed in LP2.1, and chooses different approaches to finding out what they need to know, including a practical activity such as visiting the local tourist information or testing out their promotional ideas on someone.
	Unit 3	X	
<b>LP2.3</b> Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.	Unit 1	X	
	Unit 2	*	Reviewing what has been learned and how they went about it, on a one-to-one basis with the student, eg in tutorials.
	Unit 3	X	

Key skill	GCSE unit	Examples of opportunities for developing the key skill or for generating key skills portfolio evidence NB: these are illustrative only	
<b>PS2.1</b> Identify a problem and come up with two options for solving it.	Unit 1	X	
	Unit 2	*	Developing promotional materials: identifying a focus, eg promoting a local attraction to younger people, setting objectives, eg to increase visitor numbers, brainstorming ideas for how to promote the attraction, trying some out on paper and then choosing the best ideas.
	Unit 3	*	Tackling problems brought by customers, involving clarification of the problem, a reference to the standards expected, at least two suggestions for resolution and agreement as to how best to proceed.
<b>PS2.2</b> Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.	Unit 1	X	
	Unit 2	*	Going ahead with the development of chosen promotional materials, supported by planning and organisation and building in opportunities to review work and make any necessary adjustments. Also appropriate use of support, eg from a tutor, art teacher, the owners of the attraction, etc.
	Unit 3	*	Tackling the problem brought by the customer, by following up the solution agreed with them. Reacting positively to any problems or variations in what was intended, eg if find they cannot get a refund on the ticket price, consider a free ticket for another day, taking advice as necessary.
<b>PS2.3</b> Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	Unit 1	X	
	Unit 2	X	
	Unit 3	*	Checking whether a problem brought by a customer has been resolved by reference to customer services standards, supervisors, the customer, etc. Some evaluation of how the problem was solved, either to a manager or in a report, would also be expected.



## Appendix D – Wider curriculum – Spiritual, moral, ethical, social and cultural (SMESC) signposting

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The purpose of the following tables is to signpost possible opportunities for assessing SMESC-related issues, as well as signposting opportunities for the inclusion of citizenship (Cz), environmental (En) and European initiatives (EI) assessment possibilities. These opportunities derive from the unit specifications for the specific subject areas, and as such they may be included more than once (if such an opportunity arises in the units more than once). Subsequently, the opportunity to assess a given criterion can occur more than once. The rationale behind this is that a student may require more than one opportunity to achieve the criterion, or the teacher may elect to pursue a later opportunity should it fit more easily into the assessment design.

It should be noted that the signposting serves only to highlight possible assessment opportunities. It is suggestive and therein a marker of an indicative assessment opportunity. It is not a prescriptive order, more a marker of prospective assessment occasions for a given criterion. It signifies potentiality for given SMESC, Cz, EI and En criteria to be assessed; it is not mandatory for assessment at every opportunity signposted. The discretion of the teacher in how and when to include the signposted opportunity in an assessment vehicle will be essential. As such, the signposting tables are an initial attempt to indicate where such opportunities may be found. It is envisaged that subject specialists and teachers will transform the signposting into 'real' opportunities for assessment. Further, that they will furnish in detail the potential assessment opportunities with context-driven scenarios that are conscious of the students' backgrounds and circumstances in an attempt to realise the assessment opportunity.

## Wider curriculum signposting

<b>Sp</b>	spiritual	<b>M</b>	moral
<b>E</b>	ethical	<b>So</b>	social
<b>C</b>	cultural	<b>Cz</b>	citizenship
<b>EI</b>	European initiatives	<b>En</b>	environmental

**Key:**

	Sp	M	E	So	C	Cz	EI	En
<p><b>Unit 1: Investigating Leisure and Tourism</b></p> <ul style="list-style-type: none"> <li>The role of leisure and tourism in today's society introduces So. The make-up of the different visitors will bring into consideration C and Sp.</li> <li>Consideration of different transport routes may introduce an EI element in the form of legislation governing transport and transport links. EI may be further developed by consideration of the legislation detailing the need for suitably qualified instructors.</li> <li>Environmental concerns should also be introduced and the notion of eco-tourism – this can be linked to destinations (ie preservation orders on pathways in the Lake District) and to fuel consumption (ie public versus private transport). This will also introduce notions of effective Cz.</li> </ul>	*			*	*		*	*
<p><b>Unit 2: Marketing in Leisure and Tourism</b></p> <ul style="list-style-type: none"> <li>Marketing principles will introduce a legal framework, therein EI, in covering the marketing/advertising of products/service. This will also bring in to the debate E and M aspects in that the promotion of a given product/service should be in no way misleading. Target marketing and promotional tools suitable or given 'lifestyles' (tenuous) will introduce notions of Cz.</li> <li>EI and E will be further covered in concepts of market research and what the collected data can be used for.</li> <li>So and C aspects will be introduced via target marketing. This may be extended to include Sp. Sp may have resonance when considering imagery/promotional techniques and which are most likely to work in attracting certain groups of people.</li> </ul>	*	*	*			*	*	*

	Sp	M	E	So	C	Cz	EI	En
<p><b>Unit 3: Customer Service in Leisure and Tourism</b></p> <ul style="list-style-type: none"> <li>• Customer service and meeting the needs of customers will introduce S, C and Sp.</li> <li>• EI and the legislative framework, as well as M and E dimensions over and above the legal implications, will be met when considering complaints and returns policies. These factors (EI, E and M) may also be covered when meeting specific needs of customers, ie those with special needs.</li> <li>• C and Sp aspects will be covered when considering 'Communicating with Customers', ie some cultures consider it rude not to maintain eye contact, and vice versa.</li> <li>• Personal presentation and handling complaints have Cz connotations in terms of how to deal with and respond to people in an appropriate manner, and act according to given standards and codes.</li> <li>• Data protection issues when keeping customer records require consideration of EI.</li> </ul>	*	*	*	*	*		*	



## Appendix E – Observation records

### Example of a completed observation record for unit 2

**Candidate name:** *Ian Barnes*

**Unit title:** *Unit 2: Marketing in Leisure and Tourism*

**Activity context:** *The above named student was asked to work in pairs and give a presentation on the marketing mix of their selected organisation. The organisation selected was Alton Towers.*

**Assessment criteria:** Describe the 4Ps in relation to the selected organisation and show how they work together to meet the organisation's objectives.

**Activity:** *Ian outlined three of the organisation's objectives. Ian described in detail the products of Alton Towers.*

*Ian also described the price element of Alton Towers. He gave details of the price of rooms and the restaurant at the hotel. He described entrance prices to the theme park for different types of client. He also described the prices of food and merchandise.*

*His colleague in the presentation described promotion and place. To confirm that Ian also had understanding of these elements of the marketing mix, I asked Ian questions relating to both promotion and place. I asked Ian to explain different ways I could get to the theme park and also how I could book tickets over the internet. I also asked him to describe how the new ride 'Air' had been promoted. Although these had been mentioned in the presentation I asked Ian to give more details. He referred to the website and gave a detailed account of its content relating to the promotion of 'Air'.*

*In the presentation Ian explained how product and price enabled the organisation to meet their objectives. I asked him questions relating to 'how they work together to meet the objectives'. He gave me two examples of product and price working together to meet objectives but was unable to give a satisfactory response related to all four elements of the marketing mix.*

**Supporting evidence:** *Copies of visual aids are attached.*

**Assessment summary:** *Ian gave a detailed description of the 4Ps of Alton Towers. He was able to give some explanation of how elements of the marketing mix worked together to meet organisation's objectives but this was limited.*

**Assessor:**           A N Assessor          

**Signature:**           A N Assessor          

**Date:** \_\_\_\_\_

**Example of an observation record form that could be used for Unit 3**

Candidate name: \_\_\_\_\_

Unit title: *Unit 3: Customer Service in Leisure and Tourism*

**Activity context:** Dealing with a customer complaint

telephone/face-to-face/written

about \_\_\_\_\_

Type of customer: \_\_\_\_\_

Assessment criteria: AO2

**Activity**

***When dealing with the customer complaint did the candidate:***

Listen carefully to the customer

Apologise for any inconvenience caused

Let the customer know that the matter would be fully investigated and, if possible, put right

**Activity**

***When dealing with the customer complaint did the candidate:***

Try to see the problem from the customer's point of view

Keep calm and not argue with the customer

Find a solution to the problem

Agree the solution with the customer

Make sure that what they promised to do gets done

**Any other supporting evidence eg candidate's review of own performance:**

**Overall summary by teacher of the candidate's performance:**

**Assessor name:** \_\_\_\_\_

**Assessor signature:** \_\_\_\_\_

**Candidate signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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