

**Edexcel GCSE in
Leisure & Tourism (Double Award) (2346)
First examination 2004
October 2002**

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Introduction

This teacher's guide accompanies the Edexcel GCSE specification for Leisure & Tourism and has been designed to help teachers prepare their students for assessment in 2004 and beyond.

This guide should be used in conjunction with the specification. It provides sections to help with planning teaching programmes and managing the assessment requirements.

It is planned to issue a separate publication containing assessed items of student work. This will give further guidance on the application of the mark bands in the assessment grids for each of the internally assessed units, and provide a first indication of the standards expected.

Specification summary

GCSEs in vocational subjects

A range of GCSE (Double Award) specifications in vocational subjects has been introduced to replace Part 1 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 & Tourism

The Edexcel GCSE in Leisure & Tourism (Double Award) has been designed to provide a broad educational basis for further training, or for moving into employment within the leisure and tourism sector.

Specification structure

The specification consists of three compulsory units, which are equally weighted. Two units are internally assessed through the production of portfolios, and one is externally assessed by 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
Unit 1: Investigating Leisure and Tourism 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.	External assessment 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 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.	Internal assessment An investigation into the marketing activities of a leisure or tourism organisation.
Unit 3: Customer Service in Leisure and Tourism 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.	Internal assessment A review of the customer service provided by a selected leisure or tourism organisation.

Planning a teaching programme

One year programmes

Example 1: Linear approach

Autumn	Spring	Summer
	Unit 1	Unit 1 Test
	Unit 2	
	Unit 3	

This approach will make it possible for three different teachers to each focus on a unit and its requirements. There are topics within each unit that are similar – notably those relating to different types of customers and their needs. The handling of these topics may, therefore, need co-ordination to avoid duplication and reinforce relevance. Internal assessment will need to be staged throughout the year to avoid ‘bunching’.

Example 2: Modular approach A

Autumn	Spring	Summer	
Unit 3	Unit 2	Unit 1	Unit 1 Test

This approach allows for students to achieve units in stages. Each unit is completed before moving on to the next unit. This approach could motivate some students. Assessment can be staged throughout the delivery of the unit or through a major piece of work at its completion. The order in which the units may be delivered will vary from centre to centre. The example above commences with Customer Service. This is a topic with which many students will be familiar as they are themselves consumers and may well have seen consumer interest programmes on TV. If adopting this approach, teachers will need to ensure that the delivery of this first unit is vocationally relevant. Marketing is the second unit in this example. It builds on many of the concepts introduced in Customer Service but introduces students to complex ideas and technical language. The final unit in this example is Investigating Leisure and Tourism, which is externally assessed. This unit, therefore, although normally taught first, is left until the end when students can be prepared for the test. This approach would benefit centres where only one teacher is involved in delivery as each unit is given a focus. Where there are similarities between unit content, this sole teacher could ensure appropriate reinforcement is given when relevant. This approach can be problematic with more than one tutor and would need detailed planning and co-ordination supported by regular ongoing meetings.

Example 3: Modular approach B

Autumn	Spring	Summer	
Unit 1	Unit 2	Unit 3	Unit 1 Test

This approach is similar to Example 2 but introduces students to Investigating Leisure and Tourism at the outset of the course in order to give a foundation to the vocational area. As this is externally assessed, it is essential that students have the opportunity to return to this unit to prepare for the test.

Example 4: Combination approach

Autumn	Spring	Summer
Unit 1	Unit 2	Unit 1 Test
	Unit 3	

or

Autumn	Spring	Summer
Unit 2	Unit 1	Unit 1 Test
Unit 3		

This approach is useful if there are two teachers in the team. One unit could be ‘team taught’. This could be through selecting topics covered individually (eg one teacher covers leisure, one teacher covers tourism).

Two year programmes

Example 1: Modular approach A

Autumn	Spring	Summer
Year 1		
Unit 1	Unit 1 Test	Unit 2
Year 2		
Unit 2	Unit 3	

With this approach, students are able to achieve one unit in the first year. Centres can commence with Unit 1 and give students a broad foundation to the industry on which the other units can be based. The unit can be taught through to the examination. In most centres there will still be a number of weeks until the end of term and so a second unit can be commenced. This unit can continue in the second year. The final unit can be undertaken towards the end of the second year. This could allow one teacher each year to focus on Unit 1 and concentrate on how to prepare students for tests. A second teacher could then focus on the internally assessed units.

Example 2: Modular approach B

Autumn	Spring	Summer
Year 1		
Unit 2	Unit 3	
Year 2		
Unit 3	Unit 1	Unit 1 Test

With this approach, Unit 1 is taught at the end of the course. This enables students to be supported to develop academic skills needed to be able to deal with external assessments. Internal assessments could be used to provide support and guidance to enable students to have a clear understanding of the requirements of this level of programme. All internally assessed work will also be completed and ready for quality assurance processes to be implemented.

Example 3: Linear approach

Autumn	Spring	Summer
Year 1		
	Unit 1	
	Unit 2	
	Unit 3	
Year 2		
	Unit 1	Unit 1 Test
	Unit 2	
	Unit 3	

This approach can be used if several tutors are involved in the delivery of the qualification. It enables each tutor to be fully familiar with the content and assessment requirements of their own unit. This may be a suitable approach when introducing the qualification and involving a new team. Tutors will need to liaise regarding the delivery of similar topic areas such as those relating to needs of different types of customer. Internal assessment would need to be staged over the two years. The disadvantage is that students will not see achievement until the end of the qualification and this could be demotivating.

Example 4: Combination approach

Autumn	Spring	Summer
Year 1		
	Unit 1	Unit 1 Test
Year 2		
	Unit 2	
	Unit 3	

This approach has the first year as the foundation year where the first unit is completed. The test would be taken at the end of the first year. In the second year the other two units would be taught on a linear basis – probably with two different tutors. Alternatively, this model could be reversed so that two different units are taught in the first year with two different tutors. This may be more interesting to the students. The tested unit would then be taught in the second year.

Unit 1: Investigating leisure and tourism

Unit aims

The main aim of this unit is for the students to understand the importance of leisure and tourism in today's society. The unit will show that the leisure and tourism industries in the UK provide a variety of activities for different people to enjoy in their free time. This unit will cover many different facilities and organisations that make up these industries. The unit will also look at how the two industries are very closely linked and the impact that they can have on the social, economic and environmental surroundings. The leisure industry will be looked at in terms of what people do in their free time and the factors that affect people's choices about how to spend their leisure time. In addition, the unit further looks at how the industry has changed over the last 20 years to cater for all different customer types. Travel and tourism will be discussed, looking at where people go, what is offered and why they go there. Popular tourist destinations will be investigated, looking at their location, what they offer the visitor and transport routes to and within. Employment opportunities will also be addressed looking at a range of jobs in both industries and analysing the roles and responsibilities involved.

Unit topics

- 1 The leisure industry
- 2 The travel and tourism industry
- 3 Types of customers and their choices
- 4 Employment opportunities
- 5 Links between leisure and tourism
- 6 Changes in leisure
- 7 Researching destinations
- 8 Impacts of leisure and tourism

Section 1: The leisure industry

Topic	Suggested delivery plan	Resources
What is leisure?	<ul style="list-style-type: none"> Students to define leisure individually and then in a group. Students given authoritative definition and discuss. 	Activity sheet 1
What do you do?	<ul style="list-style-type: none"> Students list 10 things they do in their leisure time. 	Activity sheet 2
Different people and leisure	<ul style="list-style-type: none"> Discuss what students parents, siblings and Grandparents do in their leisure time. 	
Leisure is...	<ul style="list-style-type: none"> Students to complete word search which identifies the leisure activities given in specification. 	Activity sheet 3
Components of leisure industry		
Sport and physical recreation	<ul style="list-style-type: none"> Students to list sport and recreational activities. Categorise list into participation or spectating. 	
Arts and entertainment	<ul style="list-style-type: none"> Students given top 10 films listing and identify type of people that see which film. Film classifications given to students who match classifications to films. Play charades – students to act out favourite or famous films. Theatres – students name West End shows and suggest customer types that may visit. Discuss whether students would visit the theatre, if not why not, if so which show. Nightlife – discuss variety of provision appealing to different customers, students to design a new nightclub. 	<p>Top 10 films listing</p> <p>Activity sheet 4</p>
Countryside recreation	<ul style="list-style-type: none"> Student to list as many activities as possible under land, sea and air-based. Discuss where countryside recreation takes place eg National Parks, urban parks, purpose built climbing walls. 	Activity sheet 5

Topic	Suggested delivery plan	Resources
Home based leisure	<ul style="list-style-type: none"> • Students discuss/list activities they do at home. • Students discuss/list what else they could do at home. 	
Children's play activities	<ul style="list-style-type: none"> • Discuss what is play and brainstorm examples. • Break down examples into play areas and schemes and list local examples. • Students to design a play area. • Students to design a summer play scheme. 	Local Tourist Guide Yellow Pages
Visitor attractions	<ul style="list-style-type: none"> • Discuss the top 20 attractions (admission free and paid) • Discuss the top local attractions. 	Top 20 attractions (insights)
Catering	<ul style="list-style-type: none"> • Brainstorm different types of catering establishments available, nationally and locally. • Brainstorm some food chains (it may be useful to have some company logos so students can identify major chains) • Students produce a poster promoting the range of catering available in their locality. 	Logos of major catering companies Pens and paper
Summary	<ul style="list-style-type: none"> • Give students cards with names of component titles, also some with inaccurate titles. • Cards also given with description of components. • Students match description to component. 	

Topic	Suggested delivery plan	Resources
Facilities and products and services offered		
Leisure centres and health clubs	<ul style="list-style-type: none"> • Visit or research a local leisure centre and health club and compare what is offered. • Use internet or company information to see where they are located nationally eg David Lloyd, Fitness First. 	Internet access
Libraries	<ul style="list-style-type: none"> • Visit a local library and identify what type of products and services are available. • Discuss where else these products and services could be found. 	
Video rental shops	<ul style="list-style-type: none"> • Discussion on the products and services available to rent or purchase. 	
Cinemas/theatres	<ul style="list-style-type: none"> • Compare multiplex cinemas with single screen. 	
Pubs/restaurants/ta keaways	<ul style="list-style-type: none"> • Comparison of what products and services are available in different types of facilities. • In small groups, students could research a selection of local restaurants. 	
Community centres	<ul style="list-style-type: none"> • Students investigate the community centre in their locality, listing products and services available. 	
Museum and art galleries	<ul style="list-style-type: none"> • Students to visit/research local museum/art gallery and describe the products and services offered. 	
Sports venues	<ul style="list-style-type: none"> • Match popular sports to their venues. • Use internet and find location of sports and plot on map eg Premiership football teams, Rugby Union and Rugby League, County Cricket Clubs, Basketball, etc. 	Activity sheet 6 Internet access
Theme parks	<ul style="list-style-type: none"> • In small groups, students to research and prepare a short presentation on different theme parks in the UK (for example one group could do Alton Towers, etc). 	Access to internet Leaflets on theme parks
Summary	<ul style="list-style-type: none"> • Students state which facilities match which components. 	Activity sheet 7

Section 2: The travel and tourism industry

Topic	Suggested delivery plan	Resources
What is tourism?	<ul style="list-style-type: none"> Students brainstorm key words related to tourism to establish a group definition. Discuss the similarities between definitions. Discuss the Tourism Society definition. Match different types of tourists to the definition. 	Activity sheet 8
Components of travel and tourism		
Travel agents	<ul style="list-style-type: none"> Students define what a travel agent is. Students list what a travel agent sells. Discuss the different types of holiday available. 	Brochures to show the different types of holiday available
Tour operator	<ul style="list-style-type: none"> Students define what they think a tour operator is. Discuss the elements of a package holiday. 	
Tourist information and guiding services	<ul style="list-style-type: none"> Visit a local TIC and list products and services available. Tutor describes Development of Tourism Act 1969, Tourist Boards' roles and responsibilities. Students design guided tour, highlighting where different types of tourists should visit. 	Leaflets with examples of guided tours
On-line travel services	<ul style="list-style-type: none"> Students do a web search to identify types of information and services available on line. 	
Accommodation and catering	<ul style="list-style-type: none"> Brainstorm types of accommodation. Name accommodation chains. Discuss meal arrangements (Full Board, Half Board, etc). Discuss classifications. In groups research accommodation facilities, eg Butlins, describing products and services. Accommodation symbol exercise. Recap catering from leisure and reinforce part of tourism. 	Brochures for chosen company Internet access Activity sheet 9

Topic	Suggested delivery plan	Resources
Attractions	<ul style="list-style-type: none"> This component has been covered in leisure and so needs to be reinforced from a tourism perspective. 	
Transportation	<ul style="list-style-type: none"> Students identify different modes of transport. Tutor to reinforce main four methods of transport (air, rail, sea and road). Students to locate on map of UK: airports (with three letter codes), seaports, major roads. Students are given map of UK rail network and plan some given journeys. Students identify advantages and disadvantages of travelling by each method. 	<p>Outline map of UK</p> <p>Atlases</p> <p>Map of UK rail network</p> <p>Activity sheet 10</p>

Section 3: Types of customers and their choices

Topic	Suggested delivery plan	Resources
Types of customers	<ul style="list-style-type: none"> Tutor gives input of the different types of customers and discuss with students how this will affect their leisure and tourism choices. 	
Customer profiles	<ul style="list-style-type: none"> Students design a customer profile, describing the type of customer, what they might do in their leisure time, how they might travel and which tourist destinations they might visit. 	Activity sheet 11
Which resort?	<ul style="list-style-type: none"> Students match resorts with customer types. 	Handout with images and description of a selection of tourist destinations
Other factors that influence choice	<ul style="list-style-type: none"> Tutor leads discussion on what factors affect what people do in their leisure time. 	
Research task	<ul style="list-style-type: none"> Students design a questionnaire and conduct a survey on what people do in their leisure time and why, area to cover: <ul style="list-style-type: none"> customer age type of household gender occupation what people do in their leisure time why they do these activities, eg fitness, socialising, etc Survey could also ask different age groups about the activities at the same age, eg ask people in 20s, 30s, 40s, 50s, 60s etc, what they did when they were 14. Class discussion on findings. 	Samples of surveys Access to computer with appropriate software
Summary	<ul style="list-style-type: none"> Tutor gives students customer profile and a leisure and/or tourism facility and asks them to explain which factor most influences choice of facility. 	

Section 4: Employment opportunities

Please note the emphasis for this section should be placed on job opportunities available in the leisure and tourism industries and not on how to find a job.

Topic	Suggested delivery plan	Resources
Jobs opportunities available and roles and responsibilities	<ul style="list-style-type: none"> • Students draw up a list of possible jobs in leisure and tourism. • Tutor uses one main job in leisure and one in tourism and break it down into main roles and responsibilities. • Students compile a scrapbook of adverts for jobs in leisure and tourism. Design scrapbook to have different component headings. Under each job in the scrapbook, student is to identify main roles and responsibilities. • Students attend a talk given by the careers advisor. • Students conduct a web search for sites providing information on jobs in leisure and tourism. 	Trade publications advertising employment Local job pages Internet access Local careers service leaflets Local authority websites
Summary	<ul style="list-style-type: none"> • Students are given details of different job roles in leisure and tourism and are asked to categorise into different components. • Give students details of different job roles including some very senior positions and ask them to present as flow chart showing career plan for an individual. 	

Section 5: Links between leisure and tourism

Topic	Suggested delivery plan	Resources
Components	<ul style="list-style-type: none"> Tutor recaps on the components that make up the leisure and tourism industries. 	
How they work together	<ul style="list-style-type: none"> Tutor states that the two industries work together. Discuss common components ie catering and attractions. State the importance, giving simple examples, eg if there were no transport then no one would be able to reach the sport and recreational facilities, etc. 	
Links in Practice	<ul style="list-style-type: none"> Students watch the Disneyworld video or use the brochures and identify which components are evident. Students complete the same exercise using local and known national facilities/companies. 	Disneyworld Video or Disneyworld brochures Activity sheet 12
Summary	<ul style="list-style-type: none"> Give students details of different scenarios that link leisure and tourism and ask them to explain links identifying which is travel, which is leisure, which components and why need to be linked. Give students component titles at random and ask them to describe a scenario that links them all. 	

Section 6: Changes in leisure

Topic	Suggested delivery plan	Resources
Changes in leisure	<ul style="list-style-type: none"> Tutor gives input on the main stages of the development of leisure and tourism. 	
Leisure and tourism today	<ul style="list-style-type: none"> Discuss how the industry is today. Students compare similarities and differences then and now using information from leisure choices research activity. 	
Research task	<ul style="list-style-type: none"> Students prepare a presentation, in groups, of how leisure and tourism has changed in the last 20 years, to include: <ul style="list-style-type: none"> how and why leisure pursuits have changed where people go on holiday and how they get there changes to holiday destinations changes to lifestyles, etc Students ask parents/grandparents to come in and discuss what leisure and tourism was like 20 years ago Show TV programmes from 20/30 years ago. 	Presentation materials TV/video
Summary	<ul style="list-style-type: none"> Tutor gives students profile of an individual outlining activities he/she has been involved in over time and students asked to explain why leisure activities have changed. 	

Section 7: Researching destinations

Please note that this unit covers the whole of the UK and students should be encouraged to cover a selection of destinations to represent all areas.

Topic	Suggested delivery plan	Resources
Types of destination	<ul style="list-style-type: none"> • Discuss the different types of destinations available. • Discuss why different destinations appeal to different customers. • Name and locate five examples of each type of destination given in specification • Students brainstorm what types of customers would visit these resorts. 	Tourist promotional material
Research project	<ul style="list-style-type: none"> • Students choose one destination from each type as listed in spec and compile a fact sheet on each. Fact sheets should cover: <ul style="list-style-type: none"> – location – what they offer visitors in terms of leisure and tourism (using components given in specification as guideline) – main transport routes to and within destination. 	Atlases Access to internet Selection of tourist board brochures
Summary	<ul style="list-style-type: none"> • Give students information from tourist promotional literature on a destination and ask them to identify the type of person most likely to visit and explain why. • Give students information on three different types of destination and a customer profile and ask them to select the most appropriate destination and explain why. 	Outline map of UK Atlases

Section 8: Impacts of leisure and tourism

Please note that although the emphasis of this unit is on UK destinations, tutors may find that using case studies relating to overseas destinations may assist in students gaining a clearer understanding of the potential impacts and possible solutions.

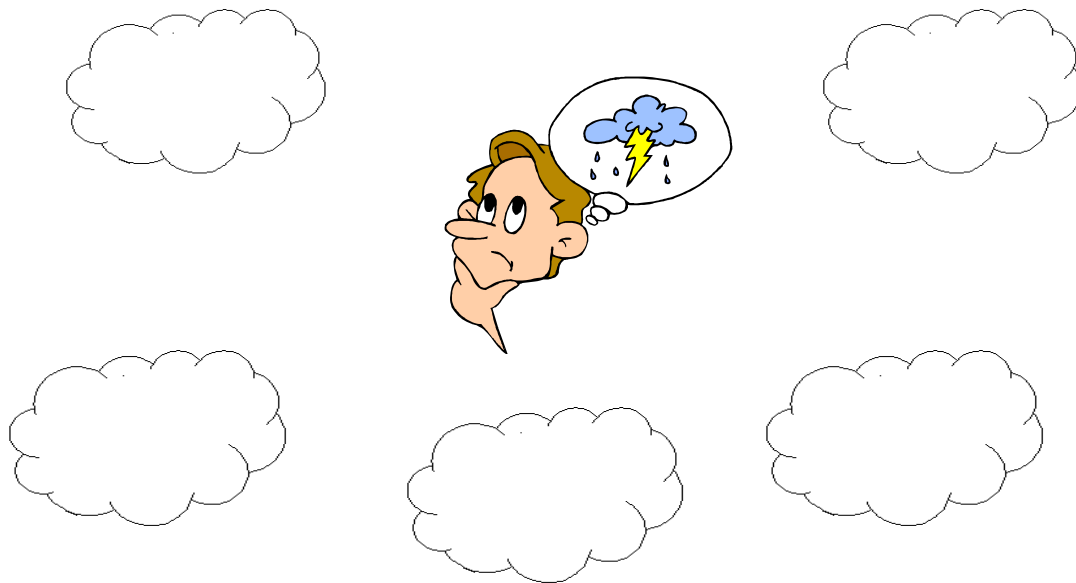
Topic	Suggested delivery plan	Resources
Theory	<ul style="list-style-type: none"> • Students brainstorm good and bad elements of tourism development. • Show video of impacts of tourism. • Tutor categorises them into social, economic and environmental impacts. • Case studies should be used to reinforce all of the impacts that could be caused by tourism development. 	TV/video Case studies
In practice	<ul style="list-style-type: none"> • Students take part in a debate. (Suggested debate – New Holiday Park) • Council proposed development of a holiday park on the outskirts of a picturesque fishing village. • The development will have accommodation, a leisure club, a number of bars, nightclub, watersports school, etc. • Each student should take on a role, such as local elder, local fisherman, local teenager, managing director of holiday company etc. • After the debate, students to complete a full list of positive and negative impacts that the debated development could cause. 	Debate instructions
Sustainable tourism	<ul style="list-style-type: none"> • Tutor explains the principle of sustainable tourism and its importance in today's society. • Students come up with any examples of sustainable tourism that they have witnessed. • Students discuss ways of overcoming the negative impacts identified in debate. • Use of case studies to show students sustainable tourism in practice. 	Case studies
Summary	<ul style="list-style-type: none"> • Provide students with case study of a destination and ask them to describe actual and/or potential impacts, what activities have been undertaken to maximise/minimise impacts and what other action could be taken. 	Case study

Unit 1: Investigating Leisure and Tourism

Activity sheet 1

Task A

List five key words, which you think, could be used to describe leisure.



Task B

Working in small groups come up with a definition of 'leisure'.

--

Activity sheet 2

List 10 things that you do in your free time:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Activity sheet 3

The following words are all to do with the leisure industry:

Cinema		Concert		Museum
	Gallery		Bingo	
Tracks		Theme park		Sports
	Leisure centre		Gym	
Swimming pool		Outdoor activity		Castles
	Adventure play		Eating out	
Conference		Art centre		Theatre

They can all be found in the word-search on the next page (in any direction – forwards, backwards, up or down and diagonally.)

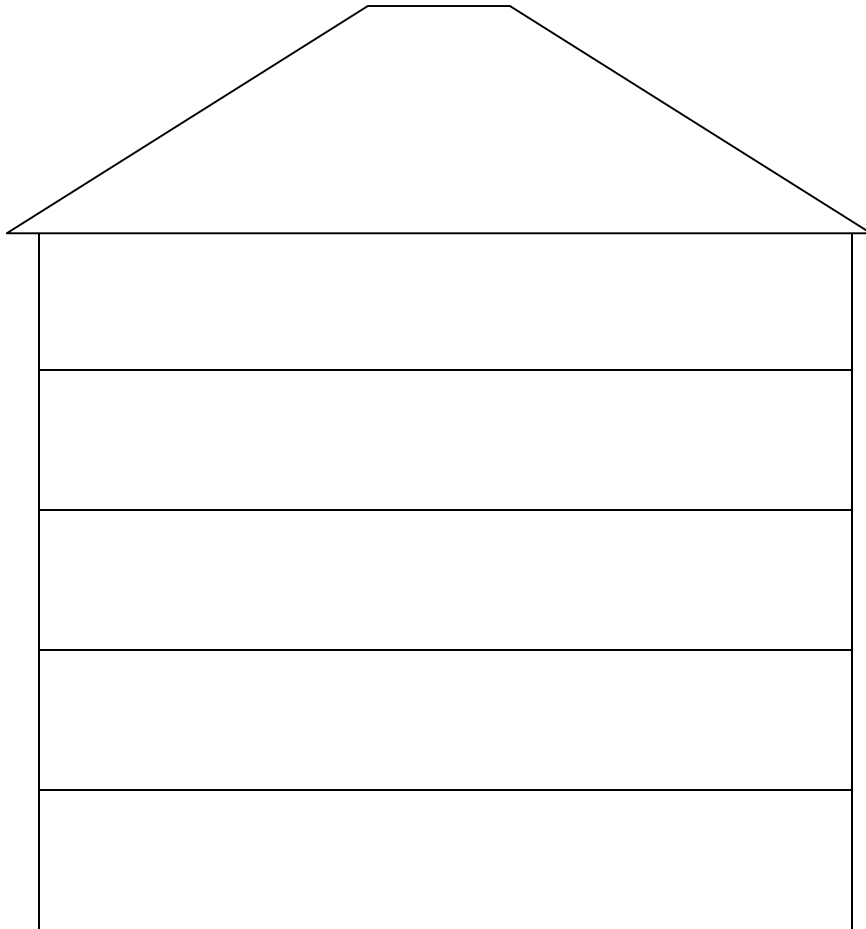
O	U	T	D	O	O	R	A	C	T	I	V	I	T	Y
A	D	V	E	N	T	U	R	E	P	L	A	Y	H	O
A	C	W	C	A	S	T	L	E	S	A	E	O	E	T
C	T	T	H	E	M	E	P	A	R	K	M	O	A	C
O	G	C	I	N	E	M	A	T	A	G	Y	C	T	F
N	A	F	O	B	A	S	M	I	S	K	C	A	R	T
F	L	A	T	N	T	T	C	N	M	O	U	R	E	T
E	L	G	Y	T	C	Q	C	G	E	U	A	T	C	S
R	E	A	L	S	S	E	T	O	A	O	S	C	A	L
E	R	U	T	T	A	E	R	U	B	P	T	E	D	F
N	Y	O	R	R	A	A	A	T	I	A	C	N	U	A
C	E	O	S	A	D	V	M	R	N	R	A	T	A	M
E	P	A	R	B	T	S	Y	A	G	K	S	R	R	C
S	W	I	M	M	I	N	G	P	O	O	L	E	T	G
S	W	E	R	T	N	E	C	E	R	U	S	I	E	L

Activity sheet 4

Task:

Working as a small group, you have been given the task of designing a new nightclub. It is to appeal to all ages and has five floors. You are to come up with ideas of what themes you could use to appeal to a wide client base.

Note your ideas on the rough sketch below. You will also need to come up with a name for your new club.



Activity sheet 5

Types of sporting activities can be divided in many different ways. One is to look at the resources needed to participate. The environment needed is one such way that we can categorise sporting activities.

The three main types of environment are; land, air and water

Task:

In the table below, list as many sporting activities under each heading that you can think of:

Land-based	Air-based	Water-based

Activity sheet 6

Task:

Match the following well known facilities with the sport that they are famous for:

Lords	Rugby Union
Vicarage Road	Horse racing
The Crucible	Motor racing
Murrayfield	Football
Epsom	Football/Rugby Union
Silverstone	Snooker
Wimbledon	Cricket
Wentworth	Rowing
Aintree	Football and Rugby League
Henley	Tennis
Elland Road	Golf
Stadium of Light	Horse Racing

Activity sheet 7

Task A:

The leisure industry can be divided into seven components. Name them.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Task B:

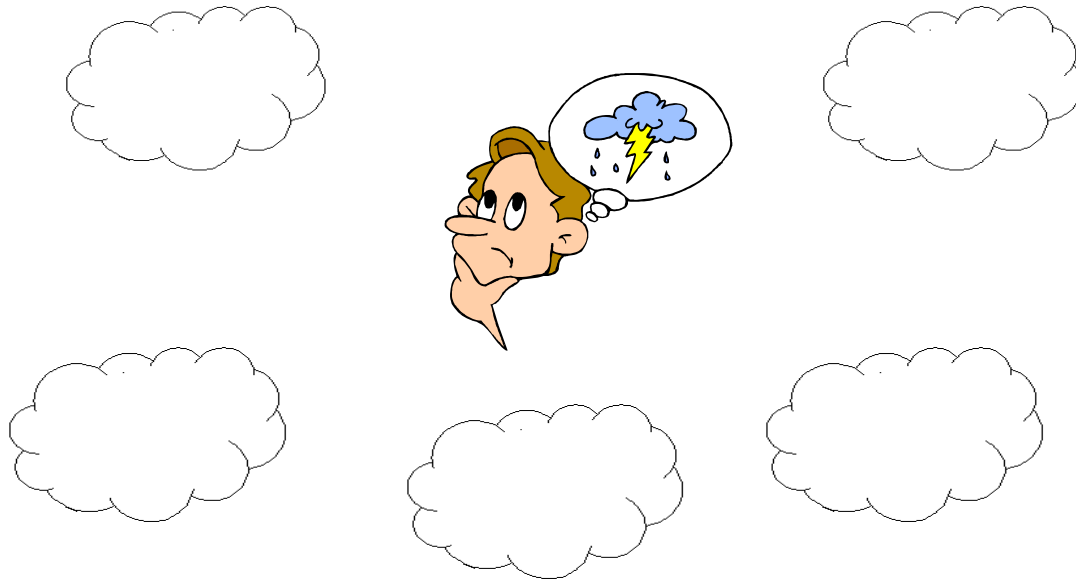
The following table lists a range of leisure activities and facilities. Complete the table by stating which component each belongs to. Please note that some may belong to more than one component.

Activity/facility	Which component?
Leisure centre	
Library	
Video rental shop	
Cinema	
Community centre	
Museum	
Theme park	
Football stadium	
Art gallery	
Health club	
Theatre	
Pub	
Restaurant	
Watching TV	
Watching an ice hockey match	
Going for a walk	
Playing computer games	

Activity sheet 8

Task A

List five key words, which you think, describe tourism.



Task B

Working in small groups come up with a definition of 'tourism'.

Task C

Use this box to write the official definition of tourism given to you by your tutor:

Task D

Using the official definition, how many of the following are tourists? (✓ = Tourist)

- 1 Jenny Smith, computer salesperson visiting the English Pennines as part of her sales area.

- 2 Miss I Milne from Gosforth area of Newcastle on a day visit to a new maritime museum on the quayside area of the city.

- 3 Joan Portland on a day trip with the Liverpool Women’s Institute to Whitby in North Yorkshire.

- 4 Suky and Nimit Patel and their daughter Sahina from Birmingham on a weekend visit to Grandma Patel in Leeds.

- 5 Hans Kastner from Hanover in Germany, a buyer in special Steels on a business trip to Sheffield.

- 6 Francine Brown from California, USA, on a hiking trip to The Lake District, UK.

Task E

Using the following key words, complete the sentences below which outline the major elements of tourism:

Business **Products** **Home**

Negative **Temporary** **Short-term** **Facilities**

Destination **Tourism** **Positive**

Visiting friends and relatives

- 1 There is travel between a tourist's _____ and a _____
- 2 The visit is _____ and _____
- 3 The tourist will undertake activities normally associated with _____ but may be on _____ or _____
- 4 The tourist will make use of a variety of tourist _____ and _____ in reaching and staying in the destination.
- 5 The tourist's visit will result in _____ and _____ impacts on the destination area and its people.

Task F

Using the words below, complete the points which outline how we define a tourist:

Activities Holidays Tourism Returning Temporary

Overnight Short-term

Place of residence Business

People who we could call tourists are:

- 1 Away from their normal _____ although they will be
_____ home at some point.
- 2 On a visit that is _____ and _____
but is not greater than one year in duration.
- 3 Engaged in _____ that would normally associate
with _____
- 4 Not necessarily staying away from home _____
- 5 Not always away from home for _____ purposes, but may
be away from home on _____

Task G

The following table lists different types and purposes of tourism. Complete the table by giving an example of each.

Type	Examples
Domestic	
Incoming	
Outgoing	
Sport	
Holidays	
Culture and religion	
Health and fitness	
Education	
Visiting an attraction	
Visiting friends and relatives (VFR)	
Business	
Incentive travel	
Conference and exhibition	
Exhibitions and trade fairs	

Activity sheet 9

Accommodation jargon:

The travel and tourism industry uses a lot of jargon, abbreviations and symbols. The accommodation component uses these more than most.

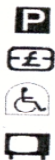
Task A:

The following table lists some abbreviations. Can you guess what they mean?

Abbreviation	Your guess
B&B	
HB	
CP	
AP	
WC	
BAL	
SV	
SSV	
PV	
FB	
AI	

Task B:

The following symbols are used to describe the facilities offered by accommodation providers. Can you guess what they mean?



Activity sheet 10

Advantages and disadvantages of transport methods:

Task:

The four main transport methods are road, rail, sea and air.

Complete the following table, listing the positive and negative point of using each method:

Method	Advantages	Disadvantages
Road		
Rail		
Sea		
Air		

Activity sheet 11

Customer profile

Task A:

Use this sheet to come up with a customer profile. You need to think of a type of customer, or group of customers, and come up with some example of what they might do in their leisure time, how they might travel and where they might go.

Description of customer(s)

What do they do in their leisure time?

How do they travel?

Where do they go on holiday?

Task B:

The following is a list of all of the components of the leisure and tourism industries. Tick (✓) which components your customer(s) may use.

Leisure	(✓)	Tourism	(✓)
Sport and recreation		Travel agents	
Arts and entertainment		Tour operations	
Countryside recreation		Tourist information and guiding	
Home-based leisure		On-line travel services	
Children's play		Accommodation and catering	
Visitor attractions		Attractions	
Catering		Transportation	

Activity sheet 12

Disneyworld – Florida

The leisure and tourism industries work together all of the time to ensure success. A good way to understand how these industries work together is to look at a major destination and consider examples of what leisure and tourism provision is offered.

Task A:

Watch the Disneyworld, Florida video or research the destination using brochures or the internet. Complete the following table, by identifying which components are offered at the destination, giving examples.

Component	Present (✓ /)	Examples
Sport and recreation		
Arts and entertainment		
Countryside recreation		
Home-based leisure		
Children's play		
Visitor attractions		
Catering		
Travel agents		
Tour operators		
Tourist information and guiding		
On-line travel services		
Accommodation and catering		
Attractions		
Transportation		

Unit 2: Marketing Leisure and Tourism

Unit aims

The main aim of this unit is for students to understand the basic principle underpinning marketing; meeting the needs of actual and potential customers. Students need to be aware of the importance of marketing in a competitive environment where customers are becoming more demanding and more aware of the choices available to them. Through this unit, it is intended that students will develop research skills that allow them to select and evaluate relevant information and make reasoned conclusions.

Unit topics

- 1 Marketing Research
- 2 Target Marketing
- 3 Marketing Mix
- 4 Promotional Campaigns
- 5 SWOT Analysis

Section 1: Marketing research

Topic	Suggested delivery plan	Resources
Introduction to unit	<ul style="list-style-type: none"> • Give details of unit specification to students. • Discuss teaching and learning strategies to be adopted. • Assessment strategy and submission deadlines presented. 	Unit specification Assessment plan
What is marketing?	<ul style="list-style-type: none"> • Students brainstorm their own explanation of ‘What is marketing?’. Write notes on flip chart and discuss. • Tutor provides definition and explanation. • Discuss differences between tutor definition and student ideas. Relate to unit content. 	Flip chart
Market research	<ul style="list-style-type: none"> • Tutor explains what market research is and how it applies to leisure and tourism industries. • Market research methods including postal surveys, telephone questionnaires, personal surveys, observation. • Students should complete the worksheet (Market Research Tools) with tutor support. As this is an early activity in the unit, students may find it easier to work in groups. • Tutor arranges a visit to a local organisation (or a visiting speaker) where students can investigate market research activities. • Students research different types of organisation through the internet to obtain information about market research undertaken on the internet. 	Activity 1a Activity 1b Activity 1c Textbooks Postal questionnaires List of questions IT facilities Visits

Section 2: Target marketing

Topic	Suggested delivery plan	Resources
What is target marketing?	<ul style="list-style-type: none"> Tutor explains what target marketing is and how it applies to leisure and tourism. Working in small groups, students complete the worksheets on target marketing with tutor support. 	Activity 2a worksheet Textbooks Access to internet
Segmentation of markets	<ul style="list-style-type: none"> Students select an organisation, describe the range of products and services provided and identify the relevant market segments that they appeal to. Students complete a table showing different types of products and services and market segments they appeal to. Arrange a visit to a local organisation (or a visiting speaker) where students can obtain information on market segmentation and target markets. Research different types of organisations through the internet to obtain information about different target markets. 	Visit Activity 2b Activity 2c Access to internet Organisational promotional material

Section 3: Marketing mix

Topic	Suggested delivery plan	Resources
Elements of the marketing mix	<ul style="list-style-type: none"> • Tutor describes the different elements of the marketing mix. • Working in small groups, students complete the worksheet on the marketing mix with tutor support. 	Textbooks Activity 3a Leaflet
Products and services	<ul style="list-style-type: none"> • Following a visit to a leisure and tourism organisation, students work in groups to produce details of products and services. • Students use the internet to investigate the marketing activities of different types of organisations to determine products and services, prices, how and where they can be bought. • Students should then compare different components of the marketing mix for similar organisations and then contrasting organisations. 	Visit Activity 3b Flipchart Access to internet
Putting the marketing mix together	<ul style="list-style-type: none"> • Students complete worksheet • Students are given details of real and/or fictitious organisations and objectives and plan marketing activities or evaluate marketing activities of the organisation. 	Activity 3c Access to internet

Section 4: Promotional campaigns

Topic	Suggested delivery plan	Resources
Promotional techniques	<ul style="list-style-type: none"> Tutor provides input on different types of promotional techniques and explains difference between techniques and materials. Students work in groups to collect promotional materials of different leisure and tourism organisations. This is collated and classified into different types of techniques. 	Textbook Activity 4a Flipchart Examples of promotional materials
Effectiveness of promotional materials	<ul style="list-style-type: none"> Tutor gives input on AIDA. Tutor reviews target marketing. Students are provided with a range of promotional materials and are asked to review their effectiveness using key questions. 	Activity 4b Activity 4c Activity 4d Promotional materials Access to internet
Producing own promotional material	<ul style="list-style-type: none"> Students produce a variety of promotional material for a given situation. They then evaluate the promotional material of one of their peers. They should also review the suitability of their promotional material for other situations and make recommendations for change. Finally, they could discuss alternative materials that could have been produced. 	Activity 4e Pens, paper, coloured paper, glue, scissors, card, sellotape, ruler
Promotional campaigns	<ul style="list-style-type: none"> Tutor gives input on marketing objectives. Students discuss which techniques and materials will enable organisation to meet objectives. Students plan a campaign for a leisure and/or tourism organisation. 	Textbooks Promotional materials Flipchart

Section 5: Swot analysis

Topic	Suggested delivery plan	Resources
SWOT analysis	<ul style="list-style-type: none">Tutor gives input on different elements of SWOT, when it is completed, why it is completed and how it could be used.	Textbooks
Undertaking a SWOT analysis	<ul style="list-style-type: none">Students attempt to complete a range of SWOT analyses. They should then compare the SWOT analyses of different organisations	Textbooks, case studies, flipchart Activity 6

Unit 2: Marketing Leisure and Tourism

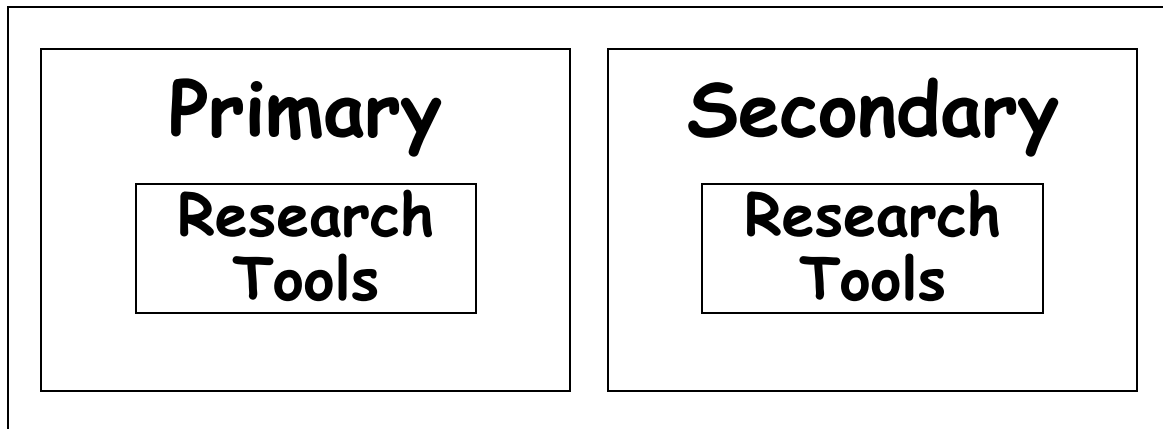
Activity 1a

Market research tools

Have you ever been the target of marketing research? Have you or members of your family received information in the post or been stopped in the street. Think about what happened. What do you think the organisation was trying to do – what were their aims?

Marketing research can be carried out in many ways and it is important to examine and classify the various methods, so, you can ensure that the right tools are being used – different tools can be used to get different types of information).

The marketing research toolbox can be separated into two compartments where specific tools for finding out certain types of information can be found.



We are going to focus on primary research. This is carried out or commissioned by the company. It is the method that is used to obtain information directly from the market (the customers). Organisations usually carry out primary research by talking to people who buy their products or services – their customers. Primary research gives organisations a clearer picture of their customers' needs, preferences, attitudes and feelings.

Methods of primary market research

We are going to focus on primary research. This is carried out or commissioned by the company. It is the method that is used to obtain information direct from the market (the customers). Organisations usually carry out primary research by talking to people who buy their products or services – their customers. Primary research gives organisations a clearer picture of their customers' needs, preferences, attitudes and feelings.

The four main methods used by organisations to collect primary data are:

1 Postal surveys

Postal surveys involve mailing a questionnaire to a number of selected people. Many organisations use this tool. For example, holiday companies send out questionnaires to customers who have booked holidays to see whether they are happy with the service that they have received. The information collected from the questionnaire is then used to help improve the service offered to the customer.

The layout, content and design of postal questionnaires are of great importance and can often determine the success or failure of the response. Examine these postal questionnaires, order them identifying the questionnaires you like the best and the ones you like least. Write a comment on your favourite and least favourite questionnaire.

Winner:

Loser:

Before deciding which market research tools to use, the advantages and disadvantages of each must be carefully weighed up in order to see how effective and appropriate the method will be. The list below outlines some of the advantages of using a postal survey. What other advantages are there? Add them to the list. Also think about the disadvantages and write those down.

Discuss your ideas

Advantages

Quick

Reasonably Cheap

Disadvantages

Imagine you used the postal survey as your market research for a new nightclub. A questionnaire asks if people would use the new nightclub if it were available in the city centre. Of 5,000 surveys sent out, only 100 were returned; but 98% of people replying to the questionnaire say that they would use the facility 'frequently'. One of the members of your marketing team suggests this proves that the new nightclub will be a success.

Can you assume from the research that 98% of the local population will use the nightclub? If not why not?

Why do you think 4,900 people did not return the questionnaire? Are they likely to be people who will use the nightclub?

What do you think people mean by 'frequently?' And is this important?

2 **Telephone surveys**

Many leisure and tourism organisations use telephone questionnaires. This process involves directly contacting specific people at their home or place of work via the telephone. They can gather important information, possibly about a product or service that the organisation has or is offering.

3 **Personal surveys**

These involve the use of questionnaires in face-to-face situations. Researchers often work in and around venues owned by the organisation, areas that have a high daily turnover of people (eg busy shopping streets), or door-to-door.

4 **Observation (focus groups)**

In observation, trained market researchers watch how customers use and react to an organisation's products and services. Observation methods also include the use of focus groups, where a group of customers meet to discuss products or services.

In groups, discuss the advantages and disadvantages of using each of the primary market research tools.

Method	Advantages	Disadvantages

Activity 1b

Organise a visit to a leisure and tourism organisation. In preparation, students should devise a series of questions that could be asked. These questions could be prepared using IT software. Questions could relate to:

- market research methods used
- why the organisation has chosen this method
- the information it is trying to find out
- why the organisation wants to know this information
- what the organisation wants to do with the information
- how the organisation evaluates the effectiveness of the market research methods it has used.

Tutors should advise the organisation to be visited of the type of questions that students will ask so that they can prepare responses.

During the visit, students should be observing any market research activities taking place eg any surveys, questionnaires etc.

On return from the visit, the responses to questions should be discussed. Key points could be noted on flipchart for reference at a later date.

Activity 1c

Students should be asked to investigate other leisure and tourism organisations and obtain answers to the same questions. Students should be encouraged to use organisations where they can gain access to this information easily eg through work experience, part-time employment or employment of family members. Students could also investigate organisations or facilities within the school or college. It is unlikely that students will obtain responses to organisations through cold calling and this should be discouraged, as they will find it demotivating.

Students should also undertake research on the internet and investigate market research that is undertaken through websites.

Students should feed back the results of their findings to the class. This could be to small groups or a presentation. Notes could also be made on a flip-chart. The results could be discussed and compared, to develop those skills needed to complete the internal assessment.

Activity 2a

Target marketing

Target marketing means developing and promoting products that appeal to a specific market segment.

Target markets: when we talk about target markets we mean the group of customers who buy particular products and services.

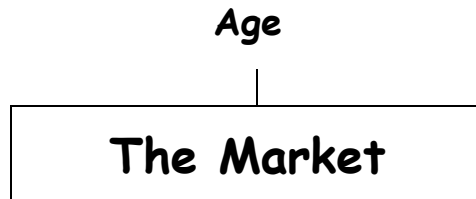
Market segments: for most organisations the market is made up of different types of customer who have a range of needs and expectations. The different types are known as market segments and an organisation tailors its products to meet the needs of the different segments.

Give an example of how you think a tour operator (whose general product may be package holidays) uses target marketing to develop and promote products that appeal to specific market segments.

Give an example of how you think a leisure centre manager (who commands a large facility offering a wide range of products and services) uses target marketing to develop and promote products and services that appeal to specific markets.

Market segmentation

There are a number ways to split the 'market' into specific segments. One is by age. How many ways can you think of? Show them on this diagram.



Although there are many ways to segment a market, the five most common are:

Gender

Age

Lifestyle

Ethnicity

Social Group

Exploring the segments

Gender

'Traditional gender distinctions are now becoming blurred'

In pairs, examine this statement. What does it mean (provide your own interpretation below) and how does this affect the products and services offered by both leisure and tourism organisations?

Following legislation and social changes, organisations strive to achieve 'equality' between the sexes but they still use gender as a means for dividing their market. This is because:

- women and men don't always enjoy the same leisure activities
- traditionally, men and women have different tastes in style and decoration
- men and women often require different facilities
- sometimes people prefer to be in single sex groups
- certain activities may be physically impractical for men or women.

Task

In groups list all of the leisure activities you take part in, including activities from all of the leisure components.

Separate the list into three columns, depending on whether the activities are done mainly by females, males or both.

Activities mainly for females	Activities mainly for males	Activities for both sexes

Why are the activities found in the male and female only sections targeted at these particular groups?

Age

Look at the various brochures on offer in travel agencies. List the different ways in which the market has been segmented by age. What variations can be seen and how do the holidays cater for the needs of the specific market segment.

Lifestyle

Many people would argue that lifestyle is one of the biggest influences on the types of leisure and tourism products that we buy. Lifestyle equates to a combination of factors that depict how we live our lives. This is where you build up a 'complete picture' segmenting customers on their way of life, hence a couple with young children are likely to have very different leisure and tourism needs to those of a retired couple or a single, young adult.

Here are some acronyms used to describe the various market segments.

Yuppies **Y**oung **U**pwardly mobile **P**rofessionals

Dincs **D**ouble **I**ncome **N**o **C**hildren

Woopies **W**ell **O**ff **O**ld **P**erson

Glammys **G**raying **L**eisured **A**ffluent **M**iddle **A**ged **S**ector

Ethnicity

Different ethnic groups may have specific leisure and tourism needs. For example, there is a growing network of cinemas specialising in showing Asian, particularly Indian, films.

Religious beliefs can also impact on customer needs, creating separate market segments. For example, kosher or halal food menus are offered by some airlines to meet the dietary requirements of different religious groups.

Task

Organisations spend a great deal of time and money identifying their different market segments and developing products to meet their needs.

Check out the Centre Parcs interactive website page called ‘design your own break’ (www.centreparks.com).

Write a brief report identifying the different facilities and services offered to different market segments.

Discuss how the system works and subsequently the strategies Centre Parcs employ to ensure the customer is at the centre of the process.

Social group

What does the term ‘social group’ mean? How could we segment the market under this title?

This is a way of dividing people depending on:

- what job they do
- their income (which obviously affects their spending).

Why might this process be useful to a marketing team when designing new products and services?

Most people place themselves and others in a social group or class according to their job. One of the most widely used social class classifications in marketing was developed by the Institute of Practitioners in Advertising. Look in a textbook and write them here.

Activity 2b

Organise a visit to a leisure and tourism organisation. This could be part of the same visit used for Activity 1a. Alternatively, students could discuss their own experiences of visiting or working at leisure and tourism organisations. For the organisation selected, they should describe the range of products and services provided and identify the relevant market segments that they appeal to.

They should use the following segments:

- age
- gender
- social grouping
- lifestyle
- ethnicity.

Each student should discuss their results in a group, select one organisation and record the findings on a flip chart. The whole group can then compare and contrast each group's findings.

Activity 2c

Individually students should choose a minimum of 12 different leisure and tourism products and/or services and produce a table that shows the different market segments students think each one is aimed at. Remember this is the student's own personal opinion.

Below is an example of a table that illustrates a design and layout which students would then complete.

Product or Service	Age	Gender	Social Group	Lifestyle	Ethnicity
Aerobics					
Video Games					
Ten pin bowling					
Roller blading					

Activity 3a

The marketing mix

The marketing mix is made up of four interrelating parts known as the ‘four Ps’.

Product

Place

Price

Promotion

What do each of these mean?

Outline your initial understanding of each P in the space provided. As the unit progresses, your understanding of each P will develop further. Update the boxes with your newly acquired knowledge.

Product

Place

Price

Promotion

The 'product'

In marketing the term product covers both *goods* and *services*:

Goods

Product =

Services

Products and service features

Organisations spend a lot of time ensuring that the products that they offer have specific features that will appeal to their target markets. Thus when we talk about a product's features we mean the characteristics the customer recognises as part of the overall product.

List the general product features of a theme park in the space below.

--

Look at the leaflet presented. Can you identify the product features of this particular organisation?

The brand name

The brand name is the name given to a particular product or service to distinguish it from similar products. It is one of the product features

List the brand names that come into your head when the following categories are mentioned:

Sport	Holidays	Jeans	Fast food	Flights

Would you buy a pair of jeans from Marks & Spencer's that are M & S's own make?

If no, place your reasons below.

Do you think a middle aged person would share the same views as those stated above?

It is important to remember that a brand name suits the product and sums up the product features. Many organisations combine their brand name with a logo to make it instantly recognisable.

In one sentence define what is meant by the term logo:

Select some logos related to leisure and tourism products and services. Discuss which ones you like and which you don't. What message do you feel it is putting across and which specific market segments is it aimed at?

Design a brand name and logo for a new hotel that will be situated on the outskirts of the theme park Flamingo Land.

After-sales service

It is important to understand that when a customer buys a leisure and tourism product the buying experience does not always end when the customer leaves. Many customers require additional after-sales service. Organisations recognise that after-sales service is an important part of the overall product as customers may have problems or questions about the product once they get them home.

List some examples of after-sales services that organisations may offer to the customer:

Why do you think that is important for an organisation to provide its customers with good after-sales service as part of the overall product offered?

Examining the 'price'

The price

This must be right for the products they are offering in order to ensure financial maintenance and success.

If the price is too high customers may not be able to afford it



If the price is too low the organisation may not make a profit

It is therefore important to understand how organisations decide on prices as part of their marketing mix.

The actual selling price

The actual selling price of a product refers to how much the customer is charged.

How much would you pay for a small bottle of water?

35p

70p

£2.00

The prices listed are taken for the same bottle of water but sold as a product in different organisations. The lowest price of 35p could be found in a supermarket, the middle price of 70p on a motorway service station and finally the highest price in a nightclub.

From this example you can see that in deciding the selling price an organisation has many factors to consider. Think of some of the things you would consider to be important in deciding the selling price of a product such as a package holiday:

Main considerations include:

- how much it costs to provide the product
- what customers will pay
- what competitors are charging
- the required profit margin (if any).

	Factors to consider when selling the product	

Variable pricing

Prices in leisure and tourism often vary depending on the time of year or day that the product is being offered or the type of customer that is being targeted. This is peak and off-peak pricing. Seasonal pricing is also common in the leisure and tourism industry. Provide some examples of organisations that may use this system to decide their actual selling price and details on what they offer:

Task

In groups look through a range of holiday brochures and identify when prices are at their highest and lowest. Discuss the reasons for any sudden and short-term rise in prices.

Compare prices between different types of holiday, such as European winter sports breaks, European summer sun holidays and long-haul holidays (to Asia, Caribbean etc) what factors may influence the actual selling price in each instance.

Present your findings to the rest of the group in the form of a short oral presentation.

Group and special discounts

Many leisure and tourism facilities offer discounts to some customers such as organised groups, school parties, children, pensioners, the unemployed and students.

What might the benefits be to an organisation offering lower selling prices to groups?

	Benefits	

The discounts offered by an organisation often reflect market segmentation, where judgement has been made on the expected income of the various segments and therefore on how much people will be able to afford.

Special offers

A facility may offer reduced selling prices to all its customers for a limited period. Travel agents usually advertise special offers and late availability holidays to increase sales. Leisure centres have special offers during midsummer.

Credit terms

Many leisure and tourism organisations offer credit terms that allow customers to pay for products over a period of time. This format of payment is largely employed when the selling price of the product is high and considered too expensive for the individual to pay all at once (eg home entertainment equipment or health and fitness centre fees).

Dwell time

When setting their prices, providers of leisure and tourism attractions are often keen to be seen providing good value for money to their customers. One way of doing this is by looking at what is known as dwell time.

Dwell time = amount charged ÷ the time spent at the attraction/facility

For example, if a museum charges £4.50 per visitor and each visitor stays for approximately three hours, the dwell time cost is £1.50 per hour. In addition to this would you visit a Premiership football match when price in relation to the dwell time is equal to £13 for 45 minutes worth of action?

Place

How would you go about accessing and purchasing the following products and services offered by leisure and tourism organisations?

Swimming pool

Newspaper

Football Match

Computer Games

Holidays

Museums

Nightclubbing

Books

Place means two things in marketing:

- where a facility is – its location
- how it gets products and services to customers – the distribution channels.

Location of outlets and facilities

In considering the location of a new Pizza Hut facility in a local town what things would you examine before agreeing to the development?

The physical location of the product is often very important. Several factors need to be considered when deciding on a suitable location.

- 1 Does the area have good transport links?
- 2 Is it located in an area where a large number of people live or work (potential customers)?
- 3 Are there other facilities nearby that will attract people?
- 4 Are there already similar facilities and, if so, will there be enough customers to go round?
- 5 What is the climate like (if the outlet is outdoors)?
- 6 Will the organisation be able to find staff and suppliers in the area?

Distribution channels

Place does not just mean where a leisure or tourism facility is but also ways in which a customer can buy it – this is known as distribution.

Distribution channels are very important in the leisure and tourism industries. Customers are very unlikely to go looking for products and services that they wish to purchase. Products and services must be in the right place at the right time, and can be distributed through different channels. For example, an airline selling seats can be distributed direct to the consumer through mail order, the internet or teletext or indirectly through a tour operator or a travel agent. A pizza may be distributed in a restaurant, by takeaway or even home delivery.

Promotion

This part of the marketing mix is going to be considered separately.

Activity 3b

Task

Students are to collect information on the marketing mix for one leisure and tourism organisation. This may be as a result of an organised visit, a recreational visit, following work experience or as a result of part-time employment. The information collected should give:

- a description of the main products and/or services the organisations offer, including product and service features, brand names, after-sales service, product mix
- an explanation of how the main products and/or services are priced, including actual selling prices, peak and off-peak pricing, group and special discounts, special offers, credit terms
- a description of how the main products and services are made available, including the type of outlet its physical situation, accessibility display and accessibility of the actual products and/or services within the outlet.

Students should discuss their findings in small groups. Each group should ideally consist of students that have studied similar organisations. They should compare their findings and note key outcomes on flip chart. Students should then change groups and work with students that have studied contrasting organisations. They should then compare key outcomes.

Activity 3c

The marketing mix – working together

Although each 'P' is important individually, it is the way that they are combined, or mixed, which is crucial. Like good cooking, successful marketing mixes the ingredients together in the right proportions (a good sponge cake needs flour, eggs and sugar but none of the ingredients work on their own: it is only when mixed correctly that you have something worth eating). However it doesn't mean that the recipe is always fixed, it changes to suit the situation.

Display your own interpretation of the sponge cake analogy in the box below.

In relation to the last sentence outlined in the paragraph above it is clear that, at different times and in different facilities, the marketing mix needed will be different.

For example:

A new facility may need to concentrate on _____ so that the new customers know that it has opened.

A well established facility trying to attract a new type of customer might decide to concentrate on improving its _____ to make sure it offers what people want.

Write two more statements like those completed above, for a group member to complete.

What is a good marketing mix?

It is important to remember that because of the diversity in the products and services offered by various organisations there is no one specific recipe that can be applied to all marketing strategies. However through research and experience it is unanimously agreed that a good marketing mix means that an organisation:

- provides a product that customers want
- makes sure that the customer can buy the product
- charges a price that the customer is willing to pay
- promotes it effectively so that the customer knows about it.

In simple terms, an organisation aims to get the right product to the right people at the right price in the right place and at the right time.

Task

What area of the marketing mix should this leisure centre look to improve, when studying the following example?

The leisure centre is situated in the centre of the city centre and offers a range of products and services for all. As part of the ‘winter wonderland’ it proposes to host a weekly party night for children of the ages 7–9 years. The party will incorporate some of the nation’s top dance DJs including Paul Oakenfold and Jeremy Healy playing a range of hot live sets. The price of entry will be only £10.00 and children will gain half price entry in the first week if they bring along a promotional flyer that will be distributed to all children in all schools.

The marketing mix and objectives

Organisations need to look at their marketing mix in order to meet their objectives. There is no point selling a holiday at a low price if your objective is to increase profits. How might an organisation’s marketing mix be developed to meet the following objectives?

- increase their market share
- attract a new target market
- maintain existing customers
- increase profits.

Activity 4a

Working in pairs, students collect evidence of the promotional techniques and materials used by a leisure and tourism organisation.

The evidence may include examples of materials including:

- **advertising** – radio, television, cinema, teletext, newspapers, magazines, billboards, internet
- **direct marketing** – ‘junk mail’ received through the post, phone calls from ‘double glazing’ manufacturers, door-to-door sales people
- **public relations** – written articles in newspaper or magazines, a mention on the radio, an appearance on a television programme
- **demonstrations** – merchandising material, videos
- **personal selling** – high street shops, telesales, restaurants
- **displays** – posters, printed materials and sample products in a display cabinet, shop window displays, late availability cards
- **sponsorship** – football and rugby: teams and leagues, snooker, television programmes
- **sales promotion** – free gifts with purchases, loyalty schemes, money off vouchers, incentives to buy in bulk, discounts, entry into prize draws and competitions, price reductions, free samples.

Using the promotional materials and other evidence collected, students design and produce a wall display. They should include in the display an evaluation of:

- the market segments the students think the organisation has chosen to target
- the types of marketing techniques used
- the appropriateness of the marketing techniques used in relation to the type of organisation
- the nature of the product or service being provided.

If any display has very little physical evidence, students can use IT to make their written evidence more attractive

Keep the remaining material, as it can be used for later activities.

Activity 4b

In relationship to promotional materials, students, working in small groups, discuss and produce some notes on the:

- **aims of promotional campaigns:** eg provide information, attract new customers, etc
- **target markets:** eg adults, children, teenagers, senior citizens etc and how the target markets affect the content, design and layout.

In order to help students understand promotional campaigns, introduce them to the use of **AIDA** in the design, layout and production of promotional material:

A = Attention	(catch the eye of a potential customer through design, layout, fonts and styles of print, bold titles and headlines, drawings and pictures, colour)
I = Interest	(content shown in ways in which to encourage potential customers to keep reading, listening and looking: short, sharp, snappy, humorous slogans, fun element)
D = Desire	(description of product or activity shown in a way to meet the needs and expectations of potential customers and make them want to buy the product, or take part in an activity, use of appropriate adjectives and verbs)
A = Action	(need to encourage potential customers to act, by clearly showing what they have to do to buy the product or service or take part in the activity)

Additionally, encourage students to consider promotional material in terms of:

Size:	(depends on usage – poster size, A3, A4, A5)
Colour:	(black and white or colour; choice of colours: red = hot, blue = cold, yellow/bright blue = sun, sand and sea; density of colour; choice of photographs and graphics)
Paper:	(types of paper, quality)

Using a flip chart ask each group of students to write their results on a separate sheet of flip chart paper which then can be displayed around the room. Feedback to the whole group and compare and contrast each groups' findings. Students make notes on the overall findings

Activity 4c

In groups of four, students choose two different examples of each of the following:

- an advert out of a newspaper, magazine, journal,
- a brochure or leaflet
- a poster
- a point-of-sale item (pens, key rings)
- a sample of merchandising material (brochure stands, leaflet stands)
- a marketing/promotional video
- a press release
- an advert, display page etc on the internet.

and complete the table below by applying the factors covered in Activity 5a.

The group should ensure that the table includes examples of all eight promotional materials listed above.

Promotional material	Organisation	Attention	Interest	Desire	Action	Target market	Aim of promotional material	Size and colour
Advert								
Brochure								
Leaflet								
Poster								
Point-of-sale material								
Sample of merchandise material								
Marketing or promotional video								
Press release								
Internet advert or display page								

Activity 4d

Provide students with a range of promotional materials and ask them to classify in terms of target market. Students select a range of different types and produce some notes that comment on how effective students think the organisation's promotional materials are. The following questions, where appropriate, may help students and should be applied to each item of promotional material.

- Are there lots of bright and different colours and what do you think of the colours used?
- Are there any eye-catching graphics and if so what are they and what do you think of them?
- Does the organisation use an appropriate slogan and what do you think of it?
- Are there any photographs of well-known personalities or celebrities? If not, do you think these should be included, and if so, who and why?
- Is there a clear and simple message? What is it and could you improve it?
- Does the material contain all essential information?
- Does the material clearly explain the benefits of the products or service to the potential customer and what are they?
- What information does the material give about the location of the facility eg how to get there, where you can buy the product or use the service?
- How much does it cost and are there any special promotions? (give full details)
- What are the opening times?
- Who is the promotional material aimed at and do you think it fulfils the targeted audience?

Students should give a full and detailed explanation of their answers and/or opinion when presenting this to the whole group.

Activity 4e

Students are to choose either a local travel and tourism organisation or a leisure and recreation organisation. They should then be given a target market. Students are to design and produce an advert, leaflet and poster for their target market. They should pass their work on to other students for comments on effectiveness. Comments made could relate to questions in earlier activities.

Students could then be asked to evaluate their promotional material in terms of suitability for other target markets. They should then revise their promotional material for one other target market.

Finally, students could consider alternative promotional materials that could be used for either target market.

Activity 5

Having been given input on the theory of a SWOT analysis, students should be given activities to apply this to different organisations. They could use real or simulated organisational information. Simulated information could be obtained by using case studies from AVCE Travel and Tourism and/or AVCE Leisure and Recreation Unit 4 External Assessments. For this activity, the whole cohort/class should produce a SWOT for the same organisation. This would enable all students to review feedback.

Students are to use information gained from the research to undertake their own SWOT analysis. They should then discuss their findings or make a presentation to the rest of the class. In small groups, students could then select one organisation and compare the results of this SWOT with the SWOT done earlier.

Suggested assessment activities

Assessment activity 1

Introduction

This assignment covers the whole unit. It is divided into four separate tasks. Each task has its own submission deadline and each will be awarded a number of marks. You must complete all tasks on your own although if you find any part of the assignment difficult you should discuss it with your tutor.

You will need to choose a leisure and tourism organisation for this assignment. All tasks must relate to the **same** organisation. Read through all the tasks before you choose your organisation. Make sure you will be able to find all the information you will need. Check your choice with your tutor before you start the first task.

Scenario

You have seen a job advertised as a ‘Trainee Marketing Assistant’ with your chosen organisation. You have sent off an application form and have just had a letter asking you to come in for an interview.

Your careers teacher has told you that you should find out information about the company before you go for the interview.

Task 1

You need to find out the following:

- your organisation’s objectives
- a **description** of the 4ps (product, price, place, promotion)
- an **explanation** of how the 4ps work together to meet the organisation’s objectives.

Evidence required

Written notes with your findings. Use clear headings as if you could use them for an interview.

Submission deadline:	xx/xx/20xx
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Total marks available:	10
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Marks awarded as follows:

- 1-4 for a basic description of the 4Ps in relation to the selected organisation and some attempt to show how they work together to meet the organisation’s objectives
- 5-7 for a sound description of the 4Ps in relation to the selected organisation and an explanation of how they work together to meet the organisation’s objectives
- 8-10 for a detailed description of the 4Ps in relation to the selected organisation and a thorough understanding of how they work together to meet the organisation’s objectives.

Scenario

You are told that your interview will last all morning. As part of the interview you are to be given a practical activity.

Task 2

For your activity you are told that the organisation wants to attract a new target market. You are asked to **produce** an item of promotional material for the new target market. You will then have to give a brief **explanation** of your promotional material in the interview. The interview will be conducted with your tutor. If you feel happier giving this information in writing, please discuss with your tutor.

Evidence required

Your item of promotional material and a witness testimony from your tutor.

Submission deadline:	xx/xx/20xx
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Total marks available:	14
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Marks awarded as follows:

- 1-6 for a simple design for the item of promotional material that includes basic information about the organisation but not targeted at a particular market
- 7-10 for an effective and imaginative design for the item of promotional material that includes all necessary information for an identified target market
- 11-14 for a well-structured and creative item of promotional material that shows an in-depth understanding of target marketing.

Scenario

You were successful in your application and are now working as a Trainee Marketing Assistant with your chosen organisation. The marketing department is now looking at how it can see if employees are doing their job well. They are evaluating their marketing activities.

Task 3

You have been asked to:

- 1 Send a memo to the managing director. In it you should **describe** the market research activities the organisation uses. You should also **analyse** how the market research activities are used to identify target markets
- 2 As a new member of staff, you have been asked to join a small marketing focus group looking at the organisation's promotional activities.
- 3 Attend a meeting to discuss your views of the organisation's promotional techniques and materials. You will need to explain how you think they work together as a strategy.

In the meeting you will be asked to assess one of the organisation's promotional campaigns.

In both cases you will need to consider several different techniques and materials. You should assess the suitability of each of the techniques and materials in terms of how they relate to the target market, the organisation's objectives, quality of design, use of colour and images, content and originality of design.

Evidence required

The memo to the marketing manager, attendance at the focus group meeting, witness testimony of your contribution to the meeting, notes prepared for the meeting.

Submission deadline:	xx/xx/20xx
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Total marks available:	13
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Marks awarded as follows:

- 1-5 marks for 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
- 6-9 marks for an assessment of the main promotional techniques and materials the organisation uses and of the research methods used to identify target markets
- 10-13 marks for a detailed assessment of the range of promotional techniques and material the organisation uses showing how they work together as a strategy and an analysis of the research methods used to identify target markets.

Scenario

Your line manager was very impressed with your work on evaluating the promotional activities. You have been asked to do some more work. The organisation has been keen to attract more young customers.

Task 4

You have been asked to **compare** one of the promotional campaigns of your organisation with a competitor. In order to do this you produce a questionnaire to see how successful both campaigns were. You should assess them in terms of how the campaign relates to the target market, the campaign objectives, the appropriateness of the techniques and materials used and how the campaign was monitored and evaluated. You have decided to produce a PowerPoint presentation of your findings (including notes to accompany each slide). You will not have to give the presentation. If you feel your IT skills do not enable you to produce a PowerPoint presentation, you can submit a written report.

Evidence required

PowerPoint presentation

Submission deadline:	xx/xx/20xx
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Total marks available:	13
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Marks awarded as follows:

- 1-5 marks for some attempt to compare one of the organisation's promotional campaigns with the promotional campaign of one other leisure and tourism organisation, reaching straightforward conclusions some of which are clearly presented
- 6-9 marks for 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 well presented
- 10-13 marks for 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.

Tutor notes

To be read in conjunction with the assessment activity.

The assignment is structured in a way that incorporates best practice in assignment writing as indicated in Edexcel training materials. The assignment has a common format throughout and includes an introduction, scenario, tasks, evidence requirements, submission deadline, marks available and marks awarded. It is essential that this format is explained to students in advance so that they know where to find appropriate information.

These tutor notes use the same headings and provide amplification on each element of the assignment.

Introduction

This sets the context for the assignment and explains, in general terms, the assessment for the unit. This example is presented as one assignment with four tasks, which benefits those students who need to see the overall assessment requirements for the unit. For some students, however, this may seem onerous and they would benefit from having four separate assignments. Where this is the case, the introduction may need to be adapted.

Some centres may prefer that all students in a group investigate the same organisation, perhaps as a result of a visit to the organisation or a presentation from a guest speaker. The introduction should, therefore, be adapted. The current format enables the students who have a particular interest in an organisation or sector of the industry to pursue that interest. It is anticipated that, as a result, they would be more motivated and achieve an outcome in line with their ability.

Scenario

It is useful to set the assessment activities within a vocational context so that students can see the relevance of their learning to working in the industry and enhancing their employment opportunities. In this case the scenario relates to a student applying for a particular position within an organisation and progresses through to working for that organisation. Centres may prefer to use different scenarios for each task. It is essential, however, that the same organisation is used for each task.

Tasks

Command verbs have been highlighted to encourage students to focus clearly on the requirements. Tasks relate to the grading criteria across all mark bands and assessment objectives. Some tasks may, therefore, seem difficult to some students and the assignment may need to be adapted accordingly. Centres may prefer to set tasks that access higher grade boundaries within separate assignments. This could be presented to students later in the programme when higher academic skills have been developed. For some candidates who may be working at F/G level, it may be preferable to only include tasks that relate to that particular mark band, and possibly one higher.

For task 2, centres may want to specify a target market. Students are not graded on the target market they have selected. They are graded on how well the promotional materials link to the target market.

Task 3 is divided into a number of related activities. These could be further sub-divided to make them more accessible, particularly to the students working at F/G level. Part b) of the task is written towards the higher mark band. This may be a task that is presented to those that are working within mark band 2. Those working at F/G level could be given a more simplistic task that relates to mark band 1 or 2 criteria. Part c) again enables students to work towards mark band 3 where their conclusions need to be substantiated. For students working at F/G level, the task could be adapted so that they give a more personal, subjective evaluation.

Task 4 is also written towards the higher mark band. The results of the questionnaire will allow the candidate's conclusions to be substantiated. Again, if students are working at F/G level, the task could be adapted so that they can give a more personal, subjective evaluation or comparison.

Evidence required

These are specified and relate to the methods used by industry to make the assessment vocationally relevant. It clarifies to the student what is actually needed. This could also be presented as a checklist to encourage student's ownership of the process.

A range of evidence forms are suggested throughout the assignment. In some cases, students are advised that alternative approaches are acceptable. This takes account of individual needs and learning styles. Centres may prefer to adapt the evidence requirements to the resources available and the learning styles of the students. Consideration should be given to ensuring that centres do not create barriers to achievement by specifying evidence requirements that are not accessible to some students.

Submission deadline

It is useful to give students a submission date to encourage them to plan how to complete their work in line with industry practice.

Total marks available

This is taken from the assessment evidence grid and shows to students the number of marks available for each task.

Marks awarded

This is the criteria taken from the assessment grid to highlight to students how the quality of their work will be marked. This could be given in tabular form so that students can see it as a checklist. It could also be adapted as a feedback sheet to indicate the extent to which the outcomes have been achieved. No grades are awarded.

Unit 3: Customer Service in Leisure and Tourism

Unit aims

The aim of this unit is for students to appreciate the importance of customer service and develop the communication skills essential in the leisure and tourism industry. This unit draws upon the main principles of customer service for a range of individual customer needs. It will enable the student to differentiate between average and excellent customer service whilst appreciating the benefits of good service for both internal and external customers. The unit should develop awareness of handling complaints in leisure and tourism organisations as well as understanding the process for keeping customer records.

The aim of this guidance pack is to provide assistance and guidance for tutors involved in the delivery of this unit. The recommended teaching and assessment plan is a suggested way in which the unit outcomes can be achieved. It is not meant to be prescriptive but to offer ideas for an interactive way of teaching. This unit provides the underpinning knowledge and understanding in maintaining a good level of customer service in the leisure and tourism industry.

Unit topics

- 1 What is customer service?
- 2 Different types of customers.
- 3 Benefits of customer service.
- 4 Communicating with customers.
- 5 Personal presentation.
- 6 Handling complaints.
- 7 Keeping customer records.

Section 1: What is customer service?

Topic	Suggested delivery plan	Resources
What is customer service?	<ul style="list-style-type: none"> • Introduction to unit and assessment plan in small groups gets students to define customer service. • Discuss definitions as a class. • Produce a poster highlighting this definition. This can be placed on a notice board and can be drawn upon throughout this unit. 	Paper, pens, flip chart, glue, scissors, card, boxes Industry resources
Good and bad customer service	<ul style="list-style-type: none"> • Students to discuss own experiences of good and bad customer service. • Discuss responses. • Produce comic strip for leisure and tourism magazine. 	Activity 1a Paper, pens
Level of service	<ul style="list-style-type: none"> • Debate: How good is 99.9% • Summarise outcome. 	Activity 1b Flip chart, pens
Customer service situations	<ul style="list-style-type: none"> • Using posters showing the definition of customer service, discuss customer service situations, ensuring all aspects of WYNTL are covered. 	Activity 1c
Preparing for role-plays	<ul style="list-style-type: none"> • Working in groups, prepare equipment and props for customer service role-play situations. 	Activity 1d

Section 2: Different types of customers

Topic	Suggested delivery plan	Resources
Different types of customers	<ul style="list-style-type: none"> Review marketing unit and notion of different types of customers and meeting their needs. Give different types of customer from WYNTL. 	
Different needs	<ul style="list-style-type: none"> Discuss different needs. 	Activity 2a Brochures, pens
Internal and external customers	<ul style="list-style-type: none"> Explain what is meant by internal and external customers. 	
Meeting customer needs	<ul style="list-style-type: none"> Students attend an organised visit to a leisure and tourism organisation. 	Activity 2b
Understanding needs	<ul style="list-style-type: none"> Role-play activities to deal with a range of customer types. Visit to local leisure and/or tourism organisation. 	Set room up room using props from activity 1d.

Section 3: Benefits of customer service

Topic	Suggested delivery plan	Resources
Benefits of customer service	<ul style="list-style-type: none"> Students discuss the benefits of customer service. 	
Why customer service is essential	<ul style="list-style-type: none"> Produce a top ten chart. This should give the reasons why excellent customer service is so essential. This could be placed on the notice board. 	Paper, pen
How to improve	<ul style="list-style-type: none"> Students should watch an episode of Fawlty Towers. This should provide an opportunity to discuss areas for improvement as well as looking at missed opportunities for the hotel in the video. Other videos or programmes could be used as an alternative or as a comparison. 	TV and video, videos.
A better place to work	<ul style="list-style-type: none"> Presentation. 	Activity 3a
Improving chances of promotion	<ul style="list-style-type: none"> Students should discuss how excellent customer service can improve chances of promotion. 	Whiteboard, pen
Benefits of customer service	<ul style="list-style-type: none"> Students produce a newspaper article. 	Activity 3b

Section 4: Communicating with customers

Topic	Suggested delivery plan	Resources
Communicating with customers	<ul style="list-style-type: none"> Students are provided with an explanation of key terms. 	Props, costumes, pens, paper, glue, scissors Activity 4
Types of communication Appropriate methods of communication	<ul style="list-style-type: none"> Appropriate language. Pitch and tone of voice. Pauses and silences. Body language. Listening. Working in groups, students produce a video storyboard. They then act out the storyboard. 	
Appropriate questions	<ul style="list-style-type: none"> Explain the difference between open and closed questions. Students should produce a list of 10 open and 10 closed questions. 	Pen, paper
Work accurately Listen and respond to customers	<ul style="list-style-type: none"> Role-plays for suitable organisations within the leisure and tourism industry. 	Case studies, appropriate room layout using props from activity 1a

Section 5: Personal presentation

Topic	Suggested delivery plan	Resources
Personal Presentation First impressions	<ul style="list-style-type: none"> • Watch leisure and tourism video eg Disney video, airport, etc. • Discuss first impressions. 	TV and video whiteboard, pens
Own first impression	<ul style="list-style-type: none"> • Students should be given a selection of brochures, leaflets, manuals etc. The student is required to compare the selection given identifying the market they perceive the company is targeting. This activity requires the learner to give own first impression of each product. • Discussion of finding should be given and students should be aware of how an individual appearance can lead to assumptions. 	Brochures, leaflets, manuals, menus etc
Personal presentation	<ul style="list-style-type: none"> • Students should describe an outstanding personality. • Wordsearch. • Discuss which jobs should require uniforms and why (link to employment opportunities unit 1). • First impressions of leisure and tourism staff. • Staff handbook. • Students have key aspects of personal presentation from WYNTL and discuss when important. 	Activity 5a Activity 5b Activity 5c Images of people from leisure and tourism industry Pens, paper

Section 6: Handling complaints

Topic	Suggested delivery plan	Resources
Handling Complaints Types of complaints	<ul style="list-style-type: none"> • Students should have input on the types of complaints within the leisure and tourism industry. • Students to discuss communication methods used to deal with complaints. 	Flip chart, pens
Strategies	<ul style="list-style-type: none"> • Students to produce a flow chart on how to deal with complaints. 	Paper, pens
Dealing with complaints	<ul style="list-style-type: none"> • Role-plays – students should be set a series of role-plays that deal with a range of communication methods. Complaints could include the following: <ul style="list-style-type: none"> – cinema – person in front of customer has big hat on and therefore restricts view – health centre – overcrowding on gym equipment – overseas representative – building work – cabin crew – family seated at opposite ends of the aircraft – students can also be given letters of complaint to deal with. 	

Section 7: Keeping customer records

Topic	Suggested delivery plan	Resources
Keeping customer records Create customer files	<ul style="list-style-type: none"> Students should produce a database for a health club, travel agency or similar. 	Computer Case study files
Find and change existing records Show accuracy and confidentiality when working with customers' records	<ul style="list-style-type: none"> In-tray activity. 	Activity 7 Computer, pen, paper, brochures, leaflets Room to be set up as health centre, travel agency or similar

Activity 1a

Good and bad customer service

Scenario

You work for a leading leisure and tourism magazine. They have a regular weekly column on customer service. This month they are taking a light-hearted view. You have been asked to work with a colleague to produce a comic strip for next month's edition. The focus is for readers to clearly differentiate good and bad customer service.

In pairs you are to produce a comic strip.

You must consider the following:

- good service in leisure and/or tourism
- bad service in leisure and/or tourism
- the use of images.

Activity 1b

Is 'good' good enough?

Activity

You are required to participate in a debate.

Debate topic

To achieve 99.9% of luggage being correctly handled as a goal is both realistic and justifiable.

Activity 1c

Customer service situations

Activity

Produced a poster defining customer service. Look at your poster and think about what situations would require customer service.

List them below.

Your tutor is now going to show you some examples of customer service situations. Compare these with yours. Which are similar? Which are different?

Using the list your tutor has given, give a detailed description of a situation for a facility in two of the following leisure and tourism components:

- sport and physical recreation
- children's play activities
- tour operations
- transportation.

Activity 1d

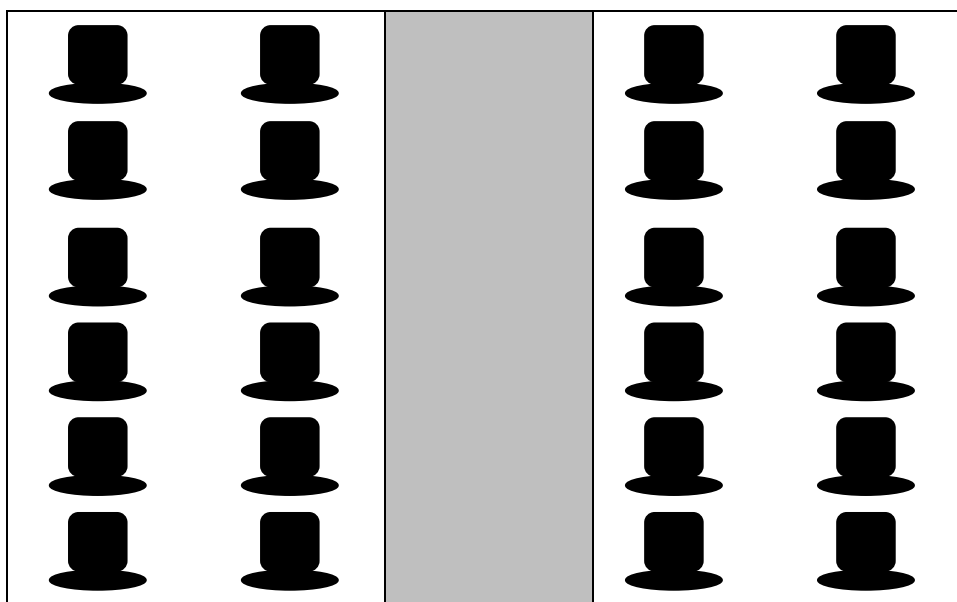
Leisure and tourism environments

To complete this unit you need to show your own customer service skills. You will be given lots of opportunities to practice in the classroom with role-plays. To help these be as realistic as possible, the classroom will need to be reorganised.

You will be divided into groups and each group will be given a different leisure and tourism environment. You are required to design the room layout, produce any 'props' and obtain the resources that are needed to turn the classroom into your leisure and tourism environment.

Example:

You might be told that you have to turn the room into an aeroplane. Your room layout would show desks put to the side of the room and chairs put into four columns with an aisle between like this:



For the props you could take a plastic cup and attach elastic to two sides so that it looks like an oxygen mask. You could take sports bibs and attach a whistle to make them look like life jackets and you could produce a safety card that goes into seat backs. For other resources you could get a tray, plastic cups and teapot/coffee pot.

See if you can think what to do to create:

- a travel agency
- a leisure centre reception
- a tourist office
- a theme park ride
- a children's' play park (perhaps in your school gym)
- a hotel reception.

Activity 2a

Customers' needs

This activity should improve your awareness of customer needs. Through completing this activity you should be:

- familiar with the needs of a range of customer types
- understand how to meet customer needs
- improve your knowledge of the different areas within the travel industry

Activity

Using a brochure, select a destination and accommodation property that you feel would meet the customer's needs. For each scenario you must explain your choice.

Scenario 1

A young family wishes to go on holiday abroad. The family comprises two adults and two children aged five and two years. They are looking to travel from Newcastle on approximately 28th June. Mum has requested a day flight, as she is worried about Baby Carly who is still in a pushchair. They wish to go for two weeks.

They are looking for a hotel with a kids club for Jenny the eldest child. A pool has also been requested. They would prefer for breakfast and dinner to be included in the cost.

Answer

Destination:

.....

Accommodation:

.....

Reason for choice:

.....

.....

.....

.....

Scenario 2

Mr James wishes to go Amsterdam on business. He would like to travel from Newcastle on Sunday 4th February and return on Monday 5th. He has requested early morning flights going out and an afternoon flight on his return journey. His first meeting is in central Amsterdam and the second meeting is at the airport. Mr James will need a comfortable hotel. The company will be paying for his trip.

Answer

Hotel: _____

Reason for choice: _____

Business travellers have different needs to leisure travellers.

Explain how they differ:

Now think about adults with young children.

How can the needs of adults with young children be met in the following areas?

Travel agency: _____

Leisure centre:

Hotel:

Airport:

Cinema:

Train:

Theatre:

Individual needs

What things can you do to meet the following customer needs?

Individuals	Groups	People of different ages	People of different cultures	Non-English speaking	People with specific needs (eg wheelchair access)	Business people

Activity 2b

Visiting a leisure and tourism organisation

A visit has been arranged to a local leisure and tourism organisation. Before you go on your visit, find out as much information as you can about the products and the services that it offers.

One of the things you are going to look for during your visit is the types of customers it has. Write a list here of the types of customers you think you will see based on the information you have about the organisation.

List here the types of customers you saw during your visit.

Now compare your ideas with what you actually saw.

What needs do the customers of this organisation have?

How does the organisation meet these needs?

What else could they do to meet these needs?

Activity 3a

A better place to work

You work for a leisure and tourism organisation of your choice. Your manager is very worried about staff morale in the office and has asked you to do some research. You have been asked to find specific information and to present your findings in the form of a short presentation. The information requested is:

- how should staff be treated
- how should staff treat other colleagues
- the benefits of your suggestions
- what can the organisation do to make the workplace more pleasant?

Activity 3b

Getting the right people

You have just won £6 million and have decided to invest your money in a new business. Your research tells you that leisure and tourism is a growing industry. You have never worked in leisure and tourism before and have also never been a boss. You know that in leisure and tourism it is important to recruit the right staff. A new friend (an entrepreneur) has told you that the secret of his success is excellent customer service.

Tasks

Choose a business within the leisure and tourism industry that you would consider investing your money in.

Write a job advert so that you can recruit the right type of person(s) to your organisation.

First impressions are important to you. What will you be looking for in your applicants, and why? Produce some notes to discuss with the entrepreneur.

Produce a press release for a newspaper explaining how you anticipate your company will become a market leader.

Activity 4

Communication

You now know what is meant by:

- appropriate language
- pitch and tone of voice
- pauses and silences
- body language
- listening

Task 1

Working in a small group, choose a leisure and tourism facility and produce a storyboard for a training video which shows the importance of good communication to leisure and tourism organisations. In the storyboard, show what happens if communication is misinterpreted.

Task 2

Act out your storyboard to the rest of the class.

Activity 5a

Personal presentation

The area of personal presentation can be quite sensitive and certainly is open to subjectivity. What is considered appropriate in some aspects of the leisure and tourism industry would be regarded as unsuitable in other areas of business. For example, people at the gym wear casual clothing compared to the dress and appearance of an air cabin crew.

You are to use the images of people that work within leisure and tourism. Using these images answer the following.

- 1 What is your first impression of the personal presentation?
- 2 What was your image of the presentation for this type of job?
- 3 What image is the organisation trying to create?

Activity 5b

An outstanding personality

An outstanding personality is:

CHARISMATIC ENTHUSIASTIC FRIENDLY COMMITTED

SPARKLING SMILING DYNAMIC HAPPY

CONSIDERATE PROFESSIONAL

Find the above words in the wordsearch:

S	G	U	K	B	N	R	C	L	P	D	E	T	T	I	M	M	O	C	W
Z	Q	E	T	P	M	I	O	H	K	L	Y	V	H	N	M	Y	F	D	S
V	S	M	I	L	I	N	G	K	Y	E	A	P	G	R	P	G	S	V	U
B	I	R	G	C	A	E	R	G	B	I	Y	T	P	S	S	T	H	Y	T
T	P	L	R	S	A	C	O	N	S	I	D	E	R	A	T	E	E	T	O
F	T	H	S	A	S	R	U	J	Y	I	T	D	S	A	H	A	E	X	R
S	T	F	G	C	I	T	S	A	I	S	U	H	T	N	E	J	R	S	A
S	S	U	V	E	X	H	I	T	S	A	D	A	A	F	K	G	F	Y	S
A	V	P	E	Y	J	O	T	N	N	O	Y	I	Y	F	D	S	D	L	G
Y	S	M	A	Y	R	S	I	T	D	H	N	I	L	P	O	N	Y	D	E
U	A	E	G	R	J	K	M	R	O	C	A	B	E	Y	R	T	X	N	U
I	O	W	B	C	K	Z	V	H	U	O	M	Y	R	W	Q	D	H	E	A
I	E	A	F	Y	J	L	E	Y	H	M	I	O	P	N	C	X	R	I	O
Q	C	I	T	A	M	S	I	R	A	H	C	S	G	Y	J	K	C	R	O
R	H	J	R	D	S	S	C	N	Y	P	T	T	M	M	J	H	Y	F	E
O	J	T	A	A	G	C	F	T	G	C	J	Y	U	O	P	M	D	T	A
D	R	A	P	I	L	A	N	O	I	S	S	E	F	O	R	P	A	N	I
R	E	Q	L	K	M	P	O	J	R	S	B	P	L	K	H	G	T	U	M
D	R	O	T	H	Y	T	T	C	N	T	R	S	A	L	B	C	S	P	T
S	S	H	U	O	I	P	P	Q	X	N	M	R	E	W	A	X	P	O	U

Activity 5c

Staff handbook

Produce a handbook for new employees for a leisure and tourism organisation. The staff handbook must address the following:

- dress
- personal hygiene
- personality
- attitude
- behaviour.

Activity 6

The room should be set up like the environment used for role-plays. Students should be given specific roles ie customers, employees.

Each student should be given a scenario that highlights a series of activities. For example, one customer may telephone with a change of address, another may call in to add a child to a booking or club.

A series of activities should be given, some of which may be in writing (the post may arrive). There could be emails and/or memos. There could also be answerphone messages to transcribe or students could be asked to leave messages in the role-play.

The in-tray activity should endeavour to give the opportunity to deal with the following:

- different types of customers
- complaints
- evidence of accuracy and confidentiality
- receiving and passing on messages
- giving advice
- providing assistance
- working effectively with colleagues
- communicating – verbally and non verbally.

Suggested assessment activities

Assessment activity 1

Introduction

This is the first of four assignments for this unit. You will need to choose a leisure and tourism organisation for the first three assignments. All tasks for these three assignments must use the **same** organisation. Each task will be awarded a number of marks. You must complete all tasks on your own although if you find any part of the assignment difficult you should discuss it with your tutor.

Read through all the tasks before you choose your organisation. Make sure you will be able to find all the information you will need. Check your choice with your tutor before you start the first task.

Scenario

You work in the human resources department of your chosen organisation. The following memo has been received by your department.

M E M O R A N D U M			
TO:	Human Resources Department	FROM:	Quality Manager
DATE:	xxxxxx		
RE:	Customer Complaints		
<p>In the last three months there has been an increase in the number of complaints we have received from our customers. Over 80% of these complaints are about the level of customer service in all areas. When I have tried to investigate these complaints, I find that there are few records.</p> <p>I would like you to increase the amount of training we do on customer service.</p> <p>Thank you</p>			

The departmental manager has discussed this with the quality manager. They have now asked you to assist them.

Task

Produce a poster, which can go onto the staff notice board in each department. The poster should include:

- the situations that require staff to have contact with customers
- a description of these situations; the description could be put on a separate notice
- the types of customer records that should be completed in each of the situations in the poster; these records should also be described.

Note: If you feel you would prefer to present your task in another way, you should discuss this with your tutor.

Evidence required

Poster(s) with supporting notice(s) if necessary.

Submission deadline:	xx/xx/20xx
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Total marks available:	7
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Marks awarded as follows:

- 1-3 for 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
- 4-5 for a clear and coherent description of a range of situations that require staff to have contact with customers that would be completed for each situation
- 6-7 for 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.

Assessment activity 2

Introduction

This is the second of the four assignments for this unit. Remember you must relate the tasks to the **same** organisation you used in assessment Activity 1.

Scenario

You now work as a quality assistant in the quality department of your chosen organisation. Your manager is still concerned about all the complaints the company is receiving and has asked for a report into the customer service.

Task

You are to investigate customer service in your organisation. You are to send a memo to your manager that includes:

- an assessment of the ways in which your organisation meets the needs of its different customers
- an assessment of the methods of communication used by staff
- an assessment of the way the organisation deals with complaints.

Evidence required

Memo to your manager

Submission deadline:	xx/xx/20xx
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Total marks available:	13
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Marks awarded as follows

- 1-5 for 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.
- 6-9 for 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.
- 10-13 for 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.

Assessment activity 3

Introduction

This is the third assignment for this unit. Although the scenario has changed, you must continue to relate all tasks to the same organisation used for the first two assignments.

Scenario

You are employed by 'Leisure and Tourism News'. It is a weekly newspaper, produced for people working in the leisure and tourism industry. It has lots of topical news, job adverts and regular features on products and services. It also has a 'mystery shopper' section each week. A member of their staff goes into an organisation and evaluates their customer service. The member of staff produces an article for the paper.

Task

You are to find out how good the organisation is at providing customer service. You are to **analyse** and **evaluate** the appropriateness of the customer service provided by your organisation making **recommendations** for improvement of any weaknesses identified.

Evidence required

An article that could appear in a weekly leisure and tourism publication.

Submission deadline:	xx/xx/20xx
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Total marks available:	17
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Marks awarded as follows

- 1-7 marks for an ability to review and comment appropriately on the level of customer service provided by the organisation, reaching straightforward conclusions.
- 8-12 marks for an ability to review and evaluate in some depth the level of customer service provided by the organisation, reaching reasoned conclusion and suggesting improvements.
- 13-17 marks for an ability to analyse and evaluate customer service provided by the organisation, reaching substantiated conclusions, suggesting improvements and justifying recommendations.

Assessment activity 4

Introduction

This is the final assignment for this unit. You do not need to relate the task to your chosen organisation. For this assignment, you are assessed on your own customer service skills.

Task

You will be given details of a number of customer service situations, the role you will need to play and the resources you will have available eg:

- you are a receptionist at a leisure centre when a customer asks about herself and her child becoming members
- you are a travel consultant and a customer comes in wanting to go to Ibiza with some friends
- you are an overseas representative giving a welcome meeting to new arrivals at your hotel
- you work in a bowling alley and a group of friends want to book two lanes for an hour that evening

One situation will involve dealing with a complaint.

You will need to adapt the role you are given to provide customer service. You will be assessed on how you deal with each of the customers in all of the situations.

Evidence required

Completed customer records for each enquiry (if appropriate) and tutor witness testimonies (a sample is attached).

Submission deadline:	xx/xx/20xx
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Total marks available:	13
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Marks awarded as follows

- 1-5 marks for an ability to communicate with some customers in a manner that is helpful and friendly and to deal in part with a customer complaint.
- 6-9 marks for 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.
- 10-13 marks for 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.

Tutor notes

To be read in conjunction with assessment activities.

These assignments are structured in a way that incorporate best practice in assignment writing as indicated in Edexcel Training materials. These assignments have a common format throughout and include an introduction to the assessment for the unit, a scenario, tasks, evidence requirements, submission deadlines, marks available and how marks are awarded. It is essential that this format is explained to students in advance so that they know where to find appropriate information.

These tutor notes use the same headings and provide amplification on their use.

Introduction

This sets the context for the assignment and explains, in general terms, the assessment for the unit. This example is presented as four separate assignments. Students may benefit from seeing all assignments to assist in selecting an appropriate organisation on which to base their evidence. Centres may prefer to present this as one assignment with three tasks.

Some centres may prefer that all students in a group investigate the same organisation, perhaps as a result of a visit to the organisation or a presentation from a guest speaker. The introduction should, therefore, be adapted. The current format enables the students who have a particular interest in an organisation or sector of the industry to pursue that interest. It is anticipated that, as a result, they would be more motivated and achieve an outcome in line with their ability.

Scenario

It is useful to set the assessment activities within a vocational context so that students can see the relevance of their learning to working in the industry and so enhance their employment opportunities. In this case, each assignment has a different scenario giving the student a different role in a different context but always relating to the same organisation. It is essential that the tasks relating to outcomes a, b and c have a scenario related to the same organisation.

Tasks

Command verbs have been highlighted to encourage students to focus clearly on the requirements. Tasks relate to the grading criteria across all mark bands and assessment objectives. Some tasks may, therefore, seem difficult to some students and the assignment may need to be adapted accordingly. Centres may prefer to set tasks that access higher grade boundaries within separate assignments. This could be presented to students later in the programme when higher academic skills have been developed. For some candidates who may be working at F/G level, it may be preferable to only include tasks that relate to that particular mark band, and possibly one task which relates to a higher band.

For the second assignment, students are asked to assess various aspects of customer service within the organisation. Effectively they are to carry out an audit and comment on its operation within the organisation. They may, for instance, state that staff communicate by telephone, memo and face-to-face but there is no email access. They may then comment on the difficulties this creates within the organisation. The focus is very much on the practices and procedures that are in place and whether they are followed and are sufficient. It is viewed from an organisational perspective.

For the third assignment, students are to evaluate how customer service provision meets customer needs. This is to be viewed from a customer perspective.

Evidence required

This is specified and relates to the methods used by industry to make the assessment vocationally relevant. It clarifies to the student what is actually needed. This could also be presented as a checklist to encourage student ownership of the process.

A range of evidence forms is suggested throughout the assignment. In some cases, students are advised that alternative approaches are acceptable. This takes account of individual needs and learning styles. Centres may prefer to adapt the evidence requirements to the resources available and the learning styles of the students. Consideration should be given to ensuring that centres do not create barriers to achievement by specifying evidence requirements that are not accessible to some students.

Submission deadline

It is useful to give students a submission date to encourage them to plan how to complete their work in line with industry practice.

Total marks available

This is taken from the assessment evidence grid and shows to students the number of marks available for each task.

Marks awarded

This is the criteria taken from the assessment grid to highlight to students how the quality of their work will be marked. This could be given in tabular form so that students can see it as a checklist. It could also be adapted as a feedback sheet to indicate the extent to which the outcomes have been achieved. No grades are awarded.

Sample Assessment Checklist

Customer service

Name of school:	
GCSE Leisure & Tourism (Double Award)	
Unit 3: Customer Service in Leisure and Tourism	
Student name:	

Scenario

Give details of scenario as presented to the student. Include type of customer.

Details of customer service provided

Write a commentary of student performance against headings given.

Appearance	
Attitude/personality (friendly)	
Behaviour (helpful)	
Customer greeting	
Questioning	
Oral communication	
Listening	
Body language	
Customer records	
Accuracy	
Confidence	

Assessment decision

Explain here the assessment decisions made.

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Signed:

(Assessor)

Date:

Signed:

(Student)

Date:

Examples of customer service situations

- Where the school organises visits and trips for students that can be related to leisure and/or tourism, those being assessed could take some responsibility. They could keep records of parental consent forms (subject to confidentiality). They could compile lists of students, meet coach on arrival, liaise with coach driver regarding programme, meet students and check off on list, give information using microphone, greet students on return, check off students from list, ensure no issues with students (customers), liaise with coach driver, ensure coach clean and tidy.
- Students take on role of travel consultant. Customer comes in wanting a holiday to Majorca. They have to look through brochures to find correct resort and hotel, calculate cost, offer discounts, complete enquiry and booking form and receipt for deposit payment.
- Students take on role of waiter/waitress in restaurant. Customer arrives and has reserved a table. There is no record of reservation and restaurant is fully booked.
- Students take on the role of train manager. They have to announce that a train is delayed by 45 minutes. They then walk through the train and customers are annoyed about delay and/or concerned about missing a connecting train.
- Students take on role of leisure centre receptionist. Customer arrives wanting to become a member. Student explains membership information and completes membership form and issues receipt for payment.

Internal assessment procedures

Supervision of students and authentication of work submitted

Students must submit a portfolio of work for each of the two internally assessed units. 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.

The GCSE, GCE, VCE and GNVQ Code of Practice requires assessors to record full details of the nature of any assistance given to individual candidates 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 the 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 student processing skills are being assessed, it is important that witness statements and observation records are completed by assessors, to authenticate student work and provide evidence that students have achieved the level of performance required in the assessment grid.

Assessment

The work of each student must be assessed using the assessment evidence grids, which contain criteria statements and bands of response. The assessment must be recorded by centres on the mark record sheets which are used to convert achievement levels to marks. A copy of these forms are contained in the appendix at the back of this document and should be photocopied and attached to each student's portfolio.

Annotation

Annotation is a mandatory requirement for internally assessed work and is used to:

- help the moderator to understand how and where marks for each assessment criteria have been awarded
- describe where students have received help beyond normal learning support or where students have been rewarded for initiatives that are not immediately apparent from the evidence presented
- explain any other features of a student's work that will assist the moderator in understanding how a particular assessment was arrived at.

The minimum requirement for annotation is to complete the annotation column on the mark record sheet by listing the portfolio page numbers where evidence can be found for each of the assessment criteria.

Further comments can be carried out on the back of the mark record sheet. Detailed annotation will help a moderator to agree a centre's marks. Annotation should not be written directly onto student work.

Standardisation within the centre

It is the centre's responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standard and that an accurate rank order is established.

Internally assessed portfolios

Following assessment, all portfolios must be available for inspection by Edexcel. Each student's portfolio should contain only the work used for awarding marks in the assessment.

Portfolios must have a title page with the relevant specification name and number, candidate name, candidate number, centre name, centre number, and date. The first page of the portfolio should be a contents list and pages should be numbered throughout the portfolio.

A sample of the work will be requested and must be sent to Edexcel to arrive no later than May 15th in the year of the examination. No practical work is to be submitted to Edexcel unless specifically requested.

The moderated coursework will be returned to centres in the autumn term in the year of the examination. Edexcel reserves the right to retain examples of folders for archive, grading or training purposes.

Support and training

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
- examiner reports
- the Edexcel website – www.edexcel.org.uk.

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

Further information on professional development and training programmes can be obtained from Customer Services on: 0870 240 9800.

E-mail for enquiries – trainingenquiries@edexcel.org.uk

E-mail for bookings – bookingenquiries@edexcel.org.uk

Information concerning support material can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Notts. NG18 4FN

Tel: 01623 467467

Fax: 01623 450481

E-mail: publications@linneydirect

Suggested resources

Text books

Most educational publishers have plans to produce specific textbooks for the qualification.

Textbooks relating to the current GNVQ Foundation and Intermediate Leisure and Tourism specifications may also be of assistance. Some AVCE Leisure and Recreation and Travel and Tourism textbooks may also aid students – particularly those capable of achieving higher grades.

Burton J and Burton L – *Interpersonal Skills for Travel and Tourism* (Longman, 1995)

This book provides useful information on selling skills, handling complaints and presentations. It includes suggested activities that would be useful for customer service related units.

Cambridge Training and Development Ltd – *Intermediate Leisure and Tourism* (Oxford University Press, 2000)

This book has been revised for the new 2000 specifications. It contains information, activities and guidance for the compulsory units. The activities could be used to generate assignments.

Cambridge Development and Training Ltd – *Advanced Leisure and Recreation* (Oxford University Press, 2000)

This book has been revised to meet the 2000 specifications, so it is applicable to the newly titled Vocational A Level Leisure and Recreation. It contains information, activities and guidance for the compulsory units. The activities could be used to generate assignments.

Cambridge Training and Development Ltd – *Advanced Travel and Tourism* (Oxford University Press, 2000)

This book has been revised to meet the new specifications. It contains information, activities and guidance for the compulsory units.

Dale G and Oliver H – *Travel and Tourism for Vocational A Level* (Hodder & Stoughton, 2000)

Covers the six compulsory units for the new 2000 specifications. It includes case studies and company profiles and relevant tasks, activities and sample assessment.

Gibson J and Wood I – *Vocational A Level Leisure and Recreation* (Longman, 2000)

The title provides coverage of the latest GNVQ specifications. It contains practical activities to test students' knowledge and comprehension. There are also case studies to illustrate theory with real-life situations and evidence gathering assignments are also provided.

Gow M – *Foundation Leisure and Tourism Activities* (Hodder & Stoughton, 1997)

This book has activities related to the GNVQ Foundation Leisure and Tourism.

Hayward P – *GNVQ Leisure and Tourism Intermediate* (Heinemann, 2000)

This text contains the compulsory units and all the Edexcel options for students taking a full award. The book contains all the underpinning knowledge required by the new specifications. There are also assignments at the end of each section to give students the opportunity to collect evidence for their portfolio.

Holloway J – *Business of Tourism – 5th Ed (Longman, 1998)*

This fifth edition provides information on the development of the tourism, the structure of the industry and chapters on different sectors. Written at an appropriate level for AVCE with relevant general information on the industry. 6th edition expected November 2001

Jones C and Radcliffe M – *Foundation GNVQ Leisure and Tourism (Longman, 2001)*

This book covers the three compulsory units for the Foundation GNVQ. It includes case studies and activities linking theory with real-life situations

Knight A – *Effective Customer Care: for Voluntary and Community Organisations (ILAM, 1999)*

A practical guide on rules of good customer care.

McQuade S – *Leisure and Recreation for Vocational A Level (Hodder & Stoughton, 2000)*

This book has been designed to fully cover the compulsory units for the new specifications.

Middleton V and Clarke J R – *Marketing in Travel and Tourism (Heinemann, 2001)*

This new edition gives theoretical input on marketing concepts in a vocationally relevant context. It has interesting examples of marketing activities and case studies including ICT and the role of the internet. Useful for marketing related units but many case studies may also assist with delivery of option units relating to attractions, travel agencies, tour operators and transport operators.

Outhart T – *Leisure and Tourism for Intermediate GNVQ – 2nd Ed (Collins, 2000)*

This book supports the delivery of the GNVQ Leisure and Tourism.

Outhart T – *Leisure and Recreation for Vocational A Level (Collins, 2000)*

This book provides material to meet the six compulsory units of the 2000 specifications for Vocational A Level Leisure and Recreation. It consists of activities, case studies, articles and extracts from websites and also has sections on building learning and on resources available

Outhart T – *Travel and Tourism for Vocational A Level (Collins, 2000)*

This book has been designed to meet the 2000 specifications for the compulsory units of the Vocational A Level.

Pearson S, Nichol S and Kemp K – *Intermediate GNVQ Leisure and Tourism – 2nd Ed (Longman, 2000)*

Written by practitioners who have experience of delivering the qualifications and this is reflected in the text. There are case studies and assignments.

Prosser R – *Leisure, Recreation and Tourism – 2nd Ed (Collins, 2000)*

This is a general text that has some useful background information for students.

Reily Collins V – *Careers in the Travel and Tourism Industry (Kogan Page, 1997)*

This fully revised and updated guide offers a wide overview of the main career opportunities in hotels, restaurants and travel agencies and the jobs that involve travelling as tour managers or on board cruise liners. It explains the roles of many employers and the prospects a recruit can expect. As well as outlining the conditions of work, it provides information on the practical aspects of getting into the travel business with a section on entry requirements, training and qualifications.

Roberts I – *Advanced Leisure and Recreation* (Heinemann, 2000)

This book offers material matched to the compulsory units of Advanced Leisure and Recreation. There are also unit assignments to give students the opportunity to collect evidence for their portfolio.

Rodgers J – *Advanced Travel and Tourism* (Heinemann, 2001)

This book offers material matched to the new specifications. The text covers all the compulsory units of the award. There are also unit assignments to give students the opportunity to collect evidence for their portfolio. There are also case studies drawn from contemporary business.

Saipe R – *Leisure and Recreation for Vocational A Level* (Stanley Thornes, 2001)

This text covers the compulsory units for Leisure and Recreation AVCE. It has assignments and activities to assist students in generating evidence.

Vranic J – *Intermediate Leisure and Tourism* (Hodder & Stoughton, 2000)

The book covers the three compulsory units and case studies to consolidate learning.

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

This book gives an overview of the tour-operating sector of the industry including packaging and pricing, brochure production and marketing. It also gives details on how tour operators have adapted to the EC Directive. Background information for tour operations optional units.

Youell R – *Vocational A Level Travel and Tourism* (Longman, 2000)

This book covers every element of all the compulsory units for the AVCE. Each of the units has up-to-date data on the travel and tourism industries. The book is written with a range of activities, group discussion questions, case studies, website references and assignments to help students generate evidence and demonstrate key skills. It is applicable to all awarding bodies and includes sample external test questions to enable students to become familiar with the examination format.

Reports

Countryside Agency – *Sustainable Rural Tourism: Opportunities for Local Action* (1995)

This report gives case studies for marketing, and countryside recreation, which may be a useful resource for units relating to these topics.

Leisure Industries Research Centre – *Leisure Forecasts 2001-04* (ILAM, 2000)

Statistics on general leisure trends from 1994 – 2004 including leisure in the home and leisure away from home, holidays and tourism.

Tutor support materials

The three awarding bodies, AQA, OCR and Edexcel all plan to produce tutor support materials. These will include details of suitable resources, sample schemes of work and teaching activities. Tutor support materials relating to current GNVQ Foundation and Intermediate Leisure and Tourism may also be of use to teachers.

Edexcel – *Tutor Support Materials for Foundation and Intermediate Leisure and Tourism* (Edexcel, 2001)

These materials contain unit-by-unit support for the qualifications. Each unit consists of an introduction and suggestions for linking to other units, for co-teaching and for the development of key skills. There is a topic breakdown for teaching the unit together with a series of teaching activities to cover all the underpinning knowledge. There are suggestions for assessments, a number of skeleton activities and sample assignments. In addition there is a list of additional resources from videos to journal articles.

Hayward P – *Intermediate Leisure and Tourism – Tutor Resource File* (Heinemann, 2000)

This file provides support material for the compulsory units at Intermediate Level GNVQ Leisure and Tourism. There is introductory material on how to run GNVQ courses, how to brief and assess students and how to integrate key skills.

Mountjoy R W – *The Leisure and Tourism File* (Wessex Publications, 1997)

36 resource files on topics such as the structure of the industry, health and safety, transport and attractions.

QCA – *Part One GNVQ Handbook Leisure and Tourism* (QCA, 2000)

This provides guidance on planning, management and resources of the qualification. It also includes an exemplar five term plan for delivery.

Roberts I – *Leisure and Recreation Advanced – Tutor Resource File* (Heinemann, 2000)

This file provides photocopiable material to complement the student book. Answers to the case studies and tasks in the student book are provided. There are also assignments.

Rodgers J – *Advanced Travel and Tourism GNVQ – Tutor Resource File* (Heinemann, 2002)

The file provides support for the delivery of the AVCE Travel and Tourism. It is designed to complement the student book with answers to case studies and tasks provided.

Videos

Coleman C – *Tackling Tourists* (English Heritage, 1997)

A 30 minute video giving an insight into visitor management focusing on human resources, marketing and customer service. It follows the guides and custodians at the secret wartime tunnels of Dover Castle as they look after visitors and shows how advertising, sales promotion and direct marketing contribute to the success of the attraction.

Punt S – *I am a Tourist* (English Heritage, 1996)

A video looking at customer care, health and safety and marketing at Dover Castle.

Tourism Concern – *Looking Beyond the Brochure* (Tourism Concern, 1999)

A 20 minute video and teaching booklet examining tourism in Gambia.

TV Choice – *Inside a Leisure Business* (TV Choice, 2001)

A video which looks at the organisation and operation of a multiplex cinema. Support literature is also available.

TV Choice – *Inside a Travel Business* (TV Choice, 2001)

A video which profiles the organisation of a travel business that includes a travel agency and tour operator. Support material is also available.

TV Choice – *Marketing Leisure* (TV Choice, 1993)

A video that critically examines the marketing mix at a major leisure centre. Support literature is also available.

TV Choice – *Marketing a Theme Park – The Alton Towers Story* (TV Choice, 1998)

This consists of a 35 minute video showing how the Oblivion ride was launched and how it plays a key role in the marketing mix. It includes information on special promotions, coach operators, TV advertising and PR strategy. A support booklet is also available.

TV Choice – *The Holiday Resort* (TV Choice, 1997)

A video which profiles the marketing of four small firms in the seaside resort of Broadstairs, Kent. Support material is also available.

TV Choice – *Too Much Tourism* (TV Choice, 2001)

A video which profiles the Lake District and the impact of tourism. Support material is also available.

Journals, magazines and trade publications

Insights' (ETC)

Bi-monthly publication – this contains a series of contemporary articles on tourism activities mainly in the UK. There are also market intelligence reports and statistics. Back issues can be purchased.

Leisure and Recreation Class Resource Book (Travel Tourism Teaching)

This provides information on sports and recreation leadership, health and safety and leisure facility management.

Leisure Management and Leisure Opportunities (Leisure Media Co Ltd)

For the cost of subscription you receive Leisure Management monthly and Leisure Opportunities fortnightly. These journals contain articles on contemporary issues facing leisure and tourism together with market research reports. Employment opportunities are also included.

Travel and Tourism Teaching Magazine (Travel Tourism Teaching)

This is a specialist magazine, which contains teaching tips, destination reports and classroom resources. A publication with information and activities.

Travel and Tourism Class Resource Book (Travel and Tourism Teaching)

This booklet contains information related to tourism development, customer service and matching client types.

Travel Trade Gazette (CNP Information Ltd)

This is a weekly journal and subscribers receive 50 copies per year. It incorporates sections on different sectors of the industry with a wide range of articles and topical information. Profiles on products, services and destinations are also included together with employment opportunities.

Information sheets and leaflets

ETC – Providing Service for All in Education (1996)

Gives practical advice on how schools and colleges can improve students understanding of the needs of tourists with disabilities. May be useful when teaching customer service.

ETC

0870 606 7204

English Heritage – English Heritage Information Sheets

A series of information sheets available on each English Heritage site. Available from:

Liz Hollinshead
23 Saville Row
London
W1X 1AB

SPRITO – Industry Welcome Pack

A pack to cover industry awareness, employment areas and opportunities

Sport England – Sport England Factsheet (2000)

This explains all about Sport England with information about the main programme areas. It is also available on CD ROM. To order copies, telephone 0870 521 0255

Web addresses

National Training Organisations (NTOs)/Sector Skills Councils (SSCs)

Cultural Heritage	www.chnto.org.uk
Early Years	www.earlyyearsnto.org.uk
Hospitality Training Foundation	www.htf.org.uk
Sport, Recreation and Allied Occupations (SPRITO)	www.sprito.org.uk
TTENTO (Travel, Tourism Services and Events)	www.ttento.co.uk

Tour operators

Airtours	www.airtours.com
Cosmos	www.cosmos-holidays.co.uk
First Choice	www.firstchoice.co.uk
Inghams	www.ingham.com
Superbreaks	www.superbreak.com
Travelbag	www.travelbag.co.uk
Wallace Arnold	www.wallacearnold.com

Travel agencies

Going Places	www.going-places.co.uk
Lunn Poly	www.lunnpoly.co.uk
Thomas Cook	www.thomascook.co.uk

Sport and physical recreation

British Olympic Association	www.olympics.org.uk
London Marathon	www.londonmarathon.co.uk
Manchester United	www.manutd.com
Sportsaid	www.sportsaid.org.uk
Sports Coach UK (Formally NCF)	www.sportscoachuk.org
Sport England	www.sportengland.org.uk
Wimbledon Tennis Championships	www.wimbledon.com

Arts and entertainment

Arts Council	www.artscouncil.org.uk
UCI Cinemas	www.uci-cinemas.co.uk
Odeon Cinemas	www.odeon.co.uk
London Theatre Guide	www.londontheatre.co.uk

Countryside recreation

National Trust	www.nationaltrust.org.uk
Countryside Agency	www.countryside.gov.uk
The Countrylovers' Website	www.countrylovers.co.uk
Ramblers Association	www.ramblers.org.uk

Home based leisure

Blockbuster Video www.blockbuster.co.uk

Comet www.comet.co.uk

Currys www.currys.co.uk

Dixons www.dixons.co.uk

Global Video www.globalvideo.co.uk

Nintendo www.nintendo.com

Sega www.sega.com

Sony Playstation www.playstation.com

Waterstones www.waterstones.co.uk

Children's play activities

National Children's Bureau www.ncb.org.uk

Visitor attractions

Alton Towers www.alton-towers.co.uk

English Heritage www.english-heritage.org.uk

National Trust www.nationaltrust.org.uk

Tower Bridge Experience www.towerbridge.org.uk

Accommodation and catering

Best Western	www.bestwestern.co.uk
Centerparcs	www.centerparcs.com
Holiday Inn	www.holidayinns.co.uk
Radisson Hotels	www.radisson.com
Rock Garden	www.rockgarden.co.uk
Youth Hostels Association	www.yha.org.uk

Tourist information and guiding services

British Tourist Authority	www.visitbritain.com
The Department for Culture, Media and Sport	www.culture.gov.uk
English Tourism Council	www.englishtourism.org.uk
The Guild of Registered Tourist Guides	www.blue-badge.org.uk
Northern Ireland Tourist Board	www.ni-tourism.com
Scottish Tourist Board	www.holiday.scotland.net
Wales Tourist Board	www.tourism.wales.gov.uk

On-line travel services

Cheap Flights UK and Ireland	www.cheapflights.com
deckchair.com	www.deckchair.com
ebookers.com	www.ebookers.co.uk
Easyjet.com	www.easyjet.com
Expedia.co.uk	www.expedia.co.uk
Freedom Direct	www.freedomdirect.co.uk
lastminute.com	www.lastminute.com
Priceline	www.priceline.co.uk
Worldspan	www.worldspan.com
Transportation	
Air 2000	www.air2000.co.uk
Avis	www.avis.co.uk
British Airports Authority	www.baa.co.uk
British Airways	www.britishairways.com
British Midland	www.flybmi.com
Dover Harbour/Port of Dover	www.doverport.co.uk
GNER	www.gner.co.uk
Hertz	www.hertz.co.uk
National Express	www.nationalexpress.co.uk

National Rail Enquiries www.railenquiries.co.uk

Virgin Atlantic www.virgin-atlantic.com

Virgin Trains www.virgintrains.co.uk

Trade and professional organisations

Association of British Travel Agents (ABTA) www.abtanet.com

British Incoming Tour Operators Association (BITOA) www.bitoa.co.uk

Institute of Leisure and Amenity Management (ILAM) www.ilam.co.uk

Institute of Travel and Tourism (ITT) www.itt.co.uk

Public sector

Foreign Office www.fco.gov.uk/travel

General

Advertising Standards Agency www.asa.org.uk

Geographical Association www.geography.org.uk

Green Globe 21 www.greenglobe21.com

leisuretourism.com www.leisuretourism.com

Royal Geographical Society www.rgs.org

Travel and Tourism Teaching.co.uk www.traveltourismteaching.co.uk

Travel Weekly www.travelweekly.co.uk

World Tourism Organisation www.world-tourism.org

World Travel and Tourism Council (WTTC) www.wttc.org

Appendices

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Appendix 1 – Mapping of GCSE in Leisure and Tourism (Double Award) Assessment evidence to Foundation and Intermediate GNVQ Leisure & Tourism

Appendix 1A – Unit 2: Marketing in Leisure and Tourism

GCSE evidence requirements	Foundation GNVQ	Intermediate GNVQ
<p>A description of the 4ps in relation to the selected organisation:</p> <ul style="list-style-type: none"> • basic (MB1) • sound (MB2) • detailed (MB3). 		<p>Description, of the organisation's product, price, place and promotional techniques and materials (P).</p>
<p>Show how the 4ps work together to meet the organisation's objectives:</p> <ul style="list-style-type: none"> • some attempt (MB1) • explanation (MB2) • thorough understanding (MB3). 		
<p>Include an item of promotional material linked to a target market:</p> <ul style="list-style-type: none"> • simple design including basic information not clearly targeted at a particular market (MB1) • effective and imaginative design including all necessary information for an identified target market (MB2) • well-structured, innovative and creative showing in-depth understanding of target marketing (MB3). 	<p>An item of promotional material that the organisation could use:</p> <ul style="list-style-type: none"> • that includes the basic information required by the target audience (P) • a range of relevant information in your promotion presented in an original way that will attract its audience (D). 	<p>An item of promotional material aimed at a particular target market:</p> <ul style="list-style-type: none"> • provides information in a way that is suitable for the target market (P) • shows imagination and is accurately presented and appropriate for its audience (M) • high quality item of promotional material (D).

GCSE evidence requirements	Foundation GNVQ	Intermediate GNVQ
Description of the range of promotional techniques and materials the organisation uses (MB1).	Describe the variety of promotional material and techniques used by the organisation.	
<p>An assessment of the range of promotional techniques and materials the organisation uses</p> <ul style="list-style-type: none"> • some assessment of main techniques and materials (MB1) • an assessment of the main techniques and materials (MB2) • a detailed assessment of a range of techniques and materials (MB3). 	Comment on the effectiveness of the organisation's promotional material.	How successful the organisation's promotional techniques and materials have been (D).
Describe the research methods used to identify target markets (MB1).		Description of the research methods (P).
<p>An assessment of the research methods used to identify target markets:</p> <ul style="list-style-type: none"> • some assessment (MB1) • an assessment (MB2) • an analysis (MB 3). 		
Show how the promotional materials work together as a strategy.		

GCSE evidence requirements	Foundation GNVQ	Intermediate GNVQ
<p>Compare one of the organisation's promotional campaigns with the promotional campaign of one other leisure or tourism organisations:</p> <ul style="list-style-type: none"> • some attempt used to reach straightforward conclusions, some of which are clearly presented (MB1) • a comparison reaching reasoned conclusions which are usually clearly presented (MB2) • a detailed comparison reaching substantiated conclusions which consistently are clearly presented (MB3). 		

Appendix 1B – Unit 3: Customer Service in Leisure and Tourism

GCSE evidence requirements	Foundation GNVQ	Intermediate GNVQ
<p>Describe situations that require staff to have contact with customers:</p> <ul style="list-style-type: none"> • description of some situations (MB1) • clear and coherent description of a range of situations (MB2) • well-structured and exemplified description of a wide range of situations (MB3). 		
<p>Types of customer records that need to be completed:</p> <ul style="list-style-type: none"> • indication of types to be completed for most situations (MB1) • clear statement of types that would be completed for each situation (MB2) • description of the type that would be completed for each situation (MB3). 		<ul style="list-style-type: none"> • Relevant examples of the types of customer records used by the organisation (P).
<p>Assess the ways in which the organisation meets the needs of customers:</p> <ul style="list-style-type: none"> • description with some assessment of meeting needs of some customers (MB1) • an assessment of meeting the needs of a range of customers (MB2) • detailed assessment of meeting the needs of a wide range of customers (MB3). 		<ul style="list-style-type: none"> • A description, with examples, of the way in which the organisation meets the needs of both internal and external customers (P). • Sound review of customer service with relevant examples of the ways in which the organisation provides for different customer needs (M). • Detailed information on the ways in which the organisation provides for different customer needs (D).

GCSE evidence requirements	Foundation GNVQ	Intermediate GNVQ
<p>Assess the ways used to deal with complaints:</p> <ul style="list-style-type: none"> • a description with some assessment (MB1) • an assessment (MB2) • a detailed assessment (MB3). 		<ul style="list-style-type: none"> • Full description of how the organisation deals with complaints (P).
<ul style="list-style-type: none"> • assessments are straightforward and broadly relevant and some are clearly presented (MB1) • assessments are relevant and are usually clearly presented (MB2) • assessments are accurate, valid, relevant and are consistently clearly presented (MB3). 		
<p>Evaluate the appropriateness of the customer service provided:</p> <ul style="list-style-type: none"> • review and comment appropriately, reaching straightforward conclusions (MB1) • review and evaluate in some depth reaching reasoned conclusions and suggesting improvements (MB3) • analyse and evaluate reaching substantiated conclusions suggesting improvements and justifying recommendations (MB3). 		<ul style="list-style-type: none"> • Basic evaluation of customer service provided (P).

GCSE evidence requirements	Foundation GNVQ	Intermediate GNVQ
<p>Deal with a variety of customers:</p> <ul style="list-style-type: none"> • communicate with some customers in a manner that is helpful and friendly (MB1) • communicate clearly with a range of customers in a manner that is helpful and friendly (MB2) • consistently and confidently communicate with a wide range of customers in a manner that is helpful and friendly (MB3). 	<p>Assist a variety of customers in a helpful manner (P):</p> <ul style="list-style-type: none"> • communicate with customer clearly (P) • deal politely and competently with a variety of customers, responding positively to requests for information and/or help (M) • deal confidently with a variety of customers in a variety of situations demonstrating good presentation and communication skills (D). 	<ul style="list-style-type: none"> • communicate well with customers to provide necessary information (P) • communicate clearly with customers in a manner that is helpful and friendly (M) • communicate effectively and confidently with customers (D).
<p>Outcomes of handling a customer complaint:</p> <ul style="list-style-type: none"> • deal in part (MB1) • deal appropriately (MB2) • deal fully and confidently (MB3). 		<ul style="list-style-type: none"> • handle a customer complaint with guidance (P) • handle complaints appropriately (M).

Appendix 2 – Comparison of content of GCSE in Leisure & Tourism (Double Award) with What You Need to Learn section of Foundation and Intermediate GNVQ Leisure & Tourism

Annex 2A – Unit 1: Investigating Leisure & Tourism

GCSE in Leisure & Tourism (Double Award)	Foundation GNVQ Leisure & Tourism	Intermediate GNVQ Leisure & Tourism
Leisure activities (eg reading)		✓
Key components of leisure	✓	✓
Interrelationship of components		✓
Choices people make about leisure and factors (eg age group)	(social group added) ✓	
Other reasons/factors (eg availability of local facilities)	✓	✓
Leisure facilities (eg leisure centres and health clubs)	(clubs no longer included, theatres, museums and galleries added) ✓	(clubs no longer included, theatres, museums, galleries and theme parks added) ✓
Home based leisure	(libraries added) ✓	
How leisure provision meets needs		
Changes in leisure provision in last 20 years		
How leisure provision differs across UK		
Leisure products and services		✓
Employment opportunities in leisure		✓
Purpose of a visit	✓ (business added)	✓ (business added)
Methods of transport	✓	✓
Merits of different forms of transport		✓
Key components of tourism		(on-line travel services new component) ✓
Variety of tourism destinations		
Types of holidays		
Social, economic and environmental impact – two destinations		
Employment opportunities in travel and tourism		✓
Links between leisure and tourism		(no links between sectors now required) ✓
	Travel and tourism facilities	Private, public and voluntary sectors
	Useful sources of information	

Annex 2B – Unit 2: Marketing in Leisure & Tourism

GCSE in Leisure & Tourism (Double Award)	Foundation GNVQ Leisure & Tourism	Intermediate GNVQ Leisure & Tourism
What is marketing?		✓
Market research		(no longer marketing research, internet has been added) ✓
Target marketing		✓ (product life cycle added)
How marketing mix meets organisations objectives		✓ (profitability has been added)
Product		✓ (distribution channels has been added)
Price		✓ (no posters or point of sale)
Place		✓ (no posters or point of sale)
Promotional techniques	✓ (no posters or point of sale)	✓
Promotional materials	✓ (new factors are type of organisation, nature of products and services and type of customer)	✓
Factors affecting promotional techniques an organisation decides to use	✓	✓
Effectiveness of promotional materials		
Promotional campaigns		
SWOT analysis	Content of promotional materials	

Annex 2C – Unit 3: Customer Service in Leisure and Tourism

GCSE in Leisure & Tourism (Double Award)	Foundation GNVQ Leisure & Tourism	Intermediate GNVQ Leisure & Tourism
What is customer service?		
Different types of customer	✓	✓
External and internal customers		✓
Benefits of customer service to customers	✓	✓
Benefits of customer service to organisations	✓	✓
Benefits of customer service to staff		✓
Personal presentation	✓	✓
Dealing with customers	✓	✓
Communicating with customers	✓	✓
Keeping customer records		✓
Handling complaints		✓
Customer service situations		

Appendix 3 – Observation records

What is an Observation Record?

An observation record is a recording device used to record statements of learner performance. It directly relates to criteria contained within the assessment evidence grid included in each internally assessed unit specification. It may confirm achievement or provide specific feedback of performance against national standards. Since an observation record will provide primary evidence, it is essential that the recording of performance is sufficiently detailed to enable others to make a judgement as to the quality and sufficiency of the performance and confirm that national standards have been achieved.

Observation records are often accompanied by supporting/additional evidence. This may take the form of visual aids, handouts, preparation notes, cue cards, diaries, logbooks, and peer assessments records. It is essential that where present, these are included in the learner evidence. Where visual aids and handouts are used, note should be made on the observation record of how these were used and their effectiveness if it relates to the criteria.

An assessor should complete the observation record. The assessor must have direct knowledge of this specification to enable an assessment decision to be made. An observation record has greater validity than a witness statement since it is capable of recording an assessment decision.

All observation records must be signed and dated by the assessor.

Observation Record

Candidate Name:

Unit Title:

Activity Context:

Assessment Criteria:

Activity:

Supporting Evidence:

Assessment Summary:

Assessor:

Signature:

Date:

Observation Record

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 organisations objectives.

Activity:

Ian outlined three of the organisation's objectives. Ian described in detail the products of Alton Towers. He gave information on both the hotel and the theme park. For the hotel he mentioned the rooms and the facilities. For the theme park he mentioned the different types of rides, the shows, the gardens and the catering. His comments were supported by a map of the theme park.

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:

Appendix 4 – Witness statements

A witness statement is a document that records statements of learner performance.

It is completed by someone other than the assessor of the qualification. This may be someone who does not have direct knowledge of the assessment evidence, but who is able to make a professional judgement about the performance of the candidate (for example, a work placement supervisor, technician or librarian).

Guidance on completing a witness statement

The quality of a witness statement can be greatly improved if the ‘witness’ is provided with the assessment evidence from the specification. Accurate reference can then be made to this in relation to the success of learner performance. When recording details on the witness statement. The candidate may also provide a statement of context on the witness statement.

A witness statement does not confer an assessment decision. When making an assessment decision, the assessor must consider the validity of the information contained within the witness statement, noting the relevant professional skills of the ‘witness’, along with any other supporting evidence, before making a final judgement.

As witness statements are often used to record practical performance, especially in the workplace, it is important that the person responsible for the completion of the document is identified by the assessor at the outset.

All witness statements should be signed and dated by the ‘witness’, together with clear details of their job role. It is the assessor’s responsibility to ensure the authenticity of witness statements. It may be helpful to collect specimen signatures. A telephone call to thank the witness for providing evidence may also confirm the authenticity of the witness statement.

Witness statements, which are to be taken into consideration for assessment purposes, must also be signed and dated by the assessor.

Opportunities for the submission of additional witness statements should be encouraged as this provides further evidence of learner performance, for example where candidates have taken part in more than one work placement.

Witness statement

Candidate name:	Candidate number:
------------------------	--------------------------

Unit title:

Activity context:

Assessment evidence:

Observation notes:

Witness: **Signature:**

Job role: **Date:**

Assessor comments:

Assessor: **Signature:**

Date:

Witness statement

Candidate name: Ian Barnes	Candidate number:
-----------------------------------	--------------------------

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

Activity context: <i>Ian has been with Belle Vue Leisure Centre on work experience from his school. He has been working in different parts of the leisure centre. Today he was on reception.</i>
--

Assessment evidence: <i>d) evidence of your dealings with a variety of customers and the outcomes from your handling of a customer Complaint.</i>

Observation notes: <i>Today Ian worked on reception. He was wearing a tracksuit as agreed with us before. It was clean and looked clean and tidy. He came with his own pens.</i> <i>In the morning he was only dealing with people paying to attend classes that were going on. One customer had never been to the leisure centre before so he showed him the way to the changing rooms and explained how to get back to the sports halls. He checked with a member of staff before leaving the reception area. He also had to deal with a child (about 12) who had put money into one of the vending machines but hadn't been able to get their drink. He took all the details from the child reassured them and asked them to wait. He then found a member of staff that could assist. I was taking a phone call from a customer wanting to book one of the sports halls for five-a-side so I showed Ian what to do. In the afternoon I had another telephone call for the same thing so I asked Ian to deal with it whilst I observed. He was able to take down details and only needed some prompting. All documentation was completed appropriately. In the afternoon Ian had a customer wanting to join the leisure centre. They had not completed the application form. Ian gave them the form and helped them complete it. He then passed it to me to deal with. He also had to deal with a complaint from a member. He came up to Ian and was angry about the changing rooms. Ian apologised, asked for his name and explained that he was only on work experience and would get someone to deal with it. He then came and told me about it so that I could deal with it.</i> <i>Ian has worked well with us and dealt with some difficult situations. He has always remained calm and tried to be professional throughout.</i>
--

Witness: <u>A Witness</u>	Signature: <u>A Witness</u>
Job role: <u>Receptionist</u>	Date: <u>5/04/2002</u>

Assessor comments: <i>I contacted Mr Witness to thank him for completing the witness testimony and to clarify some of the details, mainly the level of supervision in completing the tasks. I also asked Ian to complete a personal statement of his activities for that day to check against the comments on the witness testimony. This personal statement is attached. I also questioned Ian briefly. He was able to confirm the activities he undertook and explained how he dealt with the complaint in some detail. I also asked Ian to describe the types of customers he dealt with and asked him how this affected the way he dealt with the client. He gave some detail about dealing with the child and why he went out of his way to show him around which he would not have done if it was an adult.</i>

Assessor: <u>A N Assessor</u>	Signature: <u>A N Assessor</u>
	Date: <u>19/04/2002</u>

Appendix 5 – GCSE Leisure & Tourism (Double Award) – Mark Record Sheet

Centre No:

Centre name:

Assessor's name and signature:

Candidate No:

Candidate name:

Internal moderator's name and signature:

Serial No:

RESUBMISSION OF WORK	ALL/MOSTLY AMENDED	<input type="text"/>
	SOME AMENDMENTS	<input type="text"/>
	NO AMENDMENTS	<input type="text"/>

Unit 2: Marketing in Leisure and Tourism

Assessment evidence	Annotation and page number	Mark Band			Centre mark	Edexcel use only
		1	2	3		
a Describe the 4Ps in relation to the selected organisation and show how they work together to meet the organisation's objectives.						
b Include an item of promotional material you have produced for the organisation, designed to attract a particular market.						
c Assess the range of promotional techniques and materials the organisation uses, including research methods used to identify target markets.						
d Compare one of the organisation's promotional campaigns with the promotional campaign of one other leisure and tourism organisation.						
Final Total						

Edexcel moderator use only

Number: <input type="text"/>	Name: <input type="text"/>	Signature: <input type="text"/>
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Annex 5 – GCSE Leisure and Tourism (Double Award) – Mark Record Sheet

Centre No:

Centre name:

Assessor's name and signature:

Candidate No:

Candidate name:

Internal moderator's name and signature:

Serial No:

RESUBMISSION OF WORK

ALL/MOSTLY AMENDED

SOME AMENDMENTS

NO AMENDMENTS

Unit 3: Customer Service in Leisure and Tourism

Assessment evidence	Annotation and page number	Mark Band			Centre mark	Edexcel use only
		1	2	3		
a Describe the situations that require staff to have contact with customers and the type of records that need to be completed.						
b 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.						
c Evaluate the appropriateness of the customer service provided by the organisation.						
d Include evidence of your dealings with a variety of customers and the outcomes from your handling of a customer complaint.						
Final Total						

Edexcel moderator use only

Number:

Name:

Signature:

Appendix 6 – Assessment Feedback Sheet

Unit 2: Marketing in Leisure and Tourism Outcome A

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

Student name:							
	Mark band 1	Mark band 2	Mark band 3	Mark awarded			
Criteria and mark ranges	A basic description of the 4Ps in relation to the selected organisation; some attempt to show how they work together to meet the organisation's objectives.	1 – 4	A sound description of the 4Ps in relation to the selected organisation; an explanation of how they work together to meet the organisation's objectives.	5 – 7	A detailed description of the 4Ps in relation to the selected organisation; a thorough understanding of how they work together to meet the organisation's objectives.	8 – 10	
Comments and page references	Description of 4Ps: How they work together to meet organisation's objectives:						

Assessor:

Signed:

Date

Internally verified:

Date:

Unit 2: Marketing in Leisure and Tourism Outcome B

- b Include an item of promotional material you have produced for the organisation, designed to attract a particular target market.

Student name:						
	Mark band 1	Mark band 2	Mark band 3	Mark awarded		
Criteria and mark ranges	A simple design for the item of promotional material that includes basic information about the organisation but not clearly targeted at a particular market.	An effective and imaginative design for the item of promotional material that includes all necessary information for an identified target market.	A well-structured, innovative and creative item of promotional material that shows an in-depth understanding of target marketing.	1 – 6	7 – 10	11 – 14
Comments and page references	Design: Information: Link to target market					

Assessor:

Signed:

Date

Internally verified:

Date:

Unit 2: Marketing in Leisure and Tourism Outcome C

- c Assess the range of promotional techniques and materials the organisation uses, including research methods used to identify target markets.

Student name:						
	Mark band 1	Mark band 2	Mark band 3	Mark awarded		
Criteria and mark ranges	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.	1-5	An assessment of the main promotional techniques and materials the organisation uses and of the research methods used to identify target markets.	6-9	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.	10-13
Comments and page references	<p>Assessment of range of promotional techniques:</p> <p>Assessment of range of promotional materials:</p> <p>How techniques and materials work together as a strategy:</p> <p>Assessment and analysis of research methods used to identify target markets:</p>					

Assessor:

Signed:

Date

Internally verified:

Date:

Unit 2: Marketing in Leisure and Tourism Outcome D

d Compare one of the organisation's promotional campaigns with the promotional campaign of one other leisure or tourism organisation.

Student name:						
	Mark band 1	Mark band 2	Mark band 3	Mark awarded		
Criteria and mark ranges	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.	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.	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.	1-5	6-9	10-13
Comments and page references	Comparison of organisation's promotional campaign with another:					
	Conclusions:					
	Presentation:					

Assessor:

Signed:

Date

Internally verified:

Date:

Unit 3: Customer Service in Leisure and Tourism Outcome A

- a Describe the situations that require staff to have contact with customers and the type of customer records that need to be completed.

Student name:						
	Mark band 1	Mark band 2	Mark band 3	Mark awarded		
Criteria and mark ranges	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.	1-3	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.	4-5	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.	6-7
Comments and page references	Description of range of situations: Description of customer records for each situation:					

Assessor:

Signed:

Date

Internally verified:

Date:

Unit 3: Customer Service in Leisure and Tourism Outcome B

- b 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.

Student name:							
	Mark band 1	Mark band 2	Mark band 3	Mark awarded			
Criteria and mark ranges	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.	1-5	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.	6-9	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.	10-13	
Comments and page references	<p>Assessment of how organisation meets needs of customers:</p> <p>Assessment of the methods of communication used by staff:</p> <p>Assessment of the ways used to deal with complaints:</p> <p>Presentation:</p>						

Assessor:

Signed:

Date

Internally verified:

Date:

Unit 3: Customer Service in Leisure and Tourism Outcome C

c Evaluate the appropriateness of the customer service provided by the organisation.

Student name:						
	Mark band 1	Mark band 2	Mark band 3	Mark awarded		
Criteria and mark ranges	An ability to review and comment appropriately on the level of customer service provided by the organisation, reaching straightforward conclusions.	1-7	An ability to review and evaluate in some depth the level of customer service provided by the organisation, reaching reasoned conclusions and suggesting improvements.	8-12	An ability to analyse and evaluate the customer service provided by the organisation, reaching substantiated conclusions, suggesting improvements and justifying the recommendations.	13-17
Comments and page references	Analysis and evaluation of customer service provided by the organisation:					
	Conclusions:					
	Improvements:					
	Recommendations:					

Assessor:

Signed:

Date

Internally verified:

Date:

Unit 3: Customer Service in Leisure and Tourism Outcome D

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

Student name:						
	Mark band 1	Mark band 2	Mark band 3	Mark awarded		
Criteria and mark ranges	An ability to communicate with some customers in a manner that is helpful and friendly and to deal in part with a customer complaint.	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.	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.	1-5	6-9	10-13
Comments and page references	Communicating with customers: Dealing with a complaint:					

Assessor:

Signed:

Date

Internally verified:

Date:

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