

Level 3 Technical Diploma in Business Travel (4782-32)

October 2017 Version 1.0

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Technical Diploma in Business Travel**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

Level 3 Business Travel - Theory exam **(2 hours)**

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

This qualification involves a one year programme of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

In order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

Form of exam

The exam for this qualification can be taken either on paper (4782-532) or online (4782-032).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 12 -14 short answer questions
- 1 extended response question.

Multiple choice and short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	30%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	50%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

The exam assesses:

- **Unit 320: Products and services for business travel**
- **Unit 323: Travel management**
- **Unit 324: Arranging business travel**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
320 Products and services for business travel	1 Understand the business class experience	1.1 Airport arrival and transit 1.2 Flight experience 1.3 Additional services	16
	2 Understand ancillary products and services in business travel	2.1 Importance 2.2 Range of products and services 2.3 Benefits of products and services	

	3 Understand the importance of MICE in business travel	3.1 Definition 3.2 Scale 3.3 Additional services	
	4 Know how to sell to business travellers	4.1 Appropriate products 4.2 Presenting options 4.3 Overcoming objections 4.4 Confirming the sale	
323 Travel management	1 Understand the role of the TMC in arranging and applying travel policies	1.1 Travel policies 1.2 Preferred suppliers 1.3 Operational Service Level Agreements (SLA)	14
	2 Understand the role of the Account Manager	2.1 Client relationships 2.2 Reporting and analysis 2.3 Supplier relationship 2.4 Service costs	
	3 Understand how TMCs support comprehensive travel needs	3.1 Out of hours support 3.2 Crisis management 3.3 Incident management	
324 Arranging business travel	1 Understand the use of customer profiling in business travel	1.1 Components of profiles 1.2 Reasons for profiles	18

2 Arrange discounted airfares and train fares for the business traveller	2.1 Published airfares 2.2 Discounted airfares 2.3 UK and International rail fares for business travel
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3 Arrange accommodation for the business traveller	3.1 Accommodation rates 3.2 Required accommodation information 3.3 Guaranteeing reserved accommodation 3.4 Payment methods
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4 Understand how to plan business travel itineraries	4.1 Itinerary components 4.2 Customer preferences 4.3 Changes to itineraries
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Total marks for sections: 48 marks

Integration across units*: 12 marks

Total marks for exam: 60 Marks

* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p>Short answer questions (restricted response)</p> <p>These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>Identify four pieces of information needed when booking accommodation for a business traveller.</p> <p>(4 marks)</p>	<p>Answer:</p> <p>1 mark each for any of the following, to a maximum of 4 marks:</p> <ul style="list-style-type: none">• Locations.• Rate to pay.• Number of rooms in the hotel.• Types of private facilities in the hotel.• Public facilities.• Business and conference facilities.• Cancellation policy.

Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

A Sales Agent and has booked accommodation for a business traveller.

a) State **two** pieces of detailed information that should be presented to the client.

(2 marks)

b) Explain the importance of presenting the business traveller with detailed information about the booking in advance.

(3 marks)

Answer:

a)

1 mark each for any of the following, to a maximum of 2 marks:

- Price.
- Location.
- Room type.

b)

1 mark each for any of the following, to a maximum of 3 marks:

- To help the client make an informed decision (1) and sets traveller expectations about the quality of accommodation (1) which allows for the traveller to provide feedback to the booking agent (1).

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

Henco Travel Management Company is based in a seaside town and is interested in expanding its business base. They have appointed a Business Development Manager to oversee this.

Discuss the different strategies that the Business Development Manager might recommend in order to improve the company's overall success.

(12 marks)

Mark scheme

Indicative content:

Review current processes:

- Check communication is happening efficiently and effectively with clients.
- Recommend training for dealing with new markets, where needed within the teams.
- Check use of profiling to ensure customer preferences and satisfaction.
- Review current contracts to check for opportunities to expand scope of offer and compliance with client policies.
- Review management information systems (mis) reports – are they fit for purpose, identifying good service and opportunities for improvements on the client's behalf.

New initiatives:

- Meetings, Incentives, Conference and Events (MICE) opportunities.
- Update the website and social media policy to promote new initiatives as an area of expertise.

Band 1 (1 – 4 marks)

The response covers a limited range of considerations that should be taken into account when devising strategies. Limited understanding is demonstrated with little or no analysis offered. Discussion is not well developed or coherent and there are few attempts to provide reasons for suggestions. Proposals may not be realistic or well thought through.

To access the higher marks in the band, the response demonstrates some consideration of current business practices.

Example band 1 response

A new business development manager has to go out and find new business for the company. They could do this in a number of ways, including contacting all the big businesses in town to see if they could take over their travel arrangements. They could also look at updating the company website and image to make sure that this is appealing to anyone having a look at their services. A good TMC will have a lot of businesses that they already arrange business travel for and they could make sure that the account managers are visiting them regularly, making sure that they are getting all the travel business that is possible from them. They may also look at promoting new types of business, such as MICE and checking out what the competition in the area is doing. They should make sure that their sales staff know how to sell extras to their business clients, eg making sure they book car hire or car parking if relevant.

Band 2 (5 – 8 marks)

The response covers the main considerations to take into account when devising strategies. Response shows good level of understanding with an attempt at analysis. Discussion is well structured with evidence supporting and justifying suggestions. Proposals are well thought through but some may not be realistic.

To access the higher marks in the band, the response demonstrates analysis of current business practices.

Example band 2 response

A new business development manager will need to justify the cost of their appointment, not only by developing new business from new accounts, but also by making sure that the company retains their current business and makes the most of sales opportunities that are already there. A review of current contracts would be an important first step to see if there would be potential for negotiating higher value contracts eg by offering additional services such as out of hours, or emergency cover. They could check that the information provided in their MIS reports was relevant. Sales staff would need to be updated with any new initiatives and encouraged to sell ancillary products. Making it a policy of always asking how a client is getting to the airport, would make sure that opportunities for arranging transfers or parking did not get overlooked, for example.

New opportunities for contracts could be pursued by a campaign to call the major companies in the area to check if their travel requirements are being met appropriately. This will involve working closely with the marketing department to update their sales materials and their on-line image.

Expanding their products and services offered could also provide extra sales. They could open up new MICE activities (Meetings, incentives, conferences, events) by working with other providers such as hotels.

Band 3 (9 – 12 marks)

A thorough and well-reasoned analysis of different strategies is presented. Arguments are presented with sound reasoning. Final recommended strategies are justified and realistic. A broad range of considerations are incorporated throughout the discussion, showing breadth of understanding. The response is clear, coherent and comprehensive.

To access the higher marks in this band, proposals are innovative and creative.

Example band 3 response

A new business development manager will need to justify the cost of their appointment, not only by developing new business from new accounts, but also by making sure that Henco TMC retains their current business and makes the most of sales opportunities that are already there. A review of current contracts with the appropriate account managers would be an important first step to see if there would be potential for negotiating higher value contracts eg by offering additional services such as out of hours, or emergency cover. They could check that the information provided in their MIS reports was relevant and useful for both the clients and the TMC. For example, it is important that the reports highlight the additional savings that could be made if bookings were made under different circumstances, eg by booking ahead, or using more favourable nett deals available with some suppliers.

Communications by the sales staff should be monitored to ensure that they are being effective and professional. Sales staff would need to be updated with any new initiatives and encouraged to sell ancillary products. Making it a policy of always asking how a client is getting to the airport, would make sure that opportunities for arranging transfers or parking did not get overlooked, for example. This might need additional sales training, with a focus on being familiar with the client profiles, so making sure that travel policies are adhered to and all requirements are met every time there is a booking.

New opportunities for contracts could be pursued by a campaign to contact the major companies in the area to check if their travel requirements are being met appropriately. This will involve working closely with the marketing department to update Henco TMC's sales materials and their on-line image through their web site and social media. If a new client is interested, the Business Development manager could review the TMC's current deals with suppliers to see if they could be improved due to the additional business being generated.

Expanding their products and services is another way of expanding their business base. The TMC is located in a seaside town, which would be much quieter in the winter months. This gives potential for stimulating a new meetings, conferences and events industry in partnership with local hotels or conference centres.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: <https://www.cityandguilds.com/qualifications-and-apprenticeships/travel-tourism-and-aviation/travel-and-tourism/4782-travel-tourism-and-business-travel#tab=documents> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>