IVQs in International Tourism (4867)

Level 1 IVQ Certificate in International Tourism (4867-31) (500/5894/0)

Level 2 IVQ Diploma in International Tourism (4867-32) (500/5755/8)

Level 3 IVQ Advanced Diploma in International Tourism (4867-33) (500/5756/X)

Qualification handbook for centres

City& Guilds

Equal opportunities

City & Guilds fully supports the principle of equal
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Every effort has been made to ensure that the information contained
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Contents

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Important notice

Following the accreditation of the IVQs in International Tourism (4867) on the National Qualifications Framework of England, Wales and Northern Ireland (NQF), some changes have been made to the qualification, at the request of the Office of the Qualifications and Examinations Regulator (Ofqual), the qualifications regulator in England.

These changes took effect on 1 June 2009 and are outlined on pages 05–06.

Note: the content of the qualifications has not changed following accreditation.

Changes to the qualification titles and numbers

The qualification titles and City & Guilds qualification numbers have changed as follows:

Level 1 Certificate in International Tourism (4867-01)
changed to
Level 1 IVQ Certificate in International Tourism (4867-31)
Accreditation number: 500/5894/0

Level 2 Diploma in International Tourism (4867-02)
changed to
Level 2 IVQ Diploma in International Tourism (4867-32)
Accreditation number: 500/5755/8

Level 3 Advanced Diploma in International Tourism (4867-03)
changed to
Level 3 IVQ Advanced Diploma in International Tourism (4867-33)
Accreditation number: 500/5756/X

Changes to system set-up and registration

The new qualification set-up for the accredited IVQs in International Tourism is outlined below.

Candidates must be registered under this new set-up in order to ensure they receive an accredited certificate on successful completion of the qualification.

Level 1 IVQ Certificate in International Tourism (4867-31)

Accreditation number: 500/5894/0

301 Y/502/2461 – The tourism industry
302 D/502/2462 – Tourism geography
303 H/502/2463 – Customer service in the tourism industry
304 K/502/2464 – Presentation of tourism products and services
305 M/502/2465 – Marketing in the tourism industry
306 T/502/2466 – Developing a visitor attraction
307 A/502/2467 – Reservations and ticketing within travel and tourism

Theory examinations (unchanged):
002 International Tourism Principles 1
003 Business Aspects of International Tourism 1

Level 2 IVQ Diploma in International Tourism (4867-32)

Accreditation number: 500/5755/8

321 F/502/2468 – The development of the tourism industry
322 J/502/2469 – International tourism geography
323 A/502/2470 – Customer service operations in the tourism industry
324 F/502/2471 – People development in the tourism industry
325 J/502/2472 – Business systems in the tourism industry
326 L/502/2473 – Marketing operations in the tourism industry
327 R/502/2474 – Developing a local tourism destination
328 Y/502/2475 – Related tourism services

Theory examinations (unchanged):
014 International Tourism Principles 2
015 International Tourism Operations 2

Level 3 IVQ Advanced Diploma in International Tourism (4867-33)

Accreditation number: 500/5756/X

331 D/502/2476 – The tourism industry – social and economic factors
332 H/502/2477 – Managing people in the tourism industry
333 K/502/2478 – Strategic customer services in the tourism industry
334 M/502/2479 – Financial control in the tourism industry
335 H/502/2480 – Marketing tourism
336 K/502/2481 – Managing operations and information in the tourism industry

Theory examination (unchanged):
022 International Tourism Principles 3
023 International Tourism Operations 3
028 Project Work

Registration for theory examination
Registration process for the theory examination has not changed.

Result submission for practical assessment
Practical results must be submitted for each individual unit.

Changes to unit titles
Changes to the unit titles are outlined in section *'Changes to system set-up and registration'*. The content of the units is unchanged.

Change to the grading
The grade 'Credit' has been changed to 'Merit'. All other grades are unchanged. The content of the units concerned is also unchanged.

Notification of Candidate Results (NCR) and Certificate of Unit Credit (CUC)
A Notification of Candidate Results (NCR) will be issued on completion of each assessment (theory or practical).

Certificates of Unit Credit (CUCs) are not available for the accredited IVQs in Hairdressing.

Final certificate will be issued on successful completion of the synoptic theory examination and the practical assessment for all units.

Availability of non-accredited version
The non-accredited version of the qualifications is available until 30 September 2009.

Learners for future theory examinations can only be registered under the accredited version.

Changes to the certificate layout
Certificates issued on completion of an accredited IVQ show the accredited title and the accreditation number for the qualification. The level in the accredited title refers to the NQF level the qualification is accredited at.

The certificate also lists all the units achieved, including the grade and the unit accreditation number.

The certificate carries the logos of the regulatory authorities in England, Wales and Northern Ireland indicating that the NQF accreditation only applies to these countries.

IVQ in International Tourism 4867

About City & Guilds

City & Guilds provides assessment and certification services for or in co-operation with schools and colleges, business and industry, trade associations and government agencies in more than 100 countries. City & Guilds has over 120 years of experience in identifying training needs, developing assessment materials, administering assessments and training assessment personnel. City & Guilds awards certificates to individuals who have demonstrated mastery of competences that are based on worldclass standards set by industry. City & Guilds provides a dedicated service to customers around the world who require a high-quality provision for assessment and certification.

Introduction to this programme

The International Tourism programme is designed for those undergoing training or employed in a service outlet.
The programme is intended to reflect both the international nature of the tourism industry and the country or culture-specific activities that are essential to meet customer needs.

City & Guilds does not specify the amount of time required to complete the programme. It is considered that candidates who have had no previous relevant education, training or experience and who require a full course at a training centre (school, college or other training institution) will require approximately 60-90 hours to complete all the learning requirements for each unit.
The programme has three levels.

Certificate
The Certificate (about 450 hours) provides a broad introduction to the theoretical and practical aspects of tourism for a front line employee.

Diploma
The Diploma (about 480 hours) provides for further practice involving a broader range of skills appropriate to a person who may also have some supervisory responsibilities.

Advanced Diploma
The Advanced Diploma (about 450 hours) takes these skills to the level appropriate for a person preparing for higher education or working in first level management.

It is stressed that these figures are only provided as a guideline and that certificates and diplomas are awarded for the acquisition and demonstration of competences by whatever mode of study, and not for periods of time spent in study.

City & Guilds provides vocational certification for all occupational areas at seven levels within its progressive structure of awards as illustrated in the diagram overleaf. This programme covers levels one, two and three.

Special note to instructors and candidates
For those employed in front office and reception it is important to note that tourism personnel at all levels need to be proficient in certain skills and areas of knowledge.

These are defined in the objectives within the units and may be included at more than one level.

However, the assessments will be designed to reflect the individual levels. For example, Certificate level candidates will be tested for a basic understanding of the operations and services, but Advanced Diploma level candidates in a supervisory capacity will be required to have an understanding of the topic.

The tourism project team involved international specialists from the tourism industry, and higher and further education.

The syllabus was devised to ensure an international dimension to the subject of tourism which should be reflected in the teaching of the programme.

Levels of City & Guilds qualifications

All City & Guilds qualifications are part of an integrated progressive structure of awards arranged over eight levels, allowing people to progress from foundation to the highest level of professional competence. Senior awards, at levels 4 to 7, recognise outstanding achievement in industry, commerce and the public services. They offer a progressive vocational, rather than academic, route to professional qualifications. An indication of the different levels and their significance is given below.

NQF level#	City & Guilds qualifications/programmes	Other qualifications*
8	Fellowship (FCGI)	Doctorate
7	Membership (MCGI) Master Professional Diploma Level 5 vocational awards NVQ/SVQ Level 5	Master's Degree Postgraduate Diploma Postgraduate Certificate
6	Graduateship (GCGI) Associateship (ACGI)**	Bachelor's Degree Graduate Certificate and Diploma
5	Level 5 IVQ Advanced Technician Diploma Full Technological Diploma	Higher National Diplomas Foundation Degree Diplomas of Higher and Further Education
4	Licentiateship (LCGI) Higher Professional Diploma Level 4 vocational awards NVQ/SVQ Level 4	Certificate of Higher Education
3	Level 3 IVQ Advanced Diploma Level 3 IVQ Specialist Advanced Diploma*** Level 3 IVQ Technician Diploma Level 3 vocational awards NVQ/SVQ Level 3	A Level Scottish Higher Advanced National Certificate in Education BTEC National Certificate/Diploma
2	Level 2 IVQ Diploma Level 2 IVQ Specialist Diploma*** Level 2 IVQ Technician Certificate Level 2 vocational awards NVQ/SVQ Level 2	GCSE grades A*-C Scottish Intermediate 2/Credit S Grade BTEC First Certificate
1	Level 1 IVQ Certificate Level 1 vocational awards NVQ/SVQ Level 1	GCSE grades D-G Scottish Intermediate 1/General S Grade Scottish Access 1 and 2

\#   National Qualifications Framework of England, Wales and Northern Ireland (NQF)
*   Broad comparability in level
**   Only graduates of the City & Guilds College, Imperial College of Science, Technology and Medicine, are awarded the Associateship (ACGI)
***   Part of a new qualification structure which is being introduced across the IVQ provision
IVQ   International Vocational Qualifications
NVQ   National Vocational Qualifications

Entering candidates

Candidates may be entered for the assessments in this subject at the discretion of approved examination centres. Candidates must enter through a City & Guilds examination centre with approval to administer the assessments for IVQ in International Tourism 4867.

There are two kinds of candidates:

Internal candidates
These are candidates who at the time of entry for examination have undertaken, or already completed, a course at a school, college or similar training institution that has directed their preparation (whether by attendance at the training centre, in co-operation with another institution, or by open learning methods).

External candidates
These are candidates who have not completed a programme as described above. Their applications for entry must be received by the examination centre well in advance of the date of the examination concerned. This enables a candidate to act on any advice from the centre about assessment arrangements or further preparation needed. External candidates may submit a portfolio or other practical work, but will need additional time and guidance to ensure that the requirements for this part of the assessment are fully met, and must contact City & Guilds International for guidance.

In this publication the term 'centre' is used to mean a school, college, place of work or other institution.

Resource requirements

Centres wishing to use this programme as the basis for a course of instruction must review this syllabus and ensure that they have the staff and equipment to complete all parts of the programme. Where facilities do not exist for realistic practical work it is strongly recommended that centres develop links with local industry to provide opportunities for 'hands-on' experience.

Assessments

The awards described in this booklet are at three levels.

Certificate in International Tourism
Diploma In International Tourism
Advanced Diploma in International Tourism

City & Guilds uses a numbering system to enable entries to be made for its awards. The numbers used for this programme are as follows:

Award number 4867
4867-01 Certificate in International Tourism
4867-02 Diploma in International Tourism
4867-03 Advanced Diploma in International Tourism

We use award numbers to describe the subject and level of the award.

Component numbers
002   International Tourism principles 1
003   Business Aspects of International Tourism 1

004   International Tourism practical 1

014   International Tourism principles 2
015   International Tourism operations 2

016   International Tourism practical 2

022   International Tourism principles 3
023   International Tourism operations management 3

024   International Tourism practical 3
028   Project work

These numbers are used throughout this publication. Correct use of these numbers on forms sent to City & Guilds is very important.

Certificate in International Tourism
To complete the requirements for the Certificate in International Tourism the candidate must be successful in the following assessments.

4867-01-002 International Tourism principles 1 (written multiple choice paper lasting one hour)

4867-01-003 Business Aspects of International Tourism 1 (written multiple choice paper lasting one hour)

4867-01-004 International Tourism practical 1

(Total two written papers)

The practical assessment is carried out during the learning programme and should be completed by the date of the written examination to enable complete results to be sent to City & Guilds.

Diploma in International Tourism
To complete the requirements for the Diploma in International Tourism the candidate must be successful in the following assessments.

4867-02-014 International Tourism principles 2 (written multiple choice paper lasting one and a half hours)

4867-02-015 International Tourism operations 2 (written multiple choice paper lasting one and a half hours)

4867-02-016 International Tourism practical 2

(Total two written papers)

The practical assessment is carried out during the learning programme and should be completed by the date of the written examination to enable complete results to be sent to City & Guilds for candidates seeking the Diploma award.

Although success at the Certificate level is not a requirement, it is recommended that candidates for the Diploma have achieved the levels represented in the certificate programme before preparing for the Diploma award.

Advanced Diploma in International Tourism
To complete the requirements for the Advanced Diploma in International Tourism the candidate must be successful in the following assessments.

4867-03-022 International Tourism principles 3 (written short answer paper lasting three hours)

4867-03-023 International Tourism operations management 3 (written short answer paper lasting three hours)

4867-03-024 International Tourism practical 3

4867-03-028 Project Work

(Total two written papers)

The practical assessment is conducted during the learning programme and should be completed by the date of the written examination to enable complete results to be sent to City & Guilds for candidates seeking the Advanced Diploma award.

Although success at the Diploma level is not a requirement, it is recommended that candidates for the Advanced Diploma have achieved the levels represented in the certificate and diploma programmes before preparing for the Advanced Diploma award.

City & Guilds assessments are provided in two ways:

Fixed date
These are assessments which are conducted on dates and times specified by City & Guilds. These assessments have no brackets around their numbers.

Free date
These are assessments which are conducted at a college or other training establishment on a date or over a period of its own choosing. These assessments have brackets around their numbers.

In this programme the written assessments are fixed date; the practical assessments and the project are free date.

Assessments are conducted in accordance with the *City & Guilds International Directory of Examinations and Assessments*. If there is any inconsistency between information in this publication and the current *Directory*, the *Directory* has the most up to date information.

Results and certification

All candidates for City & Guilds certificates, diplomas, and advanced diplomas receive a Notification of Candidate Results giving details of their performance.

Candidates who successfully complete any individual assessment within this programme (eg any one of the individual examination papers) receive a certificate of unit credit(s) towards the certificate or diploma for which they aim. All written assessments are marked on the basis of **pass** or **fail**. The certificate of unit credit(s) will make no mention of assessments for which candidates did not enter, which they failed or from which they were absent. The practical is assessed on the basis of pass/fail.

Each certificate or diploma clearly states the requirements for full certification at the relevant level, allowing schools, colleges and employers to see whether the full requirements have been met. Candidates who successfully complete all the requirements for a certificate or a diploma will automatically receive a City & Guilds certificate or diploma.

The Notification of Candidate Results, certificates of unit credit, certificates, diplomas and advanced diplomas will be issued by City & Guilds to the examination centre for award to successful candidates. It is the responsibility of the examination centre to distribute certificates to candidates. Any enquiries about results and certification must be conducted through the candidates' examination centre.

Examination centres will also receive a consolidated results list detailing the performance of all the candidates they enter, whether they are completely successful or not.

How to offer this programme

To offer this programme it is necessary to obtain approval from City & Guilds. For further guidance please refer to *City & Guilds Centre Guide: Delivering International Qualifications*.

Note: For centres in the UK, please refer to *Providing City & Guilds qualifications* (EN-00-1111).

Additional information
Designing courses of study
Candidates for the various levels of award in International Tourism will have come from different backgrounds and will have different employment and training experiences, ambitions and opportunities. City & Guilds recommends the following:

a conduct an initial assessment of candidates' achievements for the purpose of recognising previous learning and determining the level of entry to studies
b consider what learning methods and locations will best suit the candidates.

In an initial assessment of candidate needs, centres designing teaching programmes should consider:

a what previous education qualifications or training the candidate has; particular attention is drawn to performance in the various general vocational education certificates provided by City & Guilds
b what previous practical experience the candidate has which is relevant to the aims of the programme and from which relevant skill and knowledge may have been informally acquired.

In their selection of learning methods and locations, centres should consider the results of their initial assessments and the availability of:

a open or distance learning material
b workplace learning that can be carried out on site in a training area, or co-operatively between the centre and a local workplace enabling access to specialised equipment and work experience
c co-operative working with other registered centres to share facilities
d opportunities for co-operative learning between candidates for different certificates who need to acquire similar competences.

Provided the aims of this learning programme are met, and the candidates acquire all the necessary competences to be successful in the examinations, the detailed structures of courses of study are a matter for the individual centre. It is possible, therefore, to include additional topics that meet local needs.

The teaching of theory in isolation should be avoided. As far as possible practical work should be closely related to work in the classroom so that candidates exercise their theoretical knowledge in a realistic work environment. Formal lectures in the classroom can frequently be combined with appropriate exercises and demonstrations. Candidates should maintain records of practical work undertaken so that reference to it may be made at a later date.

Computer literacy may be regarded as an essential part of the course in today's environment although it is not an examinable unit within the tourism programme. Centres should develop their own material to cover this area. City & Guilds provides assessments outside the tourism programme for Introductory Computer Programming. It is assumed that core skills, such as applied numeracy, communication, working with people, and organisation and planning will be developed throughout a teaching programme.

Instructors to note

Assessment

Within each unit of the award, practical activities have been laid down in ways that centres can follow. However, it is hoped that assessors will be stimulated to be creative and innovative in their design of activities. As a result, should centres wish they can choose to collect candidate evidence via an alternative method or combination of these methods.

For example,

Unit 1 – The Tourism Industry (Certificate Level)

Activity 1.1 states *'Explain to your supervisor/instructor the importance of International Tourism'*

Candidates could be asked to present their findings individually to their instructor on a formal or informal basis with the instructor offering questions to ensure the candidates understanding of the subject. Alternatively, centres could ask candidates to write/word process a report or the competence could be assessed through set class exercises.

Unit 6 – Developing a Tourist Attraction (Diploma Level)

Activity 6.2 states *'Select two major visitor attractions and research how each attraction was developed. Using the information produce a factfile on each attraction which gives details of recent improvements, explaining why they were made, and identify any funding provided'*

Candidates could be asked to present their findings as either a presentation (to the instructor or other candidates), produce a written report or carry out an exhibition on visitor attractions.

Alternative assessment methods

Assessment can be collected in a variety of ways, including:

Written – reports, factfiles, brochures, questionnaires, diaries, logbooks, time-lines, case-studies, business plans, research projects, class exercises etc

Audio/Visual – exhibitions, posters, maps, audio material, photographic work, overhead transparencies etc

Oral – Individual/group presentations (ie to instructor, students, external parties), group discussion, role plays etc

Real work situations – It is possible that for some units (ie Customer service) students should be given the opportunity to gain evidence from real work situations (ie work experience, part-time employment). Where this is not possible, realistic role plays involving 'customers' that the candidate is not familiar with, can be used. In such situations, evidence of students' skills should be recorded with the use of observation sheets or witness testimonies.

In all cases it is necessary that there is evidence to support the students assessment. For example, oral presentations should be supported by the candidates notes and visual materials (ie posters, overhead transparencies) or videoed/audio taped.

In every case the assessor must ensure that the evidence produced must be valid, authentic, current and sufficient.

Related awards

The following City & Guilds programmes are considered to be relevant preparation for this programme:

City & Guilds Qualifications:
Hospitality and Catering –   Reception Skills (7067)
                                           Accommodation Services (7068)
Information Technology (7262)

City & Guilds Pitman Qualifications:
English for Speakers of Other Languages – Intermediate Level
English for Business Communications
Word Processing Techniques
Spreadsheet Processing Techniques

Progression route
A number of UK universities and other higher education institutions will accept success at Diploma or Advanced Diploma level of this programme for direct entry onto higher level programmes. The decision to accept a candidate onto a degree programme, and the level of entry, is at the discretion of the individual institution.

Candidates holding the Diploma and Advanced Diploma together with 5 years relevant practical experience are eligible for the LCGI (Licentiateship).

Candidates who have met the full requirements for the Diploma and Advanced Diploma are eligible to apply for membership and registration of the following body:

The Institute of Travel and Tourism
Mill Studio
Crane Mead
Ware
Herts SG12 9PY

Organisations who recognise and endorse the syllabus include:

Guild of Business Travel Agents
Artillery House
Artillery Row
London SW1P 1RT

Further details can be obtained by contacting the organisations concerned. City & Guilds will also provide centres with details of associations and authorities recognising achievement in this programme.

Useful publications

City & Guilds can provide a list of suggested text books covering specific areas of this programme. Provision of support materials is being constantly reviewed and updated. You are advised to ensure that you have the latest information. Updated lists are automatically sent to centres approved to offer this programme.

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Syllabus
IVQ in International Tourism 4867

Certificate in International Tourism
01 The tourism industry

Unit commentary
The aim of this unit is to ensure that candidates understand the important role that tourism plays throughout the world today. Candidates will also understand the reasons and factors which have influenced the growth in tourism and investigate potential job roles within the industry.

Assessment
This unit will be assessed on evidence resulting from

1   Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multi choice test paper which will be externally marked

Practical activities
The candidate must be able to do the following:

1.1   Explain to your supervisor the **importance** of International and National Tourism

Importance: Numbers employed directly and indirectly in the industry. Tourism effect on balance of payments. Contribution to gross domestic product, different levels of visitor spend depending on type of customers. Visitor spend compared with visitor volume. Multiplier effect (money spent by tourists in an area, re-spent by recipients, adding to the total). Information collected from reference materials; (paperbased newspapers, magazines, journals) technology, IT databases, internet, television/radio, books, videos, people based; tourism information offices, travel agencies, people working in the industry.

1.2   Collect information on various **job roles** within the International tourism industry. Using the information you have collected, identify three roles and explain to others the requirements of the roles.

Job roles: Organiser, co-ordinator, booking service, guide, provider of information, customer services provider, travel/tour representatives, travel agent, travel tour representatives (overseas and domestic), cabin crew, national/local tourist body/organisation, visitor attraction employees

1.3   Prepare a report identifying the different types of **accommodation** and **classification** systems used worldwide including associated **facilities**

Accommodation types: Hotels, motels, bed and breakfast, holiday complexes (holiday camps, parks), self catering, caravans, camping, cruising (ocean, sea, river, canal), motorhomes, all inclusive, ranch, safari lodges etc
Classification: International, national, regional and organisational standards, company standards.
Facilities: Accommodation facilities, food/beverage, outdoor facilities (eg golf, tennis), business (conference, secretarial), leisure (fitness/recreational (eg gardens, health centre), shops (general/retail eg hairdressers), special themes (eg Disney, Hard Rock).

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements

Instructors must ensure that the candidate is able to:

1.1 Recognise **reasons** for the **development, growth** and **decline** of tourism within your area, your country and countries in both Northern and Southern Hemispheres.

Reasons: Transport, increase in leisure time, growth of personal disposable income, changing lifestyles, technology
Development/Growth: Positive and negative impacts: political, social, cultural, economic, environmental
Decline: Political instability, terrorism, wars, natural disasters, disease, publicity, exchange rates, fashion, weather

1.2 Explain how **transportation routes** can have a specific **influence** on worldwide tourism, identifying types of transport and routes including **travel controls**.

Transportation routes: Air, overland (road, rail), water (sea, rivers, canals).
Influence: Appropriateness, cost, ease, convenience, speed, comfort, efficiency, practicality.
Travel controls: Customs and immigration; passport, health and medical requirements (vaccinations and/or other preventative measures), insurance (health, luggage).

1.3 Identify different travel related **services** for international travel.

Services: Travel insurance (eg travel, ski, sports), currencies: (euro, dollar, pound, etc) onward travel (car hire, campervan, motorbike)transfer services, airport services

1.4 Explain the use of the **internet** within International Tourism

Internet: Route planner, travel information, destination information, recommendations.

02 Tourism geography

Unit commentary

The aim of this unit is to ensure that candidates are able to find and locate information about tourism destinations and the features that attract tourists to these destinations. Candidates will also investigate visitor flows, transport routes and world time zones.

Assessment

This unit will be assessed on evidence resulting from

1   Practical activities

The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Multiple choice test paper

The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

2.1   With the use of an atlas identify key map **features** ☐

Features: Landmass, oceans, seas, mountain ranges, rivers, cities, towns, points of entry; airports, seaports, other access points (eg border crossings), roads and railways, island groups, deserts.

2.2   With the use of the atlas index and maps in the atlas identify the location of **continents** and **countries** involved in international tourism ☐

Continents: Asia, Africa, Americas, Europe, Australasia.
Countries: Africa, Americas, Asia, Australasia, Europe; countries attracting tourists, (eg South Africa); countries providing tourists (eg Japan); countries falling into both categories (eg The United States of America).

2.3   Use reference books to identify major types of tourist **destinations** and **attractions**, including **capital cities** around the world ☐

Destinations: Continents, countries, regions within countries, islands, cities.

Resorts, countries and regions with a resident population and attracting annual visitor numbers (eg Costa del Sol, Spain; Cape Town, South Africa: Barbados, Caribbean).
Attractions: Cultural and heritage, historical, sport, themed, natural, wildlife, special interest, national parks, entertainment, industrial, unique attractions (eg Great Barrier Reef, Galapagos Islands).
Capital cities: Ankara (Turkey), Athens (Greece), Bangkok (Thailand), Beijing (China), Brasilia (Brazil), Buenos Aires (Argentina), Cairo (Egypt), Canberra (Australia), Rabat (Morocco), Delhi (India), Abu Dhabi (United Arab Emirates), Harare (Zimbabwe), Hong Kong, Jakarta (Indonesia), Kuala Lumpur (Malaysia), London (United Kingdom), Lusaka (Zambia), Madrid (Spain), Manila (Phillippines), Mexico City (Mexico), Moscow (Russia), Nairobi (Kenya), Ottawa (Canada), Paris (France), Pretoria (South Africa), Rome (Italy), Tokyo (Japan), Washington DC (USA), Wellington (New Zealand)

2.4   Explain to an instructor how **topographical features influence** tourism ☐

Topographical features: Mountain ranges, seas, lakes, rivers, swamps, deserts, glaciers, forests, plains, plateaux, valleys.
Influence on tourism**:** Transportation (ease of access, ease of transportation) , communication, natural features attract tourists (scenery, adventure, activities).

2.5   Prepare a report on two major tourism **transportation routes** between the candidate's country and a destination in the opposite Hemisphere. ☐

Transportation routes: Road, rail, sea, air, river, canal (or any combination of these). Round-the-world, direct (to a specific destination and return), indirect (via a number of points).

2.6   Research a popular country in your area, explain to your instructor the positive and negative effects of **geographical features** on tourism ☐

Geographical features: Location (ie climate), altitude, geographical features (mountains, deserts, lakes, rivers, seas, swamps, plains, plateaux, valleys).

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements

Instructors must ensure that candidates are able to:

2.1   Identify different types of **climate** worldwide and how they influence the tourism market

Climate: Impacts of seasonality, tropical, temperate, equatorial, Mediterranean, desert, polar, monsoon.

2.2   Identify the major **tourist flows** in the international tourism market

Tourism flows: Countries and regions providing tourists, countries and regions attracting tourists, transportation routes and methods.

2.3   Identify different **world time zones** within and between continents, and the effect of the International Date Line

World time zones: Time zones within the five continents (Asia, Africa, Americas, Europe, Australasia), international dateline, how time zones between the candidates country and other countries differ. How time zones differ within major countries (eg USA, Australia).

2.4   Describe different types of **food, shopping, entertainment, culture** and **special events** in major tourist locations worldwide

Food: Food specialty, local cuisine.
Shopping: Malls, local specialty shops, best buys
Entertainment: Pubs, bars, nightclubs
Culture: Museums, palaces, religious
Special events: Special events: carnivals, exhibitions, festivals, national holidays.

03 Customer service

Unit commentary
The aim of this unit is to ensure that candidates are aware of the importance of customer service in order for them to both keep and attract new customers. How to identify the needs of customers, handling customers and also practise the skills and methods required for providing excellent customer service.

Assessment
This unit will be assessed on evidence resulting from

1   Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multi choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

3.1   Carry out research into different tourism organisations which identifies the main **types of customer**. The research should also include c**ustomer service expectations** of different types of customer in different **tourism organisations**.

Types of customer: Individual, groups; different age groups, different cultural backgrounds, different socio-economic groups, different languages, business and leisure, people with specific needs; (special service requirements).
Customer service expectations: Levels of service, style of service (closely attentive or left alone, formal or informal); facilities (quantity and quality); appearance of staff and facilities; products (quantity and quality).
Tourism organisations: Visitor attractions, information centres, accommodation providers, food and drink providers, transport, tour operators, retails (travel agencies, shops).

3.2   Prepare a report on **service standards** used in three different tourism organisations

Service standards: Accommodation grading system, different classes of travel (air, rail, sea), catering systems, customer service standards (in relation to costs, in relation to customer expectations); customer service competency standards (written, unwritten); health, safety and security standards; knowledge of contingency/disaster plans.

3.3   Prepare a presentation which gives two examples for each of the four levels of **customer satisfaction**.

Customer satisfaction: Dissatisfied, neutral, satisfied, exceeding expectations.

3.4   Use effective customer service in three different **selected situations**. The service provided must create **positive impressions**, use effective **communication** skills and accurately **record customer details**

Positive impressions: First impressions (of facilities and people), appearance, body language, verbal communication, greeting the customer (courtesy and consideration), last impressions.
C**ommunication**: Verbal, non-verbal, listening skills, questioning skills, opening conversations, finding out customer requirements (wants, needs, expectations), building rapport, effective close.
Recording of customer details: Sales, bookings, ticketing, handling money, enquiries.
Selected situations: Candidates must show effective customer service in three situations. Ideally candidates should be given the opportunity to show their customer service in real work situations (ie work experience, part-time employment). Where not possible, realistic role plays involving 'customers' can be used. These situations should be relevant to the candidate and region of operation and should, as with these three examples below, represent a range of customers and service situations.

• Dealing with a new customer
• Dealing with a customer who has special needs
• Dealing with a customer who has a complaint.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

3.1   Identify types of customers with **specific needs** looking at **service requirements** of each.

Specific needs: People with: impaired mobility, hearing, oral/visual impairment, learning difficulties and disabilities (literacy and numeracy), language, culture, lifestyle issues, socio-economic, children, single people, families, age-related.
Service requirements: Changes to facility, physical requirements (sensory or mobility impairment) physical assistance, additional information needs (eg Braille, tactile signs for visual impairment and hand signs (signing) for hearing impairment).

3.2   Recognise the four elements which help to **create rapport** with a customer

Create rapport: The situation; verbal: what to say; non-verbal: body language; vocal: how we say it.

3.3   Identify how you can improve **communications** with your customers

Communications: Face-to-face, telephone, written.

04 Presentation of tourism products and services

Unit commentary
The aim of this unit is to ensure that candidates are aware of methods of providing information within tourism organisations. Candidates will learn how to structure and deliver an effective presentation and overcome any potential difficulties.

Assessment
This unit will be assessed on evidence resulting from

1   Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multi choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

4.1   Collect and identify **reasons for different forms** of information used by **tourism organisations** to present different tourism **products and services**

Tourism organisations: Visitor attractions, information centres, accommodation, food and beverage service, transport, tour operator, travel agents, government tourism offices
Reasons for different forms: Type of organisation, size of organisation, customer types, cost, types of message, available media.
Products and services: For people living in the country/region, for people visiting the country/region from other areas, for outgoing customers (from a country, region or area), travel (leisure, business, visiting friends and relatives), tourism (holidays, tours, activities at destination, accommodation, catering, transport, agency, information, guiding, currency exchange).

4.2   Collect information identifying the **key elements** of a verbal presentation and deliver a presentation on a selected tourism product or service

Key elements: Location of presentation (eg venue where presentation is taking place); preparation of presentation; suitability of topic or subject to customer; voice of presenter, tone; (pace, pitch, volume, pauses, clarity, accents) projection of voice.Choosing effective communication for type of customer. Timing of presentation (eg one hour), structure of presentation including effective start and conclusion, preparation of visual support material, question and answer session.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements

Instructors must ensure that candidates are able to:

4.1 Examine the **ways** information can be presented to **tourism customers**

   Ways: Formal and informal, visual; leaflets, posters, guide books, written displays, pictorial displays (eg slides, window displays), brochures, signs, interpretive panels, computer generated information, video, television (eg travel programmes), CD rom, powerpoint, the internet.
   Verbal: Lecturers, audio equipment, telephone, information services, spoken presentation (tour guides, tour representatives).
   Tourism customers: Individuals, groups; different age groups, different cultural backgrounds, different languages, people with special service requirements.

4.2 Identify the key elements of **effective merchandising** in tourism organisations and criteria for visual presentation of information

   Effective merchandising: Display goods, point of sale advertising, pricing of items, size of organisation, cost of presentation, type of customers, type of exhibit, space available, staff skills.

4.3 Identify the **key criteria** for a **visual presentation** of a tourist product

   Key criteria: Attention seeking, use of colour, names, logos, images, slogans
   Visual presentation: One visual display chosen from: a shop window, an exhibition stand, information area, an interpretive display, video.

4.4 Identify the **key elements** for effective visual presentation

   Key elements: Location, capacity of venue, audience size, level of participation, visibility, ease of recognition, tidiness, structured layout, ease of understanding, presentation is appropriate to needs of organisation, presentation is appropriate to customer, ease of access, legal requirements, timing of presentation.

05 Marketing

Unit commentary
The aim of this unit is to ensure that candidates are aware of the importance of marketing to ensure that organisations meet their customers needs. The unit provides an understanding of marketing principles, identifies how to carry out market research and allows the candidate to develop promotional materials.

Assessment
This unit will be assessed on evidence resulting from

1 Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multi choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

5.1 Explain to your instructor what is meant by the term **'marketing mix'** and the **functions** of each element of the marketing mix ☐

Marketing mix: Price, place, product and promotion.
Functions: Pricing influences: seasonality (high season, low season), demand, competition, special offers, costs, nature of market.
Place issues: location, distribution.
Product: development, lifecycle.
Promotion: advertising; public relations, sales promotion, personal selling, promotional mix.

5.2 Prepare a presentation which identifies the reasons **why** market research is carried out and the **methods of conducting** market research. ☐

Why: Avoid wasting resources (time, money, skills), align product/service with the customer needs, develop new products which meet customers' – consumers' needs, provide information useful to the organisation.
Methods of conducting: Primary research (eg gathering new information), secondary research (eg existing available information).

5.3 Carry out a marketing activity involving **market research** in relation to tourism organisation ☐

Market research: Finding out about customers (types, lifestyles, segmentation), finding out about competitors (types of customer, price, comparing products and services, comparing quality levels), finding out about the tourism market (customer service segments, spending power).

5.4 Carry out research into identifying **promotional methods** and media. Match promotional methods with **customer groups**, **products and services** ☐

Promotional methods and media: Television, radio, information technology, databases (eg internet), magazines, journals, newspapers, posters, leaflets, brochures, point of sale, direct mail.
Customer groups: Individual groups, different age groups, different cultural backgrounds, different socio-economic groups, different languages, people with specific needs (special service requirements). People living in the country/region, people visiting the country/region from other areas, outgoing customers (from a country, region or area)
Products and services: Travel (leisure, business, visiting friends and relatives), tourism (holidays, tours, activities at destination; accommodation/catering, transport, agency and information, guiding, currency exchange.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

5.1 Identify the **key principles** of the marketing function, the **marketing stages** and reasons for undertaking **marketing activities**

Key principles: Develop products/services, achieving customer satisfaction (meeting customer expectations), generating income/profit, informing customers and consumers, meeting customer needs, influencing customers and consumers, raising awareness.
Marketing stages: Research, planning, preparation, implementation, evaluation.
Marketing activities: Align customer needs, wants and expectations to product/service development.

5.2 Identify the **methods of promotion** and state **why** tourism organisations undertake promotional activities

Methods of promotion: Advertising, public relations, personal selling, sales promotion.
Why: Raise awareness, improve sales or visitor numbers, introduce new products/services, inform new and existing customers.

5.3 Recognise the **implications** of misrepresentation in advertising using **paper-based** materials and **technology**

Implications: Legal, decency, honesty
Paper-based materials: Leaflets, brochures
Technology: Internet, CD-Rom

06 Developing a visitor attraction

Unit commentary
The aim of this unit is to ensure that candidates can identify a range of visitor attractions throughout the world and examine their appeal and popularity.

Assessment
This unit will be assessed on evidence resulting from

1   **Practical activities**
    The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   **Multiple choice test paper**
    The underpinning knowledge requirements will be assessed by a multi choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

6.1   Select two major visitor attractions – one in the Northern, one in the Southern Hemisphere – and research how each attraction was **developed**. Using this information produce a factfile on each attraction which give details of recent improvements, explaining why they were made, and identify any funding provided.

☐

      Stages in developing: Ideas, research, location, options available, planning, development phase, funding arrangements, decision making, implementing, reviewing.

6.2   Carry out research into the same two visitor attractions and obtain **examples** of sales and promotional materials both paper-based and via the Internet. Prepare a presentation which compares **sales and promotional activities** in each attraction.

☐

      Examples: Posters, leaflets, advertising (television, video, radio, newspapers, cinema, magazines), point-of-sale materials, gifts and souvenirs, guide books, food and drink, press releases, publicity.
      Sales and promotional activities: Advertising, sales promotions, public relations. Identify how the activities are linked to the selected materials.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

6.1 Examine the **categories** and **roles** of visitor attractions in both the Northern and Southern Hemispheres

Categories: Man-made, natural, historic, cultural, recreational, sport, themed, special interest, parks and gardens, farms, wildlife, entertainment centres (theatres, cinemas, concert halls), industrial, national parks, heritage.
Role: Entertain, educate, inform in order to persuade, fulfil commercial objectives, fulfil charitable objectives, preserve (eg the pyramids), conserve (eg National Parks), provide employment, fulfil an economic objective in a country or region.

6.2 Identify **reasons** why tourist areas in a specific region have a range of visitor attractions

Reasons: Wider range of visitors, maximising length of stay (through greater choice), employment opportunities, maximising use of resources (eg a lake could be used for boating, scuba diving and swimming), economic benefits, fuller use of services and support facilities.

07 Reservations and ticketing within travel and tourism

Unit commentary
The aim of this unit is to ensure that candidates understand the processes involved when making a reservation and issuing tickets including costings.

Assessment
This unit will be assessed on evidence resulting from

1   Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multi choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

7.1   Interpret **screen information** from a computer reservation system ☐

   Screen information: Booking codes, availability, status

7.2   Interpret and analyse **costings** in different forms of **travel** ☐

   Costings: Single components (ie flight only) multiple components (ie flight plus hotel) gross, net, commission
   Travel: Air, sea, rail, coach, car

7.3   Research how different **tickets** are completed for different types of international tourism ☐

   Tickets: Air tickets, rail tickets, bus tickets, visitor passes and accommodation vouchers

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements

Instructors must ensure that candidates are able to:

7.1 Explain what **computer reservation systems** are used for in making travel reservations in International travel

Computer reservation systems: Galileo, Sabre, Worldspan, Personal systems

7.2 Explain the **benefits** of **technology**

Benefits: Information access, efficiency, speed, level of services, communication, keeping records
Technology: Internet, CRS systems

Assessments

Test specification for written papers International Tourism Principles 1 (4867-01-002)

This is a multiple choice written paper lasting one hour with 40 questions. Candidates must answer **all** questions.

Topic		Approximate % examination weighting
01	The tourism industry	30
02	Tourism geography	30
06	Developing a visitor attraction	25
07	Reservations and ticketing within travel and tourism	15

Test specification for written papers Business Aspects of International Tourism 1 (4867-01-003)

This is a multiple choice written paper lasting one hour with 40 questions. Candidates must answer **all** questions.

Topic		Approximate % examination weighting
03	Customer service	30
04	Presentation of tourism products and services	40
05	Marketing	30

Certificate in International Tourism –
International Tourism Practical 1
Candidate assessment record

Candidate's name and number

Centre name and number

Assessment reference	Date completed	Instructor signature	Instructor name
01 The tourism industry			
02 Tourism geography			
03 Customer service			
04 Presentation of tourism products and services			
05 Marketing			
06 Developing a visitor attraction			
07 Reservations and ticketing within travel and tourism			

Verifier name (please print)

Verifier signature

Date

Diploma in International Tourism
01 The development of the tourism industry

Unit commentary

The aim of this unit is to ensure that candidates understand how the tourism Industry has developed and the key factors that have affected its development. Candidates will examine the reasons why people travel, the impact of tourism on destinations and future developments and opportunities.

Assessment

This unit will be assessed on evidence resulting from

1   Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

1.1   Carry out research which identifies the different **reasons** why people travel. Explain to your instructor, giving examples of the reasons identified. ☐

Reasons:
Leisure: Exploration; seeing new sights, natural features, built features (ancient, modern), climate (sunshine, improved climate, more agreeable climate, travel away from extreme temperatures), activity (mountain related, lakes and sea/river related, safaris, riding, driving, walking)
Adventure; expeditions, safari, exploration (guided, non-guided), education (religious visits, religious, shrines, health related), visiting friends and relatives,
Business (employment, meetings, trade fairs and exhibitions, incentive travel),
Special events (sporting, national, international, festivals, carnivals, religious).

1.2   Using a destination of your choice, prepare a presentation investigating the **positive** and **negative economic impacts** of tourism using various sources including books, the media and the World Wide Web ☐

Economic impacts:
Positive: job creation, attracting income to an area, increase in trade, wealth creation, multiplier effect
Negative: increased prices (food, housing, services), wage structure (disparity in wage levels), loss of local/national industry, loss of livelihoods, seasonal nature of employment, pressure on public services (eg water, sewerage, waste disposal and electricity), pressure on emergency services (fire, medical, police).

1.3   Carry out research on the growth and development of **new tourism initiatives** worldwide including adventure, nature-based and independent travel. ☐

New tourism initiatives: Adventure tourism, nature-based tourism, gap-year tourism (Gap year: A sabbatical, or year off from studies from either a college or university, in order to travel the world and gain experiences of different cultures), independent travel.

1.4   Research different **tourism jobs** in your own area and identify the **skills required** in each.
Using your research write a report comparing specific job roles in the International Tourism industry identifying the different skills and tasks involved. (eg tourism bodies, tour operator, overseas representatives, cabin crew, hotels) ☐

Tourism jobs: Retail travel consultants, reservations staff, tourism information centre assistant, sales, reception, administration, couriers, travel representatives, guides, food and drink service, food production, maintenance, housekeeping, drivers (coach/taxi), customer handling.
Skill requirements:
People skills: customer contact communication skills (face-to-face, telephone, written), interpersonal (managers, other staff), verbal, non-verbal and listening.
Management skills: management of time, health, safety and security, customers, information, internal and external factors.
Business skills: money handling, assessing information, processing documentation, organisation and administration.
Technical skills: use of equipment relating to information technology, health and safety, specialist facilities and maintenance.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

1.1 Explain the **component sectors** of the International tourism industry and the different products and services associated with each sector

Component sectors:
Tourism organisations: tourist authorities, tourist boards (or equivalent), marketing groups, quality assessment: grading schemes providing standards (international, national, regional, government, private sector).
Travel services: incoming tour operations (people coming to visit or tour around the country, independent, organised), outgoing tour operations (to other countries; independent, organised), tourist/visitor attractions, providing information services (information centres/travel information, accommodation information), catering, accommodation, transport (airlines, rail companies, car hire, coach), travel agencies.

Products and services:
Tourism organisations (information services, marketing and promotional activities, planning and business advice, co-ordination, publications, grading schemes guiding); tour operators (package holidays, tailor made holidays for independent travellers, escorted tours); information services (tourist information centres, tourist information points, visitor centre; face-to-face, telephone and printed information); catering (restaurants, cafes, fast food, hotels and bars). Accommodation; hotels, self-catering, campervans/caravan/trailers and camping.
Transport: air (international, domestic, schedule, charter [Charter: A flight chartered or rented by a holiday company, specifically for holidays or major events]), rail (national, international), sea (ferries, cruising), road (coach/bus), car (rental, self drive), taxis; waterways (cruising, taxi), foreign exchange; travel agencies, foreign exchange, ticketing, reservation services, schedule services, charter services, local excursions.

1.2 Analyse the **reasons** for the increase and decrease in tourist numbers in specific **destinations**

Reasons: Positive/negative: economic (eg exchange rates), political (eg war, terrorism), social-cultural (eg special events – Olympics) environmental (eg pollution)
Destinations: Shorthaul, longhaul

1.3 Examine how the **influence** of the **media** can influence the growth or decline of International Tourism

Influence: Awareness, knowledge
Media: Radio, television, cinema, newspapers, magazines, internet

02 International tourism geography

Unit commentary

The aim of this unit is to ensure that candidates are able to locate the major International destinations throughout the world including gateways, tourist attractions and local languages. Candidates will also be able to convert local times, carry out currency transactions and calculate journey times.

Assessment

This unit will be assessed on evidence resulting from

1   Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

2.1   Use atlases and maps to identify the location of **continents, countries,** capital cities, **major tourist resorts**   ☐

Continents: Asia, Africa, Americas, Europe, Australasia.
Countries: those who provide tourists, those who attract tourists (eg USA, South Africa, Australia, United Kingdom, Japan, Thailand, Germany, France, Spain, Italy, India, Caribbean, Europe).
Major tourist resorts: Those attracting a significant number of tourists, where the economy is dependent on tourism (eg Penang, Malaysia; Costa del Sol, Spain; Barbados, Caribbean).

2.2   Convert local times to and from Universal Time Coordinates (UTC)/or Greenwich Mean Time (GMT), using time calculation tools such as time zone charts. State the **factors** involved in time conversion   ☐

Factors: International date line, single meridian, several meridians, daylight saving time changes

2.3   Use atlases and maps to identify major tourist **gateways** and **hinterlands**, major international visitor **attractions**   ☐

Gateways: Ports, airports, frontiers.
Hinterland: Immediate vicinity, more distant areas served by the gateway (ports, airport and frontiers).
Attractions: Tourist destinations, visitor attractions.

2.4   Calculate foreign currency exchange transactions with commission charges between: ☐

a   your own country and eight foreign countries
b   three pairs of foreign countries

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature
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Candidate name (please print)
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Trainer/instructor signature
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Trainer/instructor name (please print)
_____

Completion date
_____

Knowledge requirements

Instructors must ensure that candidates are able to:

2.1 Identify how **geographical factors** can affect the success of tourism, resort attraction, infrastructure and tourist flows

Geographical factors:
Location (rural, urban, coastal, inland on major route).
Topography (island, mountain ranges, lakes, seas, rivers, swamps, deserts, glaciers, forests, plains, plateaux, valleys, coral reef), accessibility.
Resort infrastructure: facilities (hotels, attractions, shops, offices, parking), transport (road, rail, sea, river, cable car, air).
Tourist flow: inbound, outbound, domestic.

2.2 Calculate **journey times** between international points using various **forms of transport**

Journey times: Single sector, multiple sector, eastbound, westbound, northbound, southbound.
Forms of transport: Aircraft, rail, ship, boat, car, coach.

2.3 Identify the range of **languages** spoken in the major international tourist destinations

Languages: Turkey (Turkish), Greece (Greek), Thailand (Thai), China (Mandarin, Cantonese), Brazil (Portuguese), Argentina (Spanish), Egypt (Egyptian), Australia (English), Caribbean (English, French), Morocco (Arabic, French), India (Punjabi, Hindi), United Arab Emirates (Arabic), Zimbabwe (Shona, Ndebele, English), Indonesia (English, Indonesian, Cantonese), Malaysia (Malay, English). United Kingdom (English), Zambia (English), Spain (Spanish), Philippines (Spanish, English), Mexico (Mexican), Russia (Russian), Kenya (Kiswahili, English), Canada (English, French), France (French), South Africa (English, Afrikaans, Zulu, Xhosa), Italy (Italian), Japan (Japanese), USA (English), New Zealand (English).

2.4 Identify the **economic issues** affecting International tourism

Economic issues: Exchange rates, local taxation, exchange rate movements and fluctuations; cost of living comparisons, countries who retain the Euro, balance of payments

2.5 Identify different types of **climate** featured worldwide and the effect it has on the choice of travel.

Climate: Equatorial, tropical, desert, arid, warm temperate (ie Mediterranean), cool temperate (ie Western European), cold (Arctic/polar, mountain)

03 Customer service operations

Unit commentary

The aim of this unit is to ensure that candidates understand the importance of Customer services within the travel and tourism industry. The focus of the unit is on customer service standards, procedures and customer feedback.

Assessment

This unit will be assessed on evidence resulting from

1 Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

3.1 Produce a customer service induction document identifying the **key components** of customer service ☐

Key components: First impressions, caring for internal/external customers, assessing customer needs, exceeding customer expectations, achieving customer satisfaction, maintaining safety and security, providing information.
Essential personal qualities: personality, enthusiasm, honesty, intelligence, initiative, friendliness, knowledge, judgement, consistency.
Positive and negative influences on customer impressions: environment (welcoming, unwelcoming), staff (motivated, demotivated, well trained, untrained), value for money, information provision (effective and accurate, poor and inaccurate), exceeding or failing to meet expected standards of service (satisfied customers, dissatisfied customers).
Customer communications: individuals/groups; telephone, face-to-face, written (recording customers' comments).
Monitoring and evaluating customer communications: verbal, non verbal; conversing with customers, listening to customers, use of questioning.

Importance of handling customer complaints effectively: customer satisfaction, staff satisfaction, morale, enthusiasm, understanding customer needs, increasing organisational efficiency, increasing organisation effectiveness.

3.2 Research reference sources and **procedures** for handling complaints and produce a **letter** in response to a customer's complaint and identify the methods of **recording** complaints ☐

Procedures: Actions, method, time limits, level of responsibility.
Recording: Recording details in a log book, on a computer, filing, correspondence, tracking the complaint, evaluation methods.
Letter: To include; date, reference, greeting, salutation (Dear), acknowledgement (thank you) and indication of initial action, of timescale of action, closing phrases (yours sincerely, yours faithfully), enclosures.

3.3 Produce guidelines for **recommendations** for the development of customer service in a tourism organisation ☐

Recommendations: Prioritising customer needs, utilisation of communication methods, recording of necessary customer information, training and development of staff, customer systems, physical environment, ensuring service levels and standards.
Process of evaluating customer service: setting objectives, delivery of service, assessing service against objectives, assessing service against service criteria and expectations, making recommendations based on the assessment of service provision, setting new objectives.

3.4 Prepare a report **comparing** customer service in two selected tourism organisations ☐

Comparison criteria: Planning phases, type of business, staffing levels, location, pricing structure, promotion techniques, product range, customer caring skills, health, safety and security issues, signage (eg information boards).

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements

Instructors must ensure that candidates are able to:

3.1   Identify how to review and maintain **customer service delivery** and so deal with your customers efficiently and effectively

   Customer service delivery: Face-to face, telephone

3.2   Organise your **actions** to ensure you are consistently able to give prompt attention to your customers

   Actions: Short term, long-term

3.3   Continuously review your own **performance** with others against **plans** to improve customer service

   Performance: Company policy, personal objectives
   Plans: Short term, long-term

3.4   Resolve customer problems by acting on **customer feedback**

   Customer feedback: Verbal, written

04 People development

Unit commentary
The aim of this unit is to ensure that candidates are aware of the practical application of human resources in the travel and tourism industry. Candidates will investigate organisational structures, staff recruitment and selection, including legal requirements.

Assessment
This unit will be assessed on evidence resulting from

1 **Practical activities**
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 **Multiple choice test paper**
The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

4.1 For two tourism organisations produce a diagram of **organisational structures**, explaining the **factors** which have influenced its development ☐

Organisational structures: Simple, functional, divisional, matrix; centralised, decentralised, flat, hierarchal
Factors: Internal (size, location, nature of product/service, management style) external (ownership, competition, changes in market, technology, demographics, governments and government policy)

4.2 Research various positions within the tourism industry. Prepare a **job specification and description** in order to produce a job advertisement ☐

Job specifications and descriptions: Job title, reporting structures, responsibilities, purpose, technical knowledge, experience, skills, abilities, attitude.

4.3 Develop a personal **curriculum vitae/resume** ☐

Curriculum vitae/resume: To include: quality of content (personal background information, academic/vocational, career details, professional experience and personal strengths), quality of presentation of career history (layout, structure, accuracy, coherence, image).

4.4 For a chosen tourism organisation, prepare a presentation on workplace **standards** of practice, **operation** and **legislation** ☐

Standards: Rules, discipline; performance and behaviour (attendance, timekeeping, appearance, attitude).
Operations: How are standards and legislation regulated by the organisation, what process exists.
Legislation: Preventative, protection of employer/employee, customer/consumer.

4.5 Within **small groups** organise a **team activity** for a **tourism related event**. *Each* group member must produce a report identifying team member **roles**, **responsibilities** and **factors influencing the effectiveness** of their team. ☐

Small groups: Maximum 4 people
Team activity: Group of people seeking to achieve a common goal.
Tourist related event: Long/short term projects; special event (eg visitor survey, charity event, music/art/cultural activity), organised excursion
Roles, responsibilities: Team leader/members, team building and interaction, objectives, training the team, resource provision.
Factors influencing the effectiveness: Purpose of a team; communications (internal/external), customer service, improve efficiency and effectiveness; leadership, structure of group/team, group dynamics, skills and knowledge mix, resource availability (people, finance, time, facilities/physical environment), management/leadership styles, working environment, lines of authority (within team, facility, organisation), delegation of authority and responsibility.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

4.1 Investigate **recruitment** and **selection processes** in tourism organisations

Recruitment/selection processes:
Current legislation: contracts of employment, health, safety and security (of self, of colleagues, of customers/consumers), operational (maintenance, standards of building/services), environmental.

Recruitment process: determine the vacancy, advertising vacancies (national press, trade press, local press, recruitment agencies, internal methods), documenting the process.

Selection process: procedures, short listing; selection methods; setting selection criteria, job application forms, telephone screening, testing, interviewing (formal, informal), group selection, work sampling, references, setting selection criteria, final selection, contracts of employment.

05 Business systems

Unit commentary
The aim of this unit is to ensure that candidates understand the day to day systems that need to be in place for a business to run both effectively and efficiently.

Assessment
This unit will be assessed on evidence resulting from

1 Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

5.1 Explain to your instructor how **financial performance is monitored** in tourism organisations. Identifying any **factors** affecting financial performance and the **financial terms** used ☐

Financial performance monitoring: Balance sheet, profit and loss accounts, cash flow, financial targets, budgets and forecasting, break-even analysis.
Factors: External (recession, boom, local conditions, seasonal factors, competitor activity), internal (volume of sales, levels of credit, levels of debt, wage bills, fixed costs, variable costs, stock control).
Financial terms: Assets (fixed, current), capital, costs (fixed, variable), depreciation, equity, gearing, liabilities (current, long term), profit (gross, net), shares, turnover.

5.2 Carry out and describe **simple budgeting** from given financial data ☐

Simple budgets: Master, divisional (sales, marketing, wages), project. Structure (expense headings, breakdown within headings, budget period).

5.3 Prepare a report which explains the impact of future **technological developments** upon business systems in tourism organisations. ☐

Technological developments: E-technology, video-conferencing, global distribution system (GDS), digital television, home booking systems, virtual reality, multiplemedia, mobile phone technology

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

5.1 Identify the different types of **financial accounts** used in tourism organisations

   Financial accounts: Trading account, profit and loss account, balance sheet, annual reports (or equivalent), income and expenditure statement.

5.2 Identify **administration systems** and **communication systems** used in tourism organisations

   Administration systems: Systems to support: information provision, marketing, finance, personnel, management decision making; provide links with external organisations and individuals.
   Communication systems: Internal/external; one way (sign, notices, written correspondence), two way (face-to-face, telephone, intercom systems); support the management of organisations, support the operations of organisations, facilitate (help), links with external organisations and individuals.

5.3 Identify **electronic systems** and **information processing systems** used in tourism organisations

   Electronic systems: Reservation and booking systems, communication networks (including internet, E-mail, telecommunication systems). Effects of electronic technology: speed, accuracy, reliability, cost, productivity, access to information, changing skill needs.
   Information processing systems: Manual/electronic; receiving/storing/distributing information, providing customer service information, providing management information, protection of data.
   Evaluate in terms of: fitness for purpose, value for money, accuracy, efficiency, security, ease of use, user opinion.

06 Marketing operations

Unit commentary
The aim of this unit is to ensure that candidates understand the role and importance of marketing in the continued success of travel and tourism organisations.

Assessment
This unit will be assessed on evidence resulting from

1 Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

6.1 Carry out research into three different **tourism organisations** and prepare a report comparing their **marketing activities** ☐

Tourism organisations: Tourist Authorities (Tourist Boards or equivalent), visitor attractions, information centres, tour operators, accommodation, catering, retail travel agencies, providers of support services, providers of grading standards.
Marketing activities: Environmental analysis, market analysis (market segments, customer needs/wants, customer expectations, customer behaviour), market research (customer expectations, customer satisfaction levels, customer requirements, competitors), planning, marketing mix (pricing decisions, place decisions, product development, promotional activities), marketing communications, sales and customer service.

6.2 Undertake **market research** for a new tourism product or service. Prepare a presentation which identifies the **objectives**, the **research process**, **techniques used**, and conclude with a summary of the findings. ☐

Market research: Primary and secondary information provision; internet and external to the organisation; quantitative/qualitative research.

Research process: Set objectives, select suitable methods, undertake research, collate and present information, decision making using information.
Objectives: Identification of markets, characteristics of markets, market trends, market changes market opportunities/threats, effectiveness of marketing activities, competition.
Techniques: Sampling, interview, survey, questionnaire, observation, experimentation, contact methods; mail, telephone, personal, IT.

6.3 Produce a **marketing plan** identifying the components for the selected product or service ☐

Marketing plan: Objectives (organisational, marketing), analysis of environment, analysis of markets, choices, target market/pricing/product/promotion decisions, implementation (timescale, resource requirements, budgets), evaluation.

6.4 Select **promotional methods** appropriate to your marketing plan and produce examples of materials to be used ☐

Promotional methods:
Advertising (newspapers, magazines, television, radio, posters, point of sale material, brochures), public relations, press releases, sponsorship, lobbying (eg gaining support for a cause), community relations, corporate communications, sales promotion (consumers samples, coupons, competitions, special offers, loyalty incentives; trade discounts, allowances, free products/gifts, exhibitions, shows, educational visits).
Direct marketing (catalogues, direct mail, tele-marketing, direct response media), personal selling (face to face, tele-sales), mailshots, leaflets, posters, electronic communications, internet.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements

Instructors must ensure that candidates are able to:

6.1 Explain the **functions** of the elements of the **marketing mix** in relation to tourism products and services.

Functions: Pricing influences: seasonality (high season, low season), demand, competition, special offers, costs, nature of market.
Place issues: location, distribution.
Product: development, lifecycle.
Promotion: advertising; public relations, sales promotion, personal selling, promotional mix.
Marketing mix: Price, place, product and promotion.

6.2 Identify **promotional methods**.

Promotional methods:
Advertising (newspapers, magazines, television, radio, posters, point of sale material, brochures), public relations, press releases, sponsorship, lobbying (eg gaining support for a cause), community relations, corporate communications, sales promotion (consumers samples, coupons, competitions, special offers, loyalty incentives; trade discounts, allowances, free products/gifts, exhibitions, shows, educational visits).
Direct marketing (catalogues, direct mail, tele-marketing, direct response media), personal selling (face to face, tele-sales), mailshots, leaflets, posters, electronic communications, internet.

6.3 Analyse how tourism organisations **evaluate a marketing activity** to produce a summary of the methods used.

Evaluating marketing activities: Customer surveys, comparison between performance and targets: financial, sales information, usage (amount of times customers use facilities or services), occupancy.

07 Developing a local tourism destination

Unit commentary
The aim of this unit is to ensure that candidates understand the need for the responsible development of tourism.

Assessment
This unit will be assessed on evidence resulting from

1 Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Multiple choice test paper
The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

7.1 Produce a report on a local tourism destination of your choice. The report should concentrate on the **reasons** for the tourism development, the **stages** in its development, organisations which **influenced** the development, **sources of funding** and the **impact** on the local community.

Reasons for tourism development: Regeneration of economy/environment, employment opportunities, maximise number of tourists, broaden tourism experience, attract inward investment, economies of scale (eg size of development), maximise the length of stay in a locality, effective utilisation of resources.
Stages in development: Setting objectives, research, analysis of current situation, developing strategies, implementation, evaluation (measurement and review).
Influenced: Public, private, voluntary sectors: local business groups (retail, accommodation, visitor attractions, tourism focused), local tourism initiatives, regional tourism organisations, national tourism organisations, local/regional/national governments, international agencies (eg tourism regeneration).
Sources of funding: International, national, regional, local, grants, loans, sponsorship; government, private sector, non profit making.
Impact: Negative, positive impacts; economic, social/cultural changes, environmental.

7.2 In relation to your chosen destination, **analyse the factors** involved in its marketing and summarise your findings to your instructor.

Analyse the factors: Identification of customers, identification of customers' expectations, development of local product/service, linking of various organisations, co-ordination of promotion, evaluation of marketing activities, marketing plans, visitor and traffic management, themed image.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements

Instructors must ensure that candidates are able to:

7.1 Identify **elements** that create a tourism destination

Elements: Visitor attractions (historic, cultural, themed, natural, special interest, parks and gardens, farms, wildlife, entertainment centres, industrial, heritage), accommodation (self catering, serviced), people (trained staff, tourism professionals), retail, services (banks, medical, support, tourist information, guiding), food and beverage, shared interest groups (eg Chambers of Commerce or equivalent), transport, corporate image; beaches, water quality.

7.2 Identify the **reasons** why there is a need for continued development of tourist developments.

Reasons: To keep a strategic overview, ensure co-ordination of the sectors, adapt to changing customer expectations, cope with competitors, financial implications (eg access to funds/grants). Changing customer needs, reinvestment (ensure repeat visits), competition, changing customer attitudes and perceptions, changing demographics, fashion or trends, changing technology, product/service lifecycles.

7.3 Examine the **image** requirements of tourism developments

Image: Appearance of locality, signs, street furniture, promotional materials. Corporate approach to image (themed).

08 Related tourism services

Unit commentary
The aim of this unit is to ensure that candidates develop an understanding of the wider nature of the travel market introducing them to related services such as car hire, travel insurance and the cruise market.

Assessment
This unit will be assessed on evidence resulting from

1 **Practical activities**
   The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 **Multiple choice test paper**
   The underpinning knowledge requirements will be assessed by a multiple choice test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

8.1 Produce a guide for customers which explains different types of **travel insurance** ☐

   Travel insurance: Amounts of cover, conditions, exclusions, excesses

8.2 Research car hire including **costings**, **car groups** in accordance with client's needs. Explain your findings ☐

   Costings: Group, duration, mileage, insurance, additional drivers, drop-off fees, extras (ie baby seats)
   Car groups: Compact, intermediate, large

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

8.1 Identify different types of accommodation **grading schemes** including **differences** in grading schemes between countries

Grading schemes:
Differences: Facilities, rooms, size, meals

8.2 Investigate the different types of **cruising** and **destinations** in accordance with client's needs

Cruising: Fly-cruise, cruise and stay, river cruises
Destinations: Caribbean, Mediterranean, Pacific, Far East, Alaska, Scandinavia

Assessments

Test specification for written papers International Tourism Principles 2 Part A (4867-02-014)

This is a multiple choice written paper lasting one and a half hours with 60 questions. Candidates must answer **all** questions.

Topic		Approximate % examination weighting
01	Development of the tourism industry	25
02	International tourism geography	40
07	Developing a local tourism destination	25
08	Related tourism services	10

International Tourism Operations 2 (4867-02-015)

This is a multiple choice written paper lasting one and a half hours with 50 questions. Candidates must answer **all** questions.

Topic		Approximate % examination weighting
03	Customer service operations	16
04	People development	24
05	Business systems	30
06	Marketing operations	30

Diploma in International Tourism –
International Tourism Practical 2
Candidate assessment record

Candidate's name and number

Centre name and number

Assessment reference	Date completed	Instructor signature	Instructor name
01 The development of the tourism industry			
02 International tourism geography			
03 Customer service operations			
04 People development			
05 Business systems			
06 Marketing operations			
07 Developing a local tourism attraction			
08 Related tourism services			

Verifier name (please print)

Verifier signature

Date

Advanced Diploma in International Tourism
01 The tourism industry – social & economic factors

Unit commentary

The aim of this unit is to ensure that candidates understand the social and economic factors that affect the development of tourism and determine the reasons for travel.

Assessment

This unit will be assessed on evidence resulting from

1 Practical activities

The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Short answer test paper

The underpinning knowledge requirements will be assessed by a short answer test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

1.1 Carry out research into the **key motivants** and **determinants** of tourism as applied to tourism customers. Summarise your findings to your instructor ☐

Motivants: Wanderlust, sunlust, activity/adventure, education, pilgrimage (religious), business, visiting friends and relatives (VFR), rest and relaxation, rejuvenation (health).
Determinants: Transport development (air, road, rail, sea), economic (increase in disposable income, increase in living standards), lifestyles, provision of services and amenities, development of attractions, activities, tourism opportunities, demographics, social factors.

1.2 Prepare a presentation which describes **present**, and possible **future** trends in the worldwide tourism market place ☐

Present: Within the last five years; political stability, economic development issue, employment potential, benefits of tourism, impact on international trade, quality measures and guarantees, number of tourists, tourist flows, major destinations, seasonal patterns, types of market, customer origins, tourism receipts (spend per head), changing visitor needs, globalisation, de-regulation of airlines

Future: Within the next 5–10 years; demographics of markets and destinations, population flows, political shifts, leisure choices, holiday destinations, overseas travel, generating tourism, product lifecycles, transportation, internationalisation, structure of tourism, training for tourism, changing markets, environmentally aware tourism, impact on information technology.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature
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Candidate name (please print)
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Trainer/instructor signature
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Trainer/instructor name (please print)
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Completion date
_____

Knowledge requirements

Instructors must ensure that candidates are able to:

1.1 Identify and analyse how the key **concepts** of tourism apply to the tourist market

Concepts: Definitions of tourism/tourists/visitors, differences between travel and tourism, the purpose of travel or a visit, domestic/international tourism, independent travel, inclusive tour, tourist destinations, tourism systems (transport, accommodation, destinations, support services, external influences).

1.2 Explain the **key elements** of tourism products and services

Key elements: Sales organisation methods, ancillary services (direct, through agents, franchises), types of customers, travel, accommodation and catering, leisure, sports and recreation, arts and entertainment, transportation, visitor attractions, heritage sites, retail, information services. Infrastructure (roads, communications), tour operators, travel agencies (ground handling agents, hotel booking agents).

1.3 Investigate and evaluate the **economic** impact of tourism

Economic: Employment, earnings from tourism (direct, indirect), inflation, exchange rates, contributions to national/regional economy, income from tourism taxes, multiplier effect, pay and level of salaries.

1.4 Investigate and evaluate the **socio-cultural** impacts of tourism

Socio-cultural: Job opportunities, changing lifestyles, values/traditional culture, impact on family life, social mobility, language, pressures on local/regional communities, erosion of privacy.

1.5 Investigate and evaluate the **environmental** impact of tourism

Environmental: Ecology, topography, people, local infrastructures (transportation, leisure facilities), spin off benefits, rapid expansion and contraction of populations, environmental issues (positive eg National Parks least modified and negative influences eg damage to environment).

02 Managing people

Unit commentary
The aim of this unit is to ensure that candidates understand the management strategies involved in team-building, leadership, communication, staff development and objective-setting in travel and tourism.

Assessment
This unit will be assessed on evidence resulting from

1 Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Short answer test paper
The underpinning knowledge requirements will be assessed by a short answer test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

2.1 Work within a team environment to **achieve agreement** with individuals or a team to improve the performance of the team ☐

Achieving agreement: Negotiating skills, argument (controlled discussion), competition, identification of causes of conflict (objectives, role definitions, unclear reporting or supervisory relationships, similar roles, hidden objectives, territorial, overcrowding, work conditions).
Strategies for dealing with conflict, common objectives, information giving, co-ordination, confrontation, understanding the negative factors, separation, ignore/neglect; conflict is avoidable/unavoidable, conflict is detrimental, conflict is useful, organisational policies and rules for dealing with conflict, cultural aspects of conflict.

2.2 Prepare a report on how effective **communication** by the manager can improve an individual's or team's performance ☐

Communication methods: (Written, spoken, face to face, telephone, computer, other telecommunications); selecting appropriate communication methods, problems associated with various methods, need to use different methods in different situations. Evaluation of communication, use of feedback/language/management style, visual aids, presentation skills, negotiation skills, questioning techniques, listening skills.

2.3 Prepare a strategy and carry out a **recruitment and selection** activity for new members of staff and analyse future staffing requirements ☐

Recruitment and selection:
Methods of recruitment (internal, advertising, existing records, outside agencies, personal recommendation, schools, recruitment agencies), job descriptions, person and job specifications, career history, setting out selection criteria, selection methods (application forms, application letters, telephone screening, testing, interviewing, group selection, work sampling, references, short listing), ensuring equality of opportunity, legal requirements.
Identify factors influencing future staffing requirements. Identification of training and development needs (assessment of training and development gap between 'what is' and 'what should be'), job analysis, competence standards (can do knowledge, skills and attitude requirements, constraints (skills, people, finance, physical resources), change in business; increase/decrease staff.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

2.4 Plan, carry out and evaluate a **training and development** activity for tourism staff ☐

Training and development: Learning, induction, formal education and training, group/team learning, project, planned experience, job share, job rotation, case studies, mentoring, simulation, on the job training, competency based learning. Plan, identify need, decide on training method, design a training activity, deliver a training activity, review progress, assess learning and evaluate.
Evaluate training and development.
Pre-training objectives, reaction (straight after training/development), medium term, long term, training cycle, questionnaires. Tests; qualitative methods, quantitative methods. Costs and benefits of training and development.

2.5 Set work **targets/objectives** for an individual member of staff, review completion of work and set new targets/objectives for improvement in performance ☐

Targets/objectives: Number of objectives, nature of objectives (subjective, objective), time limits, SMART objectives (specific, measurable, agreed, realistic, timescale), linking team (group) and individual objectives to the objectives of the organisation.
Review: formal/informal; appraisal/performance review (type, structure, process, self appraisal, performance measurement, rating scales, frequency, use of appraisal), approach to appraisal/performance review (abdicating, self assessment, joint, advising, telling, dominating), assessing strengths and weaknesses, developing related training and development programmes, providing praise, providing constructive criticism, provide a personal development plan.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

2.1 Investigate the **formation of teams**/groups working in a
tourism organisation

Formation of teams: Staff teams: formation of groups,
reasons, basic needs, security, social needs, self esteem,
affiliation (feeling of belonging), involvement,
goal achievement.
Stages of development; forming, storming, norming,
performing; abilities of group members, personality,
characteristics of group members, group norms/size, team
building (eg Belbin's team roles or any theory on team
building locally available).

2.2 Carry out research on **effective leadership** methods
adopted for teamwork and individuals

Effective leadership: Functions of leaders and managers:
interpersonal, informational, decisional, styles of leadership
(exploitative, autocratic, benevolent, authoritative,
participative, democratic), action centred leadership
(John Adair's model: task, team and individual needs),
functions, focusing, delegation, decision making, evaluating.

2.3 Identify and analyse **motivational theories** to improve the
performance of individuals and teams

Motivational theories: Drives, motives, self actualisation
(the whole self), hierarchy of needs (survival, security, feeling
of belonging, self esteem), expectancy theory, job
enrichment, effects of praise and recognition, satisfaction
of hygiene and motivational needs (eg different needs
for individuals).

03 Strategic customer service

Unit commentary

The aim of this unit is to ensure that candidates understand the management of customer service within the travel and tourism industry. The focus of the unit is on how systems and strategies can be used to ensure that the customer service process operates properly.

Assessment

This unit will be assessed on evidence resulting from

1 Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Short answer written test paper
The underpinning knowledge requirements will be assessed by a short answer written test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

3.1 Prepare a presentation which explains the **key principles** of managing the customer service process in tourism organisations ☐

Key principles:
Internal/external customers; relationship with marketing/quality, customer expectations, changing and evolving customer expectations, increased awareness of service, customer retention, customer referrals, knowing and understanding your customer, customer segmentation, total commitment of everybody in the organisation to customers. Explain the importance of customer service.
Caring for customers, customer focused strategies, organisational systems created with the customer in mind, developing the staff, supporting the staff, creating a service that meets and exceeds customer expectations.

3.2 Undertake analysis to identify and evaluate the **costs and benefits** of a customer service strategy ☐

Costs/benefits: Profitability of different customer segments, costs of expected service levels, costs of not providing customer service, repeat and referred business benefits, systems impact, staffing levels, monitoring, controlling service quality.

3.3 Investigate the assessment of customer service **quality** and prepare a report describing the monitoring and control of **service quality** ☐

Quality: Improve customer service: adopt methods to measure customer expectations (questionnaires, surveys, face to face enquiries, telephone marketing).
Service quality: Assessment of customer perceptions, attitudes and expectations, benchmarking (against customer expectations and priorities, against competitors), statistical control charts, fishbone diagrams, Pareto 80/20 rule (eg 80% of the wealth of a country is owned by 20% of the population), bar charts, histograms, gap analysis, setting service standards (total customer service quality management).

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

3.1 Describe the **principles** for customer service strategy

Principles: Customer orientation, customer orientated mission statement, identification of key customer segments, value analysis of customers and customer segments, development of customer focused products and services, differentiation from competitors through customer service, meeting customer expectations, exceeding customer expectations, giving staff responsibility to be effective with customers (empowerment), creating a customer service culture.

3.2 Analyse **systems** used in tourism organisations and describe the way they impact on customer service

Systems: Financial, business, information (electronic/manual), communication (verbal/written), distribution, procedural systems for customer interface; supporting the customer, serving the customer, to provide more effective/efficient service, providing information (organisation, customer).
Impacts: improve customer service, lessening personal contact, stopping effective customer service, interfering with customer service, queuing/waiting times (what is acceptable waiting time, what is not acceptable), costs, improve environment, safety and security.

3.3 Analyse the **impact** of staff training on providing effective customer service

Impact: Customer focused attitude, behaviour, recruitment and selection, motivation, training, teams and teamwork, empowerment, effective communications, leadership, knowledge of tourism product or service, number of staff employed (minimum/maximum), health and safety requirements

04 Financial control

Unit commentary

The aim of this unit is to ensure that candidates understand the need for monitoring and control of the financial resources of travel and tourism organisations. The unit focuses on the practical application of various accounting techniques, which allow the manager to make an accurate evaluation of the impact of a variety of decisions on the financial capabilities of the organisation.

Assessment

This unit will be assessed on evidence resulting from

1 Practical activities

The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2 Short answer written test paper

The underpinning knowledge requirements will be assessed by a short answer test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

4.1 Interpret the balance sheet for a tourism organisation describing the **financial terms** and then produce a report which assesses its financial position. ☐

Financial terms: Capital, equity, shares, loans, interest, fixed assets, current assets, current liabilities, profit, creditors, debtors, reserves, working capital, net capital employed, depreciation, stock.

4.2 Analyse **income and expenditure statements** for a tourism organisation and from these produce a report which assesses its financial position ☐

Income and expenditure statements: Capital expenditures, revenue expenditures, principle of consistency, going concern concept, opening and closing stock, gross profit, net profit, profit before tax, expenses, depreciation.

4.3 Prepare a cashflow report from given data identifying the **elements** of cash flow forecasts ☐

Elements: Cash budgets, cash balance, cash available, cash receipts (from sales/credit sales/miscellaneous), payments (wages, purchases, interest, loan repayments, expenses, capital payments).

4.4 Carry out research using **key ratios** to evaluate the performance of a tourism organisation ☐

Key ratios: Profitability (return on capital employed [ROCE], profit to net capital employed, profit on sales), liquidity ratios (current ratio, quick ratio), long term solvency (capital gearing, time interest earned), efficiency (debtors, stock turnover), employee ratios.

4.5 Prepare a **budget** plan from given data for a tourism organisation ☐

Budgets: Functional, cash, capital; financial planning (year end forecast, profit and loss, indirect taxation placed on goods and services).
Finance: financial planning, costs (loans, interest, cashflow, banks, raising capital, overdrafts), types of accounts, long term loans, short term loans, bank rates, bank charges. Assessment of investments: payback periods, return on investments, net present value, discounted cashflow.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

4.1 Describe the **flow of funds** within a tourism organisation

Flow of funds: Capital, loans, investment, dividends, tax, interest, stock, fixed assets, costs, turnover, debtors, liabilities, foreign exchange rates, electronic transactions and management of cash.

4.2 Explain the **costing** of tourism products and services within a tourism organisation

Costings: Fixed/variable costs, labour/staff costs, material costs, overhead costs or expenses; direct and indirect costs; absorption costing (percentage methods, hourly methods, unit method), marginal costing (break even analysis), standard costing, differential costing.

4.3 Understand key **financial terms** used in **capital budgeting**

Financial terms: Financial planning, costs (loans, interest, cashflow, banks, raising capital, overdrafts), types of accounts, long term loans, short term loans, bank rates, bank charges
Capital budgeting: Payback periods, return on investments, net present value, discounted cashflow

05 Marketing tourism

Unit commentary

The aim of this unit is to ensure that candidates understand the management skills required in order to ensure effective marketing within the travel and tourism environment.

Assessment

This unit will be assessed on evidence resulting from

1   Practical activities

The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Short answer choice test paper

The underpinning knowledge requirements will be assessed by a short answer test paper which will be externally marked

Practical competences

The candidate must be able to do the following:

5.1   Carry out research into the **stages** of a strategic marketing plan for an organisation or product or service, communicating your findings to others. ☐

Stages: Environmental analysis (societal and task); strengths, weaknesses, opportunities, threats analysis (SWOT). Researching/selecting target markets, designing marketing strategies, developing marketing programmes, implementing the programmes, evaluating programmes.

5.2   Prepare a report analysing a tourism organisation's **marketing information system** and evaluate its effectiveness. ☐

Marketing information systems: Marketing intelligence, marketing research, marketing decision support.

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

5.1 Explain how **key marketing principles** apply to two different types of tourism organisations, identifying how they apply to their operation and type of business orientation.

Marketing principles: The marketing mix: pricing; estimating costs, pricing methods/selection (list price, discounts, commission surcharges, extras).
Place: marketing/managing channels (coverage location).
Promotion/communication/promotional mix strategies, managing the promotional function.
Product; problems of managing services (design, quality, range, brand name, features), intangible, perishability, perceptions of quality, the marketing communications mix, market segmentation, target marketing, consumer behaviour, buyer decision process.
Explain the importance of business orientation.
Orientation: production, selling, product led, market/consumer led, finance.

5.2 Identify the **marketing strategies** for two different tourism organisations

Marketing strategies: Differentiation, marketing positioning, developing new products/services, managing services through life cycle, cost, market leadership, market follower, niche marketing.
Describe the needs of differing tourism organisations in relation to marketing.
Visitor attractions, information centres, accommodation sector, food and beverage services, transport, tour operator, retail.

5.3 Carry out **market analysis** using the key marketing **analysis tools**.

Analysis tools: PEST (political/legislative, economic, socio/cultural, technological/environmental) SWOT (strengths, weaknesses, opportunities, threats), portfolio analysis, product/service analysis (eg life cycle), competitor analysis (identifying competitors, benchmarking against competitors), market analysis.
Market analysis: Part of the strategic management/marketing plan process; to influence strategy, marketing decisions, inform management, understand the environment/market.

5.4 Identify and summarise management **responsibility** within the marketing function.

Responsibility: Marketing audit (market research), strategic planning, strategic analysis, setting objectives and strategies, assessment of strategic choice, implementation, managing the service, strategic customer service, market performance analysis, evaluation

5.5 Carry out research explaining the **importance** of evaluating marketing performance including forecasting marketing developments.

Importance: Measuring and forecasting market development, estimating existing demand, estimating future demand, estimating current and future market analysis; annual planning cycle, establishing performance criteria, performance analysis (markets, profits, efficiency), marketing audit, financial perceptions of the market place, take up rates, repeat business levels, awareness levels.

06 Managing operations and information

Unit commentary
The aim of this unit is to ensure that candidates understand the management skills required in order to ensure effective management and operation of travel and tourism organisations.

Assessment
This unit will be assessed on evidence resulting from

1   Practical activities
The assessment for these activities will be undertaken by your supervisor/instructor, using the assessment checklist included

2   Short answer test paper
The underpinning knowledge requirements will be assessed by a short answer test paper which will be externally marked

Practical competences
The candidate must be able to do the following:

6.1 Conduct research into **quality standards** and produce a report applying the standards to a tourism organisation. ☐

Quality standards: Quality levels, customer satisfaction and dissatisfaction, reasons for poor quality (economic, labour market, status of tourism work, short term nature of some work, staff turnover, emphasis of efficiency can affect quality, more chance of making mistakes with a wide variety of customers, nature of service does not enhance or benefit quality control), characteristics of service quality (reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding/knowing the customer, tangibles, quality as gaps between customer perceptions and customer expectations. Total quality management, customers' experience of quality standards (eg ISO 9000, International quality standard and local standards)

6.2 Identify and explain to an instructor how **monitoring** and control of resources can benefit a tourism organisation. ☐

Monitoring: Use of external information, use of internal information, appropriate staff involved benefits for improvements (profitability, productivity, quality, working conditions), budgets, financial analysis, monitoring records, control; systems, reports, resource utilisation. Information: staffing, production/service figures, purchase, stock control.

6.3 Produce a report which describes how **health, safety and security** procedures are applied within a local tourism organisation. ☐

Health, safety and security: To facility, self, staff, customers, obligatory/voluntary measures, legislation, regulations, codes of practice, raise awareness (of self, staff, organisation, customers), awareness of hazards (current, potential, materials, substances, activities, equipment, environment).
Risk reduction, contingency planning, emergency actions; effective training (of staff, self, customers), effective communication (with staff/customers/related parties).

This is to confirm that the candidate has successfully completed the above tasks:

Candidate signature

Candidate name (please print)

Trainer/instructor signature

Trainer/instructor name (please print)

Completion date

Knowledge requirements
Instructors must ensure that candidates are able to:

6.1 Identify the **issues** involved in designing a tourism operation.

Issues: Intangibility, inseparability (customer is involved in the process, supplier/staff are directly involved in the process), heterogeneity (product is the same but reaction of each customer may differ), perishability (eg the hotel bed not sold that day loses money, not all seats are sold on a theme park ride), ownership, unevenness of demand, quality factors beyond the control of management, queuing, difficulties in standardising service, seasonality.

6.2 Conduct analysis in a tourism operation to identify **factors** influencing **design** and **customer flow**.

Factors: Capacity management; work flow, forecasting demand, time series forecasting, regression analysis, use of computers, job rotas, scheduling (Gantt charts, critical path analysis).
Design: Elements of the service layout, process orientated layout, retail outlet layout, safety of customers, security issues, maintenance implications, materials, automation versus people issues.
Customer flows: Attractions, queuing, use of technology to manage customer flows.

6.3 Conduct research into the **recording and storing** of information in a tourism organisation

Recording and storing: Manual/computerised method, filing systems (manual/computerised), administration/communication/information processing systems.
Spreadsheets, databases; statistical methods of presentation (pie charts, bar charts, graphs, tables).
Problems with recording and storing information (people, input of information, software, costs, skills, physical environment, lack of planning).

6.4 Identify **how** information can be **communicated** effectively within tourism organisations

Communicated: Formal/informal: consultation, discussion, informing (face to face, written, telephone, computerised/electronic), presentations, meetings, one to one discussions/negotiations, group discussions/negotiations.
How: Internal public relations, computer newspaper, newsletters, bulletins, notice boards, meetings: meetings process (suitable people invited, convenient location chosen, agenda, purpose and outcomes clearly established, information presented in a chronological order, timed, effective leadership/chairing of the meeting, management of keeping to agenda, overcoming arguments and digressions, minutes taken with actions, avoid time wasting, take decisions within area of responsibility, circulate the record of the meeting).

6.5 Conduct research into project work, detailing the **stages** of how **projects** can be managed effectively.

Stages: Setting goals, defining the project, aligning needs to timescale, organising the project team, project scheduling, aligning resources to activities, linking activities to each other, regular updating of progress.
Projects: Monitoring resources, revising/changing plans, shifting resources to meet time, cost/quality demands. Decision making: steps in decision making (observe, recognise problem, set objectives, analyse problem, determine options, evaluate options, make decision, implement, monitor), elements of a decision (who makes a decision, what are the choices, what cannot be controlled, what are the consequences of the decision), types of decision (strategic or operational, structured or unstructured, dependent or independent), individual/group decision making, creativity in decision making, analysis (analysing facts), undertaken in decision making.

Assessments

Advanced Diploma test specification for written papers
International Tourism Principles 3 (4867-03-022)

This is a short answer written paper lasting three hours with 10 questions. Candidates must answer **all** questions.

Topic	Approximate % examination weighting
01 The tourism industry – social & economic factors	30
05 Marketing tourism	40
04 Financial control	30

International Tourism Operations Management 3 (4867-03-023)

This is a short answer written paper lasting three hours with 10 questions. Candidates must answer **all** questions.

Topic	Approximate % examination weighting
03 Strategic customer service	30
02 Managing people	30
06 Managing operations and information	40

Advanced Diploma in International Tourism – International Tourism Practical 3 Candidate assessment record

Candidate's name and number

Centre name and number

Assessment reference	Date completed	Instructor signature	Instructor name
01 The tourism industry – social and economic factors			
02 Managing people			
03 Strategic customer services			
04 Financial control			
05 Marketing tourism			
06 Marketing operations and information			

Verifier name (please print)

Verifier signature

Date

Appendix A
International Tourism – Project (4867-03-028)

Assessment of the practical skills at this level of the programme includes completion of a project.

Criteria for the project
- The topic is 'Tourism'. The content must include some factors and elements which cover an International perspective.

- 5000 – 8000 words. Typed and/or word processed and desk top published material can be included.

- Visual aids accompanying the project may include photographs, graphics and design. Audio/visual aids are also accepted eg: a video presentation with project documentation.

Project structure and guidelines
Instructor and candidate may find the following structure useful in planning the project:

Title of Project

Aim of Project

Summary of project (approx. 50 – 100 words)

The issues/problem(s)/proposals
- in general terms
- in specific terms

The research conducted: generation of facts
- variety of research
- methodology used

Analysis of issues

Proposals/solutions

Benefits

Conclusions/Evaluation

Recommendations (where applicable)

References/Glossary

The knowledge and competence involved in preparing a project
- logical/creative thinking
- researching data/information
- organising data
- setting objectives and time scales
- analysing needs
- effective writing skills

International Tourism – Project: Assessment (4867-03-028)
Submission of the project
It is the **responsibility of the candidate** to
- ensure that entry has been made with City & Guilds, by the examination centre, for this part of the assessment programme.
- submit the completed project to the person responsible for receiving completed project.

It is the **responsibility of the centre** to
- ensure that entries have been made to City & Guilds for all candidates wishing to submit the project
- receive projects, keep them safely, and provide them to the visiting verifier for inspection

Assessment of the project
It is the **responsibility of the candidate** to
- prepare the project so that it meets the requirements
- ensure that s/he is registered as a candidate with an examination centre that can accept entries for the project
- keep the project in a safe place for future reference after the assessment is completed

The candidate may seek advice from teachers and work place supervisors.

It is the **responsibility of the centre** to
- ensure that the visiting verifier reviews a sample of the projects submitted and completes the required mark sheets on Form S
- keep the project for a period of **three months** from the date of submission of results for this assessment, for possible inspection by City & Guilds
- return the project

For the responsibilities of the visiting verifier please refer to City & Guilds: *Delivering International Qualifications*.

More information about preparation of portfolios can be found in *Preparing Projects & Portfolios for International Vocational Qualifications*, which is an additional support document published by City & Guilds.

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