

**IGCSE Travel And Tourism 0471
Syllabus 2008
Unit 3 Customer Care and Working Procedures**

Recommended Prior Knowledge

It is important that candidates understand and appreciate the development of travel and tourism at a variety of levels. This means that they should be aware of developments within their immediate local area as well as within their country as a whole. Finally, a global perspective is required. However, the starting point for delivery of this unit should be with a thorough investigation of the local area. Furthermore, examination questions will frequently contain the following instruction – “with reference to examples with which you are familiar”- and thus candidates will obtain credit for providing specific details about facilities and locations that are appropriate to the particular question.

Context

The following scheme of work covers unit three of the 0471 Syllabus.

Outline

The various suggested teaching activities can be used with travel and tourism students in the 14-19 age range. Centres should also allow for study time out of the classroom.

Assessment Objectives	Learning Outcomes	Suggested Teaching Activities	Learning resources
A01 (knowledge with understanding) A, B	to appreciate how to deal with customers and colleagues	<ul style="list-style-type: none"> • Consider what good customer service actually involves (e.g. the contents of a Welcome Host one-day training programme). An investigative study visit could then be made to a <u>local</u> travel and tourism provider in order for students to gain first hand knowledge of appropriate operational procedures • on the basis of such a visit, a report on the company investigated should be produced 	<ul style="list-style-type: none"> • visit to at least one appropriate organisation, such as: <ul style="list-style-type: none"> - travel agency - TIC - hotel - transport operator - Visitor Attractions

		<p>covering:</p> <ul style="list-style-type: none"> - company aims and objectives, including mission statement etc. - structure, covering internal organisation and operational segments - job description for a particular job role under consideration - working conditions - methods of communication for both <u>internal</u> and <u>external</u> customers 	
<p>A01 A A03 (Interpretation and Evaluation) A</p>	<p>to understand that employees in travel and tourism should have certain personal skills</p>	<ul style="list-style-type: none"> • on the basis of either an investigative visit or through a role-play simulation, the need for the following skills should be <u>exemplified</u> and <u>evaluated</u>: • personal skills <ul style="list-style-type: none"> - verbal communication - foreign languages - report writing - computer literacy and a range of ICT skills - numeracy - listening skills - investigative skills • personal qualities <ul style="list-style-type: none"> - working under pressure - ability to manage stressful situations - ability to make quick decisions - business-like appearance - sense of humour 	<ul style="list-style-type: none"> • visit to an appropriate organisation • tutor-generated customer service role-play scenarios e.g., buying/selling a holiday, arranging car hire facilities, asking for help in a tourist information centre, booking a hotel for a group over the telephone. • job descriptions

		<ul style="list-style-type: none"> - warm manner - enthusiasm - ability to work in a team - work to deadlines - common sense - to be self-motivated 	
A01 A, B A03 A	<p>to identify and understand basic procedures when delivering customer service</p> <p>to use reference sources to obtain information</p>	<ul style="list-style-type: none"> • students can work in pairs in order to simulate the following customer/employee encounters • booking a holiday <ul style="list-style-type: none"> - complete brochure booking page for a specific holiday - keep a record of the transaction - receipt given and payment recorded • planning a long haul trip <ul style="list-style-type: none"> - identify flight availability from the Internet - confirm dates and times of travel - plan airport transfer from customer's home to arrive at check-in time - use Internet, brochures or leaflets to identify hotel accommodation and costs at destination - convert all costs into local currency, using published exchange rates • produce an itinerary for <u>both</u> examples 	<ul style="list-style-type: none"> • holiday brochures • bus and train timetables • Internet access • Tape record student role plays (these can then be used to improve performance) • Visit a local travel agency to work shadow and see first hand the use of booking systems.
	to understand that tourist	<ul style="list-style-type: none"> • students should investigate their <u>local</u> area and 	<ul style="list-style-type: none"> • record of personal

	<p>facilities can use a variety of presentational and promotional methods</p>	<p>act as a mystery shopper.</p> <ul style="list-style-type: none">• Students should then investigate examples of the following for a variety of travel and tourism organisations<ul style="list-style-type: none">- window displays – what is on offer?- adverts – local press, guides and tourist publications- promotional leaflets and flyers- brochures- webpages <p>provide an <u>evaluation of each</u> method investigated and decide which types of tourism activity benefit most from particular methods</p>	<p>investigations</p> <ul style="list-style-type: none">• local press, guides, destination manual and other printed sources of information• Internet
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