

---

**LEVEL 4 DIPLOMA IN  
TOURISM MANAGEMENT  
(QAN: 601/7121/2)**

**QUALIFICATION  
SPECIFICATION**

---

**DECEMBER 2017**

---

## CONTENTS

---

<b>Introduction to the CTH Level 4 Diploma in Tourism Management</b>	..... 2
Introduction .....	2
Aims of the Qualification .....	2
Access and Entry Requirements.....	3
Qualification Accreditation Requirements.....	4
CTH Support .....	5
<b>Qualification Level, Size and Structure</b> .....	6
Qualification Structure (Rules of combination) .....	6
Qualification Grading Criteria.....	7
<b>Assessment Methodology</b> .....	12
<b>Qualification Units</b> .....	13
<b>Sample Assessments</b> .....	20
Sample Closed Book Written Examination .....	20
Sample Assignment.....	24
<b>Contact CTH</b> .....	29

## Introduction to the CTH Level 4 Diploma in Tourism Management

---

### Introduction

The purpose of this qualification specification is to provide an overview of the CTH Level 4 Diploma in Tourism Management qualification.

This document includes the aim, size, structure and content including learning outcomes and assessment criteria for each unit, together with different types of sample assessments. There is guidance relating to the accreditation, delivery and assessment requirements for this qualification, and details of grading criteria and the grading of units. Further details regarding this qualification are available from CTH, and contained within the more comprehensive qualification and assessment handbooks.

### Aims of the Qualification

The aims are to provide a qualification that:

- provides students with an understanding of the Tourism and Hospitality Industry and of the key functions within the sector,
- provides for an effective academic progression route,
- enables students to gain credit towards higher education,
- enables students to develop higher level academic skills that can be applied in a vocational context.

## Access & Entry Requirements

The entry requirements below are intended for guidance only as applicants may apply with a wide variety of backgrounds and qualifications.

Approved CTH Centres are responsible for ensuring students can fulfil the demands of the course prior to admission and enrolment.

Admission is at the discretion of approved CTH centres, for students they deem able to successfully achieve the qualification, but it is expected that all students should have successfully completed full time secondary education.

The course is equivalent to the first year of a UK university degree, and will require students to be given support to acquire relevant academic study skills.

Requirement for:		Admission requirements
<b>All students</b>	<b>Minimum age</b>	17 at enrolment.
	<b>English Language</b>	All students without English as a first language should hold at least IELTS 5.5 or other evidence of competence in English at this level.  The qualification is assessed by written assignments and examinations in the English language; high level language skills are essential.
	<b>Study skills</b>	The course requires students to read around the subject and use academic referencing (Harvard style) in their written assignments. Study skills are essential.
<b>UK students</b>		Students who hold a regulated academic or vocational qualification at Level 3 (e.g. BTEC or A Level) in any subject are most likely to be successful on this course.
<b>Or International students</b>		Students should have passed a school leaving certificate or other regulated academic or vocational qualification equivalent to a UK 'A' Level (UK Level 3). Equivalence to be evaluated through NARIC.
<b>Or Work experience applicants</b>		Evidence of at least three years' work experience in the hospitality and/or tourism industry ideally with some work experience at a supervisory level. Preferably school leaving certificate.

## Qualification Accreditation Requirements

---

### Accreditation

Prospective Centres should apply for approval as an accredited CTH Centre in order to deliver this qualification. Please see the 'Contact CTH' page at the end of this specification for advice on the CTH accreditation process, or wish to discuss your curriculum requirements.

The CTH accreditation committee will consider applications from centres against a set of criteria, including the availability of suitable teaching accommodation and staffing, experience of delivering qualifications at a similar level and evidence of expertise in academically-related areas including planning the delivery of courses leading to regulated qualifications, quality assurance and preventing malpractice. A skype conversation with CTH academic and quality staff will form part of the initial accreditation application process

### Teaching Rooms

Suitable teaching rooms and IT facilities should be available to students. Accommodation and equipment used for the delivery of the qualification must comply with the relevant legislation relating to Health & Safety.

The approved Centre should ideally also provide an appropriate area and facilities for student relaxation and recreation.

### Centre Staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- Be occupationally competent or technically knowledgeable in the area for which they are teaching
- Have recent relevant experience in the specific area that they will be assessing or verifying
- Hold a teaching qualification as well as a relevant degree.

CTH will review the CV's of all teaching staff when a potential Centre seeks approval to deliver the qualification.

### Continuing Professional Development

Centres must support their staff to ensure that they have current knowledge of the occupational area, and that delivery, assessment and internal verification is in line with current good practice and takes into consideration relevant international regulatory requirements.

## **CTH Support**

---

### **CTH training**

New CTH centres are eligible for free training (delivered online in most cases) to help them prepare, then deliver their courses leading to CTH qualifications.

CTH also offers training for Internal Verifiers, and for teaching staff who may be delivering a unit for the first time.

### **CTH Members Website and resources**

Students become CTH Student members when they register for CTH qualifications, and have access to the CTH Members website, as well as a lapel pin and membership badge. The Members website resource is available for both Centre teaching staff and students and contains a wealth of resources. Students can access our online resource library including relevant e-books and journals from EBSCO. Teaching staff can download teaching materials including the CTH Learning Toolkits per unit as well as subject specific PowerPoint slides, past exam papers and assessments and examiner reports.

### **Assessment opportunities**

CTH offer up to five assessment opportunities each year, with associated Exam Boards and Certification. Contact CTH or see the CTH website for more details.

### **Assessment responsibilities**

CTH set and distribute all assessments to centres where learners have been registered.

- For assignments, Centres are responsible for marking and internal verification. Student assignments, signed student declarations and progress tutorial reports are sent electronically to CTH, who then moderate student work.
- All examination scripts are returned to CTH for marking and moderation.

## Qualification Level, Size and Structure

---

The CTH Level 4 Diploma in Tourism Management is a vocationally related qualification on the UK's Regulated Qualification Framework (RQF) and adheres to the Ofqual requirements for assigning a level to a regulated qualification. These requirements and standard Level Descriptors are contained in an Ofqual publication Ofqual/15/5774, *Qualification and Component Levels*, available via gov.uk. The document URL is: <https://www.gov.uk/government/publications/qualification-and-component-levels>

### Qualification size

The qualification is designed to be delivered in 1,200 hours of TQT (Total Qualification Time) of which 480 are Guided Learning Hours (GLH). TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification.

### Definitions

- **Guided Learning Hours – GLH**  
This is the amount of time the average student is expected to spend in supervised learning and practice, but may vary by student.
- **Total Qualification Time – TQT**  
TQT is made up of Guided Learning Hours plus all other time taken in preparation, study or any form of participation in education and training but not under the direct supervision of a lecturer or tutor.

### The following activities are indicative of those included in TQT:

- Guided Learning (GLH) when the lecturer is present, e.g. formal classes, lecturers, seminars, tutorials, supervised assessment (e.g. exams or observed practice)
- Independent and unsupervised learning or research
- Unsupervised coursework, or directed activity
- Watching pre-recorded webinars or podcasts
- Work placement, self-study, visits to hospitality or tourism outlets, revision and time spent on written assignments.

Students completing this qualification should be able to demonstrate their ability as independent learners.

### Qualification Structure (Rules of Combination)

The qualification, units and TQT for the CTH Level 4 Diploma in Tourism Management are set out in the following table, often referred to as the Rules of Combination. Further details of each unit are included later in the specification.

CTH Level 4 Diploma in Tourism Management						
QAN: 601/7121/2						
Students must achieve:						
<ul style="list-style-type: none"> <li>All 7 Mandatory units, providing 120 credits, of which <b>45 credits are at level 3</b> and <b>75 credits are at level 4</b></li> </ul>						
Credit value (CV): 120						
Guided Learning Hours (GLH) for Qualification: 480				Total Qualification Time (TQT) for Qualification: 1200		
Mandatory Units						
Unit Code	Unit Title	L	CV	GLH	URN.	Assessment Method
FTH	Finance in Tourism and Hospitality	3	15	80	M/507/3867	Closed book written examination
CSMTH	Customer Service Management in Tourism and Hospitality	4	15	60	R/504/4412	Assignment or work-based assessment
GTH	Global Tourism and Hospitality	4	20	60	H/504/4415	Assignment
TTO	Travel and Tourism Operations	3	15	80	F/504/4387	Closed book written examination
TTS	Travel and Tourism supervision	4	20	60	T/504/4418	Assignment or work-based assessment
TG	Travel geography	3	15	80	Y/504/4394	Closed book written examination
DA	Destination analysis	4	20	60	A/504/4419	Assignment or work-based assessment
<b>Diploma Total (7 units)</b>			<b>120</b>	<b>480</b>		

The level 4 qualification provides progression to a level 5 CTH vocational qualification.

Further details of articulation agreements with Universities can be obtained via the CTH website at: <http://www.cthawards.com>

## Qualification Grading Criteria

---

Individual units can be graded either as fail, pass, merit or distinction. However, the qualification is not subject to grading. The qualification is either achieved or not achieved. In terms of certification, this means that students will receive a transcript of their results showing the grades for each unit successfully completed, plus the Diploma that recognises their level of achievement. Note that the Diploma does not allocate a grade.

The table on the following page explains the generic grading criteria that should be used by centres in conjunction with the unit mark sheets to assess all students' work.

Level 3	Students who fail:	To achieve a pass, students must:	To achieve a merit grade (60% to 79%) students must:	To achieve a distinction grade (80%+) students must:
	do not meet the requirements of the assessment criteria and learning outcomes of the unit	meet the requirements of the assessment criteria and learning outcomes	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate a level of understanding of key issues in the area of study</li> <li>• interpret and evaluate correctly key concepts and models</li> <li>• apply a range of theories relevant to the area of study</li> <li>• use a range of research and investigative techniques</li> <li>• produce work that is well presented, clear and well structured, with sources clearly referenced</li> </ul>	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate in depth understanding and knowledge of relevant issues and their implications in the area of study</li> <li>• provide a good level of interpretation and evaluation of concepts and models</li> <li>• show some evidence of original thinking</li> <li>• apply a range of theories in different contexts</li> <li>• use a range of research and investigative techniques to solve problems</li> <li>• make well argued conclusions or recommendations</li> <li>• present work that is neat, clear, well-structured and coherent, with sources clearly referenced</li> </ul>

Level 4	Students who fail:	To achieve a pass, students must:	To achieve a merit grade (60% to 79%) students must:	To achieve a distinction grade (80%+) students must:
	do not meet the requirements of the assessment criteria and learning outcomes of the unit	meet the requirements of the assessment criteria and learning outcomes	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• use, analyse and interpret quantitative and qualitative data to develop coherent arguments</li> <li>• apply a range of theories in different contexts</li> <li>• demonstrate the use of a range of academic research sources</li> <li>• make sound judgements that accord with theories and concepts in the area of study</li> <li>• use established problem solving techniques within the area of study</li> <li>• present work that is neat, clear and well structured, with clearly referenced sources</li> </ul>	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• apply a detailed knowledge of the theories, trends and issues within the area of study drawn from a range of academic research</li> <li>• evaluate the selection of approaches, models and tools in the area of study</li> <li>• demonstrate the use of a range of academic research sources</li> <li>• communicate the results of work convincingly, supported by structured and coherent arguments</li> <li>• adapt and synthesise established problem solving techniques</li> <li>• make sound judgements that accord with theories and concepts in the area of study</li> <li>• present work that is professional and coherent, with clearly referenced sources</li> </ul>

## **Assessment Methodology**

---

Given the broad and highly varied nature of the tourism and hospitality business, assessment of knowledge purely by examination is not generally felt to be an appropriate assessment method. Students need to demonstrate their higher-level skills and qualities specified in the learning outcomes within a heterogeneous vocational context where investigative assignments and presentations are more appropriate.

Assessment of students' work will be carried out by a range of methods including assignment, essay examination or work assessment. Students' work will be measured against the specified learning outcomes and assessment criteria of each unit. Mark schemes are provided for each unit and grading criteria are set out below to assist assessors in allocating marks.

For students who wish to progress to a university degree course, CTH recommends that where a unit offers a choice of assessment method, students should carry out assignments rather than practical assessments.

See Appendix A for specimen assessment materials applicable to this qualification.

**Qualification Units**

Title	Finance in Tourism and Hospitality	
Unit purpose and aim(s)	This unit enables students to gain an understanding of main sources of finance, to understand the relationships between cost volume and profit, to carry out specific costing practices and make recommendations on prices and interpret business performance using recognised tools. It is not an in-depth accounting unit, and this should be borne in mind when planning and executing the delivery.	
URN.	M/507/3867	
Unit Code	FTH	
Level	3	
Credit value	15	
GLH	80	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1. Understand the sources of income generation and other funding in the tourism and hospitality industry.	1.1 Describe sources of income generation. 1.2 Describe sources of funding.	
2. Understand the operation of the business in terms of the elements of costs.	2.1 Describe the elements of cost found within the tourism and hospitality industry. 2.2 Describe some of the key aspects of effective control systems for high value assets.	
3. Be able to apply the concept of marginal costing to price setting, particularly as applied to those costs which change with time or level of activity	3.1 Identify operations when this is a useful tool. 3.2 Calculate marginal costs and apply the result to pricing decisions.	
4. Be able to prepare budgets and compare budgets with actual results	4.1 Explain the main reasons for using budgets, and some of their limitations. 4.2 Prepare relevant operating budgets. 4.3 Calculate variances between given actual and budgeted figures and comment on the results.	
5. Be able to interpret business performance from profit and loss statements and balance sheets using ratios and percentages.	5.1 Use a number of tools to analyse a given business' performance to include basic sales, liquidity, efficiency and financial ratios.	

Title	Customer Service Management in Tourism and Hospitality	
Unit purpose and aim(s)	This unit covers the management of customer service operations, managing the resolution of customers' queries and complaints, analysing the effectiveness of customer service in hospitality or tourism and understanding the use of quality systems in the tourism and hospitality industry	
URN.	R/504/4412	
Unit Code	CSMTH	
Level	4	
Credit value	15	
GLH	60	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Manage customer service operations in hospitality or tourism	1.1 Explain the importance of anticipating customers' needs and preferences 1.2 Set customer service targets and standards for a department 1.3 Allocate resources to operations to enable efficient customer service 1.4 Ensure all staff maintain customer service standards 1.5 Make use of customer feedback to improve products and services	
2 Manage the resolution of customers' queries and complaints in hospitality or tourism	2.1 Describe possible actions to prevent problems 2.2 Identify the cause of complaints 2.3 Explain how to handle complaints in accordance with customer service standards 2.4 Maintain records of issues, problems and incidents	
3 Analyse the effectiveness of customer service in hospitality or tourism	3.1 Implement an evaluation plan in accordance with organisational requirements 3.2 Analyse information using agreed techniques 3.3 Identify strengths, areas for improvement and patterns of repeated customer complaints 3.4 Recommend improvements that are practicable and which offer value for money	
4 Understand the use of quality systems in the tourism and hospitality industry	4.1 Define 'quality', quality attributes and measures 4.2 Explain the components of an effective quality system 4.3 Explain how to identify problems, defects and shortfalls against quality standards 4.4 Explain how quality standards can be used to make improvements	

Title	Global Tourism and Hospitality	
Unit purpose and aim(s)	This unit covers understanding the size and scope of the global tourism and hospitality industry, the food and accommodation sub-sectors, the issues and influences affecting it and the growth of global tourism and hospitality brands	
URN.	H/504/4415	
Unit Code	GTH	
Level	4	
Credit value	20	
GLH	60	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Understand the size and scope of the global tourism and hospitality industry	1.1 Analyse the size, nature and sub-sectors of the global tourism and hospitality industry 1.2 Analyse the role of stakeholders of the industry 1.3 Explain the history of the tourism and hospitality industry 1.4 Analyse the inter-relationships and links between tourism and other sectors	
2 Understand the food and accommodation sub-sectors within the global tourism and hospitality industry	2.1 Characterise the distinctions between different types of accommodation and their operation 2.2 Characterise the distinctions between different types of food operation 2.3 Analyse the factors affecting accommodation location decisions 2.4 Analyse the effectiveness of transport and distribution systems	
3 Understand the issues and influences affecting the global tourism and hospitality industry	3.1 Review the development of the industry and the reasons for change 3.2 Evaluate the impact of government activity and political issues 3.3 Define the contribution of the industry on the economy and its impacts 3.4 Evaluate the effect of trends in modern lifestyle habits 3.5 Evaluate the way in which external factors affect the industry and organisations within it	
4 Understand the growth of global tourism and hospitality brands	4.1 Define the characteristics and uses of branding 4.2 Analyse the development of global tourism and hospitality brands 4.3 Analyse the benefits of branding and brand loyalty 4.4 Explain the use of tourism and hospitality globalisation strategies and their risks	

Title	Travel and Tourism Operations	
Unit purpose and aim(s)	This unit covers assessing the tourism sector and the factors that affect participation in tourism, delivering travel and tourism services and tour guiding services	
URN.	F/504/4387	
Unit Code	TTO	
Level	3	
Credit value	15	
GLH	80	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Assess the tourism sector	1.1 Explain the factors that affect the development of the tourist sector 1.2 Explain the factors that contribute to the development of tourism 1.3 Assess the extent, quality and diversity of tourism provision 1.4 Explain the distribution chain in the tourist sector 1.5 Explain the nature and role of intermediaries	
2 Assess the factors that affect participation in tourism	2.1 Define the socio-economic factors that affect tourism 2.2 Define the motivators for travel and their implications 2.3 Identify the way in which psychographic factors affect participation in tourism	
3 Deliver travel and tourism services	3.1 Define travel agency products and services 3.2 Maintain attractive and up to date publicity and sales materials 3.3 Suggest products and services that best meet customers' needs 3.4 Recommend optimum travelling times and modes of transport that meet budgetary limitations 3.5 Offer viable alternatives within budget	
4 Deliver tour guiding services	4.1 Identify tour guiding processes and standards 4.2 Communicate with customers in a way that they can understand 4.3 Project a friendly, professional and knowledgeable image 4.4 Manage problems in accordance with organisational procedures	

Title	Travel and Tourism Supervision	
Unit purpose and aim(s)	This unit covers managing a travel agency, managing tour provision and managing staff performance	
URN.	T/504/4418	
Unit Code	TTS	
Level	4	
Credit value	20	
GLH	60	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Manage a travel agency	1.1 Evaluate the extent to which products and services meet customers' needs including special interest tourism 1.2 Assess the value of ancillary products 1.3 Define the legal considerations and confidentiality issues 1.4 Identify areas for improvement in travel agency operations 1.5 Identify sources of up to date information to support sales 1.6 Assess the trends and factors that will affect travel agencies in the future	
2 Manage tour provision	2.1 Distinguish between the functions of different types of tour operators 2.2 Identify the requirements of planning and designing a tour 2.3 Create tours that meet agreed objectives 2.4 Evaluate the effectiveness of different methods of selling a tour	
3 Manage guided tours	3.1 Design a tour guide process that meets organisational objectives and standards 3.2 Train staff on their roles, requirements and standards to be maintained 3.3 Ensure that guided tour processes include crisis and contingency management procedures 3.4 Evaluate the effectiveness and profitability of guided tours	
4 Manage the performance of staff in travel and tourism	4.1 Agree targets and objectives that align with business needs 4.2 Provide training interventions that meet identified needs 4.3 Allocate and direct work to meet performance targets and quality standards 4.4 Manage underperformance and in accordance with organisational requirements 4.5 Analyse the principles of recruitment and selection of staff	

Title	Travel Geography	
Unit purpose and aim(s)	This unit covers understanding the features of travel geography, patterns of domestic and international tourism and the nature of tourism destinations	
URN.	Y/504/4394	
Unit Code	TG	
Level	3	
Credit value	15	
GLH	80	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Understand the features of travel geography	1.1 Identify geographical and geological features of a tourist region 1.2 Identify meteorological features of a tourist region 1.3 Assess the geographical appeal of international travel destinations for different types of tourist	
2 Understand patterns of domestic and international tourism	2.1 Explain the role of travel geography in tourism 2.2 Assess the patterns of tourism and their advantages and disadvantages 2.3 Identify the inter-relationships of core and peripheral regions of world tourism 2.4 Assess the economic value of domestic and international tourism	
3 Understand the nature of tourism destinations	3.1 Explain the features of different types of destination 3.2 Explain the primary and secondary features of different types of destination 3.3 Explain the social and cultural features of different types of destination 3.4 Describe the strengths of a destination (access, attractions, accommodation, activities, amenities and ancillary services)	

Title	Destination Analysis	
Unit purpose and aim(s)	This unit covers understanding the principles of destination analysis, carrying out a destination audit and assessing the factors that affect tourism destination development	
URN.	A/504/4419	
Unit Code	DA	
Level	4	
Credit value	20	
GLH	60	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Understand the principles of destination analysis	1.1 Explain the purposes of destination analysis 1.2 Explain the principles of data collection and analysis 1.3 Explain how to assess the risks associated with a tourist destination 1.4 Explain the importance of the accessibility of a tourist destination	
2 Carry out a destination audit	2.1 Identify the market and competitive environment of a destination 2.2 Research the factors that affect tourists' choice of destination 2.3 Analyse the features and strengths of different types of destination (access, attractions, accommodation, activities, amenities and ancillary services) 2.4 Analyse the stage of a destination in the Tourism Area Life Cycle (TALC) 2.5 Assess the risks and development needs with a tourist destination 2.6 Make viable recommendations for the development of a destination which meet organisational objectives	
3 Assess the factors that affect tourism destination development	3.1 Determine the factors to be considered when developing a destination 3.2 Assess the impact of technology on destination development 3.3 Assess the impact of ethnic tourism, culture, ecotourism and sustainability on destination development 3.4 Assess the reliability, suitability and frequency of transport for different geographical regions	

## **APPENDIX A – SPECIMEN ASSESSMENT MATERIALS**

---

**1. Assessment type:** Written examination

**Unit:** Travel & Tourism Operations

**2. Assessment type:** Assignment

**Unit:** Destination Analysis

**Travel and Tourism Operations**  
**(F/504/4387)**

<b>Assessment methodology</b>
<b>Closed book written examination</b>



## TTO

### Travel and Tourism Operations

#### Mock Examination

##### Instructions

- **Three hours** are allowed for this paper which carries a total of **100 marks**
- Read these instructions carefully before answering any questions
- Do not begin writing until instructed to by the invigilator
- Make sure that your **name, date of birth, CTH membership number** and **centre name** are clearly marked on each page of the answer sheet and any other material you hand in.
- You are allowed **10 minutes** to read through this paper before the examination starts.
- You must attempt all questions to gain a pass. The number of marks allocated to each question is given next to the question and you should spend time in accordance with that allocation.
- You may find it helpful to make rough notes in the answer booklet; these notes should be crossed out before handing the booklet in.
- Answer each new question on a new page and leave some blank lines between each part of the question.
- The **answer booklet and the question paper must both be handed in** to the invigilator before you leave the examination room.

**EXAM QUESTIONS**

**Please note: ALL questions are compulsory**

**All questions are compulsory and carry a total of 100 marks**

<b>Question 1</b>	<p>For a country of your choice answer the following questions:</p> <p>1.1 Discuss <b>three</b> factors that have contributed to the development of tourism in the country of your choice.</p> <p>1.2 Explain the extent and diversity of tourism provision in your country of choice.</p> <p>1.3 Describe the distribution chain in the tourism sector. Give examples from the country of your choice to support your answer.</p> <p>1.4 Explain the term intermediaries.</p>	<b>25 marks</b>
-----------------------	--	-----------------

<b>Question 2</b>	<p>2.1 Discuss the socio-economic factors that affect tourism.</p> <p>2.2 Evaluate <b>three</b> different motivators for travel.</p> <p>2.3 Explain the term ‘psychographic factors’ and discuss how they relate to participation in tourism.</p>	<b>25 marks</b>
-----------------------	---	-----------------

<b>Question 3</b>	<p>A family of four, a mother, father and two sons aged 14 and 16, are going to the travel agency in a town or city of your choice on Monday to book a holiday for next summer.</p> <p>3.1 Explain the services they can expect to receive from the travel agency.</p> <p>3.2 Discuss why it is important for the travel agency to be well stocked with sales material. Give examples to support your answer.</p> <p>3.3 Recommend two different holidays to the family, which would be at a similar cost but have different modes of transport and optimum travelling times.</p>	<b>25 marks</b>
-----------------------	---	-----------------

<p><b>Question 4</b></p>	<p>A party of three retired couples are planning a celebratory holiday together next spring. They want to go on a guided safari tour.</p> <p>4.1 Explain why a guided tour should have documented processes and standards.</p> <p>4.2 Discuss the importance of communication between the tour guiding company and its customers.</p> <p>4.3 Give examples of how the tour guide on the safari would provide a friendly and professional image.</p> <p>4.4 Explain the organisational procedures the safari tour company should develop to handle problems that may arise on the tour. .</p>	<p><b>25 marks</b></p>
--------------------------	--	------------------------

**Destination Analysis**

**(A/504/4419)**

<b>Assessment method</b>
Assignment

<b>Unit title</b>	<b>Destination Analysis</b>
<b>URN</b>	<b>A/504/4419</b>
<b>Credit value</b>	<b>20</b>
<b>Level</b>	<b>4</b>
<b>Unit Code</b>	<b>DA</b>

This unit is assessed by assignment.

### **Assignment instructions**

Students must base their assignments on their own working practice in their place of work or in an organisation of their choice. They must show their knowledge and understanding of the unit of assessment and any recommended reading.

### **Assignment must**

- include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit;
- include a brief introduction to the assignment;
- include an analysis and evaluation of the topic they discuss and facts should be used to support conclusions and recommendations;
- make clear connections between theory and practice;
- provide a demonstration of the practical application of theory in the workplace;
- cite references in accordance with the Harvard System;
- be presented in report format;
- be within 10% of the required word count;
- may include additional information (e.g. working notes and calculations) which should be added as supplementary appendices to the report.

One electronic and one paper copy of the final assignment report should be submitted. This should include a front cover page with the student's and tutor's declaration.

## **Assignment Task – Destination Analysis**

Students are required to prepare a 3,500 word

### **Outline**

Students will understand the principles of destination analysis, carrying out a destination audit and assessing the factors that affect tourism destination development.

Students should include a brief introduction to the subject in terms of the size, customers, services, products and future plans.

The following areas should be evaluated in detail supported by examples quoted from the selected organisation:

Explanation of the principles of destination analysis

- Explain the purpose of destination analysis
- Explain the principles of data collection and analysis
- Explain how to assess the risks associated with a tourist destination
- Explain the importance of the accessibility of a tourist destination

Audits of destinations

- Identify the market and competitive environment of a destination
- Research the factors that affect tourists' choice of destination
- Analyse the features and strengths of different destinations (access, attractions, accommodation, activities, amenities and ancillary)
- Analyse the stage of destination in the Tourism Area Life Cycle (TALC)
- Assess the risks and development needs with a tourist destination
- Make viable recommendations for the development of a destination which meet the organisational objectives

Analysis of tourism destination development

- Determine the factors to be considered when developing a destination
- Assess the impact of technology on destination development
- Assess the impact of ethnic tourism, culture, ecotourism and sustainability
- Assess the reliability, suitability and frequency of transport for different geographical regions

Students should demonstrate the application of theory and knowledge to their chosen destinations and ensure they have addressed the assessment criteria outlined in the following tables.

The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be used. The secondary research undertaken should be appended to this assignment.

**Assignment task – Destination Analysis**

<b>Task instructions – Assignment – 100%</b>		
Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether Students achieved the following:		
<b>Assessment criteria</b>	<b>LO/AC ref</b>	<b>Marks</b>
1 Explain the purpose of destination analysis, the principles of data collection and analysis, how to assess associated risks associated and the importance of accessibility to a tourist destination	LO1, 1.1, 1.2, 1.3, 1.4	20
2 Identify the market, competitive environment and factors affecting tourists' choices, analyse the features and strengths of different types of destination and the stage within the Tourism Area Life Cycle (TALC), assess the risks and development needs of a tourist destination and make viable recommendations for development	LO2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	40
3 Identify the factors for consideration in destination development, the impact of technology, ethnic tourism, culture, ecotourism and sustainability and the reliability, suitability and frequency of transport	LO3, 3.1, 3.2, 3.3, 3.4	40
<b>The word count is 3,500 words</b>		

## CONTACT CTH

---

### About CTH:

CTH, the Confederation of Tourism and Hospitality, is an Ofqual recognised Awarding Organisation established in 1982 specialising in gold standard qualifications for the hospitality, culinary, travel and tourism sectors.

CTH employs specialist staff with experience in these industries and links to current industry partners, as well as education or training experience. They are available to discuss your curriculum requirements or queries concerning this qualification.

In addition to our existing portfolio of qualifications currently available (included in Ofqual's Register of Regulated Qualifications), we can also offer individual unit qualifications, or discuss requirements for new qualifications suitable for local needs.

### Location:

CTH offices are located in London's West End, opposite to Selfridges entrance in Duke Street. The address is 37 Duke Street, London W1U 1LN

### Website:

[www.cthwards.com](http://www.cthwards.com)

### Contact us via:

**Email:** Please use contact email: [info@cthwards.com](mailto:info@cthwards.com)

**Telephone:** CTH switchboard +44 (0)207 258 9850.

**Skype:** CTH Awards

**Twitter:** @cthwards

**Facebook:** cthwards

CTH is a not for profit company limited by guarantee. Registered in England No. 2090576