
Qualification Specification

**CTH Level 3 Foundation Diploma in
Hospitality & Tourism**

March 2023

QAN: 603/6593/6



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1. Introduction

Overview

The objective of this Qualification Specification is to provide an overview of the **CTH Level 3 Foundation Diploma in Hospitality and Tourism** qualification.

This document includes the aim, size, level, structure, and content including learning outcomes and assessment criteria for each unit, together with sample assessment/s.

There is guidance relating to the centre approval requirements, and delivery and assessment 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 Delivery and Assessment Handbook.

Purpose of the Qualification

The purpose is to provide a qualification that:

- provides students with an understanding of the hospitality & tourism industry and of the key functions within the sector.
- provides for an effective academic progression route.
- enables students to gain credits towards higher education.
- enables students to develop higher level academic skills that can be applied in a vocational context.

Access and 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 meet the recommended admission requirements below, prior to admission and enrolment, and are deemed able to fulfil the demands of the course and successfully complete the qualification.

CTH would also expect approved Centres to undertake an initial assessment of each student prior to the start of their programme to ensure they are able to provide the student with any necessary additional support.

Requirements		Recommended Admission Requirements
All Students	✓ Minimum Age	16 at enrolment.
	✓ English Language	All students without English as a first language must hold at least IELTS 5.0 or other evidence of competence in English at this level. The course is taught in English and assessed by written assignments, written examinations, and a presentation in the English language.
	✓ Education	This is an open access qualification with admission at the discretion of approved CTH Centres for students they consider able to successfully complete the qualification. However, all students should have completed full time secondary education up to age 16, and it is expected that most will have achieved a recognised qualification at Level 2 in some subjects (UK GCSE level or overseas equivalent).

CTH Membership Registration

Centres must register students as CTH Members within two weeks of starting the course.

Progression Opportunities

This qualification provides for progression to other qualifications, particularly to CTH's qualifications at Level 4, or to university degree programmes. Further details of articulation agreements with universities can be obtained via the CTH website at: <http://www.cthawards.com>

2. Centre Approval Requirements

- ✓ Centre Approval Application & Approval Meeting
- ✓ Teaching Rooms & Facilities
- ✓ Centre Staffing
- ✓ Continuing Professional Development

Centre Approval

Prospective Centres should apply to become an approved CTH Centre in order to deliver this qualification. Please see the 'About CTH' page at the end of this specification for advice on the CTH approval process or if you wish to discuss your curriculum requirements.

The CTH Approval 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 and maladministration. An online video conversation with CTH academic and quality staff will form part of the initial approval application process.

Teaching Rooms & Facilities

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 CVs of all teaching staff when a potential Centre seeks approval to deliver the qualification. Centres must appoint an Internal Verifier (IV) and have a named quality insurance lead.

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.

3. CTH Support

CTH Delivery and Assessment Handbook

Centres approved to deliver this qualification will be provided with a comprehensive Delivery and Assessment Handbook designed for the qualification delivery team of teaching staff, quality assurance staff and administrators.

CTH Workshops

New CTH centres are offered a short induction session (delivered online in most cases) to help them prepare, then deliver their courses leading to CTH qualifications.

CTH offers specific training sessions for each qualification along with a workshop on centre marking and internal verification.

Additional support can also be provided on demand depending on the needs of the Centre (e.g. FTH workshop for lecturers delivering and assessing the level 4 Finance in Tourism and Hospitality unit).

CTH Members Website and Resources

The CTH 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 subject specific PowerPoint slides, past exam papers and assessments and examiner reports.

Please note that if any instructional material is provided by CTH, this should be used by teaching staff to support learning aims and should therefore be seen as a guide to support their practice.

4. Qualification Size and Level

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations, and assessments in England. **The CTH Level 3 Foundation Diploma in Hospitality & Tourism** is a vocationally related qualification on the Ofqual Regulated Qualification Framework (RQF) and adheres to the regulations set out in the Ofqual Handbook. Ofqual regulated qualifications are recognised and trusted by parents, employers, and educational establishments globally due to the stringent controls and quality assurance requirements Ofqual places on awarding organisations, qualifications, and approved delivery centres.

Qualification Size

The qualification is designed to be delivered in **1,300** hours of TQT (Total Qualification Time) of which **650** 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 centre marker.

The following activities are indicative of those included in TQT:

- Guided Learning (GLH) when the lecturer is present, e.g. formal classes, lectures, seminars, tutorials, supervised assessment such as 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 Level

This qualification is at level 3 on the Regulated Qualifications Framework in England (RQF).

CTH qualifications comply with level descriptors set by Ofqual, which are divided into two categories:

- Knowledge and understanding.
- Skills.

The descriptors below set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Level 3 Knowledge descriptor:

The holder...

- has factual, procedural, and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.
- can interpret and evaluate relevant information and ideas.
- is aware of the nature of the area of study or work.
- is aware of different perspectives or approaches within the area of study or work.

Level 3 Skills descriptor:

The holder can...

- identify, select, and use appropriate cognitive and practical skills, methods, and procedures to address problems that while well-defined, may be complex and non-routine.
 - use appropriate investigation to inform actions.
 - review how effective methods and actions have been.
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5. Qualification Structure

The qualification, units, and sizing information for the CTH Level 3 Foundation Diploma in Hospitality & Tourism (L3 FDHT) are set out in the following table. Further details of each unit are included later in this specification.

CTH Level 3 Foundation Diploma in Hospitality & Tourism					
Students must achieve all 5 mandatory units, providing 130 credits, all at level 3.					
Credit Value (CV): 130			QAN: 603/6593/6		
Guided Learning Hours (GLH) for Qualification: 650			Total Qualification Time (TQT) for Qualification: 1300		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
EHRTH	Essentials of Human Resources and Business Computing in Tourism and Hospitality	3	30	150	Closed book written examination
EMCRTH	Essentials of Marketing and Customer Relationships in Tourism and Hospitality	3	30	150	Closed book written examination
THI	Tourism and Hospitality Industry	3	30	150	Assignment
ETHO	Essentials of Tourism and Hospitality Operations	3	30	150	Assignment
ESS	Essential Study Skills	3	10	50	Assignment (70%) Presentation (30%)
Foundation Diploma Total (5 units)			130	650	

6. Qualification Grading Criteria

Individual units can be graded as either Fail, Pass, Merit or Distinction. The qualification is also graded. 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.

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

Level 3		
PASS 40% to 59%	MERIT 60% to 69%	DISTINCTION 70%+
<p>To achieve a Pass grade, students must:</p> <ul style="list-style-type: none"> meet the requirements of the assessment criteria and learning outcomes. 	<p>To achieve a Merit grade, students must:</p> <ul style="list-style-type: none"> meet the requirements of the assessment criteria and learning outcomes. demonstrate a level of understanding of key issues in the area of study. interpret and evaluate correctly key concepts and models. apply a range of theories relevant to the area of study. use a range of research and investigative techniques. produce work that is well presented, clear and well structured, with sources clearly referenced. 	<p>To achieve a Distinction grade, students must:</p> <ul style="list-style-type: none"> meet the requirements of the assessment criteria and learning outcomes. demonstrate in-depth understanding and knowledge of relevant issues and their implications in the area of study. provide a good level of interpretation and evaluation of concepts and models. show some evidence of original thinking. apply a range of theories in different contexts. use a range of research and investigative techniques to solve problems. make well-argued conclusions or recommendations. present work that is neat, clear, well-structured, and coherent, with sources clearly referenced.

7. Qualification Assessment

Assessment Opportunities

CTH offers up to four assessment opportunities each year, with associated Exam Boards and Certification. See the CTH website for Assessment Timetable & Schedules.

Assessment Methods

Given the broad and highly varied nature of the hospitality & tourism 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 vocational context where investigative assignments and presentations are more appropriate.

Assessment of students' work for this qualification will be carried out by written assignments. 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 to assist centre markers in allocating marks.

See chapter 9 for specimen assessment materials applicable to this qualification.

Assessment Responsibilities

CTH:

Assignments & Presentations – CTH is responsible for:

- producing all assignment briefs and making these available to centres.
- checking all assignments for similarity using Turnitin, before moderating students' work.

Examinations – CTH is responsible for:

- setting all examinations and distributing these electronically to Centres.
- marking and moderating all exam scripts.

The CTH Exam Board meets four times a year to review all moderated assessment results, taking into consideration special considerations and mitigating circumstances, reports from the Malpractice Panel, and other information including previous results over time. The Exam Board will ratify all results before publication.

Centres must:

- register students for each assessment submission within the timescales stated on the CTH website. Only students registered as CTH Members will be allowed to take the assessments.
- hold at least two (and a maximum of three) progress tutorials with each student per assignment unit which must be fully documented and signed by the centre marker and the student.
- ensure students understand how to avoid academic dishonesty and check that work in progress and that submitted to CTH is the students' own.
- send the assessment evidence to CTH electronically via SharePoint: student assignment, completed mark sheets, signed student & centre marker declarations of authenticity, and compulsory progress tutorial record forms.
- prepare students for examinations via worked questions in class and mock exams.
- return student exam scripts within 24 hours to CTH, with attendance sheets, seating plans and any other documentation including special consideration forms, invigilators reports, suspected malpractice reports.
- mark and internally verify* assignments and presentations using the mark sheets and mark schemes provided by CTH.
- appoint an internal verifier, or a team of internal verifiers.

***Internal Verification**

An internal verifier (IV) is a designated person, internal to the centre, who has responsibility for verifying and signing off the assessment outcomes and providing feedback to the assessors. They should have a good understanding of the units/qualifications being assessed.

The Centre internal verifier assures the quality of the assessment process within the Centre. Internal verifiers must sample assessment decisions using a sampling plan, which takes into account a risk assessment which has been conducted as part of the centre's internal QA strategy.

Internal verifiers should also plan the observation of centre markers during any practical assessments, especially to support new centre markers, and provide constructive feedback.

8. Qualification Units

Essentials of Human Resources and Business Computing in Tourism and Hospitality		EHRTH
Unit Purpose and Aim(s)	This unit aims to introduce students to the essentials of human resources in tourism and hospitality. Students will understand the organisation of staff in tourism and hospitality, the principles of leadership, motivation and equal opportunities and the use of IT in tourism and hospitality.	
Unit Level: 3	Guided Learning Hours (GLH): 150 Hours	Credit Value: 30 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Closed book written examination.	
Learning Outcome 1	Understand the organisation of staff in tourism and hospitality.	
Assessment Criteria		
1.1 Describe the typical staffing structure of a hospitality or tourism organisation. 1.2 Distinguish the different roles and responsibilities of a supervisor from a manager. 1.3 Explain how to plan a staff rota.		
Learning Outcome 2	Understand the legal implications of staff management in tourism and hospitality.	
Assessment Criteria		
2.1 Describe the purpose and features of a contract of employment. 2.2 Outline the financial and legal implications of different types of employment contract. 2.3 Describe the costs of employing staff.		
Learning Outcome 3	Understand the principles of leadership and motivation in tourism and hospitality.	
Assessment Criteria		
3.1 Describe the link between motivation and productivity. 3.2 Outline the characteristics of an effective leader. 3.3 Explain what makes for an effective team.		
Learning Outcome 4	Understand the principles of equal opportunities in tourism and hospitality.	
Assessment Criteria		
4.1 Describe the principles of equal opportunities in the workplace. 4.2 Describe the purpose of an industry code of ethics.		



Learning Outcome 5

Understand the use of IT in tourism and hospitality.

Assessment Criteria

- 5.1 Explain how IT is used in the tourism and hospitality industry.
- 5.2 Create standard business letters using Word.
- 5.3 Explain the use of a spreadsheet to record and reconcile daily income and outgoings.
- 5.4 Explain the use of IT in the industry using PowerPoint.
- 5.5 Explain the use of Access databases in the industry.
- 5.6 Explain the uses and limitations of email in the industry.
- 5.7 Describe how the Internet can be used for business research purposes.

Essentials of Marketing and Customer Relationships in Tourism and Hospitality		EMCRTH
Unit Purpose and Aim(s)	This unit aims to introduce students to marketing, sales and customer relationships in the tourism and hospitality industry. Students will understand how a hospitality or tourism business is affected by external factors in which it operates. They will understand the key concepts of marketing and sales techniques. Students will gain an understanding of the importance of customer care. Students will develop skills to enable them to deliver effective customer service and to identify areas for improvements.	
Unit Level: 3	Guided Learning Hours (GLH): 150 Hours	Credit Value: 30 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Closed book written examination.	
Learning Outcome 1	Understand marketing theories in the tourism and hospitality industry.	
Assessment Criteria <ul style="list-style-type: none"> 1.1 Describe the factors that affect the tourism and hospitality market. 1.2 Describe the purpose and features of a competitor analysis. 1.3 Describe the concept of the marketing mix and the use of market segmentation to define marketing objectives. 1.4 Explain the different methods of collecting market research data and their uses. 1.5 Explain the use of branding and positioning as strategic tools. 1.6 Describe the link between marketing strategies, marketing plans, business plans and corporate strategies. 		
Learning Outcome 2	Understand the principles of selling in the tourism and hospitality industry.	
Assessment Criteria <ul style="list-style-type: none"> 2.1 Describe the relationship between sales and marketing. 2.2 Describe the stages of the sales cycle and their impact on sales. 2.3 Explain how to identify buyers and their buying motivations. 2.4 Distinguish between features and benefits of a product or service. 2.5 Describe the use of sales targets and the stages and techniques for selling. 		
Learning Outcome 3	Understand the concept of customer care in the tourism and hospitality industry.	
Assessment Criteria <ul style="list-style-type: none"> 3.1 Define the scope of customer care including the wants and needs of internal and external customers. 3.2 Explain the use of customer segmentation in meeting customers' needs. 3.3 Describe the features and rationale of a customer care programme. 		



- 3.4 Explain the collection and use of customer information in the evaluation of customer service and continuous improvement.
- 3.5 Explain the principles of managing customer complaints.

Learning Outcome 4

Understand customer relationships in the tourism and hospitality industry.

Assessment Criteria

- 4.1 Explain the impact of good and poor customer service and behaviour on a customer's perceptions.
- 4.2 Explain the use of effective communication channels to support customer relationships.
- 4.3 Explain how "moments of truth" can reveal service failures.
- 4.4 Describe the concept of Customer Relationship Management (CRM) and how this is supported by IT systems.

Tourism and Hospitality Industry		THI
Unit Purpose and Aim(s)	This unit aims to introduce students to the tourism and hospitality industry. Students will understand the types and characteristics of different hotel and food service providers. Students will also understand the roles and functions of different delivery channels operating within the industry and will be able to gain an insight into how the industry has developed and is likely to develop in future.	
Unit Level: 3	Guided Learning Hours (GLH): 150 Hours	Credit Value: 30 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Understand the hospitality industry.	
Assessment Criteria		
1.1 Outline the history, the size, scope, growth, and economic importance of the hospitality industry. 1.2 Identify the different types of food and beverage businesses. 1.3 Explain the hotel grading and classification systems. 1.4 Assess the internal and external factors that may have an impact on the success of a hospitality business. 1.5 Identify the influences on the success of the hospitality industry.		
Learning Outcome 2	Understand the tourism industry.	
Assessment Criteria		
2.1 Outline the history, the size, scope, growth, and economic importance of the tourism industry. 2.2 Define tourism indicators and patterns of demand. 2.3 Explain the growth of emerging forms of tourism. 2.4 Explain the importance of transport, accommodation, attractions, and events to tourism. 2.5 Identify the influences on the success of the tourism industry.		
Learning Outcome 3	Understand the role of tour-related functions.	
Assessment Criteria		
3.1 Define the terms “tourist” and “tourism”. 3.2 Describe the purpose and responsibilities of a tour operator, taking into account specialist markets. 3.3 Describe the purpose and responsibilities of a travel agent. 3.4 Describe the purpose and responsibilities of a tour guide.		



Essentials of Tourism and Hospitality Operations		ETHO
Unit Purpose and Aim(s)	This unit aims to introduce students to a range of functions within the tourism and hospitality industry i.e., front office, housekeeping, food and beverage operations, destination analysis and tour guiding operations.	
Unit Level: 3	Guided Learning Hours (GLH): 150 Hours	Credit Value: 30 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Understand front office operations within a hospitality or tourism business.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Define the role and responsibilities of front office operations (reception, advance reservations, cashiering, guest relations, switchboard, concierge, portering).1.2 Describe the links between front office staff and other departments.1.3 Describe the concept of the “guest cycle” and customers’ varying needs.1.4 Describe the use of manual and electronic systems to support reservation, reception, and cashiering functions.1.5 Describe banking procedures including the different pre-payment methods for making reservations.1.6 Explain check-in and check-out procedures and settling bills.		
Learning Outcome 2	Understand housekeeping operations within a hospitality or tourism business.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Define the organisational structure and roles of a housekeeping and accommodation department.2.2 Describe the standards of furnishing in a hospitality or tourism business.2.3 Describe the standards of cleanliness in a hospitality or tourism business.2.4 Describe the procedures for the inspection, control, and storage of clean and dirty linen.2.5 Describe the procedures for fire safety, security standards and the maintenance of a hospitality or tourism business.2.6 Describe how a hospitality or tourism business could develop environmentally friendly policies.		

Learning Outcome 3

Understand food and beverage operations within a hospitality or tourism business.

Assessment Criteria

- 3.1 Describe different types of food operations and their requirements.
- 3.2 Describe different types of food production systems and their requirements.
- 3.3 Define different methods of cookery and their requirements.
- 3.4 Explain the legal requirements of food hygiene, health, safety, and personal presentation when working with food or beverages.
- 3.5 Describe the requirements of food and beverage storage.
- 3.6 Define different methods of food and beverage service and their requirements.

Learning Outcome 4

Understand destination analysis within the hospitality or tourism industry.

Assessment Criteria

- 4.1 Describe the features of different types of destination and the factors that affect a tourist's choice of a destination.
- 4.2 Describe the social, cultural, and political features that may affect a destination.
- 4.3 Describe the information needed to audit a destination.
- 4.4 Explain the use and significance of the Tourism Area Life Cycle (TALC).

Learning Outcome 5

Understand travel agency and tour guiding operations.

Assessment Criteria

- 5.1 Describe the role of a travel agent and tourism-related stakeholders.
- 5.2 Describe the range of travel agency products and services.
- 5.3 Describe the legal considerations associated with travel agencies.
- 5.4 Identify transport issues associated with tourist travel.
- 5.5 Identify the features of a successful tour.
- 5.6 Describe the role of travel geography and the tourist appeal of different geographical and geological features.



Essential Study Skills		ESS
Unit Purpose and Aim(s)	This unit aims to provide learners with essential skills for academic communication, writing assignments and making presentations of academic information and carrying out programmes of academic study.	
Unit Level: 3	Guided Learning Hours (GLH): 50 Hours	Credit Value: 10 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment and presentation.	
Learning Outcome 1	Understand how to plan, structure, write and check an academic report and assignment.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Explain the key components of an academic report and assignment.1.2 Explain how to gather, evaluate, and analyse relevant information to achieve the report's purpose.1.3 Describe how to structure material in a logical and coherent order.1.4 Demonstrate how to present a report according to the instructions provided.1.5 Explain how to make appropriate conclusions and recommendations that are supported by the evidence.1.6 Use Harvard referencing consistently and accurately both in text and bibliography.1.7 Demonstrate how to accurately paraphrase and summarise source material.1.8 Explain what is meant by academic dishonesty, its consequences and how it can be avoided.1.9 Use, include and/or create graphics, illustrations, photos, and appendices that communicate research findings.		
Learning Outcome 2	Be able to conduct and apply appropriate academic research.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Select appropriate secondary sources to ensure relevant and reliable purposeful content.2.2 Identify and use a wide range of relevant and reliable secondary sources, both online and printed.2.3 Conduct meaningful primary research using appropriate methods.2.4 Evaluate the strengths and weaknesses of the primary research conducted and the conclusions drawn from it.2.5 Use facts to support conclusions and recommendations.		
Learning Outcome 3	Understand and apply the principles of communicating academic information to an audience via a presentation.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Communicate academic information orally (body language, eye contact, positioning, projection, signposting) and convey ideas coherently.3.2 Make presentations of academic information in compliance with an appropriate use of slides.3.3 Use academic research (appropriate inclusion of primary and secondary data, clear explanation of research done and its relevance, and evaluation of research findings).		

9. Sample Assessments

Assessment Example 1

Unit	Essentials of Marketing and Customer Relationships in Tourism and Hospitality.
Assessment Type	Closed book written examination.
Time Allowed	180 minutes for the examination, additional ten before to read through.



EMCRTH – Essentials of Marketing and Customer Relationships in Tourism and Hospitality

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**, **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.

Sample Exam Questions

Please note: All questions are compulsory and carry a total of 100 marks.

Question 1	<p>1.1 Describe three factors that affect the tourism and hospitality market.</p> <p>1.2 Explain how a competitor analysis can be used.</p> <p>1.3 Describe the difference between the marketing mix and market segmentation.</p> <p>1.4 Discuss two different methods of collecting market research data for a hospitality organisation.</p> <p>1.5 Explain how branding can be used as a strategic marketing tool.</p> <p>1.6 Explain the difference between a marketing plan and a business plan.</p>	25 marks
Question 2	<p>For an international tourism or hospitality business of your choice:</p> <p>2.1 Describe the relationship between the sales and marketing functions.</p> <p>2.2 Discuss how the stages of the sales cycle impact on sales.</p> <p>2.3 Describe how the organisation identifies buyers and their buying motivations.</p> <p>2.4 Distinguish between the features and benefits of one service offered by the organisation.</p> <p>2.5 Explain how a sales target is used within a department of your chosen organisation.</p>	25 marks
Question 3	<p>3.1 Explain the difference between the needs of internal and external customers in a hotel or travel agency.</p> <p>3.2 Explain how customer segmentation is used to meet customer' needs.</p> <p>3.3 Discuss the features of a customer care programme for handling customer complaints in a travel agency or the rooms division department of a hotel.</p> <p>3.4 Explain two ways customer information can be collected and used to evaluate customer service.</p>	25 marks

Question 4	<p>For a tourism or hospitality business of your choice:</p> <ol style="list-style-type: none"> 4.1 Explain how good and poor customer service and behaviour can impact on a customer's perceptions of the business. 4.2 Discuss two communication channels that can be used to support customer relationships. 4.3 Give two examples of 'moments of truth' and how they can reveal service failures. 4.4 Describe the concept of Customer Relationship Management (CRM) and explain how it is supported by IT systems. <p>Give examples to support your answer.</p>	25 marks
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Assessment Example 2	
Unit	Tourism and Hospitality Industry.
Assessment type	Assignment.

Assignment Instructions

Students are required to prepare a 3,000-word report discussing the tourism and hospitality industry. Students must show their knowledge and understanding of the unit of assessment and any recommended reading.

Assignments 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.

Outline

Students are required to conduct relevant and adequate primary and secondary research. The student should therefore be able to visit organisations.

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

Analysis of the Hospitality Industry (Task 1)

- The history, characteristics, and importance of the hospitality industry.
- The features of businesses within the industry.
- Characteristics of the hotel grading system.
- The internal and external features that affect the success of a hospitality business.

Analysis of the Tourism Industry (Tasks 2.1 and 2.2)

- The history, characteristics, and importance of the tourism industry.
- Patterns of demand and tourism indicators.
- The drivers behind the growth of emerging forms of tourism.
- The importance of transport, accommodation, attractions, and events.
- Definitions of 'tourist' and 'tourism'.
- Purpose and responsibilities of tour operators, travel agents and tour guides.

Students should demonstrate the application of theory and knowledge to their chosen organisations 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.

10. About CTH

CTH, the Confederation of Tourism & 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.

Policies

CTH policies are available to Approved Centres and learners to refer to in the administration and the delivery of the programme.

Location

CTH's offices are located in central London, United Kingdom, within easy walking distance of underground and bus stops. We always welcome visits from Centres and encourage this wherever possible.

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