

EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME [EQAP]



Pacific
Community

Communauté
du Pacifique

SOUTH PACIFIC FORM SEVEN CERTIFICATE [SPFSC]

TOURISM & HOSPITALITY PRESCRIPTION

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SOUTH PACIFIC FORM SEVEN CERTIFICATE

TOURISM AND HOSPITALITY

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PREAMBLE

This prescription provides the specifications for the teaching and assessment for the South Pacific Form Seven Certificate Tourism and Hospitality Examination.

The course is designed for students who may undertake further studies in a tertiary institution as well as for those students who will complete their formal education at the end of Form 7 and may wish to work in the tourism and hospitality industry.

The course has been designed as a one year course but it could also be spread over two years with students completing the internal assessment components over the two years and entering the external examination at the end of the second year.

AIMS

Students should be able to:

- (i) Appreciate the importance of tourism and hospitality as a personal career opportunity thus enhancing their community's wellbeing.
- (ii) Acquire an understanding and awareness of the significance of the tourism and hospitality industry in the region.

GENERAL OBJECTIVES

Students should be able to:

- Develop an understanding of tourism and hospitality at an international, regional, national and local level
- Demonstrate skills and attitudes suitable for people involved in the tourism and hospitality industry
- Demonstrate an understanding of the importance of the role of culture in the tourism and hospitality industry
- Share knowledge with others to create opportunities in the tourism and hospitality industry.

Note:

It is highly recommended that students be exposed to a chosen tourism or hospitality business in order to gain a greater awareness of the industry. This could be by visits to, or work experience in, a hotel, restaurant, airline or national tourism office, inbound tour operator etc. Such visits or work experience will encourage a greater understanding and appreciation of the importance of tourism and hospitality in the region, and will assist the students with their learning and also with the internal and external assessments.

CONTENT COMPONENTS

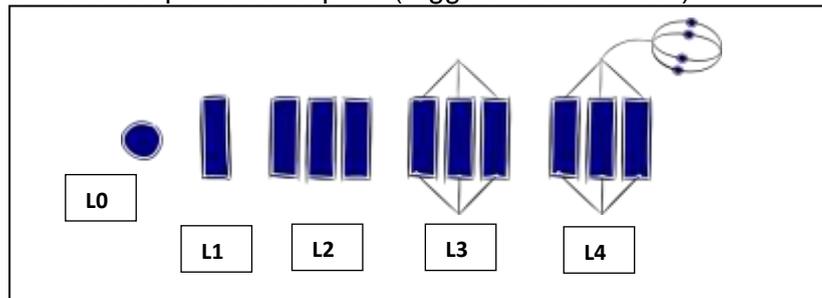
Outlined below are the strands and sub strands of the course:

Strand	Strand Title	Sub strand	Sub strand title
1	Introduction to the tourism and hospitality industry	1.1	Features of Tourism and Hospitality
		1.2	One Industry concept
		1.3	Five sectors of the tourism and hospitality industry
		1.4	Job opportunities in the Tourism and Hospitality industry
2	The development of tourism and hospitality	2.1	History and developments of tourism in the Pacific
		2.2	Flows of tourist into and within the Pacific
		2.3	Laws and regulations that affect tourism and hospitality
3	Working in the tourism and hospitality industry	3.1	Skills and attitudes
		3.2	Basic accounting principles
4	Culture and opportunities in the Tourism and Hospitality industry	4.1	Culture and local tradition
		4.2	Job opportunities in the Tourism and Hospitality industry
		4.3	Business Plan

UNPACKING LEARNING OUTCOMES

In this prescription, Learning Outcomes are organised in three levels of generality: Major Learning Outcomes (MLOs) are stated at the strand level, Key Learning Outcomes (KLOs) are stated at the sub-strand level, and Specific Learning Outcomes (SLOs) are unpacked from the Key Learning Outcomes. Each SLO is a combination of a cognitive skill and a specific content component. Each SLO is given a skill level, level 1 – 4, and this skill level results from the categorisation of the cognitive skill that is embedded in the SLO using the SOLO taxonomy¹.

The SOLO taxonomy provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982).



At the prestructural level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding). At the unistructural level (L1), one aspect of the task is picked up, and student understanding is disconnected and limited.

The jump to the multistructural level is quantitative. At the multistructural level (L2), several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative. At the relational level (L3), the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole. At the extended abstract level (L4), the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding (adapted from Hook and Mills 2011). [<http://pamhook.com/solo-taxonomy/>]

The progression from Level 1 to Level 4 is exemplified in the progression from define → describe → explain → discuss with each succeeding level indicating a higher level of understanding, as follows:

define – to state a basic definition of a concept [Unistructural or L1]
describe – to give the characteristics of, or give an account of, or provide annotated diagrams. [Multistructural or L2]
explain – to provide a reason for a relationship – an event and its impact, a cause and an effect, as to how or why something occurs. [Relational or L3]
discuss – this means linking tourism and hospitality ideas (descriptions, explanations) to make generalisations or predictions or evaluations. It may involve relating, comparing, analysing, and justifying.

¹ Structure of Observed Learning Outcomes by Biggs and Collis (1982)

LEARNING OUTCOMES

STRAND 1: An introduction to the tourism and hospitality industry

Major Learning Outcome: Students are able to demonstrate an understanding of the basic structure of the tourism and hospitality industry and of the terms commonly used in the industry

Sub Strand 1.1: Features of Tourism and Hospitality

Key Learning Outcome: Students are able to demonstrate an understanding of the features of tourism and hospitality

SLO	Specific Learning Outcomes (SLO)	Skill level	SLO code
1	define tourism	1	Toh1.1.1.1
2	define hospitality	1	Toh1.1.1.2
3	identify features of tourism and hospitality	1	Toh1.1.1.3
4	define tourism concepts	1	Toh1.1.1.6
5	give an example of a tourism concept	1	Toh1.1.1.5
6	give an alternative example of a tourism concept	1	Toh1.1.1.7
7	define terms commonly used in the Tourism and Hospitality industry (refer to Appendix 5)	1	Toh1.1.1.4
8	define another term commonly used in the Tourism and Hospitality industry (refer to Appendix 5)	1	Toh1.1.1.8
9	give examples of commonly used terms in Tourism and Hospitality industry	1	Toh1.1.1.9
10	define international tourist	1	Toh1.1.1.11
11	give alternative examples of commonly used terms in Tourism and Hospitality industry	1	Toh1.1.1.10
12	list the features of tourism and hospitality	2	Toh1.1.2.3
13	describe the features of tourism and hospitality	2	Toh1.1.2.1
14	give examples of terms/concepts commonly used in the tourism industry	2	Toh1.1.2.2
15	classify the features of tourism and hospitality into logical categories	3	Toh1.1.3.1
16	discuss how a number of features of tourism and hospitality work together to make the T&H industry the success that it is, using specific examples	4	Toh1.1.4.1

* Directive to examiner: For examination purposes the following limitations will apply:
At least ten terms are examinable for SLO#4.

Sub Strand 1.2: One Industry concept

Key Learning Outcome: Students are able to demonstrate an understanding of the features and importance of the One Industry Concept

SLO	Specific Learning Outcomes (SLO)	Skill level	SLO code
1	define the ONE INDUSTRY concept	1	Toh1.2.1.1
2	describe the features of a ONE INDUSTRY concept	2	Toh1.2.2.1
3	explain the importance of the ONE INDUSTRY concept	3	Toh1.2.3.1
4	explain how a tourist evaluation of a holiday experience exemplifies the ONE INDUSTRY concept	3	Toh1.2.3.2
5	explain the implication of the one industry concept on everyone involved with tourism and hospitality	3	Toh1.2.3.3
6	discuss the implications of the one industry concept on everyone involved with tourism and hospitality	4	Toh1.2.4.1

Sub Strand 1.3: Five sectors of the tourism and hospitality industry

Key Learning Outcome: Students are able to demonstrate an understanding of the importance of the five sectors of tourism and hospitality and the relationships between these sectors for the success of the industry

SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1.	name a sector of the tourism and hospitality industry (accommodation, transport, leisure, catering and retail)	1	Toh1.3.1.1
2.	identify a sector or an example within a given situation or scenario	1	Toh1.3.1.2
3.	list the five sectors of the tourism and hospitality industry	2	Toh1.3.2.1
4.	state an example of the accommodation/transport/leisure/catering/retail sector	1	Toh1.3.1.3
5.	state the purpose of the accommodation/transport/leisure/catering/retail sector	1	Toh1.3.1.4
6.	list the job opportunities available in accommodation/transport/leisure/catering/retail sector	2	Toh1.3.2.3
7.	describe the job opportunities available in accommodation/transport/leisure/catering/retail sector	2	Toh1.3.2.2
8.	explain the impact of the accommodation/transport/leisure/catering/retail sector on the tourism and hospitality industry	3	Toh1.3.3.1
9.	explain how the accommodation/transport/leisure/catering/retail sectors meet their defined purposes	3	Toh1.3.3.2
10.	explain how the five sectors relate to each other and work together to make the T&H industry the success that it is, using specific examples	3	Toh1.3.3.3
11.	discuss how the five sectors relate to each other and work together to make the T&H industry the success that it is, using specific examples	4	Toh1.3.4.1

Sub Strand 1.4: Job opportunities in the Tourism and Hospitality industry

Key Learning Outcome: Students are able to demonstrate an understanding of employment opportunities in the tourism and hospitality industry

SLO #	Specific Learning Outcomes (SLO)	Skill score	SLO code
1.	identify a job opportunity in the accommodation/transport/leisure/catering/retail sector	1	Toh1.4.1.1
2.	describe the features of job opportunities in the accommodation/transport/leisure/catering/retail sector	2	Toh1.4.2.1
3.	explain the need for a worker in one sector of the tourism industry to interact with other workers in one or more other sectors of the tourism industry	3	Toh1.4.3.1
4.	explain the importance of job opportunities in these five major sectors of the tourism and hospitality industry for the people within the local community	3	Toh1.4.3.2
5.	discuss the critical importance of the working together of these sectors to the success of the tourism and hospitality industry, using examples to support arguments	4	Toh1.4.4.1
6.	explain how jobs in the five sectors of the tourism and hospitality industry relate to each other	3	Toh1.4.3.3
7.	evaluate the importance of the different sectors and discuss whether one sector is more important than the others	4	Toh1.4.4.2

* Directive to examiner: For examination purposes the following limitations will apply:
Strand 1/sub strand 1.4: at most three job opportunities in each of the five major sectors to be examined.

Explanatory Notes for Strand 1:

Tourism: There are many definitions of tourism. One is, tourism involves the movement of people to, and their stay in, various destinations, and the products and services that are used to provide for the tourist's needs.

Hospitality: The reception and entertainment of guests, visitors or strangers with liberality and goodwill. Hospitality includes both hotels and restaurants.

Tourism terms: examples of terms commonly used in the tourism industry including: tourist, traveller, guest, tourism product, inbound tourism, outbound tourism, domestic tourism, international tourism, host region, generating market, market segment, eco-tourism, free independent traveller (FIT), group tours, backpacker. see **Appendix 6** for other commonly used terms that students are expected to be familiar with.

One Industry concept: (Collier, Alan, 1991) the idea that the total tourist experience is made up of many components but is seen as a whole. Tourists talk of a "great holiday" rather than discussing each small component that went to make up the whole. One good or bad situation affects the whole tourist experience.

The five major sectors of the tourism and hospitality industry are: accommodation, transport, leisure, catering and retail.

Job opportunities should include entry to the industry as well as higher levels.

Directive to examiner: For examination purposes the following limitations will apply:
SLO4 at least ten terms to be examinable - Strand 1/sub strand 1.4: at least three job opportunities in each of the five major sectors to be examinable.

STRAND 2: The development of tourism and hospitality

Major Learning Outcome: Students are able to demonstrate an understanding of the development of the tourism and hospitality industry at the regional, national and local level and locations of various tourist destinations

Sub Strand 2.1: History and developments of tourism in the Pacific

Key Learning Outcome: Students are able to demonstrate an understanding of the growth of the tourism and hospitality industry at the regional and national levels

SLO #	Specific Learning Outcomes (SLO)	Skill score	SLO code
1.	state the important dates in the history and development of tourism in the region and country	1	Toh2.1.1.1
2.	locate and name - major Pacific Rim market segments and their main international airports: Australia (Sydney SYD, Brisbane BNE), New Zealand (Auckland AKL), Japan (Tokyo TYO), China (Beijing BJS) United States of America (Los Angeles LAX, Honolulu HNL)	1	Toh2.1.1.2
3.	locate and name - Countries: Cook Islands, Fiji, Kiribati, Nauru, New Caledonia, Niue, Papua New Guinea, Samoa, Solomon Islands, Tahiti, Tokelau, Tonga, Tuvalu, Vanuatu	1	Toh2.1.1.3
4.	locate and name - cities/major towns: Avarua, Suva, Nadi, Tarawa, Noumea, Port Moresby, Apia, Honiara, Papeete, Nuku'alofa, Funafuti, Port Vila Tokelau, Tonga, Tuvalu, Vanuatu	1	Toh2.1.1.4
5.	locate and name - international airports and their 3 letter IATA codes: Avarua, Rarotonga (RAR), Nadi (NAN), Suva (SUV), Tarawa (TRW), Noumea (NOU), Port Moresby (POM), Faleolo, Samoa (APW), Henderson, Honiara (HIR), Fua'amotu, Tonga (TBU), Port Vila (VLI)	1	Toh2.1.1.5
6.	locate and name on the map of the student's country the main cities and towns	1	Toh2.1.1.6
7.	locate and name on the map of the student's country the main airports and ports	1	Toh2.1.1.7
8.	locate and name on the map of the student's country the scheduled transport services	1	Toh2.1.1.8
9.	locate and name on the map of the student's country the main roads	1	Toh2.1.1.9
10.	locate and name on the map of the student's country the tourist attractions and activities, including ports of call of international cruise ships	1	Toh2.1.1.10
11.	outline the history and development of tourism in the student's own country	2	Toh2.1.2.1
12.	explain the importance of international airlines in the region and the student's own country. Major airlines may include but are not limited to: Samoan Air, Air Vanuatu, Aircalin, Air New Zealand, Qantas, Korean Air, Japan Airlines, Air Nauru, Fiji Airways.	3	Toh2.1.3.1.
13.	explain the importance of international cruise ships - Locations may include but are not limited to: Christmas Island, Fanning Island (Kiribati), Champagne Beach (Vanuatu), Vava'u (Tonga), Yasawa Islands (Fiji)	3	Toh2.1.3.2
14.	discuss the trends in the development of tourism and hospitality in the Pacific, the factors that have influenced these trends and the contribution of tourism to national development, using specific examples	4	Toh2.1.4.1

Sub Strand 2.2: Flow of tourists into and within the Pacific

Key Learning Outcome: Students are able to demonstrate an understanding of the trends of the flow of tourists into and within the Pacific region

SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1.	identify the country that contributes to the largest number of tourists for your country or for the Pacific region	1	Toh2.2.1.1
2.	describe the features or patterns of flow of tourists into the Pacific region	2	Toh2.2.2.1
3.	describe trends or patterns in tourist arrival numbers	2	Toh2.2.2.2
4.	describe trends or patterns in average daily expenditure of tourists	2	Toh2.2.2.3
5.	describe trends or patterns in lengths of stay of tourists in Pacific destinations	2	Toh2.2.2.4
6.	describe trends or patterns in purposes of visits by tourists	2	Toh2.2.2.5
7.	describe trends or patterns in tourist market segments	2	Toh2.2.2.6
8.	list the categories of tourists who travel to and within the Pacific countries and the student's country, in particular	2	Toh2.2.2.7
9.	describe tourist attractions and/or activities that operate in the region	2	Toh2.2.2.8
10.	describe tourist attractions and/or activities that operate within the student's own country	2	Toh2.2.2.9
11.	explain why categories of tourists travel to and within the student's country	3	Toh2.2.3.1
12.	analyse the flow of tourists into the Pacific region by purpose of visit/ main market segments/tourist arrival numbers/average daily expenditure/length of stay/purpose of visit, based on given data tables	3	Toh2.2.3.2
13.	interpret and evaluate the patterns in the flow of tourists into the Pacific region by purpose of visit/main market segments/tourist arrival numbers/average daily expenditure/length of stay/purpose of visit	4	Toh2.2.4. 1

Sub Strand 2.3: Laws and regulations that affect tourism and hospitality

Key Learning Outcome: Students are able to demonstrate an understanding of the laws and regulations that govern the tourism and hospitality industry to protect businesses, visitors and the community

SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1	give examples of the costs of tourism in the region and the student's own country	1	Toh2.3.1.1
2	give examples of the benefits of tourism in the region and the student's own country	1	Toh2.3.1.2
3	name one law or regulation that affects tourism in the region and the student's own country	1	Toh2.3.1.3
4	state the purpose of contract law	1	Toh2.3.1.4
5	state the purpose of travel documentation	1	Toh2.3.1.5
6	state the purpose of agriculture and quarantine requirements for tourism	1	Toh2.3.1.6
7	state the purpose of Convention on International Trade in Endangered	1	Toh2.3.1.7

	Species of Wild Flora and Fauna (CITES),		
8	state the purpose of employment contracts	1	Toh2.3.1.8
10	explain the impacts of the laws and regulations on the tourism and hospitality industry	3	Toh2.3.3.1
11	explain the importance of land ownership rights and regulations for the tourism industry	3	Toh2.3.3.2
12	explain the benefits (positive effects) of tourism in the region and the student's own country	3	Toh2.3.3.3
13	explain the costs (negative effects) of tourism in the region and the student's own country	3	Toh2.3.3.4
	explain the ways to control/prevent the negative impacts of tourism in the region and the student's own country.	3	Toh2.3.3.6
14	outline the basic laws and regulations that affect tourism operators	2	Toh2.3.2.1
	Outline the basic laws and regulations that affect tourism employees	2	Toh2.3.2.2
	Outline the basic laws and regulations that affect tourists	2	Toh2.3.2.3
15	explain the importance of the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES),	3	Toh2.3.3.5
16	discuss the future of tourism in the student's own country and the region, using examples	4	Toh2.3.4.1
17	evaluate the costs (negative effects) and benefits (positive effects) of tourism in the region and the student's own country	4	Toh2.3.4.2

Explanatory notes for Strand 2:

NOTE that the **maps** used for locating and naming **need not be blank**.

The region is the part of the Pacific including: Solomon Islands, Vanuatu, New Caledonia, Nauru, Kiribati, Tuvalu, Fiji, Samoa, Tonga, Tokelau, Cook Islands, Niue and Tahiti

Pacific Rim: the countries on the edge of the Pacific Ocean, ie New Zealand, Australia, Japan, China, Korea, Canada and the United States of America, Central and South America

IATA: International Air Transport Association - a regulatory body for airlines and air travel worldwide

International airlines and Cruise Ships – examples chosen should be relevant to tourism in the region and the student's own country

Examples of some tourist attractions and activities in countries of the region:

Important tourist destinations:

- major Pacific Rim market segments and their main international airports: Australia (Sydney SYD, Brisbane BNE), New Zealand (Auckland AKL), Japan (Tokyo TYO), China (Beijing BJS) United States of America (Los Angeles LAX, Honolulu HNL)

- countries: Cook Islands, Fiji, Kiribati, Nauru, New Caledonia, Niue, Papua New Guinea, Samoa, Solomon Islands, Tahiti, Tokelau, Tonga, Tuvalu, Vanuatu
- cities/major towns: Avarua, Suva, Nadi, Tarawa, Noumea, Port Moresby, Apia, Honiara, Papeete, Nuku'alofa, Funafuti, Port Vila
- international airports and their 3 letter IATA codes: Avarua, Rarotonga (RAR), Nadi (NAN), Suva (SUV), Tarawa (TRW), Noumea (NOU), Port Moresby (POM), Faleolo, Samoa (APW), Henderson, Honiara (HIR), Fua'amotu, Tonga (TBU), Port Vila (VLI)

Fiji: Garden of the Sleeping Giant, day trip to the Mamanucas, Pacific Harbour Cultural Centre, rafting on the Navua River, cruise on the "Seaspray", village tour, waterfall tour, Mt Batilamu Trek

Tonga: Ha'amonga, Royal Palace, cultural show at Good Samaritan Beach, whale watching, yachting in Vava'u, Heilala Week, Tongan Cultural Centre

Samoa: Sale'aula lava fields of Savaii, Falealupo rainforest and canopy, Palolo Deep Marine Reserve, Vailima Robert Louis Stevenson Museum, Piula cave pool, Tousua trench

Solomon Islands: National Museum and Cultural Centre, US War Memorial, Japanese War Memorial, Betikama war collection and craft centre, diving in Gizo, Kennedy Island, Skull Island

Vanuatu: market, Cascades, Hideaway Island and Marine Sanctuary, Mt Yanur on Tanna, Pentecost Island land diving, dive the President Coolidge, Champagne Beach, Wan Small Bag theatre group

Kiribati: Battle of Tarawa war relics, Independence Day Parade, graves of NZ and Australian coast watchers of WW2, tomb of Tem Binoka on Abemama

Market segment: the country(ies) that supply most of the tourists for the region. Sometimes called *generating regions*.

Reasons why people travel may include business, leisure, conferences, education, visiting friends and relatives

Basic laws affecting tourism: may include contract law, travel documentation eg Immigration (passports and visas, departure and arrival cards), travel insurance, agriculture and quarantine regulations (eg CITES), workers' employment contracts, land and resource ownership, conservation/eco-tourism. Note: Each country will have its own laws

Benefits and Costs (Positive and Negative effects) of tourism could include, but are not limited to the following:

	Benefits (Advantages/Positive Effects)	Costs (Disadvantages/Negative Effects)
Economic	Assists development; Provides over 50% of GDP for some countries in the region; Employment; Foreign currency; Improvements to infrastructure; Indirect benefits eg to makers of artifacts, shop keepers, banks; Improved transport to and in the country; Greater awareness by overseas governments therefore more assistance in times of natural disasters	Leakage of wealth back to industrialized countries; Wealth may not be shared fairly among local people; Employment may be seasonal or casual
Environment	Creation of national parks and reserves; Improving landscaping of towns and villages; Conservation of resources eg replanting	Destruction of fragile ecosystems eg reefs; Local people lose sole use of resources; Over fishing, cutting of trees etc.
Social and Cultural	Friendships with people of other backgrounds; Reviving of cultural practices; Cross cultural understanding	Adoption of inappropriate codes of behaviour e.g. dress, food; Commercialization of traditional culture
Political	Closer ties between countries; Governments see tourism as a significant money earner	

Future of tourism and hospitality:

All the countries in the Pacific are very different so teachers will need to choose relevant facts and examples. The following are examples only.

Good signs:

- tourism is continuing to increase worldwide
- major component of the GDP / economy
- major employer
- natural resources, untouched beaches, rainforest, reefs sea life
- friendly people
- overseas investment in hotels and infrastructure so an interest to maintain economic growth
- foreign exchange earner
- training in new skills and attitudes

Poor signs:

- isolation
- disagreement/misunderstanding over ownership/guardianship of land and resources
- poor standards of care of the environment especially near cities and large towns
- waste, rubbish
- political instability
- racism
- uneven sharing of wealth between regions and people
- crime against persons and property
- many resources eg food, furniture and fittings, catering equipment etc, are imported rather than produced locally

STRAND 3: Working in the tourism and hospitality industry

Major Learning Outcome: Students are able to demonstrate an understanding of the importance of skills and attitudes required by people involved in the tourism and hospitality industry.

Sub Strand 3.1: Skills and attitudes

Key Learning Outcome: Students are able to demonstrate an understanding of the skills and attitudes required for the tourism and hospitality industry and their importance in the growth of the industry

SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1.	state an area of work in the tourism and hospitality industry	1	Toh3.1.1.1
2.	state a skill required by a worker for Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	1	Toh3.1.1.2
3.	list the five main features of the communication process in the context of tourism and hospitality industry	2	Toh3.1.2.1
4.	describe the skills required by workers in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	2	Toh3.1.2.2
5.	describe the attitudes required by workers in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	2	Toh3.1.2.6
6.	describe the theoretical model of a communication process	2	Toh3.1.2.3
7.	describe the features of roles in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	2	Toh3.1.2.4
8.	describe/outline the importance of teamwork in the tourism industry	2	Toh3.1.2.5
9.	explain the importance of teamwork in the industry	3	Toh3.1.3.1
10.	explain the theoretical model of communication	3	Toh3.1.3.2
11.	explain the importance of Health and Safety procedures in the tourism and hospitality industry.	3	Toh3.1.3.3
12.	explain the importance of having the right skills for the right jobs within the tourism and hospitality industry	3	Toh3.1.3.4
13.	demonstrate effective selling skills	4	Toh3.1.4.1
14.	demonstrate problem solving and conflict resolution	4	Toh3.1.4.2
15.	demonstrate teamwork in the industry and explain its importance	4	Toh3.1.4.3
16.	demonstrate knowledge of the communication process in the context of the tourism and hospitality industry,	4	Toh3.1.4.4
17.	demonstrate good communication skills in tourism situations, including Meet and Greet	4	Toh3.1.4.5
18.	demonstrate knowledge of and the ability to use basic communication office equipment including: telephone, email, internet, facsimile machine, cash register and credit card imprinter	4	Toh3.1.4.6

Sub Strand 3.2: Basic accounting principles

Key Learning Outcome: Students are able to demonstrate understanding of basic accounting principles and how they contribute to the success of the tourism and hospitality industry.

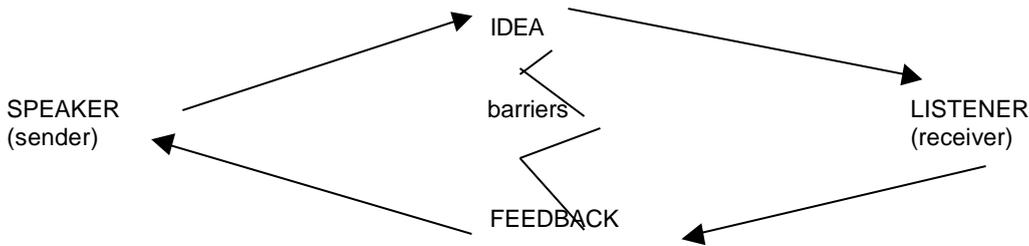
SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1	identify a suitable method of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.1
2	define vouchers as methods of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.2
3	define e-tickets	1	Toh3.2.1.3
4	define LPO (local purchase orders) as methods of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.4
5	define credit cards as methods of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.5
6	describe basic cash flow and budgeting procedures	2	Toh3.2.2.1
7	explain the methods of payment for services provided in the tourism and hospitality industry	3	Toh3.2.3.1
8	explain the importance of preparing budgets and cash records	3	Toh3.2.3.2
9	explain the need to compare actual results with budgeted figures	3	Toh3.2.3.3
10	prepare a simple cash flow statements and cash budgets for twelve months and over a period of three years	3	Toh3.2.3.4
11	apply basic cash flow and budgeting procedures	3	Toh3.2.3.5
12	compare budget and actual revenue and expenditure	3	Toh3.2.3.6
13	interpret the cash position of a tourism activity	3	Toh3.2.3.7
14	suggest implications from the findings on simple analysis and interpretation of the cash position	4	Toh3.2.4.1
15	analyse cash position of a tourism activity	4	Toh3.2.4.2

Explanatory Notes for Strand 3

Examples of good communication may include but are not limited to:

- Speaking (tone, volume, choice of words, pronunciation, pitch)
- Listening (active listening skills, questioning, reading and responding to body language, nodding, facing the speaker, facial expressions, giving full attention)
- Giving feedback (asking mainly open questions to check understanding)
Writing (clear, precise, to the point, well presented)
- Body language (non-verbal) posture, facial expressions (open, appropriate), well presented

The theoretical model of the communication process is:



Meet and Greet: is the meeting and greeting of tourists when they arrive eg at an hotel, airport, resort, restaurant

See **Appendix 4** for a list of the skills and attitudes of staff in Reception, Housekeeping, Bar and Lounge, Restaurant and Catering in the Hospitality industry.

To **exceed customer expectations:** the standard of the service or product the customer received was higher than they had expected.

Team work: working/actively participating in a small group, combining skills, knowledge and attitudes to achieve a goal.

Health and Safety: is extremely important in the tourism and hospitality industry. This includes the maintenance of personal hygiene and presentation, as well as safety in the physical environment eg in a kitchen, storeroom, fishing boat, coach. It may be helpful to include a site assessment of an enterprise eg a restaurant, a hotel room, a bathroom, and to include staff personal hygiene, and government laws and regulations.

Cash Flow statements to be limited to a:

Statement of Changes in Cash Position (Statement of Receipts and Payments)

- cash movements to be shown as cash receipts and cash payments
- the difference to be shown as net increase/decrease for the period, which is added to the opening bank balance to give closing bank balance
- the statement to be prepared from a summary list of transactions

Cash Budgets to be limited to a:

Cash Budget Statement for a period of time showing the:

- expected cash receipts and cash payments for the given period
- expected effect on the cash position over the period of time

Methods of payment for services including electronic tickets (e tickets) for flight

STRAND 4: Culture and opportunities in the Tourism and Hospitality industry

Major Learning Outcome: Students are able to demonstrate an understanding of the importance of culture and job opportunities in the tourism and hospitality industry.

Sub Strand 4.1: Culture and local tradition

Key Learning Outcome: Students are able to demonstrate understanding of the relationship between tourism and hospitality industry and culture, including the positive and negative effects of tourism on the local culture

SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1	identify local traditions	1	Toh4.1.1.1
2	define eco-tourism	1	Toh4.1.1.2
3	define local tradition	1	Toh4.1.1.3
4	give an example of local tradition	1	Toh4.1.1.4
5	describe the features of eco-tourism	2	Toh4.1.2.3
6	identify a cultural characteristic of a tourist group Note: students to cover at least four cultural characteristics of at least two of the main groups of tourists to the region (eg Australians, New Zealanders, Americans, Japanese, Chinese and Germans)	1	Toh4.1.1.6
7	describe the benefits (positive effects) of tourism on local traditions and communities	2	Toh4.1.2.1
8	describe, the costs (negative effects) of tourism on local traditions and communities	2	Toh4.1.2.2
9	explain how to solve conflicts between tradition and tourism	3	Toh4.1.3.1
10	explain the role culture plays in enhancing tourist experiences and expectations	3	Toh4.1.3.2
11	explain how local traditions affect tourism and vice versa	3	Toh4.1.3.3
12	analyse/interpret the benefits (positive effects) of tourism on local traditions and communities	4	Toh4.1.4.1
13	analyse/interpret the costs (negative effects) of tourism on local traditions and communities	4	Toh4.1.4.2
14	evaluate the benefits (positive effects) and/or costs (negative effects) of tourism on local traditions and communities	4	Toh4.1.4.3

Sub Strand 4.2: Job opportunities in the Tourism and Hospitality industry

Key Learning Outcome: Students are able to demonstrate understanding of employment opportunities in the tourism and hospitality industry

SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1.	identify an important characteristic that one may need to run a business, within a given context	1	Toh4.2.1.1
2.	state a required characteristic for running a business	1	Toh4.2.1.2
3.	state an employment opportunity in the tourism and hospitality industry	1	Toh4.2.1.3
4.	list some Entrepreneurial/Small Business opportunities in the tourism and hospitality industry using local resources/points of interest	2	Toh4.2.2.1
5.	list equipment, plant and materials required to open or run a hospitality industry	2	Toh4.2.2.2
6.	list factors that contribute to availability of employment opportunities in the tourism and hospitality industry	2	Toh4.2.2.3
7.	explain how each factor affects employment opportunities in the tourism and hospitality industry	3	Toh4.2.3.1
8.	describe the characteristics of a successful business person (entrepreneur) in a tourism or hospitality business	2	Toh4.2.2.4
9.	define entrepreneur	1	Toh4.2.1.4
10.	describe an example of the use of technology in the tourism sector	2	Toh4.2.2.5
11.	discuss the impact of the use of technology on the tourism and hospitality industry including benefits and losses to the industry and to the people, using specific examples	4	Toh4.2.4.1
12.	evaluate the impact of the tourism and hospitality industry as an employer on the people, the economy and the political situation in the country.	4	Toh4.2.4.2

Sub Strand 4.3: Business Plan

Key Learning Outcome: Students are able to demonstrate understanding of how to develop a business plan for setting up a tourism and hospitality business

SLO	Specific Learning Outcomes (SLO)	Skill score	SLO code
1	identify and write a mission statement for a business plan	1	Toh4.3.1.1
2	state a business goal	1	Toh4.3.1.2
3	describe Entrepreneurial / Small Business opportunities in the tourism and hospitality industry using local resources/points of interest	2	Toh4.3.2.1
4	describe how one needs to learn to meet the needs of the tourism sector	2	Toh4.3.2.2
5	explain the importance of technology in the tourism sector	3	Toh4.3.3.3

6	describe the equipment, plant and materials required to set up a business	2	Toh4.3.2.4
7	describe the characteristics of a successful business person (entrepreneur) in a tourism or hospitality business	2	Toh4.3.2.5
8	prepare a marketing plan for the product or services	2	Toh4.3.2.6
9	plan, collect and record information for the development of the product or service	2	Toh4.3.2.7
10	produce viable targets for revenue and expenditure	2	Toh4.3.2.8
11	present a viable and sustainable product or service	2	Toh4.3.2.9
12	explain the entrepreneurial skills and financial standing of a tourism and hospitality business	3	Toh4.3.3.1
13	describe the type of business, stage of development, site and location, product and services and the costs.	2	Toh4.3.2.10
14	explain suitable training needs for a business worker	3	Toh4.3.3.2
15	create an executive summary of the business plan	4	Toh4.3.4.1
16	discuss the importance of tourism to your country and the region	4	Toh4.3.4.2
17	discuss the problems of business and provide solutions or recommendations	4	Toh4.3.4.3

Explanatory Notes for Strand 4

Local traditions could include but are not limited to: kava ceremony, custom dancing, music, singing, wedding ceremonies, rituals, church services, artefacts, historical sites, legends, architecture, local medicines

Cultural characteristics could include but are not limited to: behaviour, expectations, clothing, language, food, eating habits, accent, leisure activities, religion, sports, room amenities required, hygiene requirements (including in the environment), fear of political unrest and crime

Benefits and costs (positive and negative effects) of tourism on local traditions could include but are not limited to:

Positive Effects	Negative Effects
Revitalization of traditions and customs Education as traditions are passed on to the younger generation Earning an income from culture and traditions Sustains cultural practices and traditions	Over commercialization of culture and traditions Costs involved Conflict in the community

Employment opportunities: jobs available in the industry, opportunities for promotion, and a career path within the different sectors

Entrepreneur: the business person who takes the initiative to set up a business(es) and takes the risks and challenges that are involved

Entrepreneurial and Small Business opportunities may include but are not limited to: village tour, city tour, cultural tour, home-stay, bed and breakfast, barbeque stand, fishing trip, day cruise, whale watching

A sample Business Plan may include the following:

Mission Statement: the choice of a viable and sustainable tourism product or service and a description of the main rationale behind the business

Executive Summary: details the business type, stages of development, site and location products and services, estimated cost, people/owners of the business, and beneficiary-landowners. It may also include the legal side of the business.

The Business: a description of the business, eg a small resort, sightseeing tour business, village /cultural tour, food stall, handicraft stall.

Products and Services: specific description of the main product and services

Equipment, Material and Plant: business requirements for equipment, building, secretarial work etc

Marketing Plan: a detailed explanation of how to market the product and services available, strategies involved locally and overseas.

Business Goals: an activity chart showing the stages of work to be done covering the first and second year of the business.

Curriculum Vitae (CV): to be included showing the experience of the person who is going to run the business- this may be useful for banks or lending institutions for loans.

Budget/Cash flow Analysis: to be included showing the viability and targets of the business revenue and expenditure covering twelve months and a budget for a three-year period.

ASSESSMENT

Assessment in this Tourism and Hospitality course is in two parts - external assessment and internal assessment. The respective weightings are

1. **External Assessment (EA): 70%**
2. **Internal Assessment (IA): 30%**

The principal, or his/her nominee, will certify that the prescription requirements have been fulfilled.

Assessment Blueprint

The assessment blueprint for Tourism and Hospitality is given below. The weighting for each strand and skill level is to be noted as these will be adhered to for assessment.

Strand	Assessment Type	SKILL LEVEL/ SCORE				Weighting (%)
		1	2	3	4	
1	EA					15
2	EA					25
3	EA					10
	IA	0	2	1	2	15
4	EA					20
	IA	2	3	1	1	15
	Total number of items	20	15	10	5	50
	Total skill score	20	30	30	20	100

External Assessment

This will be a **three-hour** written examination and will be out of 70%.

The written examination will assess students' understanding of the significance of the tourism and hospitality industry in the region.

The external written examination will assess learning outcomes from all four strands in the following proportions:

Strand	Strand Title	Weighting
Strand 1:	An introduction to the tourism and hospitality industry	15%
Strand 2:	The development of tourism and hospitality	25%
Strand 3:	Working in the tourism and hospitality industry (Sub strand 3.2)	10%
Strand 4:	Tourism, Culture and Opportunities (Sub strands 4.1 and 4.2)	20%

Internal Assessment

As part of the course, students are required to complete **two IA activities** that are assessed by teachers in schools. These activities will cover Strand 3 (**Sub strand 3.1**), and Strand 4 (**Sub strand 4.3**).

The sub strands that are Internally Assessed will not be included in the Written Examination.

There are two Internal Assessment Tasks

- 1. Demonstrating Role Understanding (15%)**
- 2. Creating a Business Plan (15%)**

Weighting: With the 30% weighting of the total skill scores allocated for the internal assessment tasks, teachers have the responsibility of deciding how much time should be spent on each task in relation to their teaching programme. A **suggestion** is provided below:

Task	Weighting (Total internal assessment)	Suggested % of the teaching programme	Suggested equivalent class time
1. Demonstrating Role Understanding	15%	15	4 weeks
2. Creating a Business Plan	15%	20	6 weeks

IA Task 1: Demonstrating Role Understanding (15%)

(Learning outcomes assessed in this task are taken from Sub strand 3.1: Skills for working in the Tourism and Hospitality Industry)

The Tourism and Hospitality Industry is a people's industry. Tourists rate their tourism experience by the standard of service they receive. **Professionalism, and superb communication and customer service skills** play a vital role in exceeding the expectations of the customer in a tourism or hospitality operation.

It is highly recommended that students be exposed to a chosen tourism or hospitality business in order to gain a greater awareness of the industry. This could be by visits to, or work experience in, e.g. a hotel, restaurant, airline or national tourism office, inbound tour operator.

Students will demonstrate these skills and attitudes in role-play or work situations.

Task Instructions:

- For this task, teachers are urged to organise students into small role play groups or small work attachment groups, if they are able to have work attachments or site visits in chosen tourism and hospitality businesses. Teachers can allocate these role play groups into the different sectors of the industry, e.g. one group can be part of the housekeeping sector, or restaurant sector, etc.
- Students are to then decide on their roles within the allocated sector, and then work together on the details of the scene that they will play out.
- Student creativity and originality, based on their good understanding of the roles that they

are given, are essential in this task.

4. The role play must include a conflict situation, and the resolution of the conflict. Communication skills are therefore very important.
5. Students are to put together the 'stage props' for their role play, with the assistance of the teacher.
6. At the beginning of the role play, each member of the group is to describe in detail what his or her role is in the real hospitality world, and in the role play and the skills required for the role; and explain as well why it is important to have the right skills for the job.
7. After each member has described his or her role and the importance of the necessary skills, then the actual role play begins.
8. Students are encouraged to not use scripts when describing their roles or when acting out during the role play.
9. Teachers are urged to support the students in setting up the 'props' for the role plays.
10. Each role play is to last about 7 - 10 minutes.

Students are to be given sufficient preparation time to prepare their roles for the role play. Students are to take their roles in the play group seriously as each member of the group will contribute in some way to the overall quality of their role play. After all, the tourism and hospitality industry is all about teamwork and interdependency of roles.

Even though the role plays will be carried out in groups, students are to be assessed individually. The scoring rubric (or assessment criteria) to be used to assess the role plays or work attachment is provided in **Appendix 3. It is advised that teachers make these criteria available to students as they prepare for their role plays so that they are aware of the expectations for the task.**

IA Task 2: Creating a Business Plan (15%)

(Learning outcomes assessed in this task are taken from Sub strand 4.3 Preparing and presenting a simple business plan for a small tourism enterprise, and making a product or providing a service)

Students will prepare and present a simple business plan for a small tourism enterprise. This will include making a tourist product or providing a tourist service that benefits the student and their community.

This task is seen as a culmination of the course and will enable the student to use the knowledge gained in the course and appreciate the opportunities for the future that the development of tourism will provide for him/her and his/her community.

It is recommended that this task should be carried out over a period of two - three months and that the teacher monitors the progress of the research regularly to provide encouragement and support.

It is important that the plan is the student's own work although there will be assistance and input from others at various stages. Each student is expected to keep drafts of the business plans (in a log book), that are developed over the period of the task. Teachers should review and score the draft material throughout the process.

Once this task is completed and assessed, the teacher and class are encouraged to organize a presentation of these ideas to the school and the wider community.

This Business Plan Task makes up 15% of the internal assessment marks.

A sample business plan may include the following:

1. *Mission Statement*: the choice of a viable and sustainable tourism product or service and a description of the main rationale behind the business
2. *Executive Summary*: details the business type, stages of development, site and location products and services, estimate cost, people/owners of the business, and beneficiary-landowners may also include legal side of the business
3. *Business Goals*: an activity chart showing the stages of work to be done covering the first and second year of the business.
4. *Products & Services*: specific description of the main product(s) and service(s)
5. *Equipment, Material and Plant*: business requirements for equipment, building, secretarial work etc.
6. *The Business*: a description of the business, i.e. a small resort, sightseeing tour business, village /cultural tour, food stall, handicraft stall etc.
7. *The Skills*: describes the skills required for the business and the importance of having the rights skills for the business
8. *Marketing Plan*: a detailed explanation of how to market the product and services available, strategies involved locally and overseas
9. *Finance targets*: detailed targets for both revenue and expenditure
10. *Monitoring and Evaluation*: discussion of possible problems of the business and possible solutions or recommendations

General IA Information

Course work requirements, the assessment tasks and weightings given to each task should be clearly explained to students at the beginning of the year's course. Results must be recorded clearly and maintained by teachers so that accurate information on each student's progress is readily available.

At the beginning of each year, each school presenting candidates for the South Pacific Form Seven Certificate Tourism and Hospitality assessment must complete an Internal Assessment Summary Form (**TOU-IA**) and forward it to EQAP by the date set down by the Director.

At the start of the year students should be given a copy of the assessment statement to be used. The assessment statement and copies of all assessment tasks and assessment schedules used, as well as a sample of candidate responses to all internal assessment work undertaken, must be available for verification on request until 30 November of the year of the examination.

The moderation of Internal Assessment will be done in accordance with EQAP policy as specified from time to time.

IA Score Capture Forms will be generated at EQAP and sent to schools at the appropriate times within the year.

Appendix 1:

SOUTH PACIFIC FORM SEVEN CERTIFICATE
Internal Assessment Summary Form
TOURISM AND HOSPITALITY

Country: _____

Task	Task Description	Start Date (be specific)	End Date	Weighting
1. Demonstrating Role Understanding				15%
2. Creating a Business Plan				15%
				30%

- Note:**
1. Be specific about dates, not just Week 3 Term 1, etc.
 2. Assessment schedules for the tasks are provided in the prescription. Teachers must use these.
 3. All IA Score Capture Sheets will be provided by EQAP to schools.

Teacher’s Name and Signature: Date:

Principal’s Name and Signature: Date:

A full IA program is to be submitted together with this IA Summary Form.

Appendix 2: IA Task 1 Assessment Criteria

Suggested Scoring Rubric for the Demonstration of Role Understanding

The following scoring criteria is to be applied consistently for the scoring of student responses to Task 1. Task items 1 – 3 are to be judged from the student’s explanations before the role play begins while Task items 4 – 6 are to be judged from within the role play itself.

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
Describe the role (Toh3.1.2.4)	2	One simple description of the role is provided	A number of appropriate descriptions are provided		
Describe the skills required (Toh3.1.2.2)	2	One skill is mentioned	A number of appropriate skills are mentioned		
Explain the importance of having the right skills for the job (Toh3.1.3.4)	3	One statement about having the right skills is provided	More than one statement about having the right skills is made	There is clear evidence of linking of skills to why they are important is made; e.g. good communication skills are important because in the event of conflicts, workers need to talk to resolve the issues at hand etc.	
Demonstrate problem solving and conflict resolution (Toh3.1.4.2)	4	Very simple skill shown; tends to stand back and not be involved in the conflict resolution	Shows some involvement but not relating well to group members	Shows evidence of being involved and suggestions or actions are well received and at times acted upon by group members	Shows direct evidences of advanced skills in understanding of the requirements of the problems being faced and the necessary skills required at the right time to resolve the conflict at hand
Demonstrate teamwork (Toh3.1.4.3)	4	Very simple skill shown; tends to stand back and not be involved in the team work	Shows some involvement but not relating well to group members	Shows evidence of being involved and suggestions or actions are well received and at times acted upon by group members	Shows direct evidences of advanced skills in team work – contributes and receives and moves the team effort along
Demonstrate communication skills (Toh3.1.4.5)	4	Speaks very little during the role play; not directly involved in useful conversations; says only one or two words most of the time	Speaks a couple of full sentences and addresses group members with some eye contact	Speaks well but tends to be distant at times; not fully committed to the conversation or not showing respect	Maintains full eye contact; addresses directly; uses complete sentences while talking; clear and loud and respectful

Appendix 3: IA Task 2 Assessment Criteria

Suggested Scoring Rubric for Creating a Business Plan

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
Mission statement (Toh4.3.1.1)	1	Mission statement is appropriate			
Business goal (Toh4.3.1.2)	1	Business goal is stated and appropriate			
Description of equipment, plant and materials (Toh4.3.2.4)	2	Simple statements only e.g. naming of equipment only	Features and uses of equipment or materials are provided		
Marketing plan (Toh4.3.2.6)	2	Simple statements only; lacking details	Features of marketing plan are well detailed		
Product or service development (Toh4.3.2.7)	2	Simple statements only; lacking details	Features of service or product development are well detailed		
Targets for revenue and expenditure (Toh4.3.2.8)	2	Simple targets in the budget	Budget is clear and details are reasonable		
Final Product or service (Toh4.3.2.9)	2	Simple statements only; lacking details	Features of service or final product are well detailed		
Business skills (Toh4.3.3.1)	3	Names a skill, but lacks details	Provides a list of business skills necessary for the business success	Relates the business skills to the reasons why they contribute to the success of the business	
Executive summary (Toh4.3.4.1)	4	Simple statements only	More than one complete statements but not cohesive as a summary	Statements summarise the plan showing evidence of relating the parts of the plan together	Summary is comprehensive (covers the whole plan) and cohesive (well linked with linking words)
Problems of the business and recommendations (Toh4.3.4.3)	4	A possible problem is stated	A number of possible problems are stated	A number of possible problems are stated. Solutions to problems are suggested and they are appropriate.	A number of possible problems are stated and appropriate solutions provided. Intelligent recommendations are also made about the future of the business.

Appendix 4: Skills and Attitudes of Staff in the Hospitality Industry

Department	Front Office	Housekeeping	Restaurant	Bar & Lounge	Kitchen
Personnel	Receptionist	Housemaid	Food Waiter	Bartender	Cook
	Cashier	Valet	Wine Waiter	Drink Waiter	Cleaner
	Reservation Clerk	Laundry Attendant	Trainee Waiter	Trainee Drink Waiter	Storeman
	Telephonist	Cleaner			Dishwasher
	Porter	Butler			
Skills	Read & Write				
	Oral-Speaking	Oral-Speaking	Oral-Speaking	Oral-Speaking	Mathematical
	Mathematical	Listening	Social Skills	Mathematical	Knife Drills
	Personal Presentation	Personal Presentation	Personal Presentation	Mixing Drinks	Cooking
	Customer Service	Customer Service	Customer Service	People skills	Hygiene
	People Skills	Cleaning	Listening People	Personal Presentation	Personal Presentation
Attitudes	Loyal	Honest	Honest	Honest	Creative
	Care for others	Care for others	Sober Habits	Sober Habits	Sober Habits
	Honest	Loyal	Loyal	Loyal	Loyal
	Self-Motivated	Empathy	Empathy	Empathy	Empathy
	Sober habits	Courteous	Courteous	Courteous	Courteous
	Empathy				
Knowledge	Tourism and Hospitality	Cleaning Agents	Food & Wine	Drinks & Wines	Catering and Equipment
	Airlines	Linen	Drinks	Mixing Drinks	Food
	Tour Operators		Local knowledge	Local knowledge	Supplies & suppliers
	Hotel facilities and services				
	Rooms and amenities	Rooms and amenities			Food recipes

Appendix 5: Some Common Terms in Tourism and Hospitality

Accommodation: the major sector of the tourism industry involved in the provision of somewhere for tourists to stay e.g. hotels, resorts, motels, home stays, bed and breakfasts

Activities: the things that tourists can do or take part in e.g. snorkelling, diving, fishing, sport, tramping, visiting a village

Adventure tourism: a tourism activity that provides adventurous expeditions or activities, often to/in remote parts of the islands, e.g. Navua River rafting in Fiji

Aid: Foreign Aid makes up a high percentage of the income to assist development of some countries in the region. Some Aid money may be targeted to specific programmes to assist tourism and tourism groups. Sometimes Aid comes in the form of consultants or specialists. Foreign assistance is provided by donor countries and international organizations like New Zealand, Australia, EU, ILO and UNDP

Attractions: places and things that tourists go and see. Attractions can be Natural (occur naturally e.g. waterfalls, rainforest) or Manmade (have been constructed by man e.g. museum, cultural centre)

Backpackers: budget travellers on sightseeing or educational visits, or visiting villages and outer islands, with limited funds

Catering: the sector of the tourism industry involved in the provision of food, beverages, production and sales

Conferences and conventions: meetings and/or workshops, often held at hotels and resorts

Cruise destinations: Fanning Islands (Kiribati), Champagne Beach (Vanuatu), Yasawa islands (e.g. Blue Lagoon Cruises, Fiji)

Cultural tourism: tourism activities that evolves on culture and traditions as an attraction

Customer relations/service: combination of personality and professional attitudes provided by sales personnel in any tourism activity

Destination: the area/region/country tourists are traveling to, and where they will spend their time while on holiday

Domestic tourist: a visitor who travels in his country of residence for between one night and one year

Ecotourism: tourism involving interest in and care of the environment and natural resources, e.g. whale watching, birds, iguana, water falls, nature tourism

Excursionist: a visitor who spends less than a day at the place they travel to. Sometimes called a *day tripper*

Events: a special happening that brings people to the same place at the same time eg Pacific Arts Festival, South Pacific Games, rugby matches

Foreign exchange: foreign money spent by tourists on goods and services

Game fishing: usually deep sea fishing for large fish. Often involves competitions with prizes.

Generating market/ region: The tourist's region of residence, the area or country from which the tourist travels

Guest: customers in a hotel, restaurant or bar or service activity

Government the country's government plays an important role in promoting tourism and creating a favourable environment for the growth of tourism e.g. tax concessions, encouraging investment, maintaining political stability, international agreements

Hospitality: The reception and entertainment of guests, visitors or strangers with liberality and goodwill. Hospitality includes both hotels and restaurants.

Host region: the area where the tourist travels to and stays for their holiday

Hotel: Part of the accommodation sector. Major departments in a hotel are:

- **Front Office & Reception:** the first department of a hotel operation that takes bookings or sells rooms, registers guests, install guests to rooms and keeps a record for all sales transactions incurred by a guest
- **Housekeeping** works closely with the front office on room cleaning, laundry and etc.
- **Restaurant/Dining room:** the area that provides all meals for a guest – selling of breakfast, lunch and dinner
- **Bar & Lounge:** provides for guest enjoyment of drinks and companionship
- **Kitchen:** produces food for the guest

Inbound tourism: traveller and tourists coming into a country, eg tourists arriving in Vanuatu

Infrastructure: the services in a country that are used by tourists but were not necessarily built for them eg roads, banks, post offices, movie theatres, restaurants, bars

International tourist: a visitor who travels to a country outside his normal place of residence for between one night and one year (WTO)

Leisure: the major sector of the tourism industry involved in the provisions of things for tourists to do, see and learn. It can also relate to time away from work and other obligations when people can relax and/or decide what they want to do

Marketing: the process of promoting and selling products and services

One Industry concept: the idea that the total tourist experience is made up of many components but is seen as a whole. Tourists talk of a "great holiday" rather than discussing each small component that went to make up the whole. One good or bad situation affects the whole tourist experience.

Outbound tourism: tourists moving out of their usual place of residence, eg Tongans going on holiday to Australia

Promotion: the selling or advertising of a product using forms of the media **Purpose of**

visit: the reason why a tourist is traveling e.g. business, leisure, VFR **Rental cars:** hire cars used by tourist to move around, go sightseeing etc.

Retail: the sector of the tourism industry involved in the business of converting goods into products with a margin profit eg food production, and the selling of the tourism product eg by travel agencies, tour desks, souvenir shops

Scheduled transport: a transport service that operates to a standard timetable

Seasonality: seasonal fluctuations e.g. between high and low seasons for tourist demand

Tour guiding: the process of taking tourists to destinations by car, boats, horses etc. and walking tours and providing information

Tourism: There are many definitions of tourism. One is: tourism involves the movement of people to, and their stay in, various destinations for more than 24 hours, and the products and services that they use when they are there.

Tourism information: information produced for and used by tourists e.g. maps, guide books, brochures

Tourism operators: companies/people who own and organize services for tourists eg coach tours, hoteliers, tour operators, airlines

Tourism products the goods or services provided by the tourism and hospitality industry based on rooms, food and drinks, activities, tours etc.

Tourist: a person who travels away from their usual place of residence for more than 24 hours

Tourist Arrivals: the number of travellers categorized as tourists who cross international borders

Tourist flow: the movement of tourists from one place to another, e.g. from generating to host regions. Most tourism is between industrialized countries.

Transport: the major sector of the tourism industry involved in the movement of people from place to place by a variety of methods ie land, sea and air

Travel: to move from one place to another

Traveller: anyone who travels away from home for any reason. Also called a *visitor*.

Visiting friends and relatives (VFR): tourists whose main purpose of travel is to visit family and friends

Visitor Information Centre: often a government office where tourists can obtain information on the country, area, town e.g. Fiji Visitors Bureau

Appendix 6: Suggested Resources

Resources

- National Tourist Offices/Visitor Bureaus and Airlines, Travel Agents and Inbound
- Tour Operators may have suitable publications available.
- The South Pacific Tourism Organisation (www.spto.org) provides magazines, publications and statistics. It produces a weekly newsletter by email and has lots of information on its website.
- Jason Travel Media – Whats On? Visitor Maps [9](#)
- National Tourist Office publications
- Airline Flight magazines

Maps:

- Of the Pacific are available from SPTO through their local National Tourism Offices, and from the Pacific Islands Forum Secretariat. Airline websites eg Air Pacific, also have route maps available.
- Hema Maps – eg Pacific Ocean, Fiji, Samoa, Solomon Islands, Vanuatu

Books:

- The New Zealand Tourism Industry by Alan Collier and Sue Harraway, August 2003 4th Edition, published by Hospitality Press
- Lonely Planet Guides to various destinations in the Pacific e.g. South Pacific, Fiji, Solomon Islands, Tonga, Vanuatu www.lomelyplanet.com
- Statistics are available from local tourism offices and local government
- Department of Statistics.

Websites:

- International Tourism Organisations
- World Tourism Organisation www.world-tourism.org
- South Pacific Tourism Organisation www.spto.org
- Pacific and Asia Tourism Association (PATA)

www.bulafiji.com

www.visitsamoa.ws

www.tongaholiday.com

www.vanuatu-tourism.com

www.visitsolomons.com.sb

www.cook-islands.com

www.pngtourism.org.pg

www.tahiti-tourisme.com

www.newcaledoniaturism-south.com

www.nuieisland.com

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