South Pacific Form Seven Certificate

TOURISM & HOSPITALITY

SYLLABUS

2023

GENERAL INFORMATION

The Office of the Educational Quality and Assessment Programme (EQAP) is located at:

> 3 Luke Street, Nabua
> Suva
> Fiji
>
> Tel: (679) 3315600
> Email: eqap@spc.int
> Web: www.spc.int / www.eqap.org.fj

Any correspondence regarding this syllabus should be addressed to:

> The Director EQAP
> Pacific Community (SPC)
> Private Mail Bag
> Suva
> Fiji

January 2006: 1st Edition
April 2017: 2nd Edition
February 2019: 3rd Edition
January 2020: 4th Edition
January 2023: 5th Edition

SOUTH PACIFIC FORM SEVEN CERTIFICATE

TOURISM AND HOSPITALITY

Contents

TOURISM & HOSPITALITY

1.0   Preamble

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

The syllabus is derived from the requirements of the New Zealand University Entrance, Bursaries and Scholarship syllabus as administered by the New Zealand Qualifications Authority. Students may also require knowledge and understanding of outcomes from the Pacific Senior Secondary Certificate (PSSC) or its equivalent, which are related to the specific outcomes of this syllabus.

This syllabus has been further reviewed to align to the GCE A Level Standard so that the qualification is recognised by the universities in United Kingdom and the wider international region. 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.

2.0   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 on the significance of the tourism and hospitality industry in the region.

3.0   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.

4.0   Pre-requisite

Students are expected to have completed the national Year 12 or Form 6 Economics and or Geography course or its equivalent.

5.0   Content Components

Strand Number	Strand Title and Major Learning Outcome	Sub-Strand number	Sub-Strand Title and Key Learning Outcome
1.	**An Introduction to The Tourism and Hospitality Industry** Students are able to demonstrate knowledge application and critical evaluation of the basic structure of the tourism and hospitality industry and of the terms commonly used in the industry.	1.1	**Features of Tourism and Hospitality** Students are able to demonstrate knowledge application and critical evaluation of the features of tourism and hospitality
		1.2	**One Industry Concept** Students are able to demonstrate knowledge application and critical evaluation of the feature and importance of the One Industry Concept.
		1.3	**Five Sectors of the Tourism and Hospitality Industry** Students are able to demonstrate knowledge application and critical evaluation of the importance of the five sectors of the tourism and hospitality industry and the relationships between these sectors for the success of the industry.
		1.4	**Job Opportunities in the Tourism and Hospitality Industry** Students are able to demonstrate knowledge application and critical evaluation of the employment opportunities in the tourism and hospitality industry.

			History and Developments of Tourism in the Pacific
2.	**The Development of Tourism and Hospitality** Students are able to demonstrate knowledge application and critical evaluation of the development of the tourism and hospitality industry at the regional, national and local level and locations of various tourist destinations.	2.1	Students are able to demonstrate knowledge application and critical evaluation of the growth of the tourism and hospitality industry at the regional and national levels with data, facts and figures.
		2.2	**Flow of Tourists into and within the Pacific** Students are able to demonstrate knowledge application and critical evaluation of the trends of the flow of tourists into and within the Pacific region and able to relate to their local context.
		2.3	**Laws and Regulations that Affect Tourism and Hospitality** Students are able to demonstrate knowledge application and critical evaluation of the laws and regulations that govern the tourism and hospitality industry to protect businesses, visitors and the community.
3.	**Working in the Tourism and Hospitality Industry** Students are able to demonstrate knowledge application and critical evaluation in their understanding of the importance of skills and attitudes required by people involved in the tourism and hospitality industry.	3.1	**Skills and Attitudes** Students are able to demonstrate knowledge application and critical evaluation of the skills and attitudes required for the tourism and hospitality industry and their importance in the growth of the industry.
		3.2	**Basic Accounting Principles** Students are able to demonstrate knowledge application and critical evaluation of basic accounting principles and how they contribute to the success of the tourism and hospitality industry.

4.	**Culture and Opportunities in the Tourism and Hospitality Industry** Students are able to demonstrate knowledge application and critical evaluation of the importance of culture and job opportunities in the tourism and hospitality industry.	4.1	**Culture and Local Tradition** Students are able to demonstrate knowledge application and critical evaluation of the relationship between tourism and hospitality industry and culture, including the positive and negative effects of tourism on the local culture.
		4.2	**Job Opportunities in the Tourism and Hospitality Industry** Students are able to demonstrate knowledge application and critical evaluation of the employment opportunities in the tourism and hospitality industry.
		4.3	**Business Plan** Students are able to demonstrate knowledge application and critical evaluation of how to develop a business plan for setting up a tourism and hospitality business.

6.0   Unpacking Learning Outcomes

In this syllabus, 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).
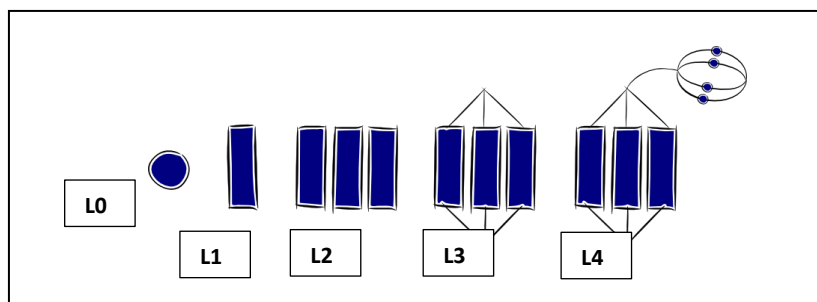
At the prestructural level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding). At the unistructural level (L1), 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 multistuctural 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/]

---

[11]Structure of Observed Learning Outcomes by Biggs and Collis (1982)

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. [Multi-structural 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.

7.0   Learning Outcomes

Strand 1: An Introduction to the Tourism and Hospitality Industry

> **Major Learning Outcome 1**
>
> Students are able to demonstrate knowledge application and critical evaluation 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 (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the features of tourism and hospitality.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO CODE
1	identify leisure/tourism/hospitality activities in a given context.	1	Toh1.1.1.1
2	identify features of tourism and hospitality.	1	Toh1.1.1.2
3	give an example of a tourism concept.	1	Toh1.1.1.3
4	identify guest in a given context.	1	Toh1.1.1.4
5	identify tourism product/natural attractions/cultural attractions in a given context.	1	Toh1.1.1.5
6	identify inbound/outbound tourist in a given context.	1	Toh1.1.1.6
7	identify generating region/destination region in a given context.	1	Toh1.1.1.7
8	give examples of terms and concepts commonly used in the Tourism and Hospitality industry.	1	Toh1.1.1.8
9	give examples of tourism products/natural attractions.	1	Toh1.1.1.9
10	give examples of built/natural/cultural attractions or products.	1	Toh1.1.1.10
11	give an example of a tourist generating/destination region or country.	1	Toh1.1.1.11
12	give an example of a cruise destination in the Pacific.	1	Toh1.1.1.12
13	identify international tourist/domestic tourist/excursionist in a given context.	1	Toh1.1.1.13
14	list the features of tourism and hospitality.	1	Toh1.1.1.14
15	identify/state tourism receipts/tourist arrivals in a given context.	1	Toh1.1.1.15

16	give examples of 'tourism leakage' experienced in developing countries.	1	Toh1.1.1.16
17	describe the features of tourism and hospitality [temporary visit, service characteristics – intangible, perishable, inseparable, variable].	2	Toh1.1.2.1
18	describe features of excursionists.	2	Toh1.1.2.2
19	describe features of cruise destinations.	2	Toh1.1.2.3
20	describe 'tourist arrival' features in countries and regions around the world.	2	Toh1.1.2.4
21	describe 'tourism receipt' features in countries or regions around the world.	2	Toh1.1.2.5
22	describe 'consumer travel trends' in countries or regions around the world.	2	Toh1.1.2.6
23	describe the 'main purpose of travel' for international visitors.	2	Toh1.1.2.7
24	describe the 'main mode of transportation' for international visitors.	2	Toh1.1.2.8
25	explain the importance of the key features of the tourism and hospitality industry in a given context.	3	Toh1.1.3.1
26	explain the impacts of destinations being too far away from their source markets.	3	Toh1.1.3.2
27	explain the importance of tourist destinations having quality infrastructure [roads, water, electricity, ICT].	3	Toh1.1.3.3
28	explain the importance of international tourism on the economic development of your country/region.	3	Toh1.1.3.4
29	explain trends in tourist arrivals for countries or regions around the world.	3	Toh1.1.3.5
30	explain trends in tourism receipts for countries or regions around the world.	3	Toh1.1.3.6
31	explain why tourists avoid visiting destinations that are politically unstable.	3	Toh1.1.3.7
32	explain why 'tourism receipts' is a better economic measure of tourism performance in a destination than 'tourist arrivals'.	3	Toh1.1.3.8
33	discuss how tourism leakage affects economic development and suggest ways leakage can be addressed.	4	Toh1.1.4.1

34	evaluate tourism trends in regions around the world and recommend ways the South Pacific region can continue to remain attractive.	4	Toh1.1.4.2
35	discuss the importance of making your guests happy and providing quality products and services to the visitors.	4	Toh1.1.4.3
36	discuss the importance of the tourism industry to your country or a country in the region.	4	Toh1.1.4.4
37	discuss the significance of key tourism features in the successful development of a tourist destination.	4	Toh1.1.4.5

Sub strand 1.2 One Industry Concept (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the feature and importance of the One Industry Concept.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO CODE
1	identify the ONE INDUSTRY concept in a given context.	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 on tourist satisfaction.	3	Toh1.2.3.1
4	explain how a tourist's evaluation of a holiday experience exemplifies the ONE INDUSTRY concept.	3	Toh1.2.3.2
5	explain the 'one industry concept' and why stakeholders need to consistently deliver quality service.	3	Toh1.2.3.3
6	discuss the one industry concept and its importance to the success of the tourism and hospitality industry.	4	Toh1.2.4.1
7	discuss the implications of the one industry concept on everyone involved with tourism and hospitality.	4	Toh1.2.4.2
8	discuss the importance of maintaining good relationships amongst industry partners in order to satisfy our guests.	4	Toh1.2.4.3

Sub strand 1.3 Five Sectors of the Tourism and Hospitality Industry (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the importance of the five sectors of the tourism and hospitality industry and the relationships between these sectors for the success of the industry.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	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 of the tourism and hospitality industry or an example within a given situation or scenario.	1	Toh1.3.1.2
3	given an example of the accommodation/transport/leisure/ catering/retail sector.	1	Toh1.3.1.3
4	state the purpose of the accommodation sector/leisure sector/catering sector/retail sector/transport sector.	1	Toh1.3.1.4
5	list the five sectors of the tourism and hospitality industry.	2	Toh1.3.2.1
6	list job opportunities available in the accommodation/ transport/ leisure/ catering/ retail sectors.	2	Toh1.3.2.2
7	describe features of jobs available in the accommodation/ transport/ leisure/ catering/ retail sectors.	2	Toh1.3.2.3
8	describe key features of the accommodation/ transport/ leisure/ catering /retail sectors.	2	Toh1.3.2.4
9	explain the significance of the accommodation sector on the development and success of the tourism and hospitality industry.	3	Toh1.3.3.1
10	explain how the accommodation sector fulfils its role in the tourism and hospitality industry.	3	Toh1.3.3.2
11	explain the impact of the transport sector on the development and success of the tourism and hospitality industry.	3	Toh1.3.3.3
12	explain how the transport sector fulfils its role in the tourism and hospitality industry.	3	Toh1.3.3.4
13	explain the importance of the leisure sector on the development and success of the tourism and hospitality industry.	3	Toh1.3.3.5
14	explain how the leisure sector fulfils its role in the tourism and hospitality industry.	3	Toh1.3.3.6

15	explain the impact of the catering sector on the tourism and hospitality industry.	3	Toh1.3.3.7
16	explain how the catering sector fulfils its role in the tourism and hospitality industry.	3	Toh1.3.3.8
17	explain the impact of the retail sector on the tourism and hospitality industry.	3	Toh1.3.3.9
18	explain how the retail sector fulfils its role in the tourism and hospitality industry.	3	Toh1.3.3.10
19	explain how the five sectors relate to each other and work together to make the tourism and hospitality industry the success that it is, using specific examples.	3	Toh1.3.3.11
20	discuss the significant roles the five sectors play, to ensure the success of the tourism and hospitality industry in your country.	4	Toh1.3.4.1
21	discuss with examples why these five sectors need to maintain good relationships to ensure the success of the tourism and hospitality industry.	4	Toh1.3.4.2
22	evaluate challenges that can arise when the transport/ accommodation/ catering/ leisure/ retail sectors are not carrying out their roles effectively and suggest solutions.	4	Toh1.3.4.3
23	discuss key air transportation challenges faced by destinations in the Pacific and suggest solutions.	4	Toh1.3.4.4
24	discuss strategies hospitality businesses can take to manage the perishability/intangibility/variability/inseparability nature of the tourism product.	4	Toh1.3.4.5

Sub strand 1.4 Job Opportunities in the Tourism and Hospitality Industry (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the employment opportunities in the tourism and hospitality industry.

SLO No.	**Specific Learning Outcomes:** *Students are able to:*	Skill Level	SLO CODE
1	identify a job opportunity in the accommodation/ transport/ leisure/ catering/ retail sector in a given context.	1	Toh1.4.1.1
2	describe the features [job descriptions] of job opportunities in the accommodation/transport/leisure/catering/retail sectors.	2	Toh1.4.2.1

3	explain the importance of these five sectors interacting and assisting each other with 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	explain why workers in the five sectors of the tourism and hospitality industry need to work together and support each other for the success of the industry.	3	Toh1.4.3.3
6	explain why the success of the tourism industry depends on the availability of a good workforce to deliver, operate and manage tourism products and services.	3	Toh1.4.3.4
7	discuss with examples, the critical importance of the working together of these sectors to the success of the tourism and hospitality industry.	4	Toh1.4.4.1
8	evaluate the importance of the different tourism sectors and whether one sector is more important than the others.	4	Toh1.4.4.2
9	discuss the high labour turnover in the tourism industry and suggest ways of addressing this issue.	4	Toh1.4.4.3
10	discuss the human resource issues in the tourism sector and how they can be addressed.	4	Toh1.4.4.4
11	discuss the need for a coordinated approach to upskill and train our workers in the tourism and hospitality sector.	4	Toh1.4.4.5

Explanatory Notes for Strand 1

Tourism: There are many definitions of tourism. One definition 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 tourists' needs

Hospitality: The reception and entertainment of guests, visitors or strangers with liberality and good will. Hospitality includes both hotel and restaurants.

Tourism Terms: Examples of terms commonly used in the tourism industry include: 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 2 for other commonly used terms that students are expected to be familiar with.

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

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

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

Strand 2: The Development of Tourism and Hospitality

Major Learning Outcome 2

Students are able to demonstrate knowledge application and critical evaluation 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 (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the growth of the tourism and hospitality industry at the regional and national levels with data, facts and figures.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	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 /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 /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 /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/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 /name on the map of the student's country, the main cities and towns.	1	Toh2.1.1.6
7	locate/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 available.	1	Toh2.1.1.8
9	locate 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 ports of call of international cruise ships.	1	Toh2.1.1.10
11	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	Toh2.1.1.11
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 for the economic development. 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/analyse the history and development of tourism in the students' country and local level and relate with specific examples or scenarios.	4	Toh2.1.4.1
15	evaluate and interpret the trends in the development of tourism and hospitality in the Pacific and co-relate with data, facts and figures.	4	Toh2.1.4.2
16	discuss with examples the factors that have influenced the development of tourism and hospitality in the Pacific.	4	Toh2.1.4.3
17	discuss with examples the contribution of tourism towards national development of a country in terms of the country's infrastructure, gross domestic product and employment creation.	4	Toh2.1.4.4
18	discuss the development and growth of tourism in the region and country with its advantages and disadvantages.	4	Toh2.1.4.5
19	discuss the impacts of global crises [global financial crisis, COVID-19 on the growth and development of tourism industry and how its implications can be minimised.	4	Toh2.1.4.6

Sub strand 2.2 Flow of Tourists into and within the Pacific (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the trends of the flow of tourists into and within the Pacific region and able to relate to their local context.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO CODE
1	state/identify the country that contributes to the largest number of tourists for your country or for the Pacific region, or in a given context.	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 tourist market segments.	2	Toh2.2.2.4
6	describe tourist attractions and/or activities that operate in the region and within the student's own country.	2	Toh2.2.2.5
7	analyse trends or patterns in lengths of stay of tourists in Pacific destinations.	3	Toh2.2.3.1
8	analyse trends or patterns in purposes of visits by tourists.	3	Toh2.2.3.2
9	explain why categories of tourists travel to and within the student's country.	3	Toh2.2.3.3
10	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	Toh2.2.3.4
11	discuss the categories of tourists who travel to and within the Pacific countries and the student's country in particular, as well as its relevant proportional contributions.	4	Toh2.2.4.1
12	discuss the challenges faced by destinations in managing their tourist attractions and suggest ways to improve them.	4	Toh2.2.4.2
13	evaluate and interpret 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 and make appropriate recommendations on how they can be improved.	4	Toh2.2.4.3
14	discuss the impact of COVID-19 on the trends of the flow of tourists into and within the Pacific region and suggest amicable ways to minimise the negative effects of such pandemics in future.	4	Toh2.2.4.4

Sub strand 2.3 Laws and Regulations that Affect Tourism and Hospitality (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the laws and regulations that govern the tourism and hospitality industry to protect businesses, visitors and the community.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO CODE
1	give examples of the costs and benefits of tourism in the region and in the student's own country, or from a given context.	1	Toh2.3.1.1
2	name one law or regulation that affects tourism in the region and in the student's own country, or from a given context.	1	Toh2.3.1.2
3	state the purpose of contract law /travel documentation.	1	Toh2.3.1.3
4	state the purpose of agriculture and quarantine requirements for tourism.	1	Toh2.3.1.4
5	state the purpose of Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES).	1	Toh2.3.1.5
6	state the purpose of employment contracts.	1	Toh2.3.1.6
7	identify the impacts of climate change in a given context.	1	Toh2.3.1.7
8	outline the basic laws and regulations that affect tourism operators/employees/tourist.	2	Toh2.3.2.1
9	describe features of climate change. (Some examples of climate change are such prolong drought, rain, extreme heat or cold).	2	Toh2.3.2.2
10	explain how social, economic, environmental and cultural costs of tourism development can impede on national development and suggest possible solutions in the region and in the student's own country.	3	Toh2.3.3.1
11	explain the benefits (positive effects) of tourism in the region and the student's own country.	3	Toh2.3.3.2
12	explain ways to control/prevent the negative impacts of tourism in the region and the student's own country.	3	Toh2.3.3.3
13	explain the importance of the Convention of International Trade in the protection of Endangered Species of Wild Flora and Fauna (CITES).	3	Toh2.3.3.4
14	explain the impacts of the laws and regulations on the tourism and hospitality industry.	3	Toh2.3.3.5

15	explain the importance of land ownership rights and regulations for the sustainability of the tourism industry.	3	Toh2.3.3.6
16	evaluate the costs (negative effects) and benefits (positive effects) of tourism in the region and the student's own country.	4	Toh2.3.4.1
17	evaluate and analyse the impacts of climate change on tourist destinations in the Pacific.	4	Toh2.3.4.2
18	discuss with examples approaches your country can use to minimise the impacts of climate change.	4	Toh2.3.4.3
19	discuss how international conventions and global initiatives are trying to combat climate change issues.	4	Toh2.3.4.4
20	discuss using examples, the future of tourism in the student's own country and the region.	4	Toh2.3.4.5

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, i.e. 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 e.g. Immigration (passports and visas, departure and arrival cards), travel insurance, agriculture and quarantine regulations (e.g. 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 e.g. 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 e.g. replanting	Destruction of fragile ecosystems e.g. 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/challenges:
- 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 e.g. food, furniture and fittings, catering equipment, etc., are imported rather than produced locally
- climate change

Strand 3: Working in the Tourism and Hospitality Industry

Major Learning Outcome 3

Students are able to demonstrate knowledge application and critical evaluation in their 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 (IA Task 1)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the skills and attitudes required for the tourism and hospitality industry and their importance in the growth of the industry.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO Code
1	state an area of work in the tourism and hospitality industry or in a given context.	1	Toh3.1.1.1
2	identify skill /attitude required or in a given context.	1	Toh3.1.1.2
3	state a skill required by a worker for Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering or in a given context.	1	Toh3.1.1.3
4	describe the skills/attitudes required by workers in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering.	2	Toh3.1.2.1
5	describe the features of roles in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering.	2	Toh3.1.2.2
6	list the five main features of the communication process in the context of tourism and hospitality industry.	2	Toh3.1.2.3
7	explain the significance of the model of communication process in the tourism and hospitality industry.	3	Toh3.1.3.1
8	explain the importance of teamwork in the tourism industry and hospitality industry.	3	Toh3.1.3.2
9	explain the importance of Health and Safety procedures in the tourism and hospitality industry.	3	Toh3.1.3.3
10	explain the importance of having the right skills for the right jobs within the tourism and hospitality industry.	3	Toh3.1.3.4
11	demonstrate knowledge of the communication process in the context of the tourism and hospitality industry.	4	Toh3.1.4.1

12	demonstrate good communication skills in tourism situations, including Meet and Greet.	4	Toh3.1.4.2
13	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	Toh3.1.4.3
14	demonstrate teamwork in the industry and explain its importance.	4	Toh3.1.4.4
15	demonstrate problem solving and conflict resolution skill or a scenario which requires teamwork and illustrates how interdependency and communication skills enhance quality service delivery.	4	Toh3.1.4.5
16	discuss how skills and attitudes required for the tourism and hospitality industry contribute towards the growth of the industry.	4	Toh3.1.4.6
17	discuss with examples the importance of good communication in the tourism and hospitality sector.	4	Toh3.1.4.7

Sub strand 3.2 Basic Accounting Principles (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the basic accounting principles and how they contribute to the success of the tourism and hospitality industry.

| SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO Code
1	identify a suitable method of payment for services provided in the tourism and hospitality industry in a given context.	1	Toh3.2.1.1
2	identify vouchers/ e-tickets/LPOs/credit cards as methods of payment for services provided in the tourism and hospitality industry in a given context.	1	Toh3.2.1.2
3	state an advantage of using credit cards as methods of payment for services provided in the tourism and hospitality industry.	1	Toh3.2.1.3
4	identify cash flow in a given context.	1	Toh3.2.1.4
5	identify cash budget or its importance in a given context.	1	Toh3.2.1.5
6	describe features of methods of payment provided in the tourism and hospitality industry.	2	Toh3.2.2.1

7	describe basic cash flow and budgeting procedures.	2	Toh3.2.2.2
8	explain why LPO (local purchase orders) is used as a preferred method of payment for services provided in the tourism and hospitality industry.	3	Toh3.2.3.1
9	explain with examples the methods of payment for services provided in the tourism and hospitality industry.	3	Toh3.2.3.2
10	prepare a simple cash flow statements and cash budgets for twelve months and over a period of three years.	3	Toh3.2.3.3
11	explain key features of cash budget and its importance to good business management.	3	Toh3.2.3.4
12	explain the importance of preparing budgets and cash records.	3	Toh3.2.3.5
13	explain the need to Compare actual results with budgeted figures.	3	Toh3.2.3.6
14	interpret the cash position of a tourism activity.	3	Toh3.2.3.7
15	discuss basic cash flow and budgeting procedures used in tourism industry and its importance for accountability and accounting purposes.	4	Toh3.2.4.1
16	evaluate and analyse budgeted and actual revenue and expenditure.	4	Toh3.2.4.2
17	suggest implications from the findings on simple analysis and interpretation of the cash position.	4	Toh3.2.4.3
18	analyse cash position of a tourism activity and make sound decisions to better the accounting procedures of tourism business.	4	Toh3.2.4.4
19	discuss how basic accounting principles contribute to the success of the tourism and hospitality industry.	4	Toh3.2.4.5
20	discuss the consequences of not adhering to accounting principles and suggest ways to overcome these problems.	4	Toh3.2.4.6

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:
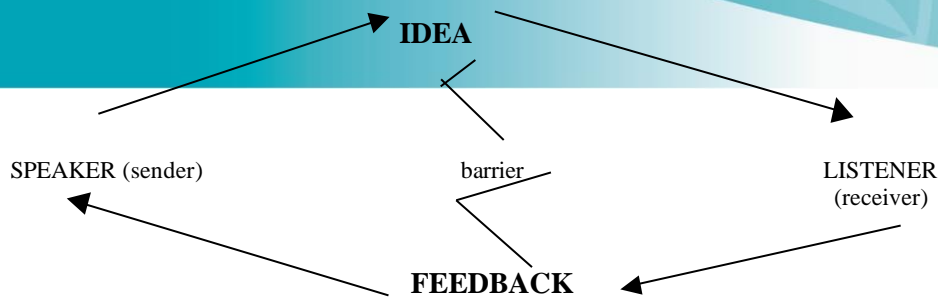
Meet and Greet: is the meeting and greeting of tourists when they arrive e.g. at a hotel, airport, resort, restaurant

See **Appendix 1** 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.

Teamwork: 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 e.g. in a kitchen, storeroom, fishing boat, coach. It may be helpful to include a site assessment of an enterprise e.g. 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 4
Students are able to demonstrate knowledge application and critical evaluation of the importance of culture and job opportunities in the tourism and hospitality industry.

Sub strand 4.1 Culture and Local Tradition (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the relationship between tourism and hospitality industry and culture, including the positive and negative effects of tourism on the local culture.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO Code
1	identify local traditions in a given context.	1	Toh4.1.1.1
2	state the importance of local tradition for the tourism industry.	1	Toh4.1.1.2
3	give examples of local traditions from the student's own country or in a given context.	1	Toh4.1.1.3
4	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 (e.g. Australians, New Zealanders, Americans, Japanese, Chinese and Germans).	1	Toh4.1.1.4
5	identify eco-tourism in student's own country or region or in a given context.	1	Toh4.1.1.5
6	describe the benefits (positive effects) of tourism on local traditions.	2	Toh4.1.2.1
7	describe the benefits of tourism on local communities.	2	Toh4.1.2.2
8	describe the costs (negative effects) of tourism on local traditions.	2	Toh4.1.2.3
9	describe the costs of tourism on local communities.	2	Toh4.1.2.4
10	describe the features of eco-tourism.	2	Toh4.1.2.5
11	explain how local traditions affect tourism and vice versa.	3	Toh4.1.3.1
12	explain how local communities can benefit from ecotourism businesses.	3	Toh4.1.3.2
13	explain how conflicts between tradition and tourism can be addressed or solved.	3	Toh4.1.3.3

14	explain the role culture plays in enhancing tourist experiences and expectations.	3	Toh4.1.3.4
15	evaluate the benefits (positive effects) of tourism on local traditions and communities.	4	Toh4.1.4.1
16	evaluate the costs (negative effects) of tourism development on local traditions and cultures.	4	Toh4.1.4.2
17	discuss the impacts of culture and local traditions on tourism.	4	Toh4.1.4.3
18	discuss how ecotourism can help protect the environment and improve the standard of living of the local communities.	4	Toh4.1.4.4
19	discuss the challenges that indigenous communities face when trying to start a new tourism venture.	4	Toh4.1.4.5
20	discuss the negative cultural impacts of tourism and why it's important to have a tourism plan or policy.	4	Toh4.1.4.6
21	justify with examples why tourism should be supported as the industry that can revive and preserve our local culture.	4	Toh4.1.4.7

Sub strand 4.2 Job Opportunities in the Tourism and Hospitality Industry (EA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of the employment opportunities in the tourism and hospitality industry.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO Code
1	identify an important characteristic that one needs to have to run a tourism and hospitality business in general or in a given context.	1	Toh4.2.1.1
2	state a required characteristic for running a business in a given context.	1	Toh4.2.1.2
3	identify entrepreneur or its example in a given context.	1	Toh4.2.1.3
4	state an employment opportunity in the tourism and hospitality industry or in a given context.	1	Toh4.2.1.4
5	describe the characteristics of a successful business person (entrepreneur) in a tourism or hospitality business.	2	Toh4.2.2.1
6	list some Entrepreneurial/Small Business opportunities in the tourism and hospitality industry using local resources.	2	Toh4.2.2.2

7	list equipment, plant and materials required to open or run a hospitality industry.	2	Toh4.2.2.3
8	list factors that contribute to availability of employment opportunities in the tourism and hospitality industry.	2	Toh4.2.2.4
9	list some Entrepreneurial/Small Business opportunities in the tourism and hospitality industry using local resources	2	Toh4.2.2.5
10	describe an example of the use of technology in the tourism sector.	2	Toh4.2.2.6
11	explain how personality factors affect employment opportunities in the tourism and hospitality industry.	3	Toh4.2.3.1
12	explain the positive impacts of the use of technology on the tourism and hospitality industry.	3	Toh4.2.3.2
13	explain the negative impacts of the use of technology on the tourism and hospitality industry.	3	Toh4.2.3.3
14	explain the impacts of tourism and hospitality industry as an employer on the people in the community.	3	Toh4.2.3.4
15	explain why many indigenous tourism businesses struggle and others eventually fail.	3	Toh4.2.3.5
16	explain the impacts of technology on the delivery of service in the tourism industry.	3	Toh4.2.3.6
17	discuss with examples the positive impacts of the use of technology on the tourism and hospitality industry.	4	Toh4.2.4.1
18	discuss with example impacts of global pandemics on workers in the tourism sector and strategies to minimise loss of employment.	4	Toh4.2.4.2
19	discuss with examples the negative impacts of the use of technology on the tourism and hospitality industry.	4	Toh4.2.4.3
20	evaluate the impacts of the tourism and hospitality industry as an employer on the livelihood of people in your country.	4	Toh4.2.4.4
21	evaluate the impacts of the tourism and hospitality industry as an employer on the economy in your country.	4	Toh4.2.4.5
22	evaluate the impacts of the tourism and hospitality industry as an employer on the political situation in your country.	4	Toh4.2.4.6
23	discuss the importance of having 'happy employees' in an organisation and how it can create a healthy working environment and improve business performance.	4	Toh4.2.4.7

Sub strand 4.3 Business Plan (IA)

Key Learning Outcome:

Students are able to demonstrate knowledge application and critical evaluation of how to develop a business plan for setting up a tourism and hospitality business.

SLO No.	Specific Learning Outcomes: *Students are able to:*	Skill Level	SLO Code
1	write a Mission Statement for a business.	1	Toh4.3.1.1
2	state a business goal.	1	Toh4.3.1.2
3	state the importance of a mission statement.	1	Toh4.3.1.3
4	identify business plan in a given context.	1	Toh4.3.1.4
5	identify a marketing technique used in a given context.	1	Toh4.3.1.5
6	describe Entrepreneurial / Small Business opportunities in the tourism and hospitality industry using local resources/points of interest.	2	Toh4.3.2.1
7	describe the resources required to set up a business.	2	Toh4.3.2.2
8	describe the type of business, stage of development, site and location, product and services and the costs.	2	Toh4.3.2.3
9	describe a marketing goal for the business.	2	Toh4.3.2.4
10	plan, collect and record information for the development of the product or service.	2	Toh4.3.2.5
11	describe a viable and sustainable product or service.	2	Toh4.3.2.6
12	describe how one needs to learn to meet the needs of the tourism sector.	2	Toh4.3.2.7
13	explain the importance of understanding the internal environment using SWOT analysis for a new business.	3	Toh4.3.3.1
14	explain the importance of having a business plan.	3	Toh4.3.3.2
15	explain the importance of understanding the external environment [political, economic, social, technological, legal & environment] PESTEL analysis when running a business.	3	Toh4.3.3.3
16	explain the importance of having the entrepreneurial and financial skills to be successful in a tourism and hospitality business.	3	Toh4.3.3.4
17	explain suitable training needs required for a business worker.	3	Toh4.3.3.5

18	explain the risks associated with running a business without a business plan.	3	Toh4.3.3.6
19	explain the importance of setting viable targets for revenue and expenditure when setting a new business.	3	Toh4.3.3.7
20	explain the importance of technology in the delivery of service in the tourism sector.	3	Toh4.3.3.8
21	generate a PESTLE analysis for a business venture.	4	Toh4.3.4.1
22	discuss the key characteristics expected of a successful business person (entrepreneur) involved in a tourism or hospitality business.	4	Toh4.3.4.2
23	create a SWOT analysis [strength, weakness, opportunity, threat] for a business venture.	4	Toh4.3.4.3
24	create a business plan for a small business.	4	Toh4.3.4.4
25	discuss the importance of monitoring and evaluating your marketing plan.	4	Toh4.3.4.5
26	create an executive summary of the business plan.	4	Toh4.3.4.6
27	discuss potential challenges new tourism businesses are likely to face and recommend solutions.	4	Toh4.3.4.7
28	discuss the importance of the tourism industry in your country and in your region.	4	Toh4.3.4.8
29	discuss why conducting a SWOT analysis is important for any new business.	4	Toh4.3.4.9

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 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, e.g. 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.

- *SWOT Analysis*: a study undertaken by an organization to identify its internal strengths and weaknesses, as well as its external opportunities and threats

- *PESTEL Analysis*: A PESTEL analysis is a framework or tool used by marketers to analyse and monitor the macro-environmental (external marketing environment) factors that have an impact on a company.

- **Finance Targets:** detailed targets for both revenue and expenditure

- **Monitoring and Evaluation:** discussion of ensuring that activities given in the plan are implemented within the approved budget allocation. Possible problems or challenges are closely monitored with possible solutions or recommendations.

8.0 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): 60%**

2.   **Internal Assessment (IA): 40%**

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

8.1 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					20
3	EA					10
	IA	2	2	2	2	20
4	EA					15
	IA	1	1	3	2	20
	Total number of EA	7	7	5	6	(60%)
	Total number of IA	3	3	5	4	(40%)
	Total number of items	10	10	10	10	40
	Total skill score	10	20	30	40	**100**

8.2 External Assessment

This will be **a three-hour** written examination and will be out of 60%.

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	20%
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)	15%

8.3 Internal Assessment

As part of the course, students are required to complete **TWO** IA tasks that are assessed by teachers in schools. These tasks 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   (20%)**
2. **Creating a Business Plan   (20%**

Weighting: With the 40% weighting of the total skill scores allocation for the internal assessment tasks, teachers have the responsibility of deciding how much time should be spent on each task concerning their teaching programme.

Task	Weighting (Total Internal Assessment 100%)	Suggested % of the teaching programme	Suggested equivalent class time
1. Demonstrating Role Understanding	20%	15	4 weeks
2. Creating a Business Plan	20%	20	6 weeks

8.3.1   IA Task 1: Demonstrating Role Understanding (20%)

(Learning outcomes assessed in this task are taken from Sub strand 3.1: Skills and Attitudes)

The Tourism and Hospitality Industry is a people's industry. Tourists rate their tourism experience by the standard of service they receive. **Professionalism, superb communication and efficient 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 should not be restricted to a particular place or destination. Teachers need to take extra effort in smooth facilitation of this task. Moreover, visual presentations such video clips could be used for better understanding if need be.

This task will further enable students to understand the job opportunities in the field of tourism and hospitality and also broaden their career perspectives as tourism has always been a major source of foreign income and livelihood of many Pacific islanders.

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

Task Instructions:

1. 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.
2. 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.
3. 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 or a scenario which requires teamwork and illustrates how interdependency and communication skills enhance quality service delivery.
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.
7. After each member has described his or her role and the importance of the necessary skills, then the actual role-play begins. Student should also be able to explain how teamwork fulfils the overall goal of the industry.
8. While performing the role play, skills required for the role play and a clear resemblance of the right skill for the job need to be demonstrated.
9. Students are encouraged to not use scripts when describing their roles or when acting out during the role-play. Students need to be trained to deliver their dialogues.
10. Teachers are urged to support the students in setting up the 'props' for the role plays. 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 playgroup 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. Students can look at a broader picture in terms of the 5 sectors-accommodation, transport, leisure, catering and retail.

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 **Section 8.3.2**. **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.**

8.3.2 IA Task 1 Scoring Rubrics

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 one page report and 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
State an area of work in the tourism industry [Toh3.1.1.1]	1	One work area is stated			
Identify skill required for a chosen work [Toh 3.1.1.2]	1	The skill required for the chosen work is identified correctly			
Describe the features of the role (reception, housekeeping, bar & lounge, restaurant and catering) (Toh3.1.2.2)	2	One feature of the role is provided	A number of appropriate features of the role are provided		
Describe the skills required by workers (in Reception/ Housekeeping/ Bar and Lounge/Restaurant and Catering) (Toh3.1.2.1)	2	One skill is mentioned	A number of appropriate skills are mentioned and described		
Explain the importance of having the right skills for the job (Toh3.1.3.4)	3	One correct idea about having the right skills is provided	More than one correct idea 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.	
Explain the importance of teamwork in the Tourism and Hospitality Industry [Toh 3.1.3.2]	3	One correct idea about teamwork is provided	More than one correct idea about teamwork is made	There is clear evidence of linking of teamwork to visitor satisfaction and quality experience
Demonstrate good communication skills with meet and greet skills (Toh3.1.4.2)	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
Demonstrate problem solving and conflict resolution skill or a scenario which requires teamwork and illustrates how interdependency and communication skills enhance quality service delivery (Toh3.1.4.5)	4	A possible problem is stated or teamwork scenario depicted	A number of possible problems are stated or a number of teamwork scenario depicted	A number of possible problems are stated. Solutions to problems are suggested and they are appropriate. Or a scenario which requires teamwork is described and illustrates how interdependency and communication skills enhance quality service delivery.	A number of possible problems are stated and appropriate solutions are provided. Intelligent recommendations are made about the future of the business. Or a scenario which requires teamwork is described and illustrates how interdependency and communication skills enhance quality service delivery with recommendations for future improvements.

Task Instructions:

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

Students will prepare and submit a business plan for a new tourism enterprise. This will include conducting a SWOT analysis. New businesses should use a SWOT analysis as part of their planning process. This will ensure that the business is on the right track from the start, and avoid unnecessary wastage later on.

This task is seen as a culmination of the course and will enable students to use their knowledge gained from the course and appreciate the opportunities and benefits tourism will provide for them and their communities.

It is recommended that this task should be carried out over a period of two to 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 draft copies of the business plan (in a log book), that are developed over the period of doing the task. Teachers should review and assess 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 20% of the internal assessment scores.

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 the product will be marketed. This includes the marketing goals, strategies, actions with the use of the marketing mix. This might also

include strategies for international marketing.

9. SWOT Analysis: a study undertaken by an organization to identify its internal strengths and weaknesses, as well as its external opportunities and threats.

10. PESTEL Analysis: A PESTEL analysis is a framework or tool used by marketers to analyse and monitor the macro-environmental (external marketing environment) factors that have an impact on a company

11. *Finance targets:* detailed targets for both revenue and expenditure

12. *Monitoring and Evaluation*: discussion of ensuring that activities given in the plan are implemented within the approved budget allocation. Possible problems or challenges are closely monitored with possible solutions or recommendations.
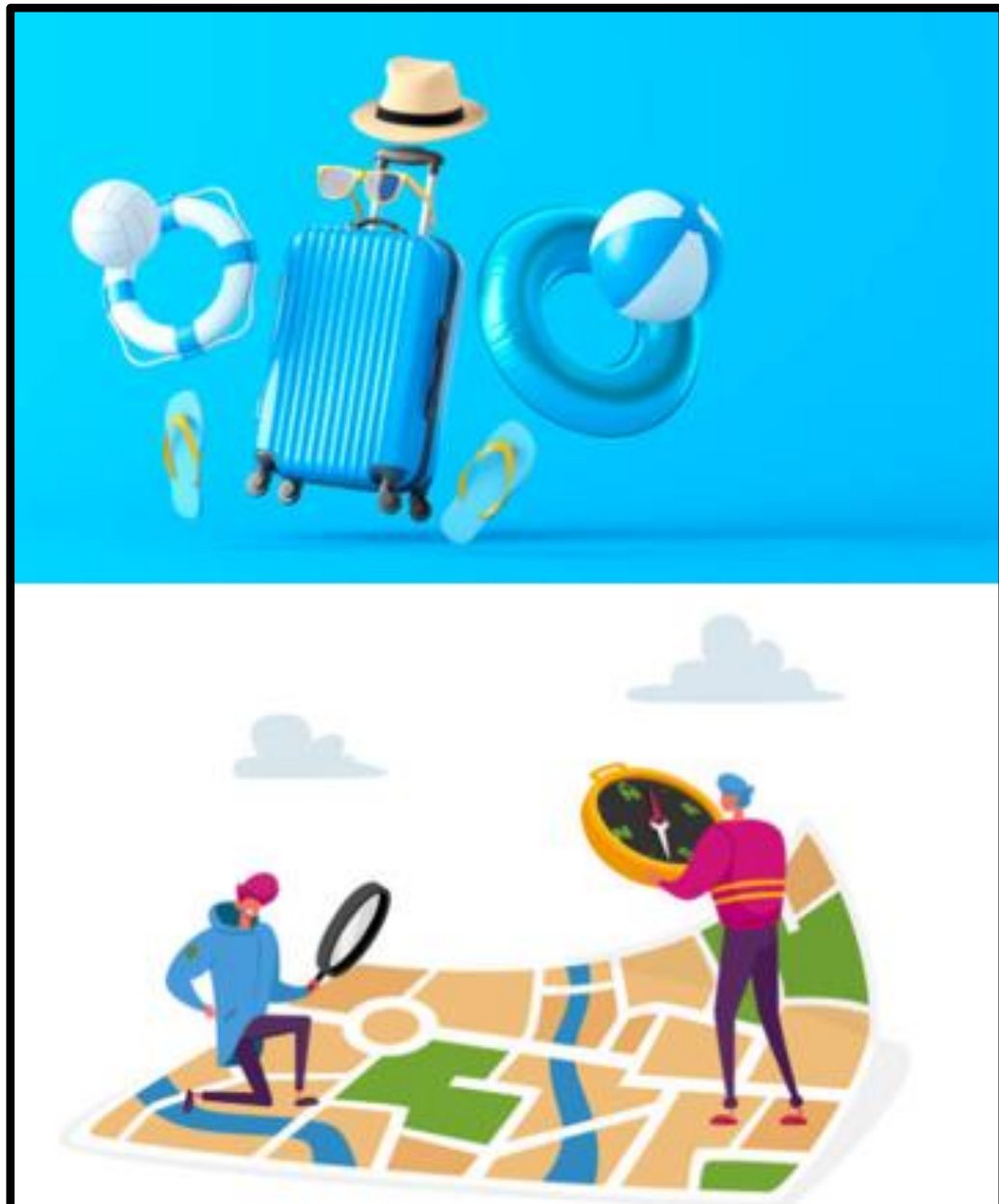
8.3.4   IA Task 2 Scoring Rubric - Creating a Business Plan

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
State a business goal [Toh4.3.1.2]	1	Business goal is stated			
Describe the type of business, stage of development, site and location, product and services and the costs [Toh4.3.2.3]	2	Type of business is mentioned	Type of business, site, location, product are mentioned or described		
Explain the risks associated with running a business without a business plan [Toh4.3.3.6]	3	One risk is mentioned	More than one risk is mentioned	Relates the risks to the reasons why businesses fail	
Explain the importance of having the entrepreneurial and financial skills required in a tourism and hospitality business [Toh4.3.3.4]	3	One entrepreneurial or financial skill is mentioned	More than one entrepreneurial skill is stated	Links importance of the skills to customer satisfaction, productivity and business performance	
Explain the importance of doing a PESTEL analysis when running a business [Toh4.3.3.3]	3	One importance of PESTEL is given	More than one importance of PESTEL is given	States and links the importance of PESTEL to the success of a business venture	
Discuss why conducting a SWOT analysis is important for any new business. [Toh4.3.4.9]	4	One importance of SWOT is given	More than one importance of SWOT is given	States and links the importance of SWOT to the success of a new business	The importance of conducting a SWOT analysis is given, stating clear links on causes and effects and makes suggestions on how failure can be avoided.
Discuss potential challenges new tourism businesses might face and recommend solutions [Toh4.3.4.7]	4	A possible challenge is stated	A number of possible challenges are stated	A number of possible challenges are stated. Solutions to problems are suggested and they are appropriate.	A number of possible challenges are stated and appropriate solutions provided. Intelligent recommendations are also made about the future of the business.

8.3.5 IA Program Template

Page 1: Cover Page

The Cover Page will have the name of the:

- School:
- Subject: FULL IA PROGRAM
- Teacher:

An Example of a Cover Page

School Logo

Name of School

Name of Program

Subject

Teacher's Name

Page 2: IA SUMMARY FORM

The IA Summary Form must have the following:

- Number of Tasks
- Brief Description of the Tasks
- Start and End Dates
- Signature of Principal and Teacher
- School Stamp/Date

An Example of an IA Summary Form

Number of Tasks & Brief Description of Each Task

Shows START date; END date; Date due to EQAP

South Pacific Form Seven Certificate

IA Summary Form

2023

TOURISM AND HOSPITALITIES

Task	Brief Description of Tasks	Start Date	End Date	Due to MEYs	Weighting
1. Demonstrating Role Understanding	Students are to be given sufficient preparation time to prepare their roles for the role-play				20%
2. Business Plan	Students will prepare and submit a business plan for a new tourism enterprise. This will include conducting a SWOT analysis.				20%
TOTAL					40%

Weighting for each Task

Verification and Endorsement of IA Program

Principals Name	Teachers Name	School Stamp
Mr. Ulisese LAINANO		
Signature	Signature	APPROVED
Date	Date	

Signed by Principal

Approved by SPFSC Coordinator

Signed by the Teacher

Verified by School Stamp

Pages 3-6:

1   Task title: Task 1: _____

The title should be brief and include a reference to the particular syllabus topic or skill which is being assessed by the task.

Example: *"Research Topic – Investigation of a Social Issue."*

2   Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task

These are found in the syllabus and need to be identified before the tasks are constructed.

Example: *Describe a feature of ….*

(Copy and paste directly from the latest Syllabus: it must show strand, sub strand and SLOs)

3.   Assessment/Task:

Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.

(Think of what are the best types of assessment for the above LOs so that your students can demonstrate they have achieved the learning outcomes. Also, include how you will pre-assess their knowledge at the beginning of the lesson and how you will continuously assess them throughout the strand/topic to monitor their learning progress. The summative assessments are the final IA tasks.)

e.g.   Diagnostic: *(can be oral questions/short tests/ surveys/questionnaires to find out what students already know before the lesson)*

Formative: *1. This is the formative use of the summative assessment such as the drafts submitted, self-assessment, peer assessment, teacher assessment of the drafts and specific feedback provided to improve the task. 2. For CATs – this can be similar items prepared by teachers using the SLOs and given to students for practice. After scoring, the feedback needs to be given to improve learning. If majority students are not doing well then re-teach using another strategy, assess and monitor learning.*

Summative: *(these are the final IA tasks or the CATs to measure how much the students have learnt/achieved after the learning period)*

4   Resources: List materials required for completing the task (for learning & demonstrating the achievement for the SLOs.

This must specify any material items such as books, documents, maps, stimulus material, equipment required by the task, including use of technology.

5   Guidelines for the teacher on advance preparation requirements
   a) **time required** by the student for task completion (monitoring progress)
   b) recommended dates/date range for task completion
   c) organization of room and hardware to facilitate task completion (learning assessment).

(After the task has been completed and scored, teachers will need an IA score capture sheet to record the performance of all students in the class.)

6 **Guidelines for the teacher on task completion and task control**

This must specify:
- the <u>role of the teacher</u> during the period of task completion
- <u>instructions</u> that are to be given by the teacher to the students
- <u>actions that are required</u> of the teacher during task completion

7 **Preparation by the students beforehand**
If students are required to prepare in advance of the task date, preparatory notes must indicate the requirements. For example, students may need to collect support materials for a task that is supervised in a classroom.

8 **Task outline for the student**
This outline is a brief description of the task that the student is to complete. It is a general description without specific detail.

Example: *Your task is to focus on an important social issue. After investigating that issue, you need to process information collected and suggest possible courses of action that authorities could take.*

9 **Task detail for the student**
This must provide a detailed description of the task in the sequence that the student would be expected to follow during task completion. This must clearly state:

- what the student is expected to do
- what the student is expected to record and present for assessment.

10. **Feedback & Support**

Allocate time for:

i. Student's self-assessment and correction
ii. Peer assessment, feedback, and time for improvement
iii. Teacher assessment, feedback, and time for time improvement
(NB: State how this will be carried out)

11. **Final submission & scoring**

State when the final task is due and how it will be assessed. State how the school (HOD/SPFSC Coordinator) will monitor the scoring of the tasks.

12 **Scoring Rubric**
Copy and paste directly from the aligned Syllabus the relevant scoring rubrics.

13 **Assessment score capture sheet for the task**
This will be provided by EQAP.

(Repeat 1-13 for Task 2)

South Pacific Form Seven Certificate

Internal Assessment Summary Form

2023

TOU– IA

TOURISM AND HOSPITALITY

COUNTRY	
SCHOOL	

Task	Brief Description of Task	Start Date	End Date	Date to EQAP	Weighting
1. Demonstrating Role Understanding					20%
2. Creating a Business Plan					20%
TOTAL					**40%**

Note: 1. Be specific about dates, not just Week 3 Term 1, etc.
2. Assessment Schedules/Scoring Rubrics for the tasks will be provided by EQAP.
   Teachers must use these when scoring students' work.
3. All IA Score Capture Sheets will be provided by EQAP to schools.

Verification and Endorsement of IA Program

Principal's Name	Teacher's Name	School Stamp
Signature	Signature	
Date	Date	

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

9.0   Appendices

Appendix 1: 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	Read & Write	Read & Write	Read & Write	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	Hotel facilities and services	Hotel facilities and services	Hotel facilities and services	Hotel facilities and services
	Rooms and amenities	Rooms and amenities			Food recipes

Appendix 2:   Glossary

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

Attitude: a feeling or opinion about something or someone.

*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

Climate Change: Long term change in global weather patterns.

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 region: 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 e.g. 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, 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, e.g. tourists arriving in Vanuatu

Infrastructure: the services in a country that are used by tourists but were not necessarily built for them e.g. 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, e.g. 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 e.g. food production, and the selling of the tourism products, e.g. 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

Skill: The ability to do something well.

Tour guiding: the process of taking tourists to destinations by cars, 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 e.g. 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 i.e. 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 3:   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.
- Pacific Wedding & Honeymoon Study Report (2015) by South Pacific Tourism Organisation.
- Pacific Fishing Study Report (2015) by South Pacific Tourism Organisation.
- Pacific Cruise Tourism Development Strategy [Final Report – 2015] by South Pacific Tourism Organisation.
- Pacific Regional Tourism and Hospitality Human Resources Development Plan (2013) by South Pacific Tourism Organisation.
- Jason Travel Media – What's 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 e.g. Air Pacific, also have route maps available.
- Hema Maps – e.g. 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.lonelyplanet.com
- Statistics are available from local tourism offices and local government
- Department of Statistics.
- Introduction to Tourism and Hospitality in BC. Second Edition [pdf copy available]
- Solutions for all Tourism [pdf copy available]
- Tourism and Hospitality Management. Edited by Lucius Walker [pdf copy available]
- The Tourism Industry: An Overview By Mark Anthony Camilleri1, PhD (Edinburgh)

Websites:

- International Tourism Organisations
- World Tourism Organisation   www.world-tourism.org
- South Pacific Tourism Organisation www.spto.org
- https://southpacificislands.travel/

- https://southpacificislands.travel/sustainable-tourism-indicators-to-strengthen-tourism-planning-and-development-in-the-region/
  (This site has relevant tourism sustainable development for specific Pacific Island countries)
- https://www.routledge.com/Tourism-in-Pacific-Islands-Current-Issues-and-Future-Challenges/Pratt-Harrison/p/book/9781138083837
  (This site has tourism issues/challenges and its future in The Pacific)

Pacific and Asia Tourism Association (PATA)

- o file:///D:/2022%20TOH%20SYLLABI%20REVIEW/Pacific-islands-tourism-during-COVID-19.pd
- o file:///D:/2022%20TOH%20SYLLABI%20REVIEW/Pacific%20Island%20Tourism.pdf
- o Kiribati National Tourism Office, PO Box 487, Betio Tarawa, Kiribati
- o tourism@tskl.net.ki or sto@mict.gov.ki   or phone (686) 26003
- o website under construction
- o

www.bulafiji.com
www.visitsamoa.ws
www.tongaholiday.com
www.vanuatutourism.com
www.visitsolomons.com.sb
www.cook-islands.com
www.pngtourism.org.pj
www.tahiti-tourisme.com
www.newcaledoniatourism-south.com
www.nuieisland.com