

1

Unit 1 Investigating the Travel and Tourism Sector



Unit 1 Overview

10 Credits

This unit sets the scene for investigating the travel and tourism sector in the UK and internationally. Students study the different component industries found in travel and tourism – for example attractions, accommodation, travel agents and tour operations – and how they work together, exploring different organisations and the products/services they provide to customers. They also learn about the developments that have shaped present-day travel and tourism, from the 1960s onwards. Finally, students explore the factors that currently influence the development of travel and tourism, as well as those likely to affect the sector in the near future. When they have completed the unit students will have a solid base from which to develop a detailed understanding of the travel and tourism sector through the other units they study on their course.

This is a 10-credit Unit that can be taught in 60 guided learning hours (GLH).

Unit 1 Learning Outcomes

On completion of this unit students should:

1. Know the travel and tourism component industries and their organisations;
2. Understand the role of travel and tourism organisations and their interrelationships;
3. Know the developments that have shaped the present day travel and tourism sector;
4. Understand how trends and factors are currently affecting the travel and tourism sector.

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Unit 1 Delivery Guidance

This is an important unit that lays the foundation for further study in other mandatory and optional units. It is recommended that it is studied first on a Level 3 Certificate, Subsidiary Diploma, Diploma or Extended Diploma course as it contains a great deal of information that will be useful to students as they progress with their studies.

Some students may already have a good understanding of travel and tourism through study at Level 2, but for others this may be completely new. It is important from the outset that the terms 'domestic tourism' (travel within the borders of the UK), 'outbound tourism' (travel outside the borders of the UK) and 'inbound tourism' (travellers from other countries/nations arriving in the UK) are clearly understood by students.

At a reasonably early point in the delivery of the unit, students need to learn about the component industries and the different organisations within them in order to develop the level of knowledge required to meet P1. Students may already be familiar with different travel and tourism organisations from previous study or personal experience. Guest speakers, visits and reading the travel trade press would

be useful for this outcome, for example *Travel Weekly*, *Travel Trade Gazette* and *Travel GBI*. Staff and students can also register at www.tandtonline.co.uk for a monthly travel and tourism industry news update to keep abreast of current developments in airlines, travel agencies, hotels, tourist boards, destinations, etc.

Delivery of this unit provides opportunities to take learning outside the classroom. For example, tourist information centres, travel agents, hotels, visitor attractions, tour operators or airports can all be used for gathering information on the learning outcomes. Visits to organisations in different component industries can help students to understand their key roles and functions, as well as appreciating their interrelationships. In respect of the changes within the sector, a visiting speaker who has worked in travel and tourism for many years would be extremely helpful to explain how the introduction of new technology has changed the way they work and also the impact on the company and staff of major events, such as the 9/11 terrorist attack on the twin towers in 2001 and the more recent natural disasters in countries such as Indonesia and Haiti.

Studying this unit will help students to recognise that travel and tourism is exciting and dynamic, encouraging them to become motivated to further explore the sector and progress into employment or higher education.

The Work Packages

The four work packages that start on page 4 give you a complete integrated 'road map' for delivering this unit successfully. They follow the four learning outcomes for the unit and provide week-by-week schemes of work which signpost the appropriate PowerPoint® slides, textbook activities and extra activities found on this CD-ROM, all linked to the relevant assessment and grading criteria.

Unit 1 Icebreaker

Icebreakers are a fun way to get students thinking about what's included in a unit, as well as developing their social interaction skills.

This unit is all about the different parts (or components) of the travel and tourism sector and how they work together. Working by yourself, or in small groups under the direction of your tutor, see how you get on with the following tasks to help you make a start on this unit:

- Make a list of all the travel and tourism organisations that you can think of;
- Try and group them into similar industries, e.g. transport, attractions, accommodation, etc.
- Think of ways in which some of the organisations work together;
- Have a go at coming up with your own definition of 'travel and tourism';
- Make a list of the reasons why people travel in this country and go abroad;
- Write down who you think owns the travel and tourism organisations on your original list;
- Make a list of the jobs available in two of the organisations you have listed.

When you've finished, show your answers to your tutor and compare your answers with what other groups in your class have written.

Work Package 1.1

Weeks 1-9 of 20 (27 Guided Learning Hours)

Learning outcome 1 Know the travel and tourism component industries and their organisations (see textbook pages 1-33)						
Topic	Aim to cover in week	Use the following PowerPoint® slides	Associated textbook pages for reference	Associated activities and case studies in textbook	Extra student activities on CD-ROM	Grading criteria links for topic
Icebreaker and unit introduction	1	1-3	1-2	Icebreaker (page 2)		
Introduction to the travel and tourism sector, types of tourism	1	4-13	1-5	Activity 1.1 (page 3)	Activity CD1.1 Activity CD1.2 Activity CD1.3	P1
Travel and tourism component industries – introduction	2	14-16	6-7	Activity 1.2 (page 7)		P1, P2
Travel and tourism component industries – accommodation	3	17-20	7-10		Activity CD1.4	P1
Travel and tourism component industries – transport	4	21-30	10-15	Activity 1.3 (page 12) Activity 1.4 (page 14)		P1, P2, M1
Travel and tourism component industries – attractions	5	31-37	15-19	Activity 1.5 (page 15) Activity 1.6 (page 16) Case study (pp 18-19)		P1, P2, M1
Travel and tourism component industries – tour operations	6	38-44	20-23	Activity 1.7 (page 21)		P2, M1
Travel and tourism component industries – travel agents			23-25	Activity 1.8 (page 24)		P1, P2
Tourism development and promotion	7	45-46	25-30	Activity 1.9 (page 26) Case study (pp 27-28) Activity 1.10 (page 30)	Activity CD1.5	P1, P2, M1
Trade associations, regulatory bodies and ancillary services	8	47-51	30-33	Case study (pp 30-32)	Activity CD1.6	P1, P2, M1

Work Package 1.2**Weeks 10-11 of 20 (6 Guided Learning Hours)****Learning outcome 2 *Understand the role of travel and tourism organisations and their interrelationships***
(see textbook pages 34-38)

Topic	Aim to cover in week	Use the following PowerPoint® slides	Associated textbook pages for reference	Associated activities and case studies in textbook	Extra student activities on CD-ROM	Grading criteria links for topic
Roles of travel and tourism organisations – organisational aims, providing products and services, stakeholder responsibilities, environmental and ethical responsibilities, contributions to international and UK economies	10	55-56	34-36		Activity CD1.7 Activity CD1.8	P2
Interrelationships in travel and tourism	11	60-65	36-38	Activity 1.11 (page 38)	Activity CD1.9	P2, P3, M1, D1
Unit 1 Assignment – Task 1	11		56-58			P1, P2, P3, M1, D1

Activity CD1.2 – Types of Leisure Tourism

Need help with this? – see textbook page 5

Complete the following chart with 2 examples of each type of leisure tourism. One example from each has been included to get you started.

Holidays	<ol style="list-style-type: none"> 1. A short break to Prague 2. 3.
Health and fitness	<ol style="list-style-type: none"> 1. A cycling tour of Norfolk 2. 3.
Sport	<ol style="list-style-type: none"> 1. A trip to see Arsenal play in Rome 2. 3.
Education	<ol style="list-style-type: none"> 1. A cookery course in France 2. 3.
Culture and religion	<ol style="list-style-type: none"> 1. A day trip to Canterbury Cathedral 2. 3.
Social and spiritual	<ol style="list-style-type: none"> 1. A weekend meditation course in Scotland 2. 3.

Activity CD1.6 – Trade Associations and Regulatory Bodies in Travel and Tourism

Need help with this? – see textbook pages 30-32

Work out whether each of the following organisations is a trade association or regulatory body and put a tick in the appropriate column. Complete the chart by adding the organisation's website address for future reference.

Organisation	Trade association	Regulatory body	Website address
ABTA (Association of British Travel Agents)			
CAA (Civil Aviation Authority)			
AITO (Association of Independent Tour Operators)			
Tourism Alliance			
Passenger Shipping Association			
European Commission			
FTO (Federation of Tour Operators)			
Local Council Environmental Health Department			
British Hospitality Association			
Confederation of Passenger Transport UK			
UKinbound			
Health and Safety Executive (HSE)			

Activity CD1.11 – Ageing of the Population: Effects on Travel Products and Destinations

Need help with this? – see textbook pages 41-45

You are probably well aware that, in general, people in the UK are living longer and following more active lifestyles later in life. But how will this affect travel and tourism products and destinations in the future?

The following government figures show just how much the population has changed since 1971 and the forecast position up to 2021. They show the total numbers of young (under 16 years of age) and older people (over 65 years of age) in the UK population between these two dates.

	1971	1981	1991	2001	2011	2021
Under 16 years	14.3m	12.5m	11.8m	11.9m	11.2m	11.1m
65+ years	7.5m	8.6m	9.0m	9.3m	10.8m	12.7m

Analyse these figures carefully and do some further research to answer the following questions:

1. Summarise in your own words the population changes shown in the chart.
2. What impacts will these changes in the population have on the travel and tourism sector in general?
3. Which component industries in travel and tourism are likely to be worst affected by these changes?
4. Which component industries in travel and tourism are likely to benefit most from the changes?
5. What new travel and tourism products are likely to be introduced to cater for changes in demand?
6. What are the likely impacts of these population changes on tourist destinations in the UK and overseas?

Discuss your answers with the rest of your group to see how they compare.

Assessment for Unit 1

In BTEC Nationals all units are internally assessed. All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at Pass, Merit or Distinction:

- To achieve a Pass a student must have satisfied **all** the Pass assessment criteria;
- To achieve a Merit a student must additionally have satisfied **all** the Merit grading criteria;
- To achieve a Distinction a student must additionally have satisfied **all** the Distinction grading criteria.

A sample assignment for this unit is provided on page 25, covering all of the grading criteria specified for the unit. The assignment is divided into 3 tasks, each based around the relevant Pass, Merit and Distinction criteria. The tasks contained in the assignment are designed to be carried out during the delivery of the unit at the points indicated in the work packages. Remember that the activities included in the textbook and on this CD-ROM provide valuable practice for students before they undertake the formal assessment.

NB: Tutors should refer to the published Edexcel BTEC National Travel and Tourism specifications for further guidance on the assessment for this unit, as well as regularly checking the Edexcel website for specification changes and updates.

Grading Criteria

To achieve a PASS grade the evidence presented for assessment must show that the student is able to:

- P1** Describe the travel and tourism component industries and provide examples of domestic, inbound and outbound organisations within them.
- P2** Describe the roles of different travel and tourism organisations.
- P3** Review the different types of interrelationships and provide examples.
- P4** Summarise key developments (from the 1960s onwards) that have shaped the present day travel and tourism sector.
- P5** Review the trends and factors that are currently affecting the travel and tourism sector.

To achieve a MERIT grade the evidence presented for assessment must show that, in addition to the Pass criteria, the student is able to:

- M1** Explain the roles of different organisations within travel and tourism component industries and how they interrelate.
- M2** Explain how developments, trends and factors are currently having a significant effect on the travel and tourism sector.

Unit 1 Assignment – Investigating the Travel and Tourism Sector

Introduction

This assignment is made up of 3 tasks which, when successfully completed, are designed to give you sufficient evidence to meet the Pass (P), Merit (M) and Distinction (D) grading criteria for the unit. If you have carried out the activities and read the case studies throughout this unit in the accompanying [textbook](#), you will already have done a lot of work towards completing the tasks for this assignment.

Task 1

For this task you must produce an information pack that could be given to new employees working in the travel and tourism sector for the first time. In your pack you must:

- a. Describe the travel and tourism component industries and provide examples of domestic, inbound and outbound organisations within them (P1). You must describe all of the travel and tourism component industries and identify one named organisation within each. You must make sure that you cover all three types of tourism – domestic, inbound and outbound – across all the named organisations that you select. You should also include a short definition of the three types of tourism in your information pack.
- b. Describe the roles of different travel and tourism organisations (P2). You must select three organisations, each from a different component industry, to complete this task. At least one should be a medium to large organisation. Your descriptions should be comprehensive, covering all the key roles of the organisations, summarised in your own words.
- c. Review the different types of interrelationships and provide examples (P3). You must describe the different types of interrelationships found in travel and tourism – chains of distribution, integration and interdependencies – using diagrams with relevant and up-to-date examples of each aspect of interrelation.
- d. Explain the roles of different organisations within travel and tourism component industries and how they interrelate (M1). You must select a minimum of two organisations, preferably each in a different component industry, e.g. accommodation and attractions. At least one must be a medium to large organisation. Explanations must be detailed and show a progression in understanding from the more basic description at pass level.
- e. Analyse the importance of interrelationships within one travel and tourism organisation (D1). Your work for this task must be analytical, exploring all aspects of interrelationships and analysing their importance to your chosen organisation and to the other organisations involved.

This task is designed to provide evidence for P1, P2, P3, M1 and D1.

Task 2

The Tourism Officer in your council is running a travel trade fair for local hoteliers, visitor attractions, activity centres, coach operators, etc. He would like you to research and make

Answers to Test Questions in the Textbook

(With page references for more information in the accompanying textbook)

1. What are the 3 main types of tourism?

Answer: Domestic tourism, inbound/incoming tourism, outbound tourism (see page 3).

2. How has the growth in the use of the internet affected the travel and tourism sector?

Answer: The internet has revolutionised the way that people get information on tourist destinations and travel services, from the availability and prices for package holidays to booking flights online and finding out what events are available in tourist destinations. The internet is fast, convenient and cheap to use (see page 43).

3. List 3 key organisational aims of a travel and tourism company.

Answer: (1) To make a profit; (2) To maximise sales revenue; (3) To increase market share (see page 34).

4. Give 3 examples of leisure tourism and 3 examples of business tourism.

Answer: Examples of leisure tourism include a two-week package holiday to Spain, a weekend break in a country house hotel and a short break at Butlin's in Minehead. Examples of business tourism include a business woman taking a trip to a sales meeting in Edinburgh, a group of travel agents on an educational tour of Greece and a lawyer attending a conference in Brussels (see page 5).

5. How are call centres changing the way that holidays and other travel products are sold?

Answer: Call centres are used by tour operators, travel agents and airlines to centralise their sales operations, thereby reducing staff costs and other overheads. Customers are directed to the call centres via advertising, websites and travel channels on TV (see page 24).

6. What is 'vertical integration'?

Answer: Vertical integration describes a process in which companies at different levels of the distribution chain are linked in some way to gain competitive advantage, e.g. a tour operator owning its own travel agencies and airline (see page 37).

7. What is the difference between a travel agent and a tour operator?

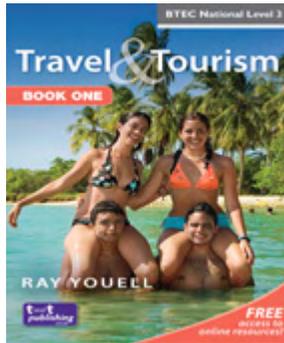
Answer: A travel agent is a 'retailer' who sells holidays and other travel services, whereas a tour operator is a 'wholesaler' who assembles the various parts of a holiday and sells the complete package through a travel agent or direct to the customer (see pages 20 and 23).

8. Name 3 members of AITO.

Answer: The following companies are members of AITO (the Association of Independent Tour Operators – ATG Oxford, Dragoman Overland and VFB Holidays (see pages 30-32).

9. What is an ATOL?

Answer: ATOL stands for Air Travel Organisers' Licence, issued by the Civil Aviation Authority (CAA) and required by any individual or organisation selling holidays or seats on charter flights. It is the UK's largest system of consumer protection for travellers (see page 32).



BTEC National Travel and Tourism

Unit 1 Investigating the Travel and Tourism Sector

Unit 1 Learning Outcomes

- Know the travel and tourism component industries and their organisations
- Understand the role of travel and tourism organisations and their interrelationships
- Know the developments that have shaped the present day travel and tourism sector
- Understand how trends and factors are currently affecting the travel and tourism sector



Icebreaker



1. Make a list of all the travel and tourism organisations that you can think of
2. Try and group them into similar industries, e.g. transport, attractions, accommodation, etc.
3. Think of ways in which some of the organisations work together
4. Have a go at coming up with your own definition of 'travel and tourism'
5. Make a list of the reasons why people travel in this country and go abroad
6. Write down who you think owns the travel and tourism organisations on your original list
7. Make a list of the jobs available in two of the organisations you have listed

What is 'travel and tourism'?

'...the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes' (World Tourism Organisation)

'Tourism is the temporary, short-term movement of people to destinations outside the places where they normally live and work, and activities during their stay at these destinations; it includes movement for all purposes, as well as day visits or excursions' (Tourism Society)

What is 'travel and tourism'?

Both definitions clearly show that people we think of as tourists are:

- *Away from their normal place of residence (although they will be returning home)*
- *On a visit that is temporary and short-term*
- *Engaged in activities which would normally be associated with travel and tourism*
- *Not necessarily staying away from home overnight; they may be on a day-trip or excursion*
- *Not always away from home for holiday purposes; they could be on business or visiting friends and relatives (VFR), but would still qualify as tourists*

Types of tourism

There are three main types of tourism:

- **Domestic tourism:** when people take holidays, short breaks and day trips in their own country, e.g. a family from Newcastle enjoying a two-week holiday in a farm guesthouse in Northern Ireland
- **Inbound/incoming tourism:** when people enter a country from their own country of origin or another country which is not their home, e.g. Monsieur and Madame du Pont from Paris sampling the delights of Glasgow as part of a driving tour of Scotland
- **Outbound tourism:** when people travel away from the country where they normally live, e.g. the family from Newcastle deciding to give Northern Ireland a miss this year and taking a week's holiday at Disneyland Paris instead

Textbook activity



Activity 1.1

Carry out a survey of the rest of your group to find out how many people took their last holiday abroad (outbound tourism) and what proportion stayed in the UK (domestic tourism). Draw a bar chart showing the results you collected. Ask the members of your group to tell you which components of the travel and tourism sector they used on their last holiday, naming specific companies.

This activity is designed to provide evidence for P1.

Why do people travel?



Fig 1.1 – Why people travel

Leisure tourism

HOLIDAYS	<ul style="list-style-type: none"> • A short break to Milan • A two-week family holiday to the Costa del Sol • A trip to a theme park in Orlando
HEALTH AND FITNESS	<ul style="list-style-type: none"> • A walking tour of the Andes • A cycling holiday in Spain • A tennis holiday in the Algarve
SPORT	<ul style="list-style-type: none"> • A weekend break to the Belgian Grand Prix in Spa • Visiting Barcelona to watch Newcastle play a match • A short break to the UK swimming championships in Sheffield
EDUCATION	<ul style="list-style-type: none"> • A French student taking an English language course in London • A weekend canoeing course in Wales • A week at an Open University summer school in Reading
CULTURE AND RELIGION	<ul style="list-style-type: none"> • A pilgrimage to Lourdes in the Pyrenees • A visit to Scotland to study Celtic music • A weekend exploring churches in Cornwall
SOCIAL AND SPIRITUAL	<ul style="list-style-type: none"> • A weekend reflexology course • A group of friends visiting Spain for the first time • A week-long meditation course in the Lake District

Fig 1.2 – Examples of leisure tourism

Business tourism

BUSINESS MEETINGS	<ul style="list-style-type: none">• A salesman attending a meeting in Brighton• Two Manchester-based company directors going to their annual general meeting in Belfast• A Member of the European Parliament travelling to Brussels for meetings with EU officials
EXHIBITIONS AND TRADE FAIRS	<ul style="list-style-type: none">• Travel agents visiting the World Travel Market in London• A tourist board officer attending the British Travel Trade Fair in Birmingham• A plastics buyer travelling to a trade fair in Copenhagen
CONFERENCES AND CONVENTIONS	<ul style="list-style-type: none">• Delegates attending a political party conference in Brighton• Double-glazing sales people travelling to their annual sales convention in Bristol• A group of lawyers attending a conference on EU law
INCENTIVE TRAVEL	<ul style="list-style-type: none">• A weekend golfing break at the Belfry for an employee who achieves top yearly sales for a company• A free holiday to Paris for a designer completing an important project on time for a client• Two weeks in the Caribbean for an employee who clinches a multi-million pound contract for a company

Fig 1.3 – Examples of business tourism

CD-ROM activity CD1.1

Investigates the differences between domestic, inbound and outbound tourism



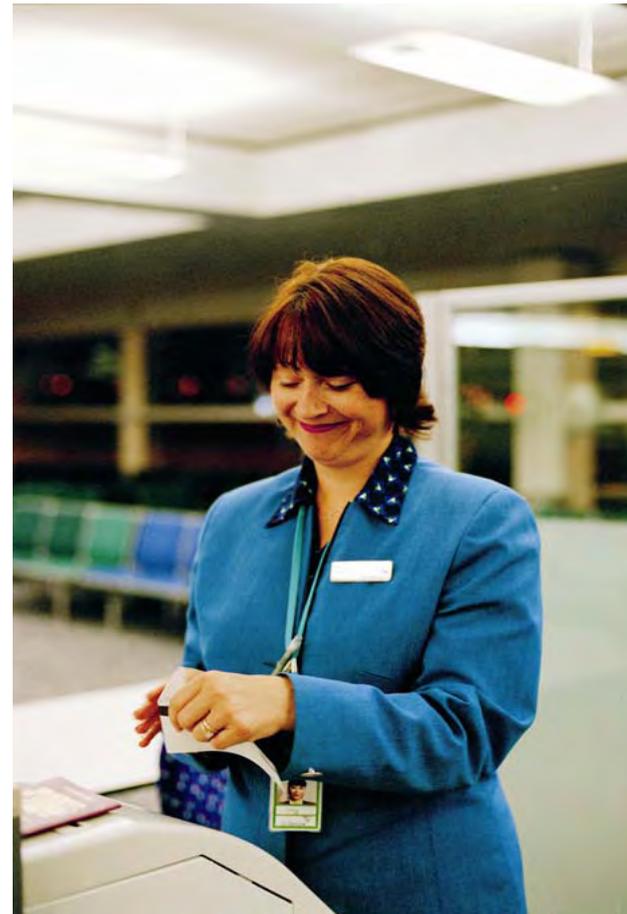
CD-ROM activity CD1.2

*Investigates
the different
types of leisure
tourism*



CD-ROM activity CD1.3

*Investigates
the different
types of
business
tourism*



Travel and tourism component industries

- Accommodation
- Transport
- Attractions
- Tour operations
- Travel agents
- Tourism development and promotion
- Trade associations and regulatory bodies
- Ancillary services

All of these components are provided by a large number of different businesses and public agencies working in tourism, which together make up the travel and tourism sector as shown in the following slide.

Travel and tourism component industries

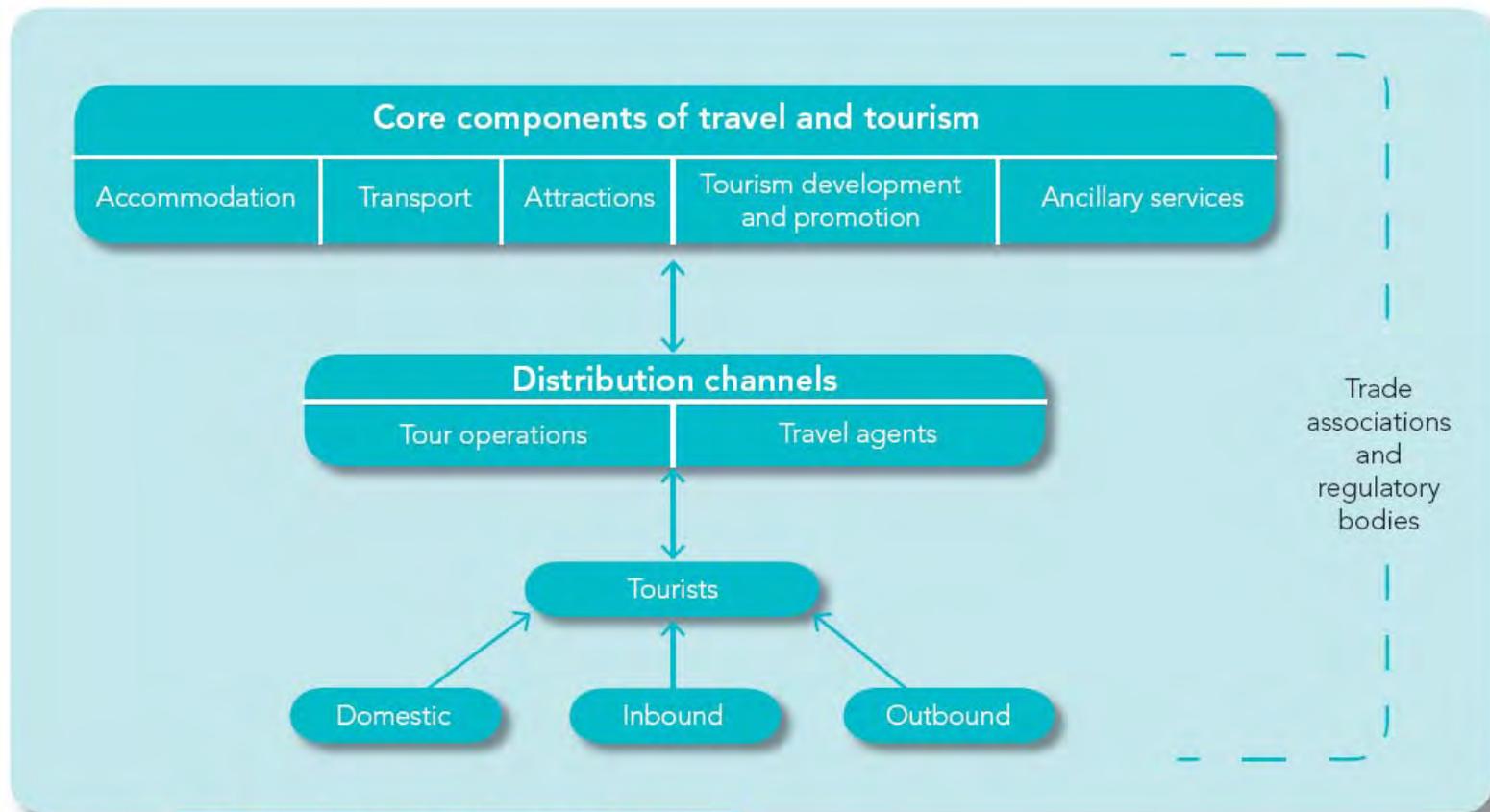


Fig 1.4 – Components of travel and tourism

Textbook activity



Activity 1.2

Working in a small team, carry out some research into which component industries of the travel and tourism sector are found in your local area, using the diagram in Figure 1.4 as your starting point. Describe the roles of the organisations represented and how they interrelate with other components of the travel and tourism sector, giving examples that include domestic, inbound and outbound tourism.

This activity is designed to provide evidence for P1, P2

Accommodation



Types of accommodation

- *Serviced* – when a service is provided along with an overnight stay, e.g. hotels, guesthouses, youth hostels, B & Bs, etc.
- *Non-serviced* – when tourists cater for themselves, e.g. cottages, camping, holiday centres and villages, caravanning, second homes, etc.

CD-ROM activity CD1.4

*Investigates
accommodation
providers in the
UK*



Transport



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