

Unit 1: Investigating the Travel and Tourism Sector

Unit code:	Y/600/9476
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit enables learners to develop their knowledge and understanding of the travel and tourism sector, its component industries, their role and the interrelationships within the sector. Learners will develop knowledge and understanding of how the sector has developed over the last 50 years, what it is today and how it is being affected by current trends and factors.

● Unit introduction

When we think of the term 'travel and tourism' different ideas spring to mind, such as holidays, excursions, flights and destinations and making sense of these and putting them into context is an important process in the study of travel and tourism. This unit enables learners to gain an overview of travel and tourism, and see how the different components of the travel and tourism sector link together. Tourists can be domestic, inbound or outbound, and for each one the components used vary according to their different requirements. Learners will gain an understanding of the interrelationships between the travel and tourism component industries and find out about the roles and responsibilities of organisations in terms of what products or services they provide.

Developments in the industry are important as they give learners an insight into how travel and tourism has changed over time. This includes changes to destinations and holiday products, as well as looking at transport developments and lifestyle changes. By investigating these developments from the 1960s to the present day, it will be possible to see how consumer demand, travel and tourism products and services, distribution methods and travel operations have all developed over the years.

Finally, it has to be recognised that travel and tourism is a vulnerable process which is affected by many pressures and influences. Learners will look at the more significant trends and factors that currently have a bearing on travel and tourism or are likely to affect the sector in the near future. Examples of trends and factors are given but learners are encouraged to explore others that may have some significance in the near future. Studying this unit will help learners to recognise that travel and tourism is exciting and dynamic and become motivated to further explore the sector and progress into employment or higher education.

● Learning outcomes

On completion of this unit a learner 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.

Unit content

1 Know the travel and tourism component industries and their organisations

Types of tourism: domestic; inbound; outbound

Travel and tourism component industries: accommodation (serviced, non-serviced); transport provision (road, rail, sea, air); attractions (natural, heritage, purpose-built, events); tour operations (mass market, specialist); travel agents (retail, business, call centre, web-based); tourism development and promotion eg tourist boards; trade associations and regulatory bodies eg Association of Independent Tour Operators; ancillary services eg insurance

Travel and tourism organisations: those within each of the component industries eg TUI Travel – an integrated tour operator, British Airways – a scheduled airline, Virgin Trains – a rail operator

2 Understand the role of travel and tourism organisations and their interrelationships

Roles: to meet key organisational aims eg to make profit, maximise sales revenue, increase market share, ensure compliance with regulations; to provide products and services (to other organisations, for the industry, for customers) eg to put together packages, provide accommodation, provide scheduled flights, provide sea transport, sell leisure travel products, sell business travel products, promote tourism within the UK, provide services to tourists to the UK; to be responsible to stakeholders eg shareholders, customers, members; to be environmentally and ethically responsible; to contribute to international and UK economies eg GDP, balance of payments, employment

Interrelationships: chains of distribution; integration; interdependencies

3 Know the developments that have shaped the present day travel and tourism sector

Key developments from the 1960s to the present day: eg legislation, product development, destination development, technological development, transport development, lifestyle changes, working patterns

Present day travel and tourism sector: eg products and services, business operations, consumer demand, types of organisations, competition, numbers employed in travel and tourism industry, contribution to countries' gross domestic product (GDP)

4 Understand how trends and factors are currently affecting the travel and tourism sector

Trends: recent and current eg increased frequency of holidays, holiday home ownership, greater flexibility (of booking, of products), more independent travellers, greater opportunity for adventure and alternative destinations, decline in incoming and outgoing passenger numbers, lower spending of UK tourists in Euro destinations, growth and expansion of regional airports, withdrawal of some destinations by low-cost airlines

Factors: recent and current eg natural disasters, health warnings, epidemics and pandemics, terrorism, environmental issues, cost of travel, world recession, currency exchange rates, decline in sales, technological developments, transport developments; future eg economic growth, increasing sales, technological advancement, environmental concerns

Effects: on the present day travel and tourism sector across the component industries eg transport, accommodation, tour operations, retail and business travel; on destinations eg decline in visitor numbers, reduction in planned developments; on current developments eg super aircraft, super ships, expanded rail links, airport expansion (major and regional), new destinations, low-cost airlines, tour operators, accommodation providers; on the economic stability eg UK, other countries worldwide

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe the travel and tourism component industries and provide examples of domestic, inbound and outbound organisations within them</p>	<p>M1 explain the roles of different organisations within the travel and tourism component industries and how they interrelate</p>	<p>D1 analyse the importance of interrelationships within one travel and tourism organisation</p>
<p>P2 describe the roles of different travel and tourism organisations</p>		
<p>P3 review the different types of interrelationships and provide examples</p>		
<p>P4 summarise key developments (from the 1960s onwards) that have shaped the present day travel and tourism sector</p>	<p>M2 explain how developments, trends and factors are currently having a significant effect on the travel and tourism sector.</p>	<p>D2 analyse how travel and tourism organisations are responding to changing trends and factors.</p>
<p>P5 review the trends and factors that are currently affecting the travel and tourism sector [CT 1].</p>		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators

Essential guidance for tutors

Delivery

This unit sets the scene for the study of travel and tourism within BTEC Nationals. Some learners may already have a good understanding of travel and tourism through study at Level 2, but for others this may be completely new. Learning outcome 1 therefore, is about investigating the travel and tourism component industries that make up the travel and tourism sector.

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 learners. Initial activities could focus on recent holiday experiences within the group, enabling learners to recognise the different components that are required by different tourists and identifying the different organisations that provide these components. Obvious examples would be the different travel agents and tour operators for domestic, inbound and outbound tourists. Learners who have already covered this at GCSE or in the BTEC Firsts should see this as an opportunity to reinforce knowledge of this area.

Learners should appreciate the importance of tourism to both national and international economies in terms of gross domestic product (GDP), balance of payments and employment.

At a reasonably early point in the delivery of the unit, learners need to get to know about the component industries and the different organisations within them in order to develop the level of knowledge required to meet PI. Learners may already be familiar with different organisations, from previous study or personal experience. Guest speakers, visits and scrutiny of the trade press would be useful for this outcome.

Investigating the role of the different types of organisations including their key organisational aims and their products and services will lead naturally towards understanding the concepts of interrelationships including chains of distribution, integration and interdependencies. Starting with chains of distribution, tutors could begin by introducing the principles (eg accommodation providers, airlines) and show how consumers often purchase products through intermediaries (tour operators, travel agents). Horizontal and vertical integration should be covered. Learners need to recognise how the travel industry has evolved and how certain main players now dominate the travel scene. Textbooks often give a basic introduction which could be followed by learners' independent research into specific examples. It must be remembered that textbooks are often out of date because travel and tourism is a dynamic sector and organisations within this sector are vulnerable to economic and political changes; this results in mergers and take-overs and companies ceasing to trade. Responding to change can also affect the way organisations operate and the products and services that are provided within the sector. It is essential that tutors and learners regularly read the travel press.

Visits to organisations in different component industries can help learners to understand their key roles and functions and appreciate their interrelationships. Learners could work in small groups to investigate specific organisations and present their findings to the rest of the class for discussion. Alternatively, guest speakers from organisations within different component industries may be invited to present information about their organisations and answer learners' questions.

Twentieth-century developments should be given a starting point in the 1960s. Attention should centre on the growth of the package holiday and on destinations which developed as a direct result of inclusive travel, such as Majorca. There are a number of DVDs and documentaries about this era, as well as tourism textbooks. Learners could also search newspaper archives for stories reflecting the experiences of those taking package holidays in the 1960s and 1970s. Learners will find it beneficial if all the examples within the content are covered. Learners will discover, for example, how lifestyle changes in particular have affected travel and tourism due to more disposable income and changes in family structures and working patterns. In terms of the 'present day', the current year or the time representing the end date of the learner's study would be applicable.

The final learning outcome requires learners to understand how travel and tourism is subject to trends and vulnerable to factors both national and global. It could be used to develop research and investigative skills. Learners could focus on recent events (within the last five years), such as natural disasters or fashions and trends, and discuss how they are currently affecting the present day travel and tourism sector in terms of the component industries, new destinations and current developments. Learners should analyse the current situation and investigate how organisations are responding to these changing trends and factors. It should be noted that this final learning outcome is about understanding, so discussions, analysis of documents etc may be a useful way of developing learners' understanding.

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.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit including domestic, inbound and outbound tourism and the motivation to travel Classroom activity to categorise different types of scenarios into domestic, inbound and outbound tourism examples
Introduction to the component industries within the travel and tourism sector covering: accommodation (serviced, non-serviced); transport provision (road, rail, sea, air); attractions (natural, heritage, purpose-built, events); tour operations (mass market, specialist); travel agents (retail, business, call centre, web-based); tourism development and promotion, eg tourist boards; trade associations and regulatory bodies, eg Association of Independent Tour Operators; ancillary services, eg insurance Classroom investigation to identify one or more organisations within each of the component industries listed above
Preparation for assessment Assignment 1: Introduction to the Travel and Tourism Sector (P1) Feedback on assessment
Classroom discussions on the roles of organisations within the travel and tourism sector covering: key organisational aims; to provide products and services (to other organisations, for the industry, for customers); to be responsible to stakeholders; to be environmentally and ethically responsible; to contribute to international and UK economies Classroom research into one organisation
Preparation for assessment Assignment 1: Introduction to the Travel and Tourism Sector (P2) Feedback on assessment
Explanation of interrelationships including: chains of distribution, integration and interdependencies Classroom activity to identify all types of interrelationships within a number of selected organisations
Preparation for assessment Assignment 1: Introduction to the Travel and Tourism Sector (P3) Feedback on assessment
Classroom discussions and investigations, using real case studies, into how interrelationships affect organisations within the travel and tourism sector, identifying and analysing examples of the different types A visit to an organisation would be beneficial or a visiting speaker
Preparation for assessment Assignment 1: Introduction to the Travel and Tourism Sector (M1, D1) Feedback on assessment
Classroom investigation and discussion about how the travel and tourism sector developed from the 1960s to the present day, identifying the key developments Classroom activity: the group to identify the key developments and produce a timeline to be displayed around a classroom wall

Topic and suggested assignments/activities and/assessment

Preparation for assessment

Assignment 2: Travel and Tourism – the last 50 years (P4)

Feedback on assessment

Classroom activity to identify the trends and factors that are currently affecting the present day travel and tourism industry, using travel trade newspapers, the internet and video clips from television news programmes

Preparation for assessment

Assignment 3: Travel and Tourism Today (P5)

Feedback on assessment

Classroom investigation and discussion about how certain trends and factors are significantly affecting the current travel and tourism sector and how selected organisations are responding to them

Small-group activity to select one trend or factor and undertake research

Preparation for assessment

Assignment 3: Travel and Tourism Today (M2, D2)

Feedback on assessment and unit review

Assessment

A variety of assessment methods could be used, including presentations, practical activities and displays, as well as the more formal written assignment approach. It is recommended that more than one method is used to cater for the different learning styles within a group.

The assessment criteria shown in the assessment and grading grid can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1, P2, P3, M1 and D1 – although P1 can be assessed on its own; P4, P5, M2 and D2 – although P4 can be assessed separately. Where possible, learners should be encouraged and given the opportunity to meet the relevant higher grading opportunities at the same time as they attempt the appropriate pass criteria.

Group activities may lend themselves to certain themes or assessments but it is essential that all learners keep a portfolio of their own work and have evidence of individually covering all the criteria for which they are credited.

This unit sets the scene for all other units in the qualification. The correct terminology to be used is the travel and tourism sector, with travel and tourism organisations operating within the sector being categorised into component industries, eg tour operations, retail travel, transport providers, accommodation.

P1 – P2 – P3 – M1 – D1

For P1, learners need to describe all of the travel and tourism component industries and identify one named organisation within each. Learners should ensure that they include all the items in brackets, eg transport provision (road, rail, sea, air). Learners should demonstrate knowledge of the nature of domestic, inbound and outbound tourism by ensuring that across all the named organisations they have included all three types of tourism. It is required that learners include a short definition of the different types of tourism within their evidence for P1. The examples they select, such as a named tour operator or a named travel agent, will need to be appropriate. Note that the criterion requires learners to 'describe' each of the component industries and 'identify' the organisations within them. Methods of assessment could involve learners in putting on a travel trade fair, making presentations, producing displays or an information file. It is not necessary to provide examples of each type of tourism for each of the component industries; it is sufficient to provide examples of each type of tourism across all the component industries.

Within P2, roles should be covered according to the unit content: to meet key organisational aims, to provide products and services, to be responsible to stakeholders, to be environmentally and ethically responsible, to contribute to international and UK economies.

Learners should select three organisations each from a different component industry. At least one of these should be a medium to large organisation to enable learners to fully cover the range within the content. Descriptions should be comprehensive, covering all of the key roles of the organisations, summarised in the learner's own words.

For P3, learners need to review the different types of interrelationships, ie chains of distribution (how travel products are distributed through the levels), integration (including both horizontal and vertical) and interdependencies (how different organisations rely on each other, eg a tour operator has to contract rooms from a hotel). Learners can use a variety of diagrams to illustrate their review and should include relevant and up-to-date examples of each aspect of interrelation.

To meet M1, the learner should select a minimum of two organisations, preferably each in a different component industry. The explanation needs to be detailed, showing a progression in understanding from the more basic description at pass level. Examples should be carefully selected for their relevance and in particular to provide sufficient coverage of all items in the range for roles and interrelationships; to do this it is expected that at least one of the organisations would be a medium to large company. Care should be taken if selecting one of the large integrated multinational companies, eg TUI Travel Group, as these organisations are complex. If learners select a large multinational company they should focus their evidence on the UK part of the company.

For D1, learners can select one organisation. The work has to be analytical and it is important that the selected organisation will provide sufficient coverage of all aspects of interrelationships. For example, a large tour operator could have complex chains of distribution that may involve many levels, ie sales directly to the customer through their own call centres, via their own website, sales indirectly to customers via high street retail agents, via web-based agents. The tour operator may be integrated horizontally and vertically and they will have certain interdependencies such as retail travel agents, principals (flights and accommodation) and excursion providers. Learners will need to explore all these aspects of interrelationship and analyse their importance to the selected organisation and to the other organisations involved.

P4 – P5 – M2 – D2

To achieve P4, learners should summarise at least 10 developments. It is important that learners do not simply create a historical account. All developments used for assessment should have had, or should continue to have, a significant effect on the industry today. Note: these developments do not include singular 'events' such as specific acts of terrorism or natural disasters – these are factors not developments.

For P5, learners should review the trends and factors that are currently affecting the travel and tourism sector. At least three of each should be reviewed. These should be of significance to what is happening in the travel and tourism sector today and should not be related to trends and factors that were significant more than five years ago. For example, learners could select the weak pound against the Euro as a factor linked to a decrease in travel to Europe as a trend, recent scares in relation to pandemics as a factor, the increase in independent bookings of flights and holidays as a trend. Note that for P5 learners should describe the trends and factors that are currently affecting the travel and tourism sector; how they are affecting the sector will be assessed within M2.

For M2, learners should demonstrate that they are able to identify recent and current developments, trends and factors that are having a significant effect on the travel and tourism sector and explain how and why this is happening. For example, in 2009, the weak pound against the Euro proved to be expensive for people holidaying in the Euro Zone and encouraged UK tourists to holiday at home or in other parts of the world where the pound was stronger. This in turn had an effect on passenger numbers into Europe and had a negative impact on some low cost carriers. The work for M2 must be up to date and will change year on year during the life of this qualification. Learners must demonstrate that they are able to link recent and current developments, trends and factors to what is happening in the sector today and provide clear explanations with justification that should include supporting statistics.

For D2, learners are required to analyse how travel and tourism organisations are responding to changing trends and factors. Learners should select two organisations from the travel and tourism component industries and analyse how changes have impacted on their operations and how effectively they have responded. For example, there has been a decline in sales for both air travel and package holidays with increased interest in the domestic tourism market, and many UK seaside destinations have tried to rebrand themselves in order to attract this new interest. Some tour operators have created domestic packages. Some low-cost airlines have withdrawn less popular routes and have created some interesting price strategies to attract customers, eg the £1 flight. The evaluations should be detailed and supported with factual and statistical evidence and illustrated with examples.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3 M1 D1	Assignment 1: Introduction to the Travel and Tourism Sector	Working in a travel and tourism organisation, you are to design an induction session for new employees	A series of posters and leaflets An information pack A presentation
P4	Assignment 2: Travel and Tourism – the last 50 years	Working in a travel and tourism organisation, you are to design an induction pack for new employees	A series of posters and leaflets
P5 M2, D2	Assignment 3: Travel and Tourism Today	Working for a travel newspaper, you are to write an article (or give a presentation) about the travel and tourism sector today	An article An article or a presentation

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC travel and tourism sector suite. This unit has particular links with:

Level 2	Level 3
The UK Travel and Tourism Sector	The Business of Travel and Tourism
Development of the UK Travel and Tourism Sector	

Essential resources

For this unit learners need access to the internet and access to a wide range of published material including the travel trade press, national newspapers and travel and tourism textbooks. Learners should have access to the TTG Directory.

Employer engagement and vocational contexts

It is highly recommended that learners investigate and, where possible, visit a number of travel and tourism organisations from different component industries in order to appreciate the range and to understand their roles and inter-relationships. For the purposes of assessment it would be very beneficial for learners to form links with at least two organisations so that they can fully investigate roles and inter-relationships. For learning outcome 4, it would be beneficial for learners to discuss how factors and trends are currently affecting the travel and tourism sector with those who are involved in the sector, for example, local travel agents, local tour operators, local airports and airlines.

Indicative reading for learners

Textbooks

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 1* (Pearson 2010) ISBN 9781846907272

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 2* (Pearson 2010) ISBN 9781846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson 2010) ISBN 9781846907296

Holloway C – *The Business of Tourism, Seventh Edition* (FT Prentice Hall, 2006) ISBN 0273701614

James E, Thirlaway J and Woodhouse U – *BTEC National in Travel and Tourism* (Hodder Education, 2007) ISBN 9780340945735

Journals

Travel Trade Gazette

Travel Weekly

Websites

Learners should access the websites of organisations within the different component industries as listed in the content. There are numerous examples, some are provided below:

Accommodation – non-serviced	www.haven.com
Accommodation – serviced	www.bestwestern.co.uk
Ancillary services	www.avis.co.uk
Attractions – events	www.ascot.co.uk
Attractions – heritage	www.yorkminster.org
Attractions – natural	www.thenewforest.co.uk
Attractions – purpose built	www.edenproject.com
Tour operations – mass market	www.firstchoice.co.uk
	www.cosmos-holidays.co.uk
Tour operations – specialist	www.espritski.co.uk
Tourism development and promotion	www.visitbritain.co.uk
Trade associations and regulatory bodies	www.abta.com
	www.fto.co.uk
Transport provision – air	www.britishairways.com
	www.ryanair.com
Transport provision – rail	www.southwesttrains.co.uk
Transport provision – road	www.nationalexpress.com
Transport provision – sea	www.poferries.com
	www.royalcaribbean.com
Travel agents – business	www.tdtravelgroup.com
Travel agents – call centre	www.monstertravel.co.uk
Travel agents – retail	www.co-operativetravel.co.uk
Travel agents – web-based	www.expedia.com

There are numerous websites that will provide information on the history and development of travel and tourism including:

www.bized.co.uk

www.bbc.co.uk

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	exploring ideas about the trends and factors that are currently affecting the travel and tourism sector [CT 1]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	exploring the travel and tourism component industries
Self-managers	managing the assessment of the unit

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	exploring the travel and tourism component industries and providing examples of domestic, inbound and outbound organisations within them
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning the assignment
Manage information storage to enable efficient retrieval	exploring the travel and tourism component industries and providing examples of domestic, inbound and outbound organisations within them
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	exploring the travel and tourism component industries
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring the travel and tourism component industries and providing examples of domestic, inbound and outbound organisations within them
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	presenting information about the travel and tourism component industries
Bring together information to suit content and purpose	presenting information about the travel and tourism component industries
Present information in ways that are fit for purpose and audience	presenting information about the travel and tourism component industries
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the travel and tourism component industries

Skill	When learners are ...
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	exploring the travel and tourism component industries
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	presenting information about the travel and tourism component industries