

Unit 12: Responsible Tourism

Unit code:	M/600/9497
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

In this unit learners will explore the fragile nature of tourism and develop knowledge of the effect that tourism development and activity can have on host environments. Learners will develop their understanding of how tourism can be managed by different agents to create lasting benefits for communities and environments, and they will use their knowledge and understanding when planning responsible holidays.

● Unit introduction

This unit seeks to give learners an understanding of the fragile nature of tourism and enables them to appreciate how important the planning and management of tourism is if it is to remain the world's number one industry.

Learners will have the opportunity to learn about the positive and negative impacts of tourism in a variety of situations and destinations. Where the impacts are positive, learners will be able to appreciate the importance and value that responsible development can bring.

Learners will gain knowledge of those actively engaged in development and will have the opportunity to strengthen research skills by examining current or recent developments of their choice. The roles and objectives of the different agents of tourism development are varied and learners will see how the private, public and voluntary sectors all play a different part in development in destinations.

Learners will have the opportunity to examine strategies used to manage responsible tourism in a range of destinations, and will be able to use their knowledge and understanding to plan a holiday that embraces principles of responsible tourism. They will be able to consider the principles of responsible tourism and use this knowledge to select suitable holiday arrangements that meet the needs of a specific client group.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know positive and negative impacts of tourism on destinations
- 2 Understand roles and objectives of agents of tourism development
- 3 Understand strategies used to manage responsible tourism in destinations
- 4 Be able to plan holidays incorporating principles of responsible tourism.

Unit content

1 Know positive and negative impacts of tourism on destinations

Economic impact: positive eg increased domestic income and foreign currency earnings, economic multiplier effect, increased employment (direct and indirect), improved infrastructure; negative eg leakage, decline of traditional employment, seasonal unemployment, increased living costs

Environmental impact: positive eg environmental education, conservation of natural and built environment, regeneration of derelict areas; negative eg congestion, pollution (air, water, noise, visual), erosion of resources, loss of habitat

Socio-cultural impact: positive eg provision of community facilities and public services, improved standards of living, preservation of customs and crafts, revival of festivals and ceremonies, cultural education; negative eg crime, sex tourism, conflict, displacement, loss of cultural identity, staged authenticity

Destinations: town or city; countryside; seaside; more economically developed world (MEDW); less economically developed world (LEDW)

2 Understand roles and objectives of agents of tourism development

Private sector agents: eg landowners, property developers, travel and tourism organisations, entertainment companies

Public sector agents: eg national governments, local authorities, national and regional tourist boards, regional development agencies (RDA), conservation organisations

Voluntary sector agents: eg registered charities, community groups, pressure groups

Roles: eg provision of travel and tourism resources, products and services, provision of finance, facilitation, marketing, conservation, protection

Political objectives: eg enhance the image of an area, create a regional or national identity

Economic objectives: employment creation, revenue generation eg foreign currency earnings, economic regeneration

Environmental objectives: eg habitat and heritage preservation, environmental education, regeneration

Socio-cultural objectives: eg development of community facilities, promotion of cultural understanding, maintaining traditions or beliefs

3 Understand strategies used to manage responsible tourism in destinations

Strategies to maximise positive impacts: eg retention of visitor spending, widening access to facilities, community projects, employment and training of locals, education

Strategies to minimise negative impacts: eg visitor and traffic management, planning control, implementing changes as a result of environmental impact assessments, sustainable tourism policies

Destinations: town or city; countryside; seaside; more economically developed world (MEDW); less economically developed world (LEDW)

4 Be able to plan holidays incorporating principles of responsible tourism

Holiday: transport options eg air, rail, coach, self drive; accommodation; attractions; activities

Client brief: profile eg group size, ages; needs eg motivators, preferences, time limit, budget

Principles of responsible tourism: eg minimise negative economic, environmental and/or socio-cultural impacts, create economic benefits for locals and improve their quality of life, promote conservation of natural and cultural heritage, promote respect between visitors and local people

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:
P1 describe economic, environmental and sociocultural impacts of tourism on destinations		
P2 compare roles and objectives of different agents of tourism development	M1 explain the consequences of differing roles and objectives of tourism development agents in a selected destination	D1 recommend solutions to conflicting interests between different agents of tourism development
P3 examine strategies used to manage responsible tourism in destinations	M2 assess the effectiveness of strategies used to manage responsible tourism in a selected destination	D2 suggest improvements to strategies used to manage responsible tourism in a selected destination.
P4 plan a holiday incorporating principles of responsible tourism to meet a specific client brief [CT 1, CT 2, CT 3, CT 4, CT 5, CT 6].	M3 justify the extent to which the planned holiday meets specific principles of responsible tourism.	

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

A very useful starting point for learning about responsible tourism is to encourage learners to ask themselves 'Why bother?' There is a very useful interactive world map on Tourism Concern website called 'The issues explained'. This allows learners to examine the worldwide spread of issues and problems and gets them thinking about issues that they may not previously have considered. It would be useful to allow learners to work through this guide and then attempt to classify the issues in terms of impacts.

There is a wealth of information available in the media about responsible tourism and current developments, and from the beginning learners should be asked to collect examples and bring them to class for discussion or further research; also to create an ongoing display that can be referred to at appropriate points in the unit. Useful and current updates and articles can be obtained if learners are encouraged to sign up with TravelMole 'Vision on Sustainable Tourism' to obtain email alerts.

To enable learners to gather sufficient examples it would be useful to centre much of the delivery on specific case studies, as well as organising group activities within the classroom whereby different groups are expected to research specific information focusing on certain destinations. This information can then be shared.

Current or recent case studies could be used to illustrate the concept of roles and objectives of different agents, and learners need to have the opportunity to reinforce their prior learning about different sectors. Learning games could be used to reinforce this, such as 'Who am I?' where learners are labelled as different organisations and have to ask questions about their sector and role to work out who they are. There are some educational resources available via Merseywise, The Mersey Partnership and The Newcastle Gateshead Initiative.

To assist learners to understand the potential for and solutions to conflict it would be helpful to run public meetings for a fictitious or real scenario where learners are given roles to play and they are expected to negotiate and compromise. It would also be helpful to focus on destinations where severe conflict has taken place. There is some very useful information available across a range of websites about Bimini Bay Resort in the Bahamas. Some television programmes can provide useful, real-life scenarios; an example is Channel 4's 'Unreported World' which often shows severe situations that can be very thought-provoking. One example is the displacement taking place in Cambodia to make way for tourism development. There is also a wide range of DVD materials available which are very effective for bringing the issues to life.

Delivery of strategies used to manage responsible tourism in destinations should be supported by extensive use of examples of good practice. It is also very helpful to make full use of guest speakers on this topic; from local authorities, development agents or destinations. There should also be plenty of material available in newspapers and magazines to assist with this topic. The Travel Foundation has a very useful website that gives information about work going on across a wide range of destinations. It would be a good idea to encourage learners to research and produce destination profiles to help them to build up a bank of examples across the range of destinations. This should assist them with assessment requirements for learning outcome three. It would also be helpful to subscribe to Tourism Concern as the quarterly magazine contains plenty of current case studies, issues and campaigns. To assist with M3/D2 it would be helpful to consider debates about issues such as 'Greenwashing' and there are plenty of media articles available online.

For holiday planning there are many useful websites such as responsibletravel.com where learners can look at exemplar holidays and it would be useful to hold class discussions about the extent to which each holiday really is responsible. They can explore key differences between theory and practice and weigh up the pros and cons of individual scenarios. Activities such as this can help learners to consider the delicate balance and compromise needed in responsible tourism situations.

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 unit What is responsible tourism? Learners to define individually, or in pairs, ideas about what is responsible tourism and reach group consensus Learners research range of terminology associated with responsible tourism Learners given suggested definitions and discuss difficulties and overlaps between definitions Why bother? Learners to work through interactive world map available on www.tourismconcern.org.uk and examine issues and categorise in terms of impacts
Introduction to Assignment 1 briefing and deadlines Overview of the impacts of tourism Sharing initial perceptions of positive and negative aspects of tourism Discussion on positive and negative aspects of tourism Tutor review of overall classification of positive and negative economic, environmental and socio-cultural impacts Case study to categorise impacts Visual images from internet for learners to categorise
Economic impacts: Tutor introduces key positive and negative economic aspects of tourism Use of key case studies from MEDW and LEDW to be used to examine impacts and start display in classroom
Environmental impacts: Tutor introduces key positive and negative environmental aspects of tourism Key case studies from MEDW and LEDW to be used to support learning Learners to examine different destinations from the range and produce labelled charts to indicate impacts Share all findings with rest of group
Assignment task: continue research and examination of impacts across chosen destinations and begin to produce booklet for assignment
Sociocultural impacts: Tutor introduces key positive and negative socio-cultural aspects of tourism Key case studies from MEDW and LEDW to be used to produce posters
Positive and negative impacts: DVD featuring specific destination to consolidate prior learning – questions and discussion
Assignment 1: All Going On! – to describe impacts of tourism (P1) Providing feedback on assessment
Assignment 2 briefing and deadlines Identification of organisations involved in tourism development Case studies to draw out the different organisations involved Re-cap of sectors; learners to produce matrix of roles of different agents

Topic and suggested assignments/activities and/assessment

Internet research of a tourism development to identify the different organisations involved

Compare findings from different case studies

View local, regional, national promotional material and/or newspaper articles of new developments

Different objectives

Introduction to the concept of tourism development objectives – economic, environmental, sociocultural and political objectives

Learners to create their own objectives for fictitious scenarios and own tourism development ideas

Internet research to find examples of tourism development objectives, eg national government tourism policies. In groups, split these up according to the four categories

Tutor slideshow of conflict situation between agents of tourism development, highlighting different roles and objectives

Discussion on possible solutions to conflicts in given situation

Individual research and progress on PowerPoint for Assignment 2

Resolving conflicts between agents of tourism development

Learners share initial ideas about how conflicts can be resolved

Teacher introduces idea of partnerships, joint meetings and working together, focusing on specific partnership

Public meeting role plays based on specific scenario and individual roles across all sectors. Meeting to negotiate and compromise in groups

Guest speaker to present real scenarios and solutions

DVD with questions and discussion to highlight specific situation

Assignment 2: Talk, Talk! – presentation on roles and objectives of agents of responsible tourism (P2, M1, D1)

Providing feedback on assessment

Assignment 3 briefing and deadlines

Tutor introduction agents of tourism development – review examples

Tutor introduces the ways of maximising positive impacts – examination of how destinations have maximised the positive impacts of tourism

Use of case study material from newspaper articles, travel magazines which have examples of effective strategies for managing the impacts of tourism

Tutor introduces ways of minimising negative impacts

Examination of different examples of how destinations have minimised the negative impacts of tourism

DVD on specific destination and how the impacts are managed – questions and discussion

Paired research activities and destination matrix to investigate range of destinations

Guest speaker from specific destination/organisation to explain strategies used

Visit to assess use of existing strategies at specific organisation/destination. Planned talk and use of learner questionnaires

Debrief and discussion to examine solutions

Assignment 3: Sustain it! – display and article on strategies to manage responsible tourism (P3, M2, D2)

Feedback on assessment

Topic and suggested assignments/activities and/assessment

Assignment 4 briefing and deadlines

Class discussion based on learner holiday experiences. Examination and assessment of the extent to which the holidays were responsible. Examination of principles. Paired activity to place components

Examination of different transport options – learners to produce table of facts and figures about the benefits and drawbacks of different transport options

Slideshow of accommodation choices – assessment of responsible features

Paired activity – use of attractions leaflets and websites to examine responsible policies and strategies

Group work – focus on tourism activities available across destinations and types. Feedback to class

Needs and motivators – paired activity using different client briefs and adapting holiday arrangements – link to principles

Assignment 4: On the Move! – planning a responsible holiday – producing holiday brief for magazine feature (P4, M3)

Feedback on assessment and unit review

Assessment

The assessment criteria 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, M1 and D1 ; P3, M2 and D2; P4 and M3. Where possible learners should be encouraged and given the opportunity to achieve the relevant higher grades at the same time as they attempt the appropriate pass criteria.

Centres should design their assessment strategies to meet a range of individual needs and the local work environment. Assessment should encourage the learners to apply knowledge gained from this unit and reflect on understanding gained from other units.

P1

For P1, learners must describe the positive and negative economic, environmental, and sociocultural impacts of tourism. They must give examples from destinations including towns or cities, countryside areas and seaside resorts. They must also feature examples from destinations in the less economically developed world (LEDW) and the more economically developed world (MEDW). These definitions are contentious and subject to a variety of factors, therefore it is recommended that tutors offer guidance to learners in terms of notes published by United Nations:

'In common practice, Japan in Asia, Canada and the United States in northern America, Australia and New Zealand in Oceania, and Europe are considered 'developed' regions or areas. In international trade statistics, the Southern African Customs Union is also treated as a developed region and Israel as a developed country; countries emerging from the former Yugoslavia are treated as developing countries; and countries of eastern Europe are not included under either developed or developing regions.'

Furthermore, Hong Kong, Singapore, South Korea and Taiwan are considered 'developed' and Cyprus, Israel, Malta and Slovenia are considered 'newly developed countries'.

At least three positive and three negative examples should be described within each type of impact (ie economic, environmental and sociocultural). It is expected that a variety of tourism activities and developments are considered, such as cruising, ski, special interest activities as well as regeneration developments as appropriate to the destination. A typical description of a negative impact might be that congestion is a negative environmental impact of tourism and popular destinations become overcrowded with visitors and vehicles at peak times. Too many visitors travelling by car can cause a heavy build up of traffic and parking problems, even on grass verges and roadsides. Congestion is also caused by too many visitors and overcrowded attractions can spoil the experience for everyone as well as causing other environmental problems. An example of this impact can be seen in Malham in The Yorkshire Dales National Park when car parks overflow and visitors park their cars along roadsides in the scenic countryside. The area itself also gets very busy and the peace of the countryside is spoiled.

A variety of assessment techniques may be used but the information given about the impacts must be clearly descriptive.

P2 – M1 – D1

For P2, learners are expected to provide a comparison of the roles and objectives of different agents. They must demonstrate knowledge of the different agents by giving at least three examples from all three sectors, supported by information about their different roles within tourism development. They may wish to focus on specific developments but this is not essential as they may choose to relate to a range of developments to help them to address the variety of different agents and their roles. Not all objectives will apply to all the agents featured and it is expected that learners will demonstrate understanding by showing how these objectives differ. It may be difficult for learners to acquire information about specific objectives so for this reason the objectives may be assumed or generalised, as long as they are valid and reasonable. Again, learners may mention either one or several developments to illustrate their comparison.

For M1, it is expected that learners carry out a detailed investigation into a current or recent tourism development in a destination of their choice. Typical examples might be The Yes! Project in the Rother Valley or Bimini Bay Resort in the Bahamas – these are merely suggestions and there is no restriction, providing sufficient information is available to learners. It is important that learners appreciate that conflict of interest can occur and can explain how conflict situations can develop due to differing roles and objectives of the agents involved. The evidence provided should include full explanations and clear reasoning as to how the situation has developed or may develop. It may be necessary to guide learners in terms of which development to focus on, in order to ensure that there is sufficient scope for them to achieve D1.

For D1, learners should provide clear and substantiated suggestions as to how the conflict situations may be resolved. They should also consider possible preventative measures such as the formation of partnerships, for example The Mersey Partnership, or planning consultations as well as damage limitation options such as the formation of pressure groups, for example Save The Bahamas Coalition. They should consider negotiation and compromise measures within their suggestions. Reference to good practice elsewhere would assist with substantiation.

P3 – M2 – D2

For P3, learners must examine strategies used to maximise positive impacts and minimise negative impacts. The evidence provided must be supported by examples from towns or cities, countryside and seaside destinations in both MEDW and LEDW. Learners must demonstrate understanding of the different strategies used by giving details of real examples to include at least one destination for each strategy identified. These can be the same as or different destinations to those selected for P1. A typical example of community projects can be seen by researching Pure Crete, an independent tour operator that uses tourism income to engage in restoration schemes to save traditional Cretan houses from dereliction and to conserve endangered species.

Evidence provided for M2 should be clearly judgemental, with consideration given to both benefits and limitations of the strategies in place. Again, guidance may be needed in terms of selection of an appropriate destination and it may be suitable for learners to focus on a specific organisation within a destination, provided there is sufficient activity in place to manage the impacts of tourism. For example, a theme park such as Alton Towers should provide sufficient scope for learners to carry out an assessment.

Learners should make effective use of their findings and reviews for M2 to allow a range of suggestions for D2. Suggestions provided need to be valid and reasonable and reference to good practice elsewhere should assist substantiation. For example, a learner may have identified limitations to traffic management measures within a certain destination and could make recommendations for improvement based on good practice in York which boasts the largest pedestrian zone in Europe.

P4 – M3

In planning a holiday based on responsible principles, learners should be provided with a detailed pen portrait that includes full information in accordance with the range. It is expected that learners plan an individual holiday as opposed to relying on a package. An organised land-only arrangement may be used as long as it is justified in terms of customer needs and that transport and other arrangements are organised separately.

For P4, learners must give full details of the planned holiday including transport and travel details, accommodation, attractions and activities and they must state how the planned arrangements meet the needs of the travellers in terms of their motivators, preferences, time limit and budget. Consideration should be given to the principles of responsible tourism although at pass level it is sufficient for learners to make a basic reference to the principles in terms of the proposed holiday arrangements.

For M3, learners need to provide a detailed justification as to how the holiday meets specific responsible principles. For example, they should consider the components of the holiday and justify the extent to which negative impacts are minimised and economic benefits are created, and the degree to which conservation of natural and cultural heritage and respect between and visitors and the host community are promoted.

To achieve M3, the justification needs to be evaluative and any limitations should be acknowledged.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and 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	Assignment 1: All Going On!	Interview preparation for the position of Education Officer with Sustain! To prepare a booklet on the impacts of tourism on destinations	Booklet
P2, M1, D1	Assignment 2: Talk, Talk!	Working as an Education Officer for Sustain! Educational talk on agents of tourism development for a group of students at a local college, including conflicting interests and solutions	PowerPoint presentation Case study Handout

Criteria covered	Assignment title	Scenario	Assessment method
P3, M2, D2	Assignment 3: Sustain it!	Working as an Education Officer for Sustain! Preparation for World Travel Market Responsible Tourism event Producing a display examining strategies to manage responsible tourism in destinations Magazine article assessing effectiveness of strategies and suggesting improvements	Posters for display Magazine article
P4, M3	Assignment 4: On the Move!	Working for Sustain! Responsible holiday brief for magazine feature	Magazine feature

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
UK Tourism Destinations	Investigating the Travel and Tourism Sector
European Holiday Destinations	The UK as a Destination
Worldwide Holiday Destinations	European Destinations
	Long-haul Travel Destinations
	Investigating the Cruise Industry
	Tour Operations
	Specialist Tourism
	Tourism in Rural Areas
	Researching Current Issues in Travel and Tourism (L4)

Essential resources

It is essential that learners have access to the internet for aspects of this unit. National and regional newspapers and tour operator brochures will all be useful.

Employer engagement and vocational contexts

Guest speakers and planned visits would be an invaluable resource for this unit. Links with employers and organisations can be forged by effective use of these.

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

Fennell D – *Ecotourism* (Routledge, 2007) ISBN 0415429313

Hall M and Lew A – *Understanding and Managing Tourism Impacts* (Routledge, 2008) ISBN 0415771337

Holden A – *Environment and Tourism* (Routledge, 2007) ISBN 0415399555

Taylor L and Stephenson N – *A2 Travel & Tourism* (Collins, 2006) ISBN 0007200382

Journals

The Good Alternative Travel Guide (Earthscan)

In Focus magazine (Tourism Concern)

Leisure Management

National Geographic

Travel Trade Gazette

Travel Weekly

Websites

ABTA

www.abta.com

Association of Independent Tour Operators

www.aito.co.uk

English Heritage

www.english-heritage.org.uk

Greenstop

www.greenstop.net

International Ecotourism Society

www.ecotourism.org

Planeta

www.planeta.com

Responsible Travel

www.responsibletravel.com

Sustainable Development Commission

www.sd-commission.org.uk

The National Trust

www.thenationaltrust.org.uk

Tour Operators Initiative

www.toinitiative.org

Tourism Concern

www.tourismconcern.org.uk

Tourism For All

www.tourismforall.org.uk

Travel Foundation

www.thetravelfoundation.org.uk

Travel Mole

www.travelmole.com

Travel Weekly

www.travelweekly.co.uk

United Nations World Tourism Organisation

www.unwto.org

World Travel and Tourism Council

www.wttc.org

World Wildlife Fund

www.wwf.uk

Delivery of personal, learning and thinking skills (PLTS)

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

Skill	When learners are ...
Creative thinkers	planning holidays, incorporating principles of responsible tourism to meet client briefs [CT 1, CT 2, CT 3, CT 4, CT 5, CT 6]

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 ...
Team workers	working in small groups to plan holidays
Self-managers	working to deadlines and managing resources

● 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	researching holidays incorporating principles of responsible tourism
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning the assessment of the unit
Manage information storage to enable efficient retrieval	researching holidays incorporating principles of responsible tourism
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	researching holidays incorporating principles of responsible tourism
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching holidays incorporating principles of responsible tourism
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. 	planning holidays incorporating principles of responsible tourism
Bring together information to suit content and purpose	presenting holidays incorporating principles of responsible tourism
Present information in ways that are fit for purpose and audience	presenting holidays incorporating principles of responsible tourism
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing holidays incorporating principles of responsible tourism
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching holidays incorporating principles of responsible tourism
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	presenting holidays incorporating principles of responsible tourism