Unit 16: Passenger Transport for Travel and Tourism

Unit code: F/600/9617

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

Aim and purpose

This unit will develop learners' knowledge of passenger transport operations in the UK and the developments and factors that influence passenger transport provision. Learners will gain knowledge of relationships between passenger transport networks and other component industries within the travel and tourism sector, and an understanding of how passenger transport contributes to the popularity and appeal of UK destinations.

Unit introduction

The UK is small and densely populated with a rich and diverse geography including large towns and cities, remote communities in mountainous areas, a high number of coastal dwellings and many islands. Having an effective passenger transport network is vital if the UK is to retain its share of tourism in a fiercely competitive global market. Most tourists visiting the UK arrive by air, which means they are mainly reliant on passenger transport to get around.

In this unit learners will study UK passenger transport operations. They will investigate different types of providers and key regulators. Learners will also investigate developments and factors affecting and influencing passenger transport operations such as congestion charges and carbon emissions.

Good passenger transport networks are at the core of domestic and inbound tourism. Learners will discover how passenger transport relates to the travel and tourism sector by enabling tourists to access tourist products and services such as visitor attractions. Passenger transport organisations must seek and make links with other operators in order to establish new ways of remaining competitive and promoting products and services to new markets.

Learners will have the opportunity to look at the impact of passenger transport networks on UK destinations and to examine how passenger transport provision affects their popularity and appeal.

Learning outcomes

On completion of this unit a learner should:

1 Know about passenger transport operations within the UK

2 Know the developments and factors affecting and influencing passenger transport in the UK

3 Know the relationships between UK passenger transport networks and the travel and tourism sector

4 Understand how passenger transport provision affects the popularity and appeal of UK tourist destinations.

Unit content

1 Know about passenger transport operations within the UK

UK passenger transport provision: scheduled domestic flights; rail eg local, national, light rail, underground, tram; bus and coach eg national, local; transfers eg taxis; domestic ferries eg Isle of Wight ferries; river bus; other providers eg park and ride, airports, Network Rail

Features of transport: differing cost eg rail, coach, air; value for money; classes available; facilities provided (on board, at terminals); accessibility; comfort; convenience

Transport operators: private sector; public sector; non-profit sector

Regulatory organisations: government departments and agencies eg Department for Transport, Traffic Commissioners; regulatory bodies eg Civil Aviation authority (CAA), Office of Rail Regulation (ORR); other bodies eg passenger groups, air traffic control

Role of regulators: eg maintaining health and safety, ensuring compliance with law, improving transport infrastructure, improving service levels

2 Know the developments and factors affecting and influencing passenger transport in the UK

Developments: eg toll roads, congestion charging, high-speed rail, developments in aircraft technology, new airports and airport expansion, new motorways and motorway widening schemes

Factors: political eg EU directives, government subsidy for transport; legal eg disability discrimination; environmental eg carbon emissions; social eg personal mobility, changing needs and expectations; economic eg fuel prices

3 Know the relationships between UK passenger transport networks and the travel and tourism sector

UK passenger transport networks: air; rail; bus; coach; river bus; ferry

Relationships: joint ownership; agency agreements eg commission levels; cooperation eg contracting, sales and promotion

Travel and tourism component industries: accommodation providers; tour operators; travel agents; tourist attractions; other transport providers

4 Understand how passenger transport provision affects the popularity and appeal of UK tourist destinations

Provision: modes of transport available; levels of service eg frequency, speed, reliability, class; geographical coverage; costs; channels of distribution eg booking methods; infrastructure eg rail stations, bus stations, airports, ports; integrated public transport provision

Popularity and appeal: types of visitors eg domestic, inbound, older people; duration of stay; spending; activity participation

UK tourist destination: eg capital cities, coastal resorts, cultural or historical towns and cities

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 outline passenger transport operations within the UK **P2** describe significant developments and factors affecting and influencing passenger transport within the UK [IE 1, IE 2]	**M1** explain how the UK passenger transport industries have responded to developments and factors	**D1** analyse how key factors are likely to impact on future passenger transport operations in the UK
P3 identify relationships between UK passenger transport networks and travel and tourism component industries	**M2** explain how UK passenger transport networks work with travel and tourism component industries	
P4 explain how passenger transport provision can influence the popularity and appeal of UK tourist destinations.	**M3** compare the effectiveness of passenger transport provision for two tourist destinations.	**D2** evaluate the contribution of passenger transport provision to the popularity and appeal in a specific tourist destination, making recommendations for improvements.

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

Essential guidance for tutors

Delivery

This unit looks only at UK-based passenger transport in relation to domestic and inbound tourism. Learners should not study inbound or outbound transport provision or consider impacts of passenger transport on people who would not normally be considered as tourists, for example commuters or local people accessing local amenities.

In developing knowledge about passenger transport operations within the UK, learners should consider passenger transport provision in a broad sense, considering all types of transport, especially those that may not be immediately available in their own area. Visits to transport 'hubs' may be useful for learners, especially places where there is interchange between different types of transport provision, eg ferry terminals or large railway stations. In considering features of different types of transport, learners should look at them in appropriate depth for Level 3, eg not simply understanding that 'rail is faster than coach' but understanding that 'rail tends to attract a different type of market from coach, given the standard fares structure and speed and classes of service available'.

Although regulatory organisations are an important part of the way transport operates in the UK, learners should not spend too much time looking at different organisations. They could work in groups investigating the role of different organisations and sharing their findings.

It is important for learners to keep up to date with knowledge of developments and factors affecting passenger transport. This can be achieved by regular analysis of newspaper articles or TV news programmes. Travel trade journals often feature transport-related stories in a tourism context; however, at this level it is not necessary for learners to read specialist transport journals. Tutors should ensure that developments are current, ie influencing passenger transport now rather than simply having had an influence in the past. Similarly, issues developed should be current and clearly related to UK-based passenger transport. Learners should be encouraged to read around this topic as much as possible, using a range of sources, and consider the impacts of these developments and factors. In order to encourage independent work, learners could be asked to collect one article, or another piece of information, per week on a passenger transport topic and, as a group, learners could build up a display of current issues in transport with commentary about the likely effects on the industry.

The term 'passenger transport networks' refers to the fact that transport services do not operate in isolation from each other but form part of larger transport systems which can be made up of the same types of transport (eg rail networks) or a combination of transport types (eg airport transfer networks). Learners should draw on learning already completed in *Unit 1: Investigating the Travel and Tourism Sector* when considering the role that passenger transport plays within the travel and tourism industry as a whole. Learners will have encountered many of the 'relationships' between the various sectors of the industry before. These should be built on to look specifically at how passenger transport networks link to the travel and tourism industry as a whole to provide access to other products and services.

Visits to areas with good transport links might be beneficial or it may be equally useful for learners to attend talks by guest speakers, such as tourism officers or transport planners. It would also be useful for learners to consider the role passenger transport plays in the hosting of large-scale events such as conferences or large sporting events like the Olympics.

When looking at the provision of passenger transport in particular tourist destinations, learners should visit a range of tourist destinations in order to gain perspective on how passenger transport provision can vary widely across the UK. This could be linked to visits carried out for *Unit 3: The UK as a Destination*. Learners should learn about a range of different types of tourist destinations in order to see how transport strategies differ according to location, types of tourists attracted and tourism products and services available.

At Level 3, it is important that learners appreciate the complexities of popularity and appeal of tourist destinations, and that these are more involved than simply the number of tourists visiting. Learners could do this by looking at destinations that have experienced an improvement in passenger transport links and studying the impact of this on its popularity and appeal. For instance, learners could look at the expansion of Leeds – Bradford or Blackpool Airport due to an increase in low-cost flights and how this has affected the types of tourists visiting the area, where they come from and the duration of their stay. This type of data could be available from local sources such as hoteliers or local tourist offices.

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 and assessment requirements Discussion to share experiences of passenger transport in the UK, making links to inbound and domestic tourism Starting topic file for developments and factors – providing a starter topic
Class based activities to research domestic air transport networks, airports and their features
Group investigations into rail providers, including light rail, underground, tram and Network Rail. Identification of key features
Local investigation into national and local coach provision including Park & Ride, taxi transfers etc Discuss findings
Worksheet on domestic ferries and river buses, comparing features of different providers
Guest speaker – transport provider Presentation, discussion, Q & A.
Paired work to research and produce poster on selected regulatory body, government agency or other body Discuss roles
Reviewing topic files – developments and factors Paired presentations on a selected factor or development
Summarising key political, legal, environmental, social and economic factors Discussion: Considering the future
Research and preparation for assessment **Assignment 1: Passenger Transport Today (P1, P2, M1, D1)** **Produce article** Feedback on assessment
Introduction to Assignment 2 Tutor input on different types of relationships Discussion on different relationships
Talk from guest speaker on relationships with other organisations Q & A
Group work using internet and brochures to identify relationships between transport networks and travel and tourism component industries

Topic and suggested assignments/activities and/assessment
Research for visual display showing relationships
Preparation for assessment
Assignment 2: Working Together (P3, M2)
Feedback on assessment
Class based case study into transport provision in a selected UK destination using statistics on popularity and appeal, types of visitor etc
Discuss findings
Visit to UK destination to gather evidence of provision
Coordinate findings from visit
Visit to a second destination to gather evidence of provision
Coordinate findings from visit – discuss good and bad aspects of provision in the two destinations
Selecting destinations for assessment
Carrying out research into destinations' popularity and appeal and links with passenger transport providers
Preparation for assessment
Assignment 3: Getting Around (P4, M3, D2)
Preparing and making presentation
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 and M2; P4, M3 and D2. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grades at the same time as they attempt the appropriate pass criteria.

P1 – P2 – M1 – D1

In order to achieve P1, learners should outline all aspects of passenger transport operations in the UK. The outline should provide a concise and focused overview of all types of provision, including relevant examples (scheduled domestic flights, rail, bus and coach, transfers, domestic ferries, river bus and other providers), the features of the various types of transport (including differing cost, value for money, classes available, facilities on board and at terminals, accessibility, comfort and service), and who operates them. Learners should also identify and outline the roles of the main regulators, government departments or agencies and other bodies, such as passenger groups. While detailed descriptions are not required, learners should not simply produce bulleted lists.

For P2, when identifying significant developments learners should focus on developments that are specifically relevant at the time and may be having a particular impact on the travel and tourism sector. Learners should not simply summarise historical accounts of developments that have already had an impact. Learners should describe a minimum of three different developments and three different factors that affect passenger transport in the UK. These could be specific, eg a piece of legislation or something more general, such as increasing concerns about carbon emissions from air transport.

For M1, learners should demonstrate that they understand how UK passenger transport industries have responded to current developments and factors; this could be in negative or positive ways. They should select one factor and one development for M1. Examples of appropriate responses at this level could be how targets have been set for reductions in carbon emissions or how train operating companies have increased on-board facilities and services in response to changing customer expectations.

To achieve D1, learners should identify at least two key factors that they consider are likely to impact on passenger transport operations in the future. Factors addressed as part of P1 and M2 can be used if it is considered that they will continue to have an impact on future passenger transport operations. Learners' responses should be analytical and factors should be current, for example analysing the likely impact of new legislation or environmental demands.

P3 – M2

For P3, learners should focus only on passenger transport networks within the UK. Specific named examples of organisations should be provided, with a brief statement indicating the basis of the relationships. Suitable examples should be provided for all listed transport types, relationships and component industries. There should be at least one example each for joint ownership, agency agreements and cooperations. Typical examples could be the identification of the relationship between a named train operator and tourist attraction offering joint promotions, and a named tour operator contracting with a train operator for packages in the UK.

For M2, learners should now explain how the relationships manifest themselves. Explanations should include why such relationships exist, for example why train operating companies and tourist attractions offer joint promotions. Learners may find it appropriate to address P3 and M2 simultaneously.

P4 – M3 – D2

For P4, learners should study passenger transport provision in two specific UK tourist destinations. Tutors should ensure that learners select destinations where the passenger transport provision will enable them to draw comparisons and make judgements for the higher grades. Consideration should be given to selecting two similar types of destinations, eg two seaside resorts, as this may make it easier to make comparisons with for M3. They should choose areas that have appeal and popularity with tourists and could be either urban, coastal or rural but should be clearly defined, eg the city of York or the North Yorkshire Moors are acceptable as they are specific tourist destinations; West Yorkshire would not be acceptable as it is an area that contains several tourist destinations. Learners' explanations should be comprehensive, showing how the transport provision (modes of transport, levels of service, geographical coverage, costs, channels of distribution, infrastructure, integrated public transport systems) affects popularity and appeal, including types of visitors, duration of stay, spending and activity participation. Where there is no transport provision of a particular type, for example if there is no domestic ferry service, this should be stated.

M3 progresses from P4, and learners should now compare the effectiveness of the passenger transport provision in the two selected destinations. Learners should not focus on how the passenger transport affects local people, eg people travelling to and from work or people travelling to use local amenities, but rather its effectiveness in creating or sustaining popularity and appeal to tourists.

For D2, learners should evaluate the contribution of passenger transport to tourism in one destination, pointing out good and bad aspects of the provision. Learners should make detailed and realistic recommendations as to how passenger transport could be improved specifically to improve the popularity and appeal of the area to tourists. This might involve understanding how late-night train services increase the accessibility of a seaside town as a day-trip destination or how a subsidised airport shuttle service could improve the appeal of a town for inbound tourists.

If presentations or displays are used as any part of the assessment, these should be supported by detailed observation records showing clearly how the grading criteria have been achieved. They should be further supported by copies of handouts preparatory notes, PowerPoint slides, display materials etc.

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, P2, M1, D1	Assignment 1: Passenger Transport Today	Entering a competition for students to contribute to a UK tourism magazine	Article on passenger transport today and developments and factors influencing current provision and in the future
P3, M2	Assignment 2: Working Together	Working for a UK tourism consultancy group Producing a display for a seminar on passenger transport	Display identifying (P3) and explaining (M2) relationships between passenger transport networks and travel and tourism component industries
P4, M3, D2	Assignment 3: Getting Around	Working for a UK tourism consultancy group comparing transport provision in different destinations	Presentation on passenger transport provision in two destinations (P4), comparison (M3) and evaluation with recommendations (D2)

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	Investigating the Travel and Tourism Sector
Development of the UK Travel and Tourism Sector	The UK as a Destination
UK Tourism Destinations	Tour Operations
Holiday Planning	UK Visitor Attractions

Essential resources

Learners will need access to the internet to conduct research.

Employer engagement and vocational contexts

Visits to transport providers or talks from guest speakers will provide background information for this unit. Visits to destinations will enable learners to carry out research into transport provision.

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

Journals

Travel Trade Gazette

Websites

Go Skills (Sector Skills Council for Passenger Transport)	www.goskills.org.uk
National Rail Network	www.nationalrail.co.uk

Rail operators, eg

Caledonian McBrayne	www.calmac.co.uk
Cross Country trains	www.crosscountrytrains.co.uk
Megabus	www.megabus.com
National Express (coach and rail)	www.nationalexpress.com

Domestic airlines, eg

Eastern Airways	www.easternairways.com
Manx Airlines	www.manx2.com

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 …
Independent enquirers	researching significant developments and factors affecting and influencing passenger transport within the UK [IE 1, IE 2]

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 groups to investigate passenger transport operations within the UK
Self-managers	completing the assessment tasks to time

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	investigating passenger transport operations within the UK
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	storing information about significant developments and factors affecting and influencing passenger transport within the UK
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as appropriate
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	investigating and recording significant developments and factors affecting and influencing passenger transport within the UK
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	investigating and recording significant developments and factors affecting and influencing passenger transport within the UK
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: ● text and tables ● images ● numbers ● records.	recording information about passenger transport operations within the UK
Bring together information to suit content and purpose	recording information about passenger transport operations within the UK
Present information in ways that are fit for purpose and audience	recording information about passenger transport operations within the UK
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing passenger transport operations within the UK
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	exploring passenger transport operations within the UK
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	recording information about passenger transport operations within the UK