

# Unit 18: Tourism in Rural Areas

<b>Unit code:</b>	<b>F/600/9648</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit will develop learners' understanding of rural tourism, including the opportunities provided by rural areas to meet differing visitor motivations, the roles and responsibilities of organisations that manage rural tourism and the impacts of tourism on rural areas.

## ● Unit introduction

At a time when rural areas face change and uncertainty as traditional industries decline, tourism represents a means of revitalising local communities and increasing revenue. However, developing tourism in rural areas poses a range of challenges and therefore the need for managing that development is increasing.

Different types of visitor will be explored, their motivation for participation in rural tourism and the opportunities, services and facilities available to them. It is important for learners to be aware of how changing demands are affecting the provision of tourism in different rural areas, and they will examine changing demands for services and facilities, focusing on the last ten years.

Learners will study the range of organisations responsible for managing rural areas, their roles and responsibilities and involvement in recent initiatives and activities.

Learners will have the opportunity to investigate both the positive and negative impacts of tourism in rural areas, considering the economy, the environment, and social and cultural issues. Learners will also consider how different management techniques are used to reduce the negative impacts whilst increasing the positive ones.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand how UK rural areas meet different visitor motivations
- 2 Understand changes in demand for facilities and services in UK rural areas
- 3 Understand roles and responsibilities of organisations responsible for the management of UK rural areas
- 4 Understand impacts of tourism on rural areas and techniques used to manage these.

# Unit content

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## 1 Understand how UK rural areas meet different visitor motivations

*Visitor types:* eg families, educational, by age, special interest, groups

*Motivations:* eg relaxation, sport, culture, adventure, retreat, novelty, health, education

*Opportunities:* traditional pursuits eg walking, fishing, hunting, camping, cycling; modern pursuits eg mountain biking, quad biking, water sports, wellness, retreats, team-building; special interest tourism eg heritage, wildlife, passive eg painting, sightseeing, canal cruising, photography, wildlife viewing, peace and quiet; active eg walking, climbing, caving, horse riding, pony trekking, winter sports; education eg geography field trips, team building

*Rural areas:* eg National Parks, Areas of Outstanding Natural Beauty (AONB), areas of low density population (coastal, countryside, mountainous, island)

## 2 Understand changes in demand for facilities and services in UK rural areas

*Demand for facilities:* for different types of visits: eg short breaks, long stays, day trips; accommodation eg hotels, B & B, farms, self-catering, campsites, youth hostels, cottages, bunk barns, second homes; hospitality eg cafes, restaurants, pubs; activity centres eg outdoor pursuits, paintballing, water sports; attractions eg heritage, cultural; provision for special interest tourism eg painting, wildlife, ecotourism

*Demand for services:* provision for specific needs eg sensory trails, wheelchair access; transport eg provision of car parks, park and ride, public transport, trips and tours; retail eg shops, crafts, local produce; educational services eg guided walks, marked trails; information eg visitor centres, information boards, signage

*Changes in demand:* eg due to legislation, changing working patterns, increase in short breaks, increase in special interest tourism, carbon footprint awareness, environmental awareness, economy driven due to recession, weak pound; increase in adventure tourism

## 3 Understand roles and responsibilities of organisations responsible for the management of UK rural areas

*Roles and responsibilities:* eg promotion of rural pursuits, giving information, offering advice, providing revenue channels, enforcement, protecting the environment, protecting wildlife, educating

*Types of organisation:* eg Natural England, VisitBritain, National Trust, Forestry Commission, local authorities, National Park Authorities, National Association for Areas of Outstanding Natural Beauty (NAAONB), English Heritage, local pressure groups, public – private partnerships, Department for the Environment, Food and Rural Affairs (DEFRA), Ramblers' Association

## 4 Understand impacts of tourism on rural areas and techniques used to manage these

*Economic impacts:* positive eg increased employment, increased revenue for businesses, increase in private investment; negative eg increased living costs, economic dependency on tourism, low-paid jobs, seasonal employment; other eg income leakages, imported labour

*Environmental impacts:* positive eg conservation and preservation of assets, maintenance of the natural and built environment; improvement to infrastructure; negative eg erosion, destruction of wildlife habitats; other eg traffic congestion, pollution

*Social impacts:* positive eg improved provision of community facilities and services, education and training, increased standard of living; negative eg change in living patterns, conflict with the host community, displacement

*Cultural:* positive eg preservation of traditional crafts and customs, reinforcement of cultural identity; negative eg dilution or loss of cultural identity, change in cultural traditions

*Management techniques:* eg restricting access, improving public transport systems, training schemes for local population, community-based tourism, promoting traditional artefacts; conservation projects; traffic management schemes

## 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:
<b>P1</b> explain how different types of UK rural areas meet the motivations of different types of visitors [IE 1, IE 2]	<b>M1</b> analyse the opportunities provided by one rural area to meet a range of motivational needs	
<b>P2</b> explain changes in demand for facilities and services in UK rural areas	<b>M2</b> explain how two rural areas are responding to changes in demand for tourism facilities and services	<b>D1</b> analyse how two rural areas are responding to changing demands for tourism facilities and services, making recommendations for how one rural area could expand its activities, facilities and services to broaden its appeal
<b>P3</b> explain roles and responsibilities of organisations involved in the management of rural areas <b>P4</b> explain impacts of tourism in rural areas <b>P5</b> explain techniques used to manage impacts of tourism in rural areas.	<b>M3</b> explain the management techniques that have been adopted to minimise the negative impacts and maximise the positive impacts of tourism in selected rural areas.	<b>D2</b> evaluate the success of techniques for managing the impacts of tourism in selected rural areas.

**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.

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

# Essential guidance for tutors

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## Delivery

This unit enables learners to develop an understanding of the nature and attraction of tourism in rural areas, the organisations and bodies involved, the changes occurring in rural tourism and the impacts and associated issues of managing tourism in rural areas. The unit lends itself to organised discussions and debates on rural tourism, such as the effect on local communities and to the investigation of topical issues such as the requirement to broaden access to minority groups such as the disabled and ethnic minorities.

If appropriate, a local rural area would be a good starting point for a discussion on the reasons why people visit rural areas and the opportunities available. To understand why people visit, learners could conduct a survey or carry out secondary research. This will help learners to start considering the different motivations for rural tourism.

This could be extended into an investigation of a range of rural areas within the UK through tutor input and internet research. Brochures or guidebooks could also be used to explore the various opportunities offered in different rural areas. Learners could be divided into small groups and either be allocated an area to research or choose one for themselves. Each group could then find out what opportunities are available in each area and suggest what type of tourists would be motivated to visit that area. The groups could then disseminate this information to the rest of the class. This could lead to an interesting discussion on the many reasons why people enjoy visiting rural areas. Learners could then present this information independently, either orally or in a written format.

Many rural areas are changing rapidly in response to the decline of traditional industries and to the changing demands of tourists. This has had an effect on tourism services and facilities provided by rural areas. Learners should be made aware of these changes in demand and the effect on rural areas. Learners could also be introduced to recent legislation which has had an impact on the provision, such as the Disability Discrimination Act. Tutor input could be supported by a visit to a rural area and guest speakers. Learners could also make use of information from the travel trade press and the internet.

In gaining an understanding of the roles and responsibilities of organisations involved in the management of rural areas, visiting speakers could be a useful source of information. Internet research of relevant websites will be helpful for learners and learning could be confirmed by individual or group presentations. Learners could be divided into small groups and each be given a specific organisation to research. They would then present their information to the rest of the class. Relationships between the organisations could then be explored through a class discussion. With this information, learners could then produce individual pieces of written or visual material.

The impact of tourism is best studied 'in the field'; however, if this is not possible, tutor input could be supported by case studies, DVDs and guest speakers or visits to management organisations. If visits are possible learners could carry out a survey of people living in the area to gain their insight into the impacts of tourism. Both the negative and positive impacts of tourism must be covered. Learners need to understand how organisations can manage the impacts so that disadvantages of tourism are reduced and the benefits of tourism are sustained or increased. There are many case studies and videos available about the impact of tourism on both the UK and other countries. The websites of UK National Parks and the National Trust are also excellent sources of information, both on impacts and on management techniques. If examples are to be used from other countries, it is essential that learners have access to appropriate and up-to-date sources of information. It is acceptable for delivery to focus on the UK but tutors may expand delivery to include European or worldwide rural areas, for example the North American national parks if desired. These can be useful for comparing management techniques and identifying good practices.

## 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
Sharing experiences of rural activities, eg school trips, holidays, day trips
DVD on rural area.
Discussion
Review of rural areas – where they are, what they are
Locating on maps, using brochures and leaflets to highlight key opportunities available
Visit to a local rural area – information gathering
Survey on motivations
Activity sheets to identify motivations for different types of visitors
DVD – Ramblers Association, PGL or similar – discuss opportunities available
internet research into different types of opportunities in selected rural areas
Group work to locate rural areas with different opportunities to meet and different visitor types and motivations
Guest speaker from National park or other rural organisation, or worksheet
Preparation for assessment
<b>Assignment 1: Rural Appeal (P1, M1)</b>
Feedback on assessment
Class-based research into changing demands
Reviewing articles, market research, visitor trends surveys etc
Visit to a rural area
Talk from tourist officer on changing demand
Complete worksheets on facilities and services
Review findings from visit
Produce display
Discuss how the area has responded to changing demands
Research changing demands in second rural area
Preparation for assessment
<b>Assignment 2: Changing Demand (P2, M2, D1)</b>
Feedback on assessment
Group work into individual organisations – make a presentation
Group work to identify positive and negative impacts of tourism on rural areas
Visit to examine impacts
Survey of people living in the area
Analyse survey

## Topic and suggested assignments/activities and/assessment

DVD on impacts of tourism on rural areas

Discussion

Guest speaker on impacts of tourism – presentation and Q & A

Tutor input in typical management techniques – DVD

Case studies on impacts of tourism

Discuss management techniques

Preparation and debate on impacts

Preparation for assessment

**Assignment 3: Managing Rural Tourism (P3, P4, P5, M3, D2)**

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 and M1; P2, M2 and D1; P3, P4, P5, 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 – M1

For P1, learners should identify different types of rural areas and then explain how they provide opportunities to meet the motivations of different types of visitors. Different types of rural areas must include at least five National Parks, five AONBs and also five further examples of different types of rural areas. Learners should try to spread these over the whole of the UK. Learners should name the selected rural areas and state briefly where the areas are and what their main attraction is. For example the Cotswolds is an AONB taking in parts of Warwickshire and Worcestershire in the North, through Gloucestershire and Oxfordshire, and then down to Bath and Wiltshire in the South. It is famous for its varied English landscape, country towns and villages and its traditional Cotswolds limestone buildings. Learners may find it interesting to create an annotated and illustrated map (or maps).

Learners should explain the range of opportunities provided by rural areas including those for traditional pursuits, modern pursuits, special interest tourism, passive interests, active interests and education, and how these would meet different motivations of different types of visitors. The explanations must be linked to named rural areas. This could be two or three rural areas as long as between them they offer the full range of opportunities.

M1 extends from P1 and learners must now select one rural area and analyse the opportunities available, clearly showing how these would meet a range of motivational needs. This could be one National Park, one AONB or one other rural area, perhaps one of local interest.

## **P2 – M2 – D1**

P2 requires learners to investigate recent changes in the demand for rural tourism. These should be changes occurring primarily within the last 10 years. Evidence should be based on the UK. Learners should explain the changes that have occurred recently that have increased the demand for tourism facilities and services in rural areas. Explanations should be in general terms but learners may use specific examples to illustrate points where they are appropriate. Responses could refer, for example, to the development of a greater variety of activities and accommodation available and to an increase in facilities in UK National Parks to meet the demands of those visitors with specific needs, eg families with young children, wheelchair users, or the visually impaired. At this level, a broad-based explanation is sufficient. Learners might identify and explain, for example, the increasing demand for self-catering accommodation or for new types of activities such as paintballing and quad biking.

M2 requires research into the variety of facilities and services offered by two specific rural areas within the UK (one of these can be the area used in M1). Learners should illustrate the effect of these changing demands by researching two rural areas in detail, explaining how tourism facilities and services have been developed to meet those demands. An example of an appropriate response would be to explain changes implemented in order to broaden access as required, for example, by the Disability Discrimination Act or initiatives to attract more ethnic minority tourists to rural areas such as National Parks. A visit to at least one rural area which attracts tourists could provide a case study on which to base evidence for M2. If this is not possible, internet research, visiting speakers, brochures and videos could support learning.

D1 requires learners to analyse the extent to which two specific rural areas are responding to changing demands. Learners should demonstrate critical skills in order to achieve this criterion and make valid recommendations, for one of the rural areas selected, about how improvements could be made. Learners should link their evidence to information obtained for P2 and M2.

Evidence for P2, M2 and D1 could easily be combined in one assessment, with evidence being presented in the form of a report or an oral presentation, supported by PowerPoint or OHTs, and a detailed observation record indicating how specific criteria have been achieved.

## **P3 – P4 – P5 – M3 – D2**

For P3, learners must select a minimum of four organisations and explain their role and responsibilities in managing UK rural tourism. The description should be supported by relevant recent examples of initiatives and activities carried out by the elected organisations, for example promotional campaigns, new educational initiatives, lobbying for protection of wildlife etc.

P4 requires learners to explain the impacts that tourism can have on two rural areas; both positive and negative aspects of environmental, economic, social and cultural impacts must be covered by learners. Examples of impacts must be relevant to the area; for example, footpath erosion in National Parks. The areas must be chosen carefully to ensure that the overall evidence will span economic, environmental, social and cultural impacts, both positive and negative, and also facilitate achievement of P5.

P5 extends from P4 and learners must now explain the techniques used to manage impacts. The specific management techniques will vary from area to area but learners should show knowledge of the way in which two impacts are managed. An appropriate level of response would be to show that footpath erosion can be managed by, for example, restricting access to certain areas and by repair, eg stone pitching. Assessment for P4 and P5 could take the form of an educational booklet aimed at tourists in two areas, a report or an oral presentation.

M3 requires learners to investigate the management techniques used in two specific rural areas. The differentiation between P5 and M3 is detail and depth of explanation. Learners are expected to explain the techniques in detail and show clearly the ways in which they can reduce the negative effects of tourism whilst sustaining or increasing the benefits. The areas presented as assessment evidence must be the same as those used for P5. Management techniques should be viewed objectively, not just described, and should be linked to impacts explained in P4.

D2 requires the learners to consider the success or otherwise of the techniques developed in the two areas to manage the impacts of tourism. This requires learners to study the evidence available and to make judgements on their success. Learners must be able to support their judgements by saying how or why specific techniques have been successful.

If presentations 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.. These should be further supported by copies of handouts preparatory notes, PowerPoint slides 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, M1	Assignment 1: Rural Appeal	Working for a country magazine. Producing an article on tourism opportunities in rural areas	Article identifying rural areas (P1), explaining opportunities (P2) and focusing on one area (M1)
P2, M2, D1	Assignment 2: Changing Demand	Working for a consultancy – investigating changing demand for rural tourism.	Presentation to tourism officers on how rural areas are responding to changing demands.
P3, P4, P5, M3, D2	Assignment 3: Managing Rural Tourism	Working for a consultancy – researching impacts of tourism on rural areas, management techniques	Preparing a display on organisations and impacts of tourism (P4 P5) Producing a report on management techniques and their success (M3 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
UK Tourism Destinations	The UK as a Destination
	Responsible Tourism
	Specialist Tourism

## Essential resources

Visits to rural areas will help learners to engage with the topic. Access to the internet will be essential for class based research.

### Employer engagement and vocational contexts

Guest speakers from organisations such as the national parks will be able to provide the depth needed for learners to understand rural tourism. Ideally these will be combined with visits to rural areas.

## 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

Hall L and D – *Rural Tourism and Recreation: Principles to Practice* (CABI Publishing, Oxon and New York, 2001) ISBN 0851995403

### Journals

*Country Life*

*The National Trust*

### Websites

Areas of Outstanding Natural Beauty

[www.aonb.org.uk](http://www.aonb.org.uk)

Countryside Alliance

[www.countryside-alliance.org.uk/.../more-on-rural-tourism](http://www.countryside-alliance.org.uk/.../more-on-rural-tourism)

Department for the Environment, Food and Rural Affairs

[www.defra.gov.uk](http://www.defra.gov.uk)

English Heritage

[www.english-heritage.org.uk](http://www.english-heritage.org.uk)

Forestry Commission

[www.forestry.gov.uk](http://www.forestry.gov.uk)

National Parks

[www.nationalparks.gov.uk](http://www.nationalparks.gov.uk)

National Trust

[www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

Natural England

[www.naturalengland.org.uk](http://www.naturalengland.org.uk)

Ramblers Association

[www.ramblers.org.uk](http://www.ramblers.org.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 ...
<b>Independent enquirers</b>	explaining how different types of UK rural areas provide opportunities to meet the motivations of different types of visitors [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 ...
<b>Self-managers</b>	managing the assessment of the unit
<b>Effective participators</b>	working with others to research different rural areas

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	investigating UK rural areas
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 UK rural areas
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	investigating UK rural areas
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	investigating UK rural areas
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	presenting information about UK rural areas
Bring together information to suit content and purpose	presenting information about UK rural areas
Present information in ways that are fit for purpose and audience	presenting information about UK rural areas
Evaluate the selection and use of ICT tools and facilities used to present information	presenting information about UK rural areas
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	investigating UK rural areas

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing UK rural areas
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	investigating UK rural areas
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	presenting information about UK rural areas