



# Unit 1: The Travel and Tourism Industry

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## Delivery guidance

### Approaching the unit

This mandatory unit gives you the opportunity to start your learners on a journey exploring the industry of travel and tourism. You will be introducing learners to different types of travel and tourism, the reasons why people travel and how tourism contributes to a country's economy. Learners will also explore the roles and interrelationships between the diverse organisations that exist within the industry.

You should employ a wide variety of teaching and learning techniques to encourage the exploration of all aspects of the industry, its key components and its scale. Learners will have opportunities to work independently and collaboratively in pairs and groups, and will develop their skills of research, analysis and written communication.

You can involve employers in the delivery of this unit if there are local opportunities to do so. Trips and visits from guest speakers will add interest as well as provide information for the internal assessment. Your learners must research many different travel and tourism organisations and the use of statistical data is essential for this unit. Learners need to be able to identify and analyse trends within the data.

As learners will need to research numerous travel and tourism organisations for the internal assessment, they will require individual access to the internet on a regular basis to complete this unit.

There is an opportunity within the delivery of this unit for you to embed both English (through the use of key terminology) and Maths.

### Delivering the learning aims

#### Learning aim A Explore the main types of tourism and the reasons people travel

Learning aim A introduces learners to domestic, inbound and outbound tourism. Learners need to understand the difference between these three types and give specific examples of each. Learners can use their own personal knowledge of travel and holiday destinations to help them, and a good starting point is for learners to discuss and tell others about their travel and holiday experiences. Pen portraits, giving examples of domestic, inbound and outbound tourists, are useful and learners could either be given descriptions of different tourists where they name the type of tourism they represent, or they could be asked to write their own pen portraits for each tourism type.

Learners need to know the different reasons why people travel and be aware of the different components of each travel type. Videos and YouTube clips are very useful and can bring the outside world into the classroom instantly. Access to the internet is essential for this section as learners need to research up to date examples of travel. Independent research should be encouraged throughout. Use worksheets to give structure for less able learners in the initial stages to develop research techniques and study skills. The use of group discussions is to be encouraged as each learner will have their own experiences of types of travel and holiday destinations which will benefit other learners.



### **Learning aim B Understand how tourism contributes to a country's economy**

Learning aim B looks at how the economy of a selected country is affected by travel and tourism. Learners will need to choose a country of their own choice for their internal assessment. For less able learners, you could give examples of suitable countries, that contain a lot of relevant data, for learners to choose from. Learners can use their own country but if different countries are used, learners should avoid using the same country as each other. It is also recommended that you liaise with each learner to ensure their choice of country is appropriate including their own country.

Learners will need to investigate what is meant by the economy. Worksheets, together with tutor presentations, will be useful to help learners understand the key terms. You will need to help learners access data and statistics and how to identify trends. You could carry out research on one country with the group and do a “walkthrough” with them, before learners start their internal assessment, using a country of their own choice. The use of the internet is essential for learners to find numerical data and statistics.

### **Learning aim C Explore the roles and interrelationships within travel and tourism organisations**

Learning aim C explores the roles of different organisations and how they interrelate with each other to supply products and services to different types of tourists.

Learners will learn about public, private and voluntary organisations and their role. These will include tour operators, travel agents, transport providers, accommodation providers and visitor attractions. They will learn about the role of organisations that provide information and promote products and services such as tourist boards and tourist information centres, as well as ancillary organisations such as travel insurance, car hire, travel books.

The use of visiting speakers from relevant organisations will give learners valuable information for their internal assessment. Work experience placements can provide learners with inside knowledge of different organisations. If you could arrange a visit to an organisation, such as an airport, ferry port, train station, accommodation provider or tourist attraction, it will help learners' understanding of this aim. Alternatively, a visit to a local attraction could be arranged where learners use public transport to get there. Learners will also have their own personal knowledge they can draw on, for example, their own holidays, experience of travelling to places, time spent at visitor attractions. Access to the internet is necessary to provide learners with research opportunities.

Learners will learn about the chain of distribution and how organisations integrate with each other, both vertically and horizontally. They will investigate commercial partnerships and then consider their advantages and disadvantages.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the main types of tourism and the reasons people travel	<b>A1</b> Main types of tourism <b>A2</b> Reasons why people travel	Learners prepare a presentation on the main types of tourism and the reasons people travel, giving relevant examples throughout.
<b>B</b> Understand how tourism contributes to a country's economy	<b>B1</b> Contribution of tourism to a country's economy	Learners produce a report on the different ways tourism contributes to a country's economy, supporting their findings with statistics such as visitor numbers and employment.
<b>C</b> Explore the roles and interrelationships within travel and tourism organisations	<b>C1</b> Types of travel and tourism organisations <b>C2</b> Interrelationships between organisations	Learners produce a report on the roles of different types of travel and tourism organisations, and interrelationships between them.

### Assessment guidance

This unit is internally assessed through two assignments. You should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades. All learners must independently generate individual evidence that can be authenticated.

Before attempting the summative assessments, learners must be prepared and have acquired the underpinning knowledge, understanding and skills. They must have a sound understanding of the requirements of the assessment and evidence they need to produce. Learners must be ready to independently complete the assessment for each learning aim/s and know how to organise and manage their time and meet the set deadlines.

The first assignment comprises of two tasks which cover Learning aims A and B. It is suggested that **Learning aim A** is assessed via a presentation. Within the presentation, the learners must explain and describe the three main types of tourism (domestic, inbound and outbound), giving definitions of each type, together with specific examples of destinations that people would want to visit, stating the reason for their visit. Learners will need to consider the four main reasons people travel (leisure, business, specialist travel and day trips) and give specific examples of destinations that people would want to visit and should state the reason for their visit. Learners should give at least two specific examples of each destination, and ensure that inbound, domestic and outbound tourism are all covered within their examples.



To support learners in their presentations, they should be encouraged to use headings, sub-headings, large and clear fonts, pictures of destinations and appropriate background colours so the presentation is legible. Speaker notes should be provided to support the presentation slides.

It is suggested that **Learning aim B** is assessed via a written report. Learners should be encouraged to select a country of their own choice for this report so there is a variety within the group, rather than the whole group using the same country. For less able learners, you could give examples of suitable countries, that contain a lot of accessible data, for learners to choose from. It is recommended that you liaise with individual learners to check the suitability of their chosen country prior to starting their summative assessment.

Within the report, learners need to describe, assess and evaluate the importance of different types of tourism and their contribution to the economy of their selected country. They need to include a description of the economic multiplier effect and show an understanding of Gross Domestic Product. Learners need to use and interpret basic data relating to inbound and domestic tourism within their chosen country. The use of graphs is to be encouraged and learners should look at trends and analyse their findings. Learners should source the data they use and ensure it is up to date. Statistics will be found online so internet access is important.

To achieve a Distinction grade, learners must evaluate their findings and give a conclusion as to how important different types of tourism are to the economy of their chosen country. They could discuss which type of tourism is most important and which type has least effect. Statistical data, presented in graphical form, with conclusions, would enhance the quality of this work.

Learners should use an editing tool to eliminate spelling and grammar errors as a report is a professional document and is being written for the manager of a marketing department.

It is suggested that **Learning aim C** is assessed via a written report. Learners need to research many different types of travel and tourism organisations to find information for their summative assessment. Learners will need to outline the role of various types of organisations from the Unit Content, using named examples throughout. They will also need to explain interrelationships that exist between the different types of organisations. Diagrams could be used to support their explanations of integration and the chain of distribution. Learners must analyse their work by considering advantages and disadvantages of at least three travel and tourism organisations. Specific travel and tourism examples must be given by the learners throughout.

To access the Distinction criterion, learners must write a conclusion for one of their selected organisations, making a judgement as to whether the organisation has benefitted from interrelationships or would it have succeeded without them.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

Introduce this unit by looking at why learners have travelled or been on holiday and the different holidays they have been on. Then consider different travel organisations learners have been involved with or have heard of. Learners could discuss destinations they have visited, the type of transport they used, the type of accommodation they stayed in, how they booked their holiday, the visitor attractions they saw and the ancillary services that they used.

In the delivery of this unit there is an opportunity for you to open your learners' eyes to the different travel organisations that exist and how these organisations work together to provide the perfect travel experience for tourists. Learners can use their own personal knowledge to help with this unit but will also be able to investigate organisations that are unfamiliar to them which will give them a broader knowledge of organisations that exist in the travel industry. Learners should be encouraged to share travel related news stories and consider how current events might impact different sectors of the industry.

To support the delivery of this unit, which is usually the first unit to be delivered on this course, there is opportunity for you to produce a unit handbook containing a summary of the unit, essential content, assessment outcomes, command words typically used in assessment, internal assessment dates, and details of appropriate sources of information. Your initial introduction of the unit could be a discussion centred around the contents of the unit handbook.

While it is appreciated that much of the delivery of this unit will take place within the centre, there are numerous opportunities for employer engagement, for example, through educational visits and the use of guest speakers.

As this is an internal assessment which requires extensive research into different travel organisations, learners will require internet access to enable them to cover all content areas independently.

### Learning aim A

- Learning aim A is focused on exploring the main types of tourism and the reasons people travel.
- As an introduction to the unit, learners could discuss job opportunities available within the travel and tourism industry.
- For A1, learners need to know what tourism is. This could be achieved by encouraging learners to share examples of their experience of being a tourist. Learners need to know the difference between domestic, inbound and outbound tourism. By giving different scenarios of travellers and their destinations to the learners, they could identify the type of tourism involved.
- Alternatively, for A1, learners could be asked to provide examples of domestic, inbound and outbound tourism. Specific destinations should be used, for example, "Sally lives in New York and travels to London for a week's holiday. What type of tourism is this?"
- For A2, learners need to know the different reasons why people travel.



- A2 (Leisure) - Learners may think the main reason to travel is for leisure, but they need to consider business travel, specialist travel and day trips. Leisure travel is a good starting point, and you could begin with group activities where learners research different types of leisure travel and find examples.
- A2 (Business) - Business travel may be less familiar to learners and the different types and terminology will need to be discussed with learners, including MICE (see Unit Content).
- A2 (Specialist) - Learners could research one or two kinds of specialist travel, such as adventure, health (see Unit Content), identify specialist travel providers and the types of customers they attract, then feedback their specialism to the rest of the group.
- A2 (Day trips) - Learners will have their own experiences of day trips for different purposes – for example with families, educational trips etc.
- Learners should explore VFR travel from all angles – domestic, inbound and outbound. Learners could discuss their own experiences in groups, then feedback to the rest of the group, giving examples of destinations they have visited in order to see friends and relatives.
- To conclude Content areas A1 and A2, provide learners with the definitions of all technical terms in the specification. Learners should then be able to provide definitions and examples of types of tourism and types of travel.

### **Learning aim B:**

- Learning aim B is focused on how tourism contributes to a country's economy. Learners will choose a country of their own choice to research for their assessment. It is recommended that you provide data for a country of your choice to “walkthrough” with the whole group before learners start researching their own selected country. Structured questioning and mini tasks will develop learners' ability to source and analyse appropriate data.
- For B1, learners need to understand the importance of different types of tourism and be able to interpret data.
- For B1, learners need to understand what is meant by the economy and Gross Domestic Product. You should provide data for a country of your choice and ask the learners to find trends within the statistics. You could introduce the scale of the travel and tourism industry to learners through discussion and a presentation by looking at tourist numbers for inbound and domestic tourism. These could include length of stay, overnight trips, visitor expenditure and type of accommodation. More suggestions can be found in the Unit Content. Reference can be made to the importance of analysing trends, including how trends change over time and the reasons for the changes. The use of graphs is to be encouraged.
- Statistics can be found on websites such as the World Travel and Tourism Council, National Tourist Boards and government produced research and reports. You could use the UK as an example for your learners and research key statistics, facts and data relating to the importance of different types of tourism to the UK economy. UK statistics can be found on websites such as The Tourism Alliance, Office for National Statistics, ABTA, VisitBritain. Data could include tourist numbers and economic importance, direct and indirect employment; tourist numbers; infrastructure and exchange rates.
- It is important learners know the difference between direct and indirect employment and can give specific examples of both. You could give learners a list of different jobs and ask them to divide them into direct and indirect employment. YouTube clips are available to



explain the concept of the economic multiplier effect. Learners could research recent infrastructure developments that have affected the travel and tourism industry, for example, the Channel Tunnel, the proposed Malta to Gozo tunnel, the proposed sixth runway at London Heathrow International Airport. Worksheets on currency exchange between different countries would help learners understand how exchange rates work and the impact of currency fluctuations. You could include examples of tourists exchanging money using different rates of exchange. Spreadsheets could also be used to improve computer literacy skills.

- You could give learners the opportunity to complete a practice assessment after the content for Learning aims A and B has been completed. You will need to write this practice assessment, but it could be based on the Authorised Assignment Brief for Learning aims A and B, available on Pearson's website. The examples and countries used in the practice assessment must be different to those used in the final assessment.
- Learners will benefit from your feedback, as well as the opportunity to reflect on their performance. You could give guidance during a practice assessment which will help learners when they complete the summative assessment for Learning aims A and B without support.

### Learning aim C:

- Learning aim C contains the most content for this unit so you must plan your delivery time accordingly. It focuses on the roles and interrelationships between travel and tourism organisations.
- For C1, learners need to know the different types of travel and tourism organisations that supply products and services to different types of tourists, and how they differ in terms of size, ownership and roles.
- Learners need to understand the difference between public, private and voluntary organisations and their role (C1). This could involve varied sessions where learners will be involved in a range of research activities, practical tasks, worksheets, presentations, discussions, collaborative and individual work. Quizzes and Q & A will consolidate learner knowledge.
- Learners need to know the difference between tour operators and travel agents. To learn about their roles and the different types available, this could be classroom based, as set out in the Scheme of Work, or a visit to a travel agency or a guest speaker could be arranged.
- The Scheme of Work suggests classroom-based activities where learners carry out research on transport providers, accommodation providers and visitor attractions. However, these all lend themselves to visits or guest speakers. You could arrange a visit to a visitor attraction, using various transport providers to get there, and make use of accommodation providers whilst you are there. For transport, learners should consider road, rail, air and sea transport and could look at time, cost, efficiency and convenience in a regional, national or global setting. An extension activity, which is not part of the specification, but shows learners how tourists use different types of organisations, could be to produce pen portraits of tourists so learners could produce itineraries which could include travel to a destination, details of accommodation and suggested visitor attractions, for example, a weekend for two in Paris. More able learners could compare various options, for example, travelling by plane or ferry, staying in a hotel or a hostel and visiting the Louvre or the Eiffel Tower. Class discussions could take place looking at the easiest way to get to a destination or a particular visitor attraction, the most popular type of accommodation to stay in and



the best organisation to use. Making use of learners' personal knowledge is to be encouraged. Alternatively, you could invite guest speakers into the classroom or organise visits to a transport provider or to another travel organisation, using a transport provider to get there.

- Information and promotions service providers could be investigated via the internet and learners could create posters, leaflets, presentations or tourist guides explaining the sort of information each provider offers. They need to understand the structure of tourist boards and how national, regional and local visitor centres connect and should know about UNWTO (see Unit Content).
- Learners could be given scenarios where they have to find a selection of suitable organisations, for example, a hire car for a family of six in a select destination. Alternatively, they could produce spider diagrams or posters advertising ancillary organisations such as car hire, currency exchange, travel equipment and luggage providers.
- For C2, learners need to know that travel and tourism organisations do not work in isolation but work together to deliver a better service to tourists. Learners need to be able to draw a chain of distribution, understand common ownership and horizontal and vertical integration and the advantages and disadvantages of commercial partnerships. Learners could also look at how organisations in the travel and tourism industry do not work in isolation but interrelate with each other to provide goods and services for customers.
- Diagrams and flowcharts could be used to help learners understand the chain of distribution and common ownership including vertical and horizontal integration. Learners will need to understand these terms and be able to give examples of each. Learners could use the internet to find examples of organisations that are vertically and/or horizontally integrated, for example, British Airways horizontally integrating with Iberia Airways in 2011 vertical and horizontal integration in the TUI Group.
- Group discussions could help learners identify commercial partnerships where separate organisations work together for a common venture, for example, a transport provider working with a visitor attraction to provide discounts. Both organisations benefit from this offer as it increases their sales figures.
- A group approach to identifying advantages and disadvantages of interrelationships and commercial partnerships should result in broad coverage of this part of the content area.
- It would be useful to give learners the opportunity to complete a practice assessment after the content for Learning aim C has been completed. You will need to write this practice assessment, but it could be based on the Authorised Assignment Brief, available on Pearson's website. The organisations used in the practice assessment must be different to those used in the final assessment.
- Learners will benefit from your feedback, as well as the opportunity to reflect on their performance. You could give guidance during a practice assessment which will help learners when they complete the summative assessment without support. This second summative assessment covers Learning aim C.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Customer Service in Travel and Tourism Organisations
- Unit 3: Development of The Travel and Tourism Industry
- Unit 6: Exploring Marketing in Travel and Tourism
- Unit 10: Exploring Airports and Airlines
- Unit 13: Hospitality in the Travel and Tourism Industry.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L2 Qualifications in Travel and Tourism. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

Chapter 1, Dale, G. (2018) *Pearson BTEC National Travel and Tourism Student Book*. Harlow: Pearson  
Chapter 1 covers information for Unit 1.

### Journals

Travel Trade Gazette – for the latest travel news, opinions and features

Travel Weekly – for travel news, analysis and features

### Websites

Different countries will produce reports on tourism numbers and statistics. These are accessible via search engines. Examples have been given for the UK and Dubai.

#### UK examples:

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

The Office for National Statistics – provides statistics relating to the scale of the travel and tourism industry in the UK

[www.tourismalliance.com](http://www.tourismalliance.com)

Statistics and research for the British tourism industry

<https://www.visitbritain.org/campaigns-opportunities>

A case study

[www.abta.com/tips-and-latest/reports-and-trends](http://www.abta.com/tips-and-latest/reports-and-trends)

Travel trade trends

#### Dubai examples:

<https://www.dubaitourism.gov.ae/en/research-and-insights>

<https://www.dubai-online.com/essential/tourism-statistics/>



**YouTube link:**

[Inbound, Outbound & International Tourism | The 3 Major Types Of Tourism Made SIMPLE - YouTube.](#)

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*