



Unit 48: Specialist Tourism

Delivery guidance

This unit covers the area of specialist tourism within a travel and tourism environment. It concentrates on the scope of provision available and looks at how this has developed to become more niche and in line with current trends.

It may not be possible for all centres to have first-hand access to tourism operators; careful planning and delivery of course content is needed to allow learners good access to a range of resources or work experience.

Learners will also benefit from having access to a virtual learning environment (VLE) as a platform for sharing and storing information relevant to the course. This could be in the form of worksheets, activities and web links to enable learners continue to learn beyond the classroom.

The enhancement of this unit through relevant guest speakers and visits will ensure the delivery of theory relates to the unit content. Suggested visits include a local tour operator branch with an opportunity to speak to some of the sales advisers. Guest speakers may include independent travel agents who have experience in this area.

Approaching the unit

Learning aim A explores the range of specialist tourist choices and providers. It begins by looking at the extensive range of tourist attractions, including a wider range of experiences that appeal to different groups of people or individuals. This learning aim also looks at the providers of such specialist provision, including independent tour operators and mass market operators, and also investigates online travel agencies.

Learning aim B examines the different types and categories of holidays that exist within specialist tourism. It also looks at the demographics and profiles of holidaymakers and identifies key factors and travel destinations for different tourism categories. In addition, it looks at the increased use of online bookings and reviews for different types of specialist tourism, along with its potential effects and the effect of travel and tourism.

Learning aim C concentrates on the variety of specialist provision in holidays and their popularity. It looks at the relationship with the economy and how this can vary due to demand for certain activities, and how changes in holiday interests can influence the development of the tourist region.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Investigate the variety of specialist tourism choices and providers</p>	<p>A1 Definition of specialist tourism</p> <p>A2 Independent tour operators</p> <p>A3 Mass-market tour operators that have entered this market</p> <p>A4 The Association of Independent Tour Operators (AITO) and its members</p> <p>A5 The impact of online travel agencies (OTAs) and online booking on specialist tourism</p>	<p>A report investigating the variety of providers in the specialist tourism sector and their different roles.</p> <p>Focusing on four different attractions (two natural and two built), the report will also investigate the role of OTAs and online booking in these choices.</p>
<p>B Explore the scale, scope and growth of specialist tourism</p>	<p>B1 Customer demographic taking specialist tourism holidays</p> <p>B2 Growth of numbers in specialist tourism from the UK, Europe and worldwide (through the 21st century)</p> <p>B3 Types of holiday and destination in specialist tourism</p> <p>B4 The role of media and review sites in the development of specialist tourism</p>	<p>A presentation with accompanying maps, graphs or charts, which considers the demographic trends, role of media and review sites, and identification of key destinations for specialist tourism.</p>
<p>C Examine the durability and potential impact of key types of specialist tourism</p>	<p>C1 Specialisms with durability and contemporary specialism choices</p> <p>C2 Longevity of destination</p> <p>C3 Potential impact of specialist tourism on destination</p>	<p>A presentation with accompanying speaker notes, focusing on the durability and potential impact of key types of specialist tourism on a destination in relation to three specialist areas.</p>



Assessment guidance

Learning aim A

It would be useful if some visits that are appropriate to the learning aim have taken place prior to the assessment, for example to local visitor attractions. Evidence towards the assessment could have been collated as part of the visit – for example, photographic evidence. Access to examples of online booking systems will be required for the completion of this learning aim.

The assessment for this unit has been suggested to be completed in the form of a written report in any suitable format which details the range of providers and their roles in the specialist tourism sector. Learners must focus on four different attractions (two natural and two built) from the list given in the unit content. The report must also investigate the role of OTAs and online bookings for these choices.

Learning aim B

Learners need to provide information on their research of the size and scale of the specialist tourism industry, and demonstrate evidence of research to be undertaken in preparation for the assessment.

The assessment for this learning aim is suggested to be completed by a presentation which includes maps, graphs and charts to support evidence within the presentation. The presentation also needs to cover demographic trends, the role of media review sites and identification of key destinations.

Learning aim C

Learners need to discuss the durability of specialist tourism and the impact tourism has on different destinations. The assessment for this learning aim is suggested to be completed through a presentation with accompanying notes. This presentation could be videoed or have a supporting witness statement to authenticate as evidence; it is also possible to use peer assessment. The assessment must focus on durability and potential impact of specialist tourism on a destination in relation to three specialist areas.

Getting started

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

Unit 48: Specialist Tourism

Introduction

This unit will help to develop learners' skills and knowledge in specialist tourism. They will expand their understanding of the tourist market and see how this has changed to cope with demand and the impact of specialist holidays. There will be a great deal of benefit from:

- guest speakers
- visits to local tour company operators
- opportunities of assessment during visits to employers and work experience
- visits to local places of interest to see changes in popularity
- case studies of holiday destinations
- tutor support and mentoring.

Learning aim A – Investigate the variety of specialist tourism choices and providers

A1

- For the introductory part of this learning aim, facilitate a short quiz to establish the level of previous knowledge learners have on specialist tourism.
- Have learners work in pairs to discuss what they understand by the term 'specialist tourism'.
- Learners can produce a series of flashcards for adventure tourism with key words and a description of the word.

A2

- Ask learners to create a table of the customised tourism categories and offer some examples of destinations that would match.
- Learners collect information from holiday brochures to look at worldwide attractions.
- Have learners conduct a poll of staff and students at their organisation to gather information on customer demographics. They should record the results in a table.
- Learners conduct a vote on different destinations to assemble data for target markets.
- Take learners to local natural attractions to see first-hand tourism; they can create a factsheet about the business. While on the visit, with sufficient prior arrangement, learners could interview the manager to ascertain further details.
- Show a video of some built attractions and ask learners to take notes to assist with assignment production.
- Learners work independently to create an annotated world map which details places of specialist tourism for adventure, including natural and built attractions.
- Learners work in pairs to research tour operators and look at their importance and benefits. They can bring this back to the classroom for discussion.



A3

- Learners work in small groups to produce a poster about tour operators. They should include details of mass-market operators, independent tour operators and online travel agencies. They will include an outline of their role in specialist tourism.
- Learners independently produce a table which looks at the potential benefits and problems of each type of operator.

A4

- Ask learners to work in pairs to produce factsheets about the Association of Independent Tour Operators (AITO) and its members.
- Learners work independently to create a table comparing the potential benefits and problems for AITO members.
- Have learners repeat the task above to compare the potential benefits and problems for the customers of travel and tourism organisations.
- Learners work independently to produce a short report which details the role that AITO plays in the travel and tourism industry.

A5

- Have learners conduct independent research on the trends of online booking. They should include the types of customer who use this facility; the information gathered will be shared with the other learners.

Learning aim B – Explore the scale, scope and growth of specialist tourism

B1

- Ask learners to produce a series of detailed customer profiles; this will link to detail gathered in learning aim A.
- Learners can research data on traveller numbers and, for each type of tourism attraction in learning aim A, create a top ten list of popular destinations.

B2 and B3

- Have learners' interview people to determine the reasons for growth in specialist tourism.
- Learners independently research reasons for developments in growth to take part in a discussion to identify possible trends.
- Learners independently create a chart of the factors that affect choice of destination, and link these to customer demographics.

B4

- Learners work in small groups to produce a presentation on the role of media and review sites, and how these have affected the development of specialist tourism.
- Work with local employers in the tourist business to complete a questionnaire, asking customers (anonymous) who use social media sites and post reviews. Learners then present this information in a suitable manner, e.g. bar chart, pie chart.
- Have learners work in groups to create an online poll to find out the potential impact of media and internet review sites on specialist tourism.
- Learners independently prepare a five-minute presentation on how media can be used as a tool in marketing. This is then presented to the others in the group.

Learning aim C – Examine the durability and potential impact of key types of specialist tourism

C1

- Learners work in small groups to produce a list of specialist interest groups and individuals, and explain why their choice in holidays contributes to the popularity of different destinations.
- Have learners produce a written report on the impact on destinations resulting from the popularity of specialist tourism; this can be used towards the assessment.

C2

- Ask learners to produce a list of popular destinations and research how long these places have been popular. They then compare their findings and discuss reasons behind these.
- Show short clips of different places, looking at timescales of popularity. Learners should take notes to be used in a class discussion.
- Learners produce a timeline of events for a specific specialist tourist attraction since it was opened, and detail popularity.
- Facilitate a quiz on the topic of potential impact of specialist tourism, to ascertain knowledge levels.

C3

- Ask learners to produce a factsheet, based on a location you have given to them, on economic impact, and look at the boost to the economy.
- Learners create a map of an area recently developed as a result of specialist tourism, e.g. for the Olympic Games, and note the infrastructure developments.
- Have learners conduct research into the impact of socioeconomic and demographic changes, and produce detailed notes to share with the others in the group during a discussion facilitated by you.
- Ask a representative from a tour operator to give a lecture on the impact of the demographic range of individuals travelling to destinations. Learners should take notes for inclusion in their assignment.
- Have learners research an area and highlight on a map the impact of specialist tourism on ecological or environmental aspects of that area.



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

This unit links to:

- Unit 4: Developing a Land-based Enterprise
- Unit 6: Land-based Business Improvements.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Agriculture/Horticulture/Land-based subjects. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Douglas, N et al – *Special Interest Tourism* (Wiley, 2001) ISBN 9780471421719

Swarbrooke, J et al – *Adventure Tourism: The New Frontier* (Butterworth Heinemann, 2003) ISBN 9780750651691

Journals

Travel Trade Gazette (TTG Media) – weekly travel news with up-to-date reviews and regular features

Websites

Columbus World Travel Guide – a comprehensive travel guide to worldwide destinations, useful for planning holidays

Country maps – a large range of maps for every country in the world; a detailed guide of all destinations

National Statistics Online – the largest online database of statistics, including travel data

Online atlas – maps of the world

Star UK – statistics on Tourism Research

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.