



## Unit 12: Sports Tourism

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### Delivery guidance

#### Approaching the unit

This unit gives learners the opportunity to develop an understanding of sports tourism.

Learners will investigate the characteristics and economic, social and environmental impact of sports tourism and apply this to the planning and presentation of a sports tourism enterprise.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned).

Independent study should be allocated at the end of each topic, allowing the learner an opportunity to consolidate their learning by making their own notes both for revision purposes and in preparation for the summative assignments. Reinforced learning is crucial and should be embedded throughout the delivery of the unit content.

#### Delivering the learning aims

**Learning aim A** focuses on exploring the characteristics and the economic, social and environmental impact of sports tourism. It is likely that most learners will have already experienced some types of sports tourism either as a spectator or a participator. Learners will explore types of sports tourism, their businesses and factors affecting sports tourism. It is important in the delivery of this learning aim that learners understand the purpose of sports tourism and what potential economic, social and environmental impact it has on the country or region. You may wish to visit a sporting venue to experience the roles and responsibilities within the sports tourism sector. In addition, you may like to invite a sports tours organiser from a sports tourism company to discuss the services associated with the sports tourism economy. Case studies could be used to explore a range of related issues. Learners can explore the characteristics of the economic, social and environmental impact of sports tourism in more detail through individual research and develop their own ideas.

**Learning aim B** investigates the opportunities, demand and requirements for a sport tourism enterprise. To deliver this learning aim, teaching and learning should focus on market research as well as exploring the opportunities, demand and requirements. This learning aim could be covered via several methods, including independent research, visits and use of guest speakers.

Group discussion will enable learners to reflect on the variety of aspects that a sports tourism enterprise needs to succeed. Tutor-led delivery is vital to provide an accurate understanding of this topic area.

Learners need to understand what opportunities, demand and requirements are involved to make a sporting tourism enterprise prosper.

Guest speakers will provide first-hand accounts of the aims of a sport tourism enterprise, while incorporating real-life cases. This will enhance learners' experience, and keep the unit vocationally relevant.

**Learning aim C** focuses on developing and presenting a plan for a sports tourism enterprise.

Learners are required to produce such a plan taking into consideration all the factors covered in the previous two learning aims. This learning aim will help learners to develop an appreciation of



the value of research in sport-based contexts. Visits from guest speakers will also allow learners to receive first-hand experience and information about planning a sports tourism enterprise.

Case studies could be used to identify ideas, skills and methods employed by a range of successful sports tourism enterprises.

The jigsaw technique is also a valuable tool, whereby each learner has a topic to research and then teach the rest of the group. Also 'marketplace learning' is effective, where learners research a topic area and then move around other learners' work and ensure that they have a full set of notes on the topic areas. Throughout learners are encouraged to prepare suitable notes for all their peers to use. To deliver this learning aim you could use several methods including formal lectures, independent research, and individual presentations.



## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Explore the characteristics and the economic, social and environmental impact of sports tourism</p>	<p><b>A1</b> Types of sports tourism</p> <p><b>A2</b> Types of sports tourism business</p> <p><b>A3</b> Factors affecting sports tourism</p> <p><b>A4</b> Roles and responsibilities within the sports tourism sector</p> <p><b>A5</b> Economic, social and environmental impact of sports tourism</p>	<p>A presentation or report that includes:</p> <ul style="list-style-type: none"> <li>information about the range of sports tourism available for both professional athletes and recreational participants</li> <li>factors influencing the sector</li> <li>roles and responsibilities associated with working in sports tourism</li> <li>organisations involved</li> <li>economic contribution and impact of sports tourism.</li> </ul>
<p><b>B</b> Investigate the opportunities, demand and requirements for a sport tourism enterprise</p>	<p><b>B1</b> Market research</p> <p><b>B2</b> Opportunities</p> <p><b>B3</b> Demand</p> <p><b>B4</b> Enterprise requirements</p>	<p>An evaluation of the feasibility of a sports tourism enterprise opportunity, based on research carried out.</p> <p>Develop a plan for a sports tourism enterprise. Present the plan to an audience in order to detail the proposed sports enterprise.</p>
<p><b>C</b> Develop and present a plan for a sports tourism enterprise</p>	<p><b>C1</b> Components of the plan for a sports tourism enterprise</p> <p><b>C2</b> Presenting the plan</p>	

## Assessment guidance

This unit is internally assessed.

There is a maximum number of two summative assignments for this unit.

Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades. This unit is internally assessed through two assignments. One covering learning aim A, and the other covering learning aims B and C.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, exploration, and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated. Your learners should be given the opportunity of engaging in assignments that develop and support their knowledge of sports tourism as well as their generic skills. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.

It is suggested that **learning aim A** is assessed via a presentation or report that explores the variety of sports tourism available for both professional and recreational participants. Learners should include information on the factors influencing the sector as well as the roles and



responsibilities associated with working in sports tourism. Learners should also include information on the organisations involved, along with the potential economic contribution and impact of sports tourism. When presenting the report or presentation, learners should be encouraged to use headings, sub-headings and annotations such as pictures and diagrams to support explanations. Refer to the assessment guidance in the unit specification for specific detail. It may be necessary to develop presentation skills with learners, including how to combine text, images and tables in presentations, avoiding reading from slides, avoiding lengthy sections of text and ensuring that presentations that are clear, concise and coherent, are produced.

For **learning aims B and C** it is suggested learners develop and present a plan for a sports tourism enterprise. This should include an evaluation of the feasibility of a sports tourism enterprise opportunity, based on research carried out. Learners could plan, conduct and analyse market research that can be used to generate ideas for the sports tourism enterprise. Learners must then design and complete their own strategical plan. The plan must include an analysis of the results from their market research and highlight the learner's conclusions drawn from this.

Learners must make the presentation to an audience. The audience could consist only of peers, but could also include other staff or visitors. The presentation could be given to the whole class or be given in smaller subgroups if this makes it easier to administer in the time available. Observation records must be completed by the teacher.



## 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

You will find it particularly useful to explore this unit by arranging visits to, and guest speakers from, a variety of sports tourism organisations.

These visits and speakers will give learners an insight into the types of sports tourism and types of sports tourism business along with factors affecting this sector.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g., the market research strategies used by the sports tourism enterprise to meet its needs, or the planning strategies it utilises.

Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to learners focuses on their requirements.

### Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism

- Introduce the topic and content to your learners. You could begin by introducing the aims of the unit, an overview of the content of the learning aims, and how your learners will be assessed. This would give a basis for the types of activities in which your learners will be engaged.
- You could explain the learning aim by organising a visit to a sports tourism venue, e.g. local premiership football club, with learners gathering ideas and notes on the roles and responsibilities within the organisation. This would be an excellent way to excite learners about the practical elements of the unit while emphasising its links to important work skills and employability.
- A guest speaker from a sports tours company could give a more detailed insight into the services associated with the sports tourism economy, e.g.: transport, accommodation, catering, security, along with products associated with sports tourism economy, e.g. merchandise, clothing, equipment, ticketing. This would potentially give a critically evaluative outlook that will provide a context for the unit.
- It is important for learners to understand the scope and scale of the characteristics and the economic, social and environmental impact of sports tourism. Learners could work in pairs and consider what factors affect sports tourism.
- Tutor-led discussions can be utilised to explore the environmental impact of sports tourism, both positive, e.g. conservation projects can benefit from funding generated by sports tourism, and negative, e.g. managing increased visitor numbers to an area.
- Small groups can undertake learner-centred research activities to deliver the learning aim content, e.g. each group to research one of the examples of sports tourism participation.
- The groups could then prepare a mini presentation as an annotated poster for their peers outlining their researched event. This could be followed by a question and answer session.
- Use a tutor-led presentation to introduce learners to the economic impact of sport tourism at different scales, e.g. multiplier effect in local and national economy.



- You could show the YouTube clip - <https://www.youtube.com/watch?v=lXawVg5j0os> which will initiate some interesting discussion on the economic impact of sports tourism.
- Following formative holistic delivery of the first learning aim, time should be allocated for the summative assessment period and submission of the first summative assignment.

### **Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise**

- This learning aim requires learners to investigate the opportunities, demand and requirements for a sport tourism enterprise.
- Learners could explore and discuss a range of case studies regarding how sports tourism enterprises undertake and utilise market research to their benefit. This could lead to whole-class discussions about why a sports tourism enterprise would need market research.
- Within small groups learners discuss and write questions for a guest speaker.
- A guest speaker from a sports tourism enterprise discusses the importance of market research and how they use it successfully.
- As individuals or in pairs ask learners to research the types of customer consideration. Make the activity time constrained and then ask learners to move around the room clockwise to add further ideas to their peers' sheets. Once learners have added to all the other sheets and returned to their own area, they can take it in turns to explain to the rest of the class two of the ideas on their sheet.
- You could then use tutor presentation and discussion based around the enterprise requirements for a sport tourism enterprise.
- Ask learners to give examples of the enterprise requirements, e.g. staffing or facilities.
- Give learners information on current legal and ethical compliance and discuss how these impact on a sport tourism enterprise. Use case studies where enterprises have and have not met requirements.
- It could be useful to show learners relevant video clips to enhance the content and reinforce learning. <https://www.youtube.com/watch?v=jVzHBKPPiH4>

### **Learning aim C: Develop and present a plan for a sports tourism enterprise**

- Learners could recap the previous two aims.
- Tutor presentation to introduce the final aim and discuss the components of a plan for a sports tourism enterprise.
- A group activity could be undertaken where learners are asked to research components of a plan for a sports tourism enterprise and identify common success factors, such as concept and unique selling point.
- You should also include discussion on the implications for a sports tourism enterprise if all the factors are not considered.
- Learners could use "mind mapping" to consider these factors, culminating in learners delivering "mini" seminars to their peers around different factors, examining areas of particular importance.
- A guest speaker, e.g. a manager from a sports tourism enterprise, could be invited to discuss how they produce a plan, including that factors they prioritise and why.
- Communication format and methods suitable to audience and nature of enterprise.



- Tutor presentation outlining the key aspects of presenting a plan. Introduce learners to the types of information a plan should contain, e.g. communication format and methods suitable to audience and nature of enterprise.
- Learners could be encouraged to work in pairs to explore examples of well-compiled plans. Examples could be provided by the tutor. Learners could produce a PowerPoint presentation or a set of notes, which they can share with the group at the end of the lesson.
- Following formative holistic delivery of the unit content and learning aims, time should be allocated for the summative assessment period and submission of the final summative assignment. It is a good idea to let learners develop and practise their presentation skills in front of their supportive peers ahead of their final summative assignment. Therefore, this gives an opportunity for feedback to be given and reflected on before their final presentation.



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

This unit links to:

- Unit 2: Careers in the Sports and Active Leisure Industry
- Unit 4: Ethics, Behaviours and Values
- Unit 14: Marketing Communications
- Unit 31: Influence of Technology in Sport and Physical Activity.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

All the following textbooks give an overview regarding sports tourism in general, with a number of them focusing on the specifics such as the destinations of sports tourism.

Collins, M. – *Examining Sports Development* (Routledge, 2006) ISBN 9780415339902

Higham, J. - *Sports Tourism Destinations: Issues and Analysis* (Routledge, 2004) ISBN 9780750659376

Higham, J. - *Sport and Tourism* (Routledge, 2015) ISBN 9780750686105

Higham, J. and Hinch, T. - *Sport Tourism Development: Aspects of Tourism*. (Channel View Publications; 3rd Revised edition, 2018) ISBN 139781845416553

Weed, M. - *Sports Tourism: Participants, Policy and Providers* (Routledge, 2015) ISBN 9780750683753

### Journals

The following journals provide comprehensive and up-to-date articles and research relating to sporting tourism.

*The International Journal of Sport Management, Recreation & Tourism* – presents current practice and research in sport management, recreation and tourism with some useful references to sports tourism.

*The Journal of Policy Research in Tourism, Leisure and Events* – provides a forum for discussion of public policy relating to the fields of tourism, leisure and events.

*The Journal of Sport & Tourism* – promotes a greater awareness, stimulates discussion and fosters the educational values and benefits of sport tourism.

*The Journal of Sports Tourism* – seeks to enhance, disseminate, and promote research findings and good practice in all aspects of event management.



## Videos

<https://www.youtube.com/watch?v=mjXTFDGlsIM> - provides basic information and explanations on the meaning of sports tourism.

<https://www.youtube.com/watch?v=TdWVrvhFFE0> - sports tourism during and post- COVID19.

<https://www.youtube.com/watch?v=IXawVg5j0os> - discusses the economic impact of sports tourism.

<https://www.youtube.com/watch?v=jVzHBKPPiH4> - future trends in sports tourism.

TED-Ed offers a variety of relevant education videos. Search online for 'TED-Ed'.

## Websites

The following websites provide information on a wide range of topic areas and can be used in conjunction with key textbooks and journals. They provide good sources of information on sports tourism.

<https://www.olympic.org/> - official website of the Olympic Games.

<https://www.researchandmarkets.com/reports/4747464/global-sports-tourism-market-2019-2023> - useful article looking at the global sports tourism market.

[http://www.regionalstudies.org/uploads/Airton\\_Saboya\\_Valente\\_Junior.pdf](http://www.regionalstudies.org/uploads/Airton_Saboya_Valente_Junior.pdf) - research measuring the economic, social, urban and tourist impact of mega sporting events, especially related to the 2014 World Cup.

[www.sportengland.org](http://www.sportengland.org) - covers all aspects of sport in England, including sports tourism.

<https://www.sportseta.org/> - interesting website dedicated to the sports tourism industry.

<https://tourismteacher.com/sports-tourism/> - convenient website that explores many aspects of sports tourism.

<https://www.travelweekly.co.uk/articles/30735/sports-tourism-selling-travel-to-matches-races-and-tournaments> - helpful article looking at the growth of sports tourism.

<https://www.travelweekly.co.uk/articles/30735/sports-tourism-selling-travel-to-matches-races-and-tournaments> - news from the travel tourism industry.

<https://www.visitbritain.com/gb/en/sport-attractions> - information about visiting Britain's sports attractions.

<https://www.unwto.org/> - this is the United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism.

*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 learners to access them through the school/college intranet.*