



Unit 1: The Travel and Tourism Industry

Delivery guidance

This mandatory 90 GLH unit gives you the opportunity to open up the industry of travel and tourism to your learners. You will be introducing learners to different types of travel and tourism and the diverse organisations that make up the industry. Learners will examine its contribution within the global economy, explore new innovations and consider the external factors that challenge its operations.

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

You can involve employers in the delivery of this unit if there are local opportunities to do so. Trips to different travel and tourism organisations, e.g. attractions, accommodation providers and visits from guest speakers will add interest as well as consolidate their learning in preparation for the written assessment.

To achieve success in this unit, learners will have to be able to apply the knowledge and skills gained during delivery to a wide range of scenarios and situations. It is therefore vital that tutors and assessors use a variety of questioning formats (e.g. Q&A sessions, quizzes, etc.) in order to prepare learners for assessment such as articles, case studies and reports.

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

Approaching the unit

To support your learners' success in this unit your delivery must cover all learning aims. You should develop your learners' ability to demonstrate their understanding of the content terms and language, apply their knowledge to a range of scenarios and case studies, respond to questions and show skills including analysis and reasoning. You should include guidance sessions on how to approach the controlled assessment, how to respond to command words and use opportunities throughout your delivery to reinforce learning.

All learning aims in this unit and parts of the set assessment require learners to carry out extensive, independent research in order to source, record and utilise relevant information. You should include guidance sessions on how to research effectively using reliable sources, maintain records of sources used and understand the value of bookmarking useful websites.

To cover learning aim A, learners are required to explore the different types of travel and tourism. They will need to develop an understanding of the associated terminology in order to define and apply the terms 'travel', 'tourism', 'domestic', 'inbound', 'outbound' and so on to different situations. Learners could share their own personal experiences associated with different types of travel and tourism, identifying who they travelled with, which can lead to discussions around 'types of travel and tourism customer'. Research activities across all types of travel and tourism will help to reinforce their understanding and apply their knowledge to different travel and tourism situations. Learners should develop a knowledge of different types of customers, their needs and how needs vary between different groups of people.

Learning aim B requires your learners to investigate the contribution of travel and tourism to the economy of global destination, including employment and visitor numbers within the sector. This learning aim has a strong numeracy element and learners should be able to look up relevant and recent statistics as part of their research activities so that their studies are current. You may need to give structured sessions to develop learners' skills of data analysis in order to prepare them for external assessment. Reasons for changes must be researched and all conclusions should be justified.

The travel and tourism sector moves quickly and with some surprises at times (e.g. the collapse of Thomas Cook) and it is important that learners are aware of the buoyancy of the industry as well as some more ingrained trends (such as worldwide visitor numbers to France and Spain). The use of current UNWTO trend reports will help with learning aim B1 looking at rankings, generating areas and statistics and arrival statistics by area and trends. This report is generated annually and is free to download.

Reasons as to why tourism is a vital element of the economy of locations is also considered including a significant number of key terms and their meanings in B1.

How people are employed in the sector both directly and indirectly is then the focus of learning aim B2, requiring learners to be able to identify job roles within each sector and the locations in which these jobs would be undertaken, as well as how these jobs are undertaken, and routes and career paths within the industry.

You should encourage learners to become more inquisitive about what is happening around the world and how this impacts the travel and tourism industry. Share breaking news with them and discuss likely impacts on travel and tourism organisations and how this affects work within the industry.

For learning aim B3 learners need an awareness of the visitor numbers, the type of tourism that is most and least popular, and how they are changing. Access to a wide range of data and statistics is essential in order to develop learners' ability to interpret and analyse data and draw conclusions. Learners should look at trends and statistics (UNWTO reports are a good place to start) and what direction the industry is moving in based on these. There are other free published resources in the public domain. The Tourism Alliance, and World Travel & Tourism Council are among the many organisations providing key statistics and data required to explore employment, visitor numbers, income and spending for learning aim B.

For contemporary viewpoints, newspapers (such as *The New York Times* (USA), *The Globe and Mail* (Canada) and *The Telegraph* (Saturday edition, UK) or those local to your setting) and the travel trade press – e.g. *Travel Weekly*, *Travel Trade Gazette*, TTN worldwide (Middle East), Mercado & Eventos (Brazil) – will prove to be invaluable resources when delivering learning aims B1, B2 and B3. TravelMole (see the Resources section at the end of this document) is a useful free resource providing regular travel and tourism news bulletins and insight into factors affecting the industry. It can be accessed online so is available in most worldwide delivery locations.

Learning aim C requires your learners to research fully by investigation the types of travel and tourism organisations, their roles, and the tangible and intangible products and services they offer to customers.

Learners will use research skills extensively, supported by tutor input, to source relevant information on organisations. Websites are too numerous to recommend, but you should direct learners towards reliable official information sources and suitable organisations and discourage them from using Wikipedia as a source of information. Your learners could use the websites of a range of travel and tourism organisations falling within the public, private and voluntary sectors, in order to establish ownership characteristics, mission statements and operating aims. Learners could compare and contrast operating aims in order to draw conclusions about ownership.

You may find that some of your learners have limited 'first hand' experience of travel and tourism products and services. There are many useful video clips available on YouTube that give a visual insight into the products and services provided by many travel and tourism organisations. Used selectively these can support and enhance delivery.

Educational visits and guest speakers can be a highly beneficial way of building a foundation for learners when conducting classroom-based research. It is possible to organise visits that do not incur too many costs, for example:

- a trip to a local travel agency
- a visit to a nearby rail/coach station
- a tour around a local hotel/B&B/youth hostel
- a visit to your tourist information centre



- a talk at a local tour operator's office.

Many travel and tourism organisations have employees who are willing to give talks tailored to the needs of educational groups. Many organisations also have a section of their website dedicated to educational resources, which can be accessed free of charge, and which can greatly enhance the learning experience.

Interrelationships and interdependencies in the travel and tourism industry will need to be taught and can be enhanced by research online. It may be beneficial for learners to initially discuss the distribution channels of products they are more familiar with (e.g. how food is manufactured and eventually sold), before applying this understanding in order to research distribution channels within travel and tourism contexts. Learners often find the concepts of integration a little harder than some of the more straightforward elements of the course, so sufficient time should be given to these so learners are clear about them.

Learners should be introduced to the wide range of technology used in the travel and tourism industry today. It would be beneficial for learners to develop an understanding of the rapid technological developments within the industry over recent years. Learners should also be made aware of potential advantages and disadvantages of the use of technology to both businesses and their customers. An organised visit to a tourist attraction, travel agent, transport hub or accommodation provider to research the uses of technology they use could enhance delivery if it could be arranged and would be relevant and beneficial in your location.

The travel and tourism industry is unpredictable and vulnerable in terms of being affected by many external factors. Learning aim D involves examination of the external factors affecting the travel and tourism industry and how the industry has responded to these challenges.

Learners should examine the detailed range of factors as identified in the 'essential content' (e.g. economic factors, social and lifestyle factors, government legislation, safety and security, and environmental and climatic factors, etc.). They should be encouraged to explore a variety of real-life examples of factors affecting organisations, drawing conclusions and evaluating potential impacts on their growth and operation. A range of case studies, including those affecting your country most, could be used to explore the responses of travel and tourism organisations to external factors.

Some learning aims in this unit overlap with other units in the qualification. You should coordinate delivery to ensure the content of both units is addressed in a complementary way, fully meeting the delivery requirements of the respective units, without undue repetition.

Assessment guidance

The assessment of this unit is through one assignment brief **set by Pearson**. A set assignment must be used to assess learners.

The supervised assessment will give learners opportunities to demonstrate knowledge and understanding of the essential unit content in their assignment.

The set assignment units will follow this format as identified in the specification document (page 18):

- An assignment set by Pearson and marked by the centre, completed under supervised conditions.
- The supervised assessment period is 9 hours.
- Completed using a computer.

The first assessment is May/June 2020.

Sample Assignment Briefs (SABs) will be available to help centres prepare for assessment. These exist to give you an example of what the set assignment brief will look like in terms of the layout and level of demand of the assessment. The SABs give you a good indication of how understanding of the content areas may be assessed. While SABs can be used for practice with learners, as with any assessment, the content covered and specific details of the questions asked will change in each assignment brief. A copy of the sample set assignment can be downloaded from the Pearson website.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence they need to give.

There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a distinction, a learner must have satisfied all the distinction criteria
- (and therefore the pass and merit criteria); these define outstanding
- performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Learners may re-sit a set assignment to obtain a higher grade. If retaking, a learner must take a different authorised Pearson Set Assignment unit to that previously taken. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to, or benefit from, taking all assessments twice so you are advised to plan appropriately.



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 1: The Travel and Tourism Industry
Introduction In the delivery of this unit there is an opportunity for you to stimulate your learners' interest in the world of travel and tourism, its scope and scale, and the opportunities it can give for future employment, leisure or business. It is one of the world's largest economic sectors, accounting for one in ten jobs in the global economy. The unit delivery gives an introduction to the travel and tourism industry, its organisations, the factors that influence it and its scale. You should encourage your learners to broaden their research and take an active interest in what is happening around the world. Open their eyes to the travel and tourism industry around them, share travel-related news stories and consider how current events might impact different sectors of the industry. You could approach this unit in a number of ways. However, the unit has been structured to develop and build on underpinning knowledge. It is likely that once the underpinning knowledge and understanding have been addressed for each learning aim, you could give learners a number of tasks and challenges that test their understanding. To support the delivery of this unit, there is the opportunity for you to produce a unit handbook containing a summary of the unit, essential content, assessment outcomes, command words typically used in assessment, external assessment format and date, 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, e.g. through educational visits and the use of guest speakers. Learners will require the use of IT facilities, including internet access, to present them with appropriate opportunities to carry out the essential research required to cover all learning aims independently. Remember their assessment will be undertaken by a Pearson set assignment unit on a computer, so it is important learners are used to using a computer competently and at some speed so they are able to research and complete the supervised assignment brief within the time given (9 hours).
Learning aim A – Investigate types of travel and tourism, customers and their needs
- Learning aim A gives a foundation for learners, ensuring they have a clear understanding of types of travel and tourism. - Learning aim A1 is designed to ensure your learners have an understanding of the concept of the different types of tourism. You should encourage learners where possible to share their own experiences of being a tourist and give varied examples of inbound, outbound and domestic tourism. - Learning aim A2 develops learners' understanding of different types of travel. You could begin with group activities to research and find examples of different types of leisure travel. It is likely that learners will have had experience of some types of leisure travel to share with the group. Learners are less likely to have knowledge of corporate travel, and tutor input should give them the required introduction to different types of corporate travel and terminology. Ensure learners are exposed to ways of travel, especially specialist methods like bullet trains, beyond their immediate country or region if all methods are not available in their immediate vicinity. - Continuing with learning aim A2, learners could research different kinds of specialist travel, identifying specialist travel providers and the types of customers they attract, and share their specialism with the rest of the group. - Learners could recount their own experiences of day trips for different purposes – for example with families, educational trips, etc. Learners should explore VFR (visiting friends and relatives) travel from

all angles – domestic, inbound and outbound. You should facilitate a Q&A to recap day trips and VFR covering the unit content.

- On completion of learning aims A1 and A2, give learners the definitions of all technical terms in the specification. Learners should then be able to give definitions and examples of types of tourism and types of travel.
- Learning aim A3 is focused on customers. Customers are at the heart of most travel and tourism organisations and learners should be able to recognise their different needs when participating in different types of travel and tourism. You could present your learners with a range of case studies. For each case study, the learner should identify the 'type of travel', the 'type of tourism', the 'type of travel and tourism customer' and the 'customer needs'.
- To conclude learning aim A, check all learners have the definitions of the terms they need. Ask learners to describe and give an example for all terms listed, including customer types and needs, in order to reinforce their knowledge.

Learning aim B – Explore the contribution of travel and tourism to the economy of global destination

- For learning aim B, you could introduce the contribution the travel and tourism industry makes to economies around the globe to learners through discussion and a presentation, and how this can be measured locally, nationally and internationally, in terms of employment, visitor numbers, income and spending. Reference can be made to the importance of analysing trends, including how trends change over time and the reasons for the changes. Key learning aim terminology should be explained, including 'GDP and balance of payments', 'leakage', 'multiplier effect', 'profit margins', 'tourism receipts' and 'foreign currency earnings'. There are some excellent YouTube videos on these, although avoid the solely economic descriptions with no practical applications to the travel and tourism industry as they tend to hinder rather than aid understanding.
- Lead a discussion relating to your own location's situation relating to world rankings, tourist arrivals and main generating areas and why these follow patterns may be of benefit, so learners understand where your country 'fits' in the tourism global jigsaw and why.
- A wide range of published statistics is available to support independent research for learning aims B2 and B3. A stepped approach can be taken whereby you initially undertake a 'walkthrough' of data, with structured questioning and mini tasks to develop learners' ability to source and analyse appropriate data. Learners can use the internet to search useful websites such as UNWTO and World Travel & Tourism Council to research key statistics, facts and data relating to the importance of your own country as a global destination in terms of tourist numbers and economic significance (learning aim B1); direct and indirect employment (learning aim B2); visitor numbers (learning aim B3); and income and spending (learning aim B1).
- Learners could also be given a number of worksheets, created by you and based on current industry statistics, which encourage them to analyse trends and how and why they change over time.
- To conclude learning aim B, it would be useful to give learners the opportunity to complete a formative assessment. This should also cover the command words that are commonly used in assignment briefs. Learners will benefit from your feedback, as well as the opportunity to reflect on their performance.

Learning aim C – Research travel and tourism organisations

- Learning aim C introduces learners to types of travel and tourism organisation and will require some focused research by learners to explore their roles, products and services.
- You could start with learning aim C2, because learners can then consolidate their knowledge by considering ownership in terms of sectors when they look at C1. Learners will explore the eight listed sectors of the travel and tourism industry. This will involve varied sessions where your learners will be involved in a range of research activities, practical tasks, worksheets, presentations, discussions, collaborative and individual work. Your input and checking learning through quizzes, Q&A and worksheets will be essential.



- Guest speakers can make a positive contribution to delivery of learning aim C2. Subject to time and financial constraints, visits to different types of organisations will add a further dimension to delivery. Where this is not possible you could include video clips to bring some variety and visual impact to sessions.
- Moving on to learning aim C1, check your learners' understanding of private, public and voluntary organisations, followed by a presentation covering key characteristics and terminology. This will give a good grounding to support research into the characteristics and main aims of selected private, public and voluntary organisations. Consolidation of knowledge and understanding is important for externally assessed units and all learning aims. This could include a tutor-directed discussion and questioning on the differences between private, public and voluntary organisations.
- Learning aim C3 focuses on interrelationships and interdependencies and the first step is to ensure learners have a good understanding of both terms, as well as knowing the differences. Learners can then apply this knowledge to a range of travel and tourism scenarios. Visual learners will benefit from flowcharts and diagrams etc. to introduce topics such as distribution channels and integration. A group approach to identifying advantages and disadvantages of interrelationships and interdependencies should result in broad coverage of this part of the learning aim.
- Learning aim C3 continues with vertical and horizontal integration, and correct understanding of these terms can be reinforced through structured research into named organisations. To further demonstrate their understanding, it would be useful for learners also to consider advantages and disadvantages of integration to the organisation and their customers.
- You could present a carousel of information relating to travel and tourism technology advancements in communication, booking and promotion for learning aim C4. Learners will visit each part of the carousel to make notes on advancements in different types of organisations.
- Learning aim C4 continues with technology specific to different organisations. A range of sessions focusing on travel and tourism technological advancements (e.g. theme parks, transport hubs, hotels, travel agencies, ticketing options) will give learners current insights into developments within the industry. Ensure you emphasise the importance of price comparison websites and how these have influenced the growth of travel and tourism, and anything that is specific to your own location/country situation.
- A worksheet could be used to gather your learners' views on potential advantages and disadvantages of technology to different types of organisations and their customers. This could be considered in ways it may affect employment too (e.g. role of the concierge vs. internet search/review sites).

Learning aim D – Examine factors affecting the travel and tourism industry

- For learning aim D, through tutor-led discussion and presentation, learners should be introduced to the many factors that affect the growth and operation of travel and tourism organisations.
- Learning aim D1 can be addressed in a number of sessions, each focusing on different factors. Research activities can be set to address the different external factors affecting travel and tourism organisations, followed by investigation into the different ways in which the organisations respond. TV documentaries, case studies, newspaper articles, textbooks and the internet can be used to give factual information. Discussions, Q&A and presentations could be used to develop your learners' critical thinking skills and support them to draw their own conclusions.
- For the content areas of media within learning aim D1, learners could be asked to produce a timeline showing examples of significant development and innovation responsible for the rapid growth of the industry from 1950 to the present day. Your learners could be asked to explore review sites, social media, etc. to find examples of media factors that significantly impact on travel and tourism operations.
- To conclude learning aim D, it would be useful to give learners the opportunity to complete a practice assignment or part assignment along the same lines as the SAMs. Learners will benefit from your feedback, as well as the opportunity to reflect on their performance.
- It will be essential for you to fully prepare your learners for the assignment for all learning aims in the unit. These should be used leaving enough time to identify and fill in any gaps in knowledge and understanding. It is recommended that learners produce notes after each session or at the end of each learning aim while information is still fresh in their minds.



- Preparation exercises, including timed activities, should not only be used to test knowledge but should also be designed in such a way that by analysing structure and style of the assignment, they know what to expect and how to pace themselves. This will give them an idea of what the assessment will look like in terms of the feel and level of demand. You should revise the command words as listed in unit and how to move through the Pass, Merit and Distinction levels as appropriate.



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

This unit gives the foundation for learners to study all other units in travel and tourism. They will explore all aspects of the industry: its terminology, its key components and its scale.

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 Travel and Tourism. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Ali AB (2015), *Travel and Tourism Management*, PHI Learning (ISBN 9788120350588) – gives a useful introduction to key unit terminology

Dale, Gillian (2019), *BTEC Nationals Travel and Tourism Student Book + Activebook*, Pearson Education Ltd (ISBN 9781292187754) – suitable for all learners

Stewart S, Warburton F and Smith JD (2016), *Cambridge International AS and A Level Travel and Tourism Coursebook* (second edition), Cambridge University Press (ISBN 9781316600634) – explores the scale, factors and structure of the industry

Journals

ITB (has multiple locations around the world as well as global) – for the latest travel news, opinions and features

Mercado & Eventos (Brazil) – for the latest travel news, opinions and features

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

Travel Weekly – for travel news, analysis and features

TTN worldwide (Middle East) – for the latest travel news, opinions and features

Websites

For articles relating to many aspects of this unit, visit the TravelMole website. Tutors can register for updates

For a source of facts and figures, visit the World Travel & Tourism Council website, which works to raise awareness of travel and tourism as one of the world's largest sectors

For videos relating to a wide range of content areas, visit YouTube

For online 'newsrooms' for a number of locations around the world, visit the ITB travel website

For research data and links to a wide range of worldwide locations, visit the UNWTO (United Nations World Tourism Organization) website – search 'Statistics' for data relating to tourism

For news and events from Brazil, as it includes international reports, visit the Mercado e Eventos website

For data relating to tourism, visit the Our World in Data website

Other resources

Plickers is a SMART device app that promotes an imaginative way for tutors to complete formative assessments



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.