



Unit 10: Global and Domestic Passenger Transport

Delivery guidance

Approaching the unit

This optional unit will give you the opportunity to inspire your learners about the different ways people travel across the world and within their own country. The unit is highly relevant to wider issues facing today's society and will help your learners as they plan for a career in the travel industry, or as leisure or business travellers in the future.

Learners will investigate some of the issues resulting from the growth of passenger transport and the number of people travelling, and look at what is being done in terms of cleaner energies, transport initiatives and new technologies. They will research transport routes and options for a journey in their own country and investigate how the ever-changing needs of customers are being met. They will also consider how consumer technologies have not only revolutionised how people choose to travel but also influenced the accessibility of transport options.

Learners will have opportunities to develop and improve their research skills and work with others. There are opportunities for practical activities to give some vocational context – for instance, creating transport routes and plans for a particular type of customer.

You may be able to arrange for your learners to visit local transport hubs and perhaps even to organise some travel in the local area. By experiencing different types of passenger transport by travelling on journeys and visiting hubs, stations and terminals for themselves learners will have a far greater insight into the scale of this sector of the travel and tourism industry. There is an opportunity for employer engagement to further enhance learning by talks from guest speakers if there are local opportunities to do so.

Delivering the learning aims

In this unit, learners are required to carry out independent research in order to source, record and utilise relevant information for each learning aim. 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. Websites are too numerous to recommend, but you should direct learners towards reliable official information sources within your own country as well as globally. When researching for this unit, learners should use both the British and American spelling of aeroplane/airplane, and the word aircraft as this will increase results and create the best information sets available.

Some of the content in this unit overlaps with other units in the qualification such as *Unit 1: The Travel and Tourism Industry*, and *Unit 2: Worldwide Travel and Tourism Destination*. It is recommended you coordinate delivery to ensure the content of units is addressed in a complementary way avoiding repetition.

Similarly, it is recommended that time is made within your delivery to discuss topical events affecting passenger transport when they happen rather than waiting for the topic to be covered later. This could be new journeys, transport routes opening up, collapse or launch of organisations, new transport hubs being built or planned, reports on health concerns or pollution and so on. Learners will gain a greater appreciation of the dynamic nature of the sector. In addition, you could take advantage of the enormous public interest in transport and travel in general that has led to a range of TV documentaries. You could incorporate



some of these 'behind-the-scenes' documentaries and video clips based at airports, ports, rail journeys and transport organisations to really stimulate your learners' interest and enhance learning.

The unit offers flexibility in terms of delivery options so can be designed around your learners. For instance, you may wish to take a holistic approach and consider each transport option in depth. You could address, for example, A1, A5, B1 and B5 looking at all aspects of air travel and do the same with each type of transport.

While group work is a useful and acceptable form of delivery and formative assessment, you must ensure each learner independently produces their own evidence containing sufficient depth and detail for summative assessment.

Learning aim A

In preparation for the delivery of learning aim A, you should build up a library of news reports, articles or features related to passenger transport; include a range from your own country as well as some from around the world. These may include new routes, new organisations, new infrastructure and habitat clearance, new technologies and so on. Additionally, learners will need to source data on global passenger numbers and would be advised to access official global websites for reliable data as well as published data by tourism agencies and government departments in their own country. They may need guidance in sourcing and how to interpret data.

The content of learning aim A very much sets the scene in terms of how passenger transport has changed over time, specifically since 2000. Learners could research, in small groups, each option and its trends in terms of passenger numbers, world rankings. There is an opportunity for some groups to focus at the domestic level where relevant; others could research global trends. From this learners should have a better insight into the scale of passenger transport and the potential scale of negative impacts. You could use case studies to highlight specific impacts; these could be from learners' own country or global examples. This would then lead to possible solutions, which offers fascinating research opportunities that should really generate lively discussion and debate.

To stimulate learners' interest further you could encourage them to gather news bulletins, articles and blogs about topical issues relating to the impacts of passenger transport in their own country and around the world. These could be displayed in the classroom or on the school's intranet, or used as a starting point for discussion. This would help create an awareness of the scale and nature of the issues.

Learning aim B

The content of learning aim B offers opportunities for some practical map work. In preparation for delivery, you could source electronic and hard copy outline maps of the world, continents and your own country, as well as local maps and timetables, world maps and atlases, plus reliable websites. Learners may benefit from a refresher session on how to use maps, timetables and atlases effectively and independently and have access to sources at a domestic and global scale. From these practical activities they could create classroom displays to gain a better understanding of where the busiest transport hubs are and maybe compare to provision within their own country. Some employer engagement could enhance delivery of these content areas in the form of a visit to a local transport hub, or possibly a guest speaker from a local transport organisation, who may be able to support delivery with guidance on routes and how customer needs are met.



Learning aim C

The content of learning aim C focuses on the role of web-based and mobile technologies, and some content may be familiar to your learners in different contexts. In preparation for this you may wish to do some 'time travel' and take learners back to the days before these technologies were available. You could collect or create paper/hard copy timetables, reservations forms, tickets and confirmation letters, plus old-style telephones. Learners could then take part in role plays – the purpose being to enlighten them about how it used to be and the extent of the changes. This could lead to discussions about customer types and the extent to which technologies may or may not influence their choices. You should remind learners to avoid generalisations and stereotypes. Learners will need access to the internet from a range of devices (PCs/laptops, tablets, mobile technologies) in order to be able to gather enough information for this learning aim. Where possible these may be the learners' own or the school's as available and appropriate.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore options and trends for global and domestic passenger transport, including negative impacts and possible solutions	A1 Air travel A2 Sea travel A3 Rail travel A4 Road travel A5 Negative impacts and possible solutions	An oral or written presentation that investigates passenger transport options and trends, including negative impacts and possible solutions.
B Investigate global and domestic passenger transport hubs locations and facilities, including how products and services offered by transport organisations meet the needs of passengers	B1 Airports and airlines B2 Passenger ports and ferry companies B3 Railway stations and train companies B4 Road networks and bus and coach companies B5 Needs of passengers	A slideshow presentation that evaluates the extent to which location and passenger needs influence facilities offered at major global transport hubs and whether needs are met by different hubs.
C Examine the role of web-based and mobile technologies and how they have influenced the accessibility of transport options and travel choices for customers	C1 Types of customer and reasons for travel C2 Online and internet web pages C3 Smartphone apps C4 e-ticketing	A report that compares and contrasts the use, availability and effectiveness of differing web-based technologies, for different types of customers and the extent of their influence on travel choices made.

Assessment guidance

The recommended assessment of this unit is through a maximum of three internally assessed assignments. Assignments are holistic for this qualification, so tasks should not prescribe pass, merit or distinction criteria, but allow learners to achieve all the criteria by completing the task in full.

You must be confident that your learners are ready to complete assessment independently. They must fully understand the assessment requirements, the evidence they are required to produce and the importance of managing their time to meet the set deadlines. You should ensure the examples selected by learners give sufficient scope to enable them to fully complete each assessment.

All learners must independently generate individual evidence that can be authenticated.

The assessment for learning aim A could be a presentation on passenger transport trends, options, impacts and solutions at the domestic and global level. When addressing negative impacts learners should consider impacts for at least two passenger transport options (air, sea, rail, road) – at least one at the domestic and one at the global scale. Learners should choose transport options that offer a range of transport initiatives and new technologies designed to reduce negative impacts.



The assessment for learning aim B is suited to a slideshow presentation. For this assessment, you will need to give your learners some scenarios; they could all use the same one or they could be given a choice to select from. To ensure the scenarios are suitable in meeting the assessment criteria you are advised not to give this responsibility to your learners. Learners are required to consider one scenario. The scenario supplied should involve passengers taking a complex journey within your own country with a departure and arrival point. It should be possible to undertake the journey by at least three different transport options. To create complexity direct flights should not be included and the passengers should have realistic specific needs in terms of travel. The slideshow should include details on the location of a range of major transport hubs, related transport organisations and facilities. Learners will explain the influence of passenger needs and how well they are met.

A report would be appropriate for the assessment of learning aim C. Learners will need to choose a range of appropriate web-based and mobile technologies, and consider their use, effectiveness and availability, along with how they may influence customer choice of travel and the accessibility of transport options. Learners should also consider the different types of customers detailed in the content and include relevant examples of these technologies.



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 10: Global and Domestic Passenger Transport

Introduction

Through study of this unit you can really enthuse your learners to this dynamic sector of the travel and tourism industry. It is an incredibly relevant unit in the modern world so an interesting start would be to take your learners back in time so they can fully appreciate how quickly things have changed.

As a starting point you could ask learners to create 'top trumps' cards (see Resources). There are different approaches you could take. The cards could be based on passenger transport options (modern and historical) or aspects of each (for example, top speeds, journey time to travel 100 km, costs per 100 km, number of passengers per vehicle, booking options). The cards could be given to lower ability learners so they can play against one another. Alternatively, the cards could be created by higher ability learners and then used in mixed ability groups. You should include various options of travel, so rather than just 'train' you could include 'steam train', 'heritage trains' and 'high speed trains' (e.g. TGV, Eurostar, Orient Express) along with examples from within your own country. The activity should help learners understand the trends and features of each type of passenger transport. The cards could be referred to throughout the unit.

Learning aim A – Explore options and trends for global and domestic passenger transport, including negative impacts and possible solutions

- To introduce learning aim A1 you could use discussion questions to establish how much learners already know – e.g. What do these terms mean: 'budget', 'charter' and 'scheduled airline'? What's the difference between 'short haul' and 'long haul'?
- Use promotional video clips from airline websites to show learners the key aspects of the different types of airline (see Resources).
- Ask learners to work in groups and research domestic and global airline websites – one group researches budget, one charter and one scheduled at both scales. For each they should also research the routes served. You could link this activity to learning aim B5 and include research into products and services offered. Learners feed back and discuss similarities and differences.
- Ask learners to research flight costs for a given global route for each type of airline and also investigate what is or is not included to improve their knowledge of the services and prices on offer, as well as what is and is not in the initial ticket price.
- Use a matching game or sticky notes – e.g. give learners cards with the names of the top ten global airports and cards with passenger numbers; learners then match the passenger numbers with the airports and rank them in order.
- Learners research global passenger numbers by air from 2000 to current date. Using the top ten data too, discuss how these numbers have changed over time. Prompt learners to give reasons for changes in generating and receiving areas and link to emerging markets.
- Ask learners to research the top three domestic airports, based on passenger numbers, in their own country. Discuss how the volume of passengers vary at the domestic scale to the top ten global airports and use the video clip of Dubai airport (see Resources) so learners understand how and why airports expand.



- You could do the same activities to investigate the busiest transport hubs and changes in passenger numbers for learning aim A2, sea travel and learning aim A3, rail travel so learners have an overview of trends in air, sea and rail travel.
- You could present learners with a slideshow with images of range of passenger aircraft, and ask them to try to name and date them. Ask learners to research the nine airplanes that have transformed flight over the last century (see Resources). Use the video clip of Boeing 787 (see Resources) to stimulate discussion of the factors that have driven development in passenger aircraft. Ask learners which is more important to customers' comfort, speed or cost?
- You could collect learners' research findings on air travel and, at the end of the sessions for learning aim A, organise them into groups to create a classroom display for each option ensuring coverage of global and domestic organisations.
- For learning aim A2 ask learners to research the top ten global ferry organisations –for example, those that operate routes to and from Italy and Egypt. Then research domestic ferry organisations (unless the learners' own country is landlocked) and those based in another continent (see Resources). You could link this to learning aim B5 and include research into products and services offered on-board for passengers.
- Learners in groups could research different types of ferry such as roll-on/roll-off (ro-ro), chain or cable ferries, passenger and car ferries as well as changes in ferry size over time.
- Give learners data on the Port of Helsinki and changes in passenger numbers. To aid learning and understanding have an outline map of the world as a display for learners to populate. First ask them to locate Helsinki on the map then ask them to conduct some individual research and gather findings to identify the reasons this is the busiest passenger port in the world. Organise learners into small groups and ask them to use the worldatlas website and Sea Passenger Statistics (see Resources) to identify the busiest ferry ports in the UK and Europe and the world's busiest passenger ports. Also learners should research recent passenger port expansions and new ports. Locate all these ports on the world map. Using the map as a visual aid, lead a discussion on ferry and routes and sea passenger numbers. Ask questions such as: Where are sea passengers travelling to and from where? What are the reasons for the patterns identified?
- For learning aim A3, present learners with maps of their own country showing major train lines and ask them to identify their origin and destination. Discuss any patterns in the domestic rail network and prompt for reasons; ask learner to identify networks connecting major cities (link this to learning aim B5) and include products and services offered on-board.
- Ask learners to identify the five longest working length of rail in the world. Is it the largest countries? Why do they have such extensive rail networks? Present the top five. Then place learners in small groups to research one of the top ten global continental rail journeys to find out the main features, linking to learning aim B5, and include products and services offered on-board.
- Present learners with images of a range of high speed trains such as TGV, Eurostar and Maglev. Ask them to rank in order of the fastest, then discuss learners' own experiences of rail travel and the importance of high speed travel overland.
- In pairs, ask learners to research statistics on rail passenger numbers in the UK (see Resources) published by the Office for Road and Rail (ORR). They should compare changes in passenger numbers for two rail operators. Learners share findings and discuss patterns shown. Depending on group size, allocate each pair a continent and one pair their own country. Give learners data from the International union of railways (UIC) on worldwide rail passenger numbers (see Resources). Learners then research rail passenger numbers for their allocated continent/country and how they have changed. Each pair annotates a world map with data researched. You may find it easier to have a world map for each transport option. Lead a discussion on these questions: What are the reasons for and extent of the changes in rail passenger numbers globally and domestic? Are there any variations across continents and why? Prompt learners to consider



who is travelling, the purpose of travel and other influencing factors such as distance, costs and access to alternative transport.

- For learning aim A4, present learners with a map or road atlas of the road network in their own country, focusing on motorways and major roads, and ask them to describe the road pattern. They research how the motorway and strategic road networks are developed and serve the whole country. Discuss whether continental networks would follow similar patterns plus obstacles to development followed by group research using atlases, online or hard copy, showing the major road routes.
- Present learners with images of the most popular cars by decade since 1945. Ask learners to identify the car, manufacturer and decade, then give data on global car ownership by decade so they can create a visual display or timeline of the changes. They could annotate with reasons to explain key developments. Research the number of global and domestic journeys by bus/scheduled coach over time and discuss the types of services to cover those in the unit content. Research global and domestic organisations offering these services including products and services offered to link with learning aim B5.
- For learning aim A5, use a graph template such as those from Post Carbon (see Resources) to discuss the negative impacts of travel and transport. Organise learners into four groups, then ask each group to research the impacts on one of rail, road, sea and air transport and their respective transport infrastructure. Ask each group to present their findings, then identify the similarities between each kind of negative impact. Learners can bring their findings together in terms of similarities and differences, or use a scale of the worst types of environmental damage to the least damaging. They will need to consider the initial impact of, for example, building the airport/road/railway/port, as well as considering the ongoing environmental issues for each kind of transport. You could supply gapped handouts and guidance on suitable resources to support learners with this activity.
- Discuss with learners what is being done to reduce some of these impacts. Present the case study on Seattle's ferries becoming electric (see Resources) to stimulate and gather ideas. Prompt further to consider the scale of impacts and solutions – domestic and global. In groups, learners research solutions for each transport option at the global and domestic scale. Present their findings to the class and discuss advantages and disadvantages of solutions and possible obstacles.

Learning aim B – Investigate global and domestic passenger transport hub locations and facilities, including how products and services offered by transport organisations meet the needs of passengers

- For learning aim B1, ask learners to plot the world's ten busiest airports on a world map then list them in order. Are learners surprised by the location of the number one busiest airport?
- Learners should plot the most popular long-haul routes on another world map. Ask: why are some locations more popular than others? Remind learners that factors such as accessibility and climate will play a significant role here.
- Give learners a map of their own country that includes airports marked up but not labelled. Give a list of the airports, which they should match to the map. This could also be undertaken as a quiz.
- Learners use a world map to plot the most popular domestic and international routes from their main domestic airports and five other global airports using CAA/ICAO datasets (see Resources) and the Aviation Authority data for learners' own country.



- Ask each learner should look at one global hub airport terminal. They could select any large worldwide airport such as Dubai, Heathrow or Atlanta. They should then select one domestic airport. Learners research the facilities that each airport offers and how these meet customer needs. This must include the role of technology for safety and security as well as saving time. Ask learners to present their findings in a display or PowerPoint-style document, describing how at least five different types of customers' needs are met at each airport building, not on the aircraft itself. This will develop the skills need for Assignment 2, which is a presentation-based activity.
- Ask learners to select one scheduled airline that gives multiple levels of service. Encourage learners to select different airlines from one another, as this will make the task more interesting. Ensure learners use the relevant company website to research levels of products and service.

Ask learners to present their information in a table like the one below:

	At the airport	Boarding and disembarking	In-flight	Arrival at destination airport
First class				
Business class				
Premium economy				
Economy				

- Using their information, ask learners to compare different airlines and their products and services. What similarities and differences are most notable and how does this impact on people's choice of airline?
- For learning aim B2, ask learners to plot the world's ten busiest passenger ports on a world map and then list them. Are they surprised by the number one port?
- Learners should repeat this exercise for domestic ports and decide why some locations are more popular than others are. Factors such as accessibility, water depth, climate and ice will play a significant role here.
- Give learners a map with the domestic ports marked on them but not labelled. Supply a list of names, which learners should match to the map. This could also be undertaken as a quiz.
- Ask each learner to look at one major global passenger port terminal and one domestic passenger port, where appropriate. Learners should research the facilities each port offers, and how these meet customer needs. This must include the role of technology for safety and security as well as saving time. Ask learners to present their findings in a display or PowerPoint-style document, describing how at least five different types of customers' needs are met at each port building but not on the ship itself.
- Give each learner a role card (such as 'family with young children', 'family with teenagers', 'young couple', 'older wealthy couple', 'wheelchair user', 'solo passenger') and ask them to investigate how one passenger ferry company meets the needs of this person/couple/family both ashore and at sea for accommodation, catering, entertainment and shopping. Ask learners to present their findings to the group then discuss which groups of customers are best catered for and why this is so.



- For learning aim B3, give learners a world map with the top ten railway stations marked up but not labelled. Supply a list of names and ask learners to match them to the map. This could also be undertaken as a quiz followed by discussion on the reasons for the locations of the busiest railway stations. Use the video-clip of Shinjuku station (see Resources) to stimulate wider discussion of impacts and raise awareness of issues facing some cities in terms of easy movement of people.
- Ask learners to work in pairs and give each pair a popular long distance train journey to research for distance, costs, main features, products and services. They could produce an online brochure to share with the class.
- Give learners an outline map of their own country. Ask them to research, locate and label the major railway stations. They should then select three cities and research train routes between the three listing advantages and advantages of rail travel.
- Give learners a case study of domestic within-city rail travel for a major city. This could include underground systems, trams and so on. Discuss the suitability for different types of travellers. If possible, it would be beneficial to take learners to visit a domestic railway station.
- Divide learners into two groups. Allocate a major domestic railway station to one group and Gare Du Nord, Paris to the other. Then ask learners to create a step-by-step guide for arriving and boarding a train for different types of customer (such as 'business traveller arriving by car', 'family on holiday with young children and a buggy/pram', 'wheelchair user', 'school group'). Remind learners that this activity relates only as far as boarding and not beyond. Ensure learners take into account the products and services on offer, and the security and technology relating to safety and time saving. Once they have gathered their information for one type of passenger at both station types, they will be able to present their findings to the group and discuss the differences.
- Pick four major train companies operating in your own country or continent. Ask learners to create a table like the one below to show the products and services offered to customers at the station, on board, and classes of travel available.

	Company 1	Company 2	Company 3	Company 4
At station				
On board				
Classes of travel				

- For learning aim B4, introduce the subject of toll roads. Then divide the room to debate the following statement: 'Toll roads are a good idea and I am happy to pay for road use in this way.' Discuss, and ask learners to identify some of the issues with toll roads.
- Next, present learners with the statement: 'Motorways are a good way to get from one place to another at speed.' Ask learners to line up and stand in a scale according to how much they agree with this statement. Learners should justify their responses (expect traffic congestion to be a major issue discussed here).
- Ask learners to select a domestic bus or coach station (one close to your centre would be helpful so they can visit it if feasible) and a motorway service station. Whether on a visit or researching online, ask learners to look at the services the station offers and how different needs are met for different customers. For variety, you could ask learners to look for a list of specific things at each location for a range of customer types. You could use those in learning aim C1. Examples include: toilets, baby changing facilities, braille signage, wheelchair ramps, the



cheapest hot drink, a hearing/T-loop facility, food options for different dietary/cultural needs etc.

- Learners research a domestic bus or coach company of their choice (ensure a range is selected). There is an opportunity for employer engagement possibly via Skype or Face Time. Learners could prepare a list of questions based on the needs of passengers. They research products and services offered on-board, similarly to the station research and then compare the results.
- Summarise this learning aim by providing learners with a customer request for a journey within the learners' own country. Organise the learners into four groups. Give each group one transport option and ask them to research the journey, identifying advantages and disadvantages matched to the needs of the customer.

Learning aim C – Examine the role of web-based and mobile technologies and how they have influenced the accessibility of transport options and travel choices for customers

- Introduce learning aim C with discussion on how customers booked transport before the development of the Internet and computerised booking systems. Consider each transport option, process, time taken and responsibilities.
- For learning aims C1 and C2 start with a learner challenge on web-based technology and the accessibility of transport options. Ask learners to consider how easy it is to do each of the following when making a booking. Organise learners into groups, with one group booking a flight, one a ferry, a train journey and a coach trip to compare the results. For booking a flight, the following should be explored:
 - price comparison (suggest a flight from Bangkok (BKK) to Dubai (DXB) with more than one airline)
 - instant booking (learners time how long it takes to get from home page to payment – remind them not to actually buy anything! – for a range of websites)
 - seat/cabin choice (learners select a budget airline and identify how quickly this can be done)
 - upgrade options (learners should use a scheduled airline site for this)
 - additional and ancillary services (learners use a budget airline site for this)
 - security requirements (do sites use the locked secure symbol, and what information does the site require for booking?)
 - online check-in (you may have to use the experience of the group for this as it is probably not wise to do a live example – although there are some really good online check-in videos available from airlines such as Ryanair).
- Learners attempt each of the elements listed, and then score how easy it was to achieve out of 10. They can then note any issues they had using the online booking sites.
- Once learners have tried and tested the websites, ask them to consider if all types of customers listed in learning aim C1 (families, business travellers, solo travellers, senior citizens, groups, couples) would find web-based technology useful and accessible. Aim to find three types of customer for whom the online environment would not be practical or suitable and to suggest why (avoid stereotypes). Then use this information to write a brief report with the hypothetical aim to send them to the relevant companies, in order to tell them how they should improve their website.
- Learners should look at a range of passenger review sites (e.g. SkyTrax, airline ratings, TripAdvisor, Expedia). They should consider how useful such sites are to a customer, and to what extent they influence our decisions.



- Ask learners to use an online route planner (e.g. AA/RAC/ViaMichelin) to plan a route from your centre to a major city by car. How easy was the site to use? Choose two other sites and do the same test; compare and grade the sites on a scale of 1–10 and decide why the one that scores best is the most appealing one.
- Use a web-based airport site, port, road and rail live update site to track planes, ferries, traffic congestion and trains throughout a lesson. Ask learners to consider how useful or helpful the site is for: passengers about to start their journey; passengers during their journey; and friends and relatives or business associates awaiting the arrival of a passenger.
- For learning aim C3, learners consider mobile technologies and need access to a smartphone or tablet device. Set a series of tasks, such as in the list below, that can be fulfilled by using each app. Make them as applicable to your setting as you can. Remember that the apps used are free, so learners are not required to spend money to obtain access. Ask learners to score the apps, as they did with the company websites, regarding ease of use.
 - Satellite navigation and immediate route planning. Try to get a route from A to B using Google maps style package.
 - Immediate location-based booking (taxis). Find a taxi firm somewhere unusual, perhaps in another country.
 - Foreign currency information and conversion rates. Convert £100 or an amount in the learner's own currency into £, €, \$, ¥ etc. and write down the conversion rate.
 - Translation of foreign languages and/or signage.
 - Booking excursions while overseas/confirmations.
 - Social networking and experience sharing (e.g. Facebook/Twitter/Instagram).
 - Timetables for unknown routes and journeys.
 - Emergency contact, location and information.
- Ask learners to consider if all types of customers given in learning aim C1 would find the apps useful and accessible. They should aim to find three types of customers for whom apps would not be practical or suitable and to suggest why, avoiding stereotypes and assumptions. Using this information they should write a brief report on the functionality and accessibility of mobile technologies.
- For learning aim C4, learners could consider the advantages and disadvantages of e-ticketing through airlines, railways and coach companies. There are many similarities between the three transport options, so there is probably no reason to consider them one at a time. However, learners should ensure they have considered all aspects of each transport option.
- Lead a discussion consolidating learning of web-based and mobile technologies Ask: To what extent do these technologies influence customer choice in terms of travel? Prompt to consider different types of customers; also consider reliability, accessibility and whether some technologies are more influential than others.



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

This unit links to:

- *Unit 1: The Travel and Tourism Industry*
- *Unit 2: Worldwide Travel and Tourism Destination*
- *Unit 7: Sustainable Tourism*
- *Unit 8: The Airport Experience*

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- own organisation's materials as exemplars
- support from local travel and tourism staff as mentors.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Level 3 International in Travel and Tourism. Check the Pearson website for more information as titles achieve endorsement.

Videos

Search YouTube for the following videos:

'Boeing 787' – search for 'the legend of Dreamliner'; helpful for learning aim A1

'Dubai airport' – search for 'Dubai Airports CEO Paul Griffiths Has a Plan to Keep it Flying High', Forbesmiddleeast

'EasyJet advert' – search for 'explore Europe with Easy Jet why not 2016 TV ad'; beneficial for learning aim A1

'Ryanair check-in' – search for 'Ryanair's online check in process'; beneficial for learning aim C

'Shinjuku' – documentary of the World's Busiest Train Station: Shinjuku; useful for learning aims B3 and A5

'TUI (Simon the Ogre) advert' – search for 'TUI holidays presents Simon the Ogre'; useful for learning aim A1

Websites

aferry – go to the search and click on countries to investigate world ferry companies and routes; beneficial for learning aim A2

Carbusters – an online journal for car-free movement; search for '2011/12/11 the environmental impact of cars and trains'; beneficial for the environmental impact of cars and trains; useful for learning aim A5. Search also for 'CRBD road numbering'; beneficial for learning aim A1



Civil Aviation Authority – search for 'CAA data and analysis – UK aviation market airports datasets UK airport data'; beneficial for airport and passenger data sets and useful for learning aims A1 and B1; also search for 'CAA data and analysis information on the environmental impacts of aviation'; beneficial for the environmental impacts of aviation; useful for learning aim A5

Department for Transport – go to Statistics at DfT, click on Maritime and Shipping, then go to Sea Passenger Statistics, click on 'Sea passenger statistics all routes 2017 (final)'; useful for learning aim A3

Eurostats – go to Publications and click on Statics Explained, and go to Travel; for learning aim A3

Exploring 20th Century London – search for 'information on car ownership'; beneficial for learning aim A4

GOV.UK website – search for 'Sea Passenger Statistics' where you can view data from a range of dates; useful for learning aim 2

GOV.UK – search for the following, or similar from government websites in the learners' own country:

- Department for Transport – general statistics; beneficial for learning aim A
- Department for Transport – road use statistics; beneficial for learning aim A4
- Transport – Rail factsheets 2015; beneficial for learning aim A3
- Transport Strategic road network statistics; beneficial for learning aim A4

International Civil Aviation Authority (ICAO) – go to Information Resources and click on ICAO Data+; search for numbers of air passengers by carrier; beneficial for learning aim A1

International Maritime Organization – search for 'The role and importance of international shipping'; beneficial for learning aim A2 and A5

International union of railways (UIC) – search for 'Statistics', click on 'Statistics' in the list of Activities; global data on rail transport for learning aim A3

National Geographic – search for 'These 9 Airplanes Transformed Flight Over the Last Century'; useful for learning aims A1 and A5

NRDC – search for 'The Future of Seattle's Ferries Is Electric'; useful for learning aims A2 and A5

Post Carbon Institute – search for graph templates; useful for learning aim A5

TES (Times Educational Supplement) – a teaching resource that includes completely blank templates for 'top trumps' cards (search for 'Road to Paris' energy 'Top Trumps'); beneficial for learning aim A

TravelMole – a useful website for news and features on different types of transport, organisations and impacts and technologies; useful for learning aims A and C

worldatlas – go to the travel page for maps of continents and countries; useful for learning aim B; news features, transport trends and impacts; beneficial for learning aim A

worldatlas – search for 'The Busiest Passenger Ports In Europe'; useful for data on sea passenger numbers (learning aim A2)

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.