



Unit 14: The Cruise Industry

Delivery guidance

This optional unit allows you to stimulate learners' interest in the cruise industry and broaden their knowledge of its development and growth. This is an exciting sector of the travel and tourism industry and there is a great range of up-to-date and accessible resources available to you to make this unit exciting and interesting to learners.

There are fantastic opportunities for you to inspire learners to discover the huge range of employment prospects that exist in an industry that continues to show steady growth globally. With cruise areas across every continent and a range of jobs that demand a variety of skills and languages, there are employment opportunities to suit everyone, both on board and on shore.

As cruise areas grow, so do the on-board facilities and range of products offered to give customers a unique cruising experience. This is a dynamic sector of the industry and it continues to evolve and expand. There are so many different themes and cruise types for learners to discover, providing you with an exciting platform to facilitate learning.

Encourage learners to explore topical issues that have an impact on the cruise industry, both on board and on shore. There are plenty of up-to-date news articles and reports that they can access to make their research interesting and stimulating.

The cruise industry is a great example of globalisation, with a growing number of ports and destinations across the globe, multinational customers and staff employed from every continent. This results in significant economic, social and environmental impacts.

Approaching the unit

Each learning aim requires your learners to carry out independent research, motivated and inspired by the guidance given by you in your sessions. All learning in this unit builds towards successful completion of the assessment and should be interesting and motivating. Include guidance sessions on how to research effectively using reliable sources, maintaining records of sources of information and the importance of bookmarking useful websites to maintain a current reference list.

There are many videos available on platforms such as YouTube® that can be embedded into your sessions to create an interest in the development of the cruise industry. These are particularly pertinent to learning aim A, where learners should draw on a range of information to show how key factors have driven the development of the cruise industry from the 1970s to the present day and how these features link to employment opportunities. You can subscribe to a YouTube channel called *Talking Cruise* that presents the latest news, cruise ship tours and topics from the world of cruising.

Trade associations and magazines are a great resource for all the learning aims in this unit, particularly when investigating the potential impacts of the industry for learning aim C. The Cruise Lines International Association (CLIA) provides reports based on up-to-date global research for the cruise industry. Their information and reports are in the public domain and can be accessed for free. These reports are useful in teaching sessions and for use by learners for independent research. They also produce the *Travel and Cruise Magazine*, which is the official magazine of the cruise industry.

Trade magazines and newspapers are another useful resource for this unit. *Cruise Industry News* is a quarterly magazine that your centre may want to subscribe to although there is a subscription fee. *Ship Technology Global* is a free bi-monthly magazine that provides the latest news in shipping with a dedicated section for cruising. Build up a library of articles featuring events that influence the cruise industry and can be used by learners in preparation for assessment.

Direct learners to cruise industry websites to research and explore the products and services offered by international cruise companies. These are useful when researching employment and career opportunities.

Creating a pen portrait of customers is a useful resource to enable learners to identify customer needs and match these to cruise products and operators that can provide the best itineraries to give the customer the best cruise experience. You may be able to order a selection of cruise brochures or pick these up from a local travel agent. Alternatively, these will be accessible online. Apps such as Cruise Finder are also available to help learners to plan cruise routes and itineraries.

Throughout the delivery of the unit, you should take advantage of any national and international current events that affect the cruise industry globally and within your own country or region. These events should be discussed whenever they happen, rather than waiting for the appropriate point in the unit delivery. They might include events linked to the weather or environmental factors, or the release of a documentary or TV programme that will engage learners and create an interest in an area of the cruise sector.

You could challenge learners to start each session with an article or news story to encourage discussion within the group. You could set up a page on your centre's intranet or similar where learners can post articles or events that are of interest and link to the unit.

You may be fortunate enough to be in a country or region located near to a cruise operator or a cruise port. Look out for opportunities to organise visits or to invite a guest speaker into your session. Employer engagement can enhance learning in some content areas. Many travel agents organise cruise itineraries and a guest speaker from a local travel agency may be able to support delivery with guidance on itinerary planning and meeting customer needs. If you are located near a cruise port, you may be able to organise a visit on board a cruise ship whilst it is in port. Employer engagement of any sort will enrich learning and spark interest in learners. Links may also then be developed for potential employment opportunities once learners have completed their programme of study.

Cruise industry events and trade shows take place in different countries around the world. Look out for any such events that would provide an opportunity for learners to collect information whilst experiencing the excitement of such an event. You can find details of such events through industry news outlets and magazines.

In preparation for the internal assessment, learners will need to be given opportunities to improve their research, develop report writing and presentation skills and practise producing itineraries. They should also be given opportunities to develop their analysis and evaluation skills.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine the development of the cruise industry and associated employment opportunities	A1 Development and growth of the cruise industry A2 Key features of the 21st-century cruise industry A3 Employment opportunities in the cruise industry	A resource portfolio focusing on the development, growth and features of the cruise industry and identification of opportunities for employment in this sector.
B Explore cruise areas, itineraries and experiences available to meet customer needs	B1 Cruise itineraries B2 Products and on-board facilities B3 The customer's cruise experience	A report or presentation on selected cruise itineraries to meet the needs of contrasting customer types.
C Investigate the potential economic, social and environmental impacts of the cruise industry	C1 Ship-related potential impacts C2 Shore-related potential impacts	A presentation or report on the potential economic, social and environmental impact of the cruise industry in a ship-related and shore-related context.

Assessment guidance

This is an internally assessed unit and the assessment must be completed independently. You must be confident that learners are fully prepared to complete the assessment individually and fully understand the assessment requirements, the evidence that they are required to produce and the importance of managing their time and meeting the set deadlines.

You should divide the assessment into separate logical sections with realistic timescales for completion and clear deadlines.

Learners will require access to a range of up-to-date publications, websites and research material to gain information about the cruise industry and maps to enable them to explore cruise regions around the world.

To fully prepare learners for the assessment, you should:

- develop learners' ability to extract relevant information from independent research and produce a reference list
- give learners opportunities to practice presentations and report writing
- develop learners' analytical and evaluative skills.



Getting started

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

Unit 14: The Cruise Industry

Introduction

This unit allows learners to explore the world of cruising, which is a dynamic growth area within the travel and tourism sector. Not only is this an interesting segment of the industry to explore, it also introduces a range of career opportunities that learners may not have considered. Explain the relevance of the unit and how a knowledge of the cruise industry will be a great advantage to learners when they are considering career options. Many cruise operators work with a worldwide network of recruitment partners so opportunities across the globe are vast.

You could approach this unit in several ways. However, it is structured to build on underpinning knowledge of the origins of the cruise industry and its development from the late 20th century. You may want to introduce the unit with a video or an article to gain learners' interest and then create a forum for discussion to start the unit. This should lead on to the rest of the unit.

Once the underpinning knowledge and understanding has been addressed for each content area, you could give learners tasks and activities that test their understanding and prepare them for assessment.

There are opportunities for collaborative working to develop interpersonal and teamwork skills. However, learners should also be given opportunities to work individually to attempt challenges like those that will be used for the assessment.

Learning aim A: Examine the development of the cruise industry and associated employment opportunities

- Learning aim A1 helps to provide a foundation to the unit by introducing the main cruise companies, cruising routes, facilities and the customer types. This is an overview and you should aim to create an impact on students to stimulate their interest in the unit from the beginning.
- Creating a visual stimulus could be a good way to start. You could use photographs of cruise ships in the last 50 years or select a short video from Talking Cruise to showcase one of the biggest cruise ships, so that learners can see the scale of cruising today. You can then work backwards through the decades. Select videos carefully: they could lose their impact if they are used too frequently and there are other opportunities to use them to add value for learners in other learning aims.
- Learners could complete a timeline to record the major development of the industry from the 1970s to the present date. This will help them to identify and recall key developments such as social trends, types of ship, environmental concerns and increasing demand. Learners could research and present growth statistics of today's industry and compare it with different points in time.
- Encourage learners to keep a reference list from the very first lesson. Learners could be advised to have a folder to start to build a portfolio of reference materials that can be used to file resources in a logical order.
- Learning aim A2 provides an opportunity for learner involvement and initiative with an added opportunity for collaborative working. Learners investigate cruise line companies working in pairs or small groups. This activity could be set to be completed in learners' own time and they could take it in turns to open a session with a short presentation about their allocated cruise line. This helps to develop learners' confidence and presentation skills.
- Short video clips continue to be a good stimulus here as learners can see the size of cruise ships and key customer markets. These video clips form a great stimulus for discussion. Some of your learners may have experienced holidays on cruise ships. If so, encourage them to draw on their personal experiences

to contribute to the sessions.

- There are some fabulous up-to-date video clips on YouTube channels that give a detailed visual insight into ships' features, including designs and deck plans. These give learners a realistic indication of how big these ships are and what they can offer customers.
- You could encourage your learners to follow cruise companies on social media so that they are aware of the new marketing technologies used for online promotions and booking systems.
- Pen portraits/profile of customers can be used here for class activities to start matching cruise features and products to customer markets and marketing methods.
- The websites and YouTube channels of cruise lines can be introduced here so that learners become familiar with leading cruise companies, new and evolving cruise companies and integration within the industry.
- Refer learners to the Cruise Lines International Association (CLIA) and the International Maritime Organization for useful news, articles and reports. **NB:** the International Council of Cruise Lines (ICCL) merged with CLIA in 2006 and operates under the CLIA name, so no longer exists independently as ICCL.
- Learning aim A3 focuses on employment opportunities on shore and on board. Engage your learners by encouraging them to consider cruising as an employment option and the prospect of travelling the world whilst working for a cruise line.
- There are many videos available on YouTube. Use official cruise line recruitment videos, as these tend to be more objective and give a more holistic overview of opportunities available than videos created by individuals.
- Learners need to differentiate between on-board and on-shore positions and the environment. Recruitment websites such as All Cruise Jobs recruit for major cruise lines around the world and provide information about applying for jobs. This is an opportunity for learners to carry out individual research and share their findings with the rest of the group.
- Invite a guest speaker to talk to learners about employment opportunities. This could be a previous learner, a colleague or someone who works in the industry, who could inspire learners by talking about working on a cruise line, the entry requirements and the opportunities that are available.
- To complete the delivery of learning aim A, it would be useful for learners to review their portfolio of evidence and carry out some analytical and evaluative tasks in preparation for the final summative internal assessment for this learning aim.

Learning aim B – Explore cruise areas, itineraries and experiences available to meet customer needs

- Learning aim B1 explores types of cruises and cruise areas with a focus on emerging destinations. It goes on to look at different cruise itineraries and features specific to each itinerary.
- You could start by using a map of the world to introduce cruise areas and asking learners to use the knowledge that they gained in *Unit 2: Global Destinations* to identify the cruise areas listed in the content on the map. This could be done as a team challenge to see what they can remember from *Unit 2*. You could then discuss any other relevant information, such as time zones and seasons. This could be one way of introducing types of cruise in relation to cruise areas and discussing emerging destinations.
- Cruise brochures are a good resource for learners to identify different cruise types and features. Whilst these are available online, it could be an idea to order some to be used in sessions as an alternative resource.
- Where possible, a visit to a local travel agent or a guest speaker would be advantageous. They could talk to learners about different cruise types and itineraries and how these meet different customer types. If you do not have this opportunity, pen portraits of cruise customers can be used as an alternative.
- This leads well into learning aim B2, which explores products and on-board facilities. Videos will add value to the sessions. You could use a video tour of Royal Caribbean's Symphony of the Seas to



showcase products and on-board facilities at the ultimate level.

- Articles can also be used here. You could ask learners to find interesting articles about product development and bring these to lessons to form the basis of introductory discussions.
- The list of content for learning aim B2 is not exhaustive, so this is a great opportunity for learners to investigate and research different cruise types, their shore excursions, products and facilities. Pen portraits of cruise customers and customer profiles can be used again here to identify products and facilities that meet the needs of different customer types.
- Learning aim B3 can link to previous knowledge gained in *Unit 4: Customer Service in Travel and Tourism* about meeting needs and expectations. You could start by discussing customers' perceptions of cruise holidays and what these will lead them to expect. Discuss the difference between experienced cruise customers and those who are new to this type of holiday experience. Different ages of customers and profiles based on demographic, interests and budget could be used.
- Use CruiseMapper and/or CruiseFinder to select cruise itineraries that meet the needs of different types of customer.
- There are opportunities here for learners to visit cruise line booking websites and explore the booking options that are available to customers. Encourage them to consider customer types and preferences when it comes to the booking experience. Look out for articles and news stories about Carnival, who are developing their online customer experience
- Organisations such as Deloitte work with cruise lines to develop customer surveys. You could ask learners to come up with a list of criteria that cruise lines will want to use to measure customer satisfaction. This can again be linked back to *Unit 4: Customer Service in Travel and Tourism*.
- To consolidate this learning aim, you could select an itinerary and ask learners to evaluate how well it meets the needs of a specific customer type.

Learning aim C: Investigate the potential economic, social and environmental impacts of the cruise industry

- Learning aims C1 and C2 are split into the ship-related and shore-related economic, social and environmental impacts of cruising. The sub-headings are the same but the impacts are different, so these must be differentiated. These learning aims can be linked to knowledge gained in *Unit 7: Sustainable Tourism*.
- Try to grab learners' attention from the beginning, as these are topical issues that affect them and their world. For example, you could start with a case study. These are available for free use on the internet or you could base it on a news article or news story. Videos can also be used as visual stimulus to gain learners' interest in the ways in which cruising has an impact on people, the environment and finance.
- Environmental impacts are particularly pertinent and there is a multitude of videos, documentaries and news articles around this issue. Use information that learners have collected throughout the delivery of the unit as a basis to explain how cruise development and customer expectations can have economic, social and environmental impacts, both on board and on shore.
- Templates are a useful resource to use in class activities. Learners can use them to identify the advantages and disadvantages of the cruise industry for each of the impacts, both in shore- and ship-related contexts.
- Facilitate debates within the group as a foundation for analysing the potential impacts of the cruise industry.
- In preparation for internal assessment, learners could be asked to deliver a five-minute presentation to the group about one selected impact that the cruise industry has, in both a ship- and a shore-related context.

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

This unit links with all other units in the specification.

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.

Apps

Cruise Finder is a free award-winning app that provides detailed cruise information, including itineraries and route maps.

Textbooks

Dale, G., *BTEC Travel and Tourism Level 3 Book 2* (Pearson, 2010)
ISBN 9781846907289

Provides a useful guide to the cruise industry with activities to help with knowledge and understanding.

Weeden, C. and Dowling, R. (ed.s), *Cruise Ship Tourism*, 2nd edition (CABI International, 2017) ISBN 9781780646084

Covers the economic, social and environmental impacts of cruising.

Videos

Search YouTube for 'Talking Cruise' and 'Cruise Ship Info'.

You can also subscribe to the top cruise lines' YouTube channels, including Carnival, Princess, MSC and Royal Caribbean.



Websites

All Cruise Jobs – a recruitment website for cruise lines that provides information about applying for jobs with cruise lines.

Cruise Industry News – features daily updates on the cruise industry.

Cruise Lines International Association (CLIA) – the largest cruise industry trade association. Their website provides reports based on up to date global research for the cruise industry. You can also access the *Travel and Cruise Magazine* here.

CruiseMapper – provides free cruise tracking, itineraries, deck plans and up-to-date articles and incident reports.

International Maritime Organization –the United Nations agency that is responsible for the safety and security of shipping and the prevention of marine and atmospheric pollution by ships.

Ship Technology Global – a bi-monthly online magazine for the shipping industry with a section on the cruise industry.

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