



Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism

Delivery guidance

This optional internally assessed unit provides you with opportunities to stimulate your learners' interest in the issues and trends that affect the travel and tourism industry.

You will give learners the tools they need to explore the pressures that force change within the industry and develop their awareness of current travel trends and key issues.

There are opportunities for learners to develop their research skills (for example, selecting the most appropriate research sources and collating information) as they research a selected key issue and a current trend.

This unit will support learners' progression onto higher education within tourism management, leisure, transport, hospitality or business studies.

This unit allows learners to work independently to select a key issue and trend that are of interest to them and produce work that is both analytical and justified in its recommendations. This unit will stretch and challenge your learners to develop these skills and produce work that is thorough and individual to them.

Because learners will select their own issue and trend, you should facilitate this unit, giving guidance and direction to ensure their choices will allow them to meet all the assessment requirements.

Each learner will need access to an internet-enabled computer in every lesson for this unit, as they will be undertaking independent research.

Approaching the unit

All content areas in this unit, and the internal assessment, require learners to carry out extensive independent research to source, record and analyse relevant information over 120GLH. You should embed guidance sessions on how to research effectively, including:

- using reliable sources of information
- interpreting source material and extracting relevant information
- maintaining records of sources used
- understanding the value of bookmarking useful websites
- compiling an accurate, up-to-date reference list.

Some of the content in this unit may overlap with other units in the qualification. You should coordinate delivery to complement other units, ensuring you fully meet the delivery requirements of the respective units without undue repetition.

In preparation for internal assessment, you will need to give learners opportunities to manage their time effectively to meet deadlines. Set summative assessment activities to ensure learners can carry out effective research, record sources of information, and analyse and evaluate their work throughout the unit.

Learning aim A should take a provocative approach to capture learners' interest and prompt discussion about trends and issues in the last five years that have challenged the industry and led to changes and developments. Learners must be able to differentiate between a trend and an issue and

understand their different effects – that is, creating an opportunity or a problem. Take time to ensure learners understand the potential effects of trends and issues on the industry.

This is your chance to stimulate learners' curiosity, so they want to explore the issues and trends that influence a sector of the industry that interests them. You can support your teaching through discussion and debate of topical areas based around news articles and media reports. For example:

- Many reports are produced internationally, nationally and regionally to describe annual trends and predictions; these are a great starting point to look at comparisons and growth year on year.
- News reports, documentaries and video reports from YouTube can all be used to introduce topics, particularly if an issue develops or occurs while you are delivering the unit.
- Trade magazines are an excellent source of up-to-date, topical information about current events, issues and trends that affect different parts of the industry.
- You could build a library of news articles about events and trends that are currently influencing the global travel and tourism industry. To stimulate learners' interest, you could set up a 'Breaking News' board on your school intranet and encourage learners to post relevant articles.

Learning aim B is fundamental in allowing learners to explore research methods and sources of information and to assess their suitability for this unit. Learning aim C requires learners to develop a research plan and carry out research. These learning aims are intrinsically linked, as learners will use their research skills to source relevant information about key issues and trends.

There are too many websites for this guide to make specific recommendations, and some sites may be specific to particular countries or localities. You should direct learners to reliable, official information sources and discourage them from using sites such as Wikipedia or tabloid newspapers.

Encourage learners to explore different research methods and give them time to evaluate the appropriateness of information sources, identifying primary and secondary sources. Challenge learners to justify their choices and explain why certain sources of information or types of research are better than others for a given purpose.

Use class activities to guide learners in setting targets, aims and objectives. This will help them to develop a research proposal and plan accordingly.

Once you are confident learners have a sound underpinning knowledge (for example, they can identify appropriate research methods and techniques; they have a plan in place with clear aims), allow them to carry out their research. Their research proposal should be a working document that is reviewed continuously as they research their selected trend and key issue.

During their research, learners will identify that some methods of research are more effective than others. They should make notes describing their findings throughout the research stage.

Ensure learners keep an up-to-date record of resources used, in a structured bibliography or reference list to include both primary and secondary sources of information. This is a vital element of learning aim D2. Ensure you teach learners how to reference properly as one of the first elements of this unit; otherwise, they will arrive at D2 with insufficient evidence and will have to go back through the entire unit to achieve this criterion – which would be both time-wasting and demoralising.

The research elements of this unit will lead into learning aims D and E, where learners must evaluate their findings for one selected current trend and one selected key issue, identifying and assessing the potential effects.

Class activities using templates can help learners to identify the difference between explanation and analysis, in preparation for the summative assessment.

In preparation for the internal assessment, learners will need opportunities to:

- develop their research skills
- develop their report-writing abilities



- produce a detailed reference list
- develop their skills of analysis and evaluation.

Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Investigate different types of current travel trends and current key issues in travel and tourism	A1 Types of current travel trends in travel and tourism A2 Types of current key issues in travel and tourism A3 Potential effects of current travel trends and current key issues on the travel and tourism industry	An article for a travel journal that investigates two different types of current travel trends and two current key issues, evaluating their potential effect on the travel and tourism industry.
B Explore research methods and sources of information on current travel trends and current key issues affecting the travel and tourism industry	B1 Research methods B2 Availability and validity of research information on a current travel trend and a current key issue	A research proposal on a current travel trend and a current key issue, with aims to be investigated, that includes types of research methodology to be undertaken, with timescales and parameters considered and justified in an individual and independent research plan. It will include justified recommendations for the most effective research methods for researching the travel trends and current issues.
C Develop a research proposal and carry out the research into a current travel trend and a current key issue in travel and tourism	C1 Developing a research proposal that includes a plan C2 Carrying out independent research and following the research proposal	
D Examine the findings of the research into a current travel trend and a current key issue	D1 Presenting research findings in an appropriate format D2 Referencing work and presenting a bibliography	A formal report, in an appropriate format, that analyses a chosen current travel trend and a current key issue affecting the travel and tourism industry.
E Review the effectiveness of the research proposal in meeting its aims and targets	E1 Evaluating the effectiveness of the research proposal E2 Recommending approaches to be adopted in future research proposals	An article evaluating the effectiveness of the research proposal, with justified recommendation for improvements.



Assessment guidance

This is an internally assessed unit that must be completed independently. You must be confident that learners are fully prepared and understand the assessment requirements, the evidence they need 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.

Each learner will need access to an internet-enabled computer in every lesson for the whole of this unit, so they can undertake independent research.

Learners must have access to a range of up-to-date publications, websites and research material, to provide information about current trends and issues affecting the travel and tourism industry.

To fully prepare learners for the assessment, you should:

- develop their ability to extract relevant information through independent research
- develop their ability to produce an accurate reference list
- give them opportunities to develop written work to a high standard and reference sources of information
- develop their analytical and evaluative skills
- give them opportunities to review the effectiveness of different research methods in meeting aims and objectives.

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 18: Researching Current Travel Trends and Key Issues in Travel and Tourism

Introduction

This unit will inspire learners to explore current trends and key issues affecting the travel and tourism industry today.

It allows them to select a current trend and a key issue that are of interest to them. It will encourage them to use research techniques to explore their chosen topics in depth, and to develop a deep knowledge and understanding of how they affect the industry.

This work will allow learners to develop and improve their research techniques and their ability to evaluate research methods as they progress through the unit.

You could approach this unit in several ways; however, learners must understand the relevance of the unit and why it is important to have an up-to-date knowledge of the changes and developments that shape the travel and tourism industry.

Learners should recognise how this unit will develop their research skills, improve their ability to analyse information, and allow them to produce evaluative, well-referenced written work. All these skills will support their progression into higher education and their longer-term career progression.

There are some opportunities for collaborative work during class activities, but the emphasis should be on independent completion of tasks similar to those they will need to carry out for the summative internal assessment.

Encourage learners to keep a reference list and bibliography from the very first lesson. Advise them to bring a folder and to file all their resources and reference materials in a logical order. Show learners how to reference materials they use from the internet and from paper-based sources. The Anglia Ruskin guide to referencing is very useful for this. This guide has been produced by the UK university - Anglian Ruskin University. Learners can also use any class-based textbook to look up how to reference – almost all textbooks will include a reference list and bibliography. Select a particular source from a bibliography or reference list and use the internet to show how easy it is to find the cited resource from the information given.

Learning aim A: Investigate different types of current travel trends and current key issues in travel and tourism

- Learning aim A1 considers different types of current trend in travel and tourism and how these link to customer tastes, expectations, aspirations, circumstances and lifestyles. You could introduce this aim by asking learners to suggest a definition of the term 'trend', then sharing the definition given in the unit content.
- You could catch learners' interest by showing a video clip from YouTube about travel trends over the last five years. Alternatively, access reports about travel trends over the last five years and ask learners to compare the effects of these trends on the industry, on travel and tourism organisations, and on tourist destinations.



- You can select from a range of reports depending on your location. For example, The World Travel Market website allows free access to relevant reports and podcasts. The different trends should be linked to the factors that influence them.
- Learning aim A2 investigates key issues that influence the travel and tourism industry. Use recent news events to incorporate political, economic, social, cultural, environmental and technological issues. Ask learners to consider how an issue can be defined. Guide them to consider the scale of the issue (are the effects regional, national or global?) and the scope of the influence (who does it affect?).
- Learning aim A3 explores the effects of current travel trends and current issues on the travel and tourism industry. You could introduce this by giving learners information and data to interpret.
- There are many videos relevant to this learning aim on YouTube channels. Choose videos that are current and linked to the issues and trends you decide to focus on. You may also choose certain videos because they are relevant to your country or region.
- Encourage learners to explore relevant, up-to-date news articles and industry sources (e.g. trade magazines) as well.
- This learning aim will allow learners to interpret data and information and identify reliable official information sources. They can interpret data by identifying:
 - changes to customer numbers
 - changes to income and sales
 - additional or reduced operating procedures
 - development of new markets, destinations, products and services
 - changes to existing products, procedures or services
 - changes to channels of distribution
 - changes in media coverage, image and reputation
 - short and long-term effects of trends and issues.
- Learners can identify a current issue and a key trend to explore in their formative assessment activities. However, they must realise they cannot use the same issue and trend for their summative assessment.

Learning aim B: Explore research methods and sources of information on current travel trends and current key issues affecting the travel and tourism industry

- Learning aim B explores the suitability, availability, validity and accessibility of sources of research information. If this is not clear, learners can waste a lot of time looking in the wrong places and sourcing information that is irrelevant or cannot be used.
- For learning aim B1, learners need to differentiate between primary and secondary research methods. Both internal and external secondary methods must be considered. You could approach this by showing examples of different research methods and encouraging learners to think about why some are classed as primary and some are classed as secondary.

- Use debates and discussion so learners can discuss the advantages and disadvantages of each method. They should also consider which methods will be most useful when they are researching travel and tourism issues and trends.
- Learners need to be able to work out which sources are most likely to give valid data: ensure this is covered early in the learning aim (in section B1 and/or B2). Ask questions such as: Why is Wikipedia not a valid source? Why is a tabloid less valuable than an internationally recognised newspaper? Encourage learners to assess the validity and reliability of every source they use.
- For learning aim B2, learners need to differentiate between quantitative and qualitative data. They must also understand different methods and purposes of data collection. Learners need to assess the validity of different data types and data collection methods in particular circumstances. They should understand where bias may occur, either deliberately or inadvertently.
- You could provide examples or case studies that use quantitative and qualitative data, and different methods of data collection. Ask learners to discuss and identify where each type of data or data collection method would be most useful. Learners could analyse the case studies, to consider whether the data is sufficient and suitably focused. Should the researchers have used other sources to consolidate their findings?
- To consolidate learning from learning aims A and B, you could ask learners to produce a bibliography or reference list to show effective selection of research information and referencing of this material.

Learning aim C: Develop a research proposal and carry out the research into a current travel trend and a current key issue in travel and tourism

- Learning aim C is very practical and you should give learners plenty of opportunities to become proficient in setting targets and reviewing their progress to ensure these targets are met.
 - For learning aim C1, learners should select an issue and a trend and start to investigate sources of information that will help them to develop a research proposal. You will need to review and approve all learner proposals to make sure they will meet the assessment requirements, and to ensure there will be enough available information for learners to carry out research to meet the aims and objectives of their research plan.
 - Give learners time to practise writing and setting aims, objectives and parameters (such as scope, breadth and range) for research.
 - Allow learners plenty of time to carry out independent research and review their findings for relevance, authenticity and reliability.
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- You could provide a template to help learners write a plan. This template should guide them to:
 - identify the purpose of their research
 - identify research methods
 - record data, information and research sources
 - record targets, timescales and contingencies.
 - Allow time in your scheme of work for learners to carry out learning aim C2, so they can follow and review their research proposal and update and amend the plan as necessary as they collect data. Encourage learners to consider the reliability and authenticity of all sources.



Learning aim D: Examine the findings of the research into a current travel trend and a current key issue in travel and tourism

- For learning aims D1 and D2, learners will focus on report writing. Some learners may struggle with this style of writing initially, so allow time within the scheme of work to practise these skills.
- Provide good and bad examples of written reports for learners to assess and discuss. Some learners may benefit from a template to guide them and give them a structure. (Websites such as Business Balls offer free templates that may be useful.) Focus on presentation, including: a title page, contents table, introduction, headings and sub-headings, a conclusion and a bibliography.
- Use activities to help learners identify how to reference and accurately make citations. Ask learners to compare good and bad appendices, and then try to create an example of their own; encourage them to make notes about what should be included and how this section should be formatted. **You may wish to teach this element at the start of the unit.**
- It might be useful to produce a handout for learners: a guide to referencing using the Harvard Referencing System. A detailed guide has been created by Anglia Ruskin University – this would be a sensible resource to use unless you wish to create your own.

Learning aim E: Review the effectiveness of the research proposal in meeting its aims and targets

- The focus of learning aim E is for learners to reflect on the research proposal and evaluate the research process, before making justified recommendations for improvement. Learners should review their plan throughout and reflect on the methods used so they can identify key areas for improvement.
- Give learners time to become confident in interpreting information and analysing their findings in preparation for the internal summative assessment.
- For learning aim E1, encourage learners to review the sources of information they have used throughout this unit. Facilitate these sessions, so learners can evaluate the appropriateness of their chosen trends and issues and the research methods they have selected.
- Learning aim E2 will allow formative assessment of learners' review and evaluation skills. Encourage learners to take a critical view of what worked well and what they would do differently when carrying out projects to meet specific aims and objectives.
- You could design an evaluation template and ask learners to carry out a formative evaluation task measured against the key content in the specification.

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 3: Marketing Travel and Tourism to Domestic and International Customers
- Unit 6: Specialist Tourism
- Unit 7: Sustainable Tourism
- Unit 14: The Cruise Industry
- Unit 16: My Country as a Tourist Destination

Resources

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

Textbooks

Dawson, C. *Introduction to Research Methods: A Practical Guide for anyone undertaking a research project*, 5th edition, Robinson, 2019, ISBN 978-1-408-71105-7 – contains everything from developing an initial idea into a proposal, through to analysing data and reporting results.

Websites

- World Travel Market – this website provides reports, podcasts and news about current trends and key issues in the travel and tourism industry
- Think with Google – this website provides data, analysis and insights into the travel and tourism industry
- Business Balls – this website offers free resources including templates to support report writing
- Anglia Ruskin University – search for Anglia Ruskin Harvard Referencing for a comprehensive downloadable guide on how to reference all types of material; this is generally considered to be one of the best guides for Harvard referencing. The Anglia Ruskin Harvard Referencing has been produced by the UK University – Anglia Ruskin University.

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.