



Unit 16: My Country as a Tourist Destination

Delivery guidance

Approaching the unit

This unit is designed to help learners develop a detailed understanding of how different destinations in their own country appeal to and attract both domestic and inbound tourists. Wherever possible, it would be helpful to encourage learners to visit as many different destinations in their country they can in order to explore first-hand what each destination offers to different types of visitors.

As well as exploring different destinations, learners will need to investigate the importance of travel infrastructure and the different transport routes and itineraries that visitors can use, including both private and public transport. Visits to local transport hubs and gateways would be a great way for learners to investigate how important good transport links are to modern visitors. Learners will need access to up-to-date online information, including statistics, along with paper-based information, such as brochures and leaflets, in order to explore destinations, transport routes, accommodation and attractions as given in the unit content. Maps and atlases will also be useful to help learners identify the locations of destinations and to help with route planning.

Specialist guidance from travel professionals will be helpful to explore how travel packages and itineraries are put together and costed and how they are documented to help tourists get the most out of their trip. The use of case studies and customer profiles will help learners to make decisions when planning specific travel itineraries to meet specific customer needs.

Learners would benefit from exploring case studies of real examples of the positive and negative impacts of tourism on specific destinations. Where possible, visits to destinations to explore these impacts first-hand will really help to bring the unit to life.

Learners should be encouraged to draw upon and build on the knowledge and understanding that they have gained from other units, such as *Unit 3: Marketing Travel and Tourism to Domestic and International Customers*, *Unit 7: Sustainable Tourism*, *Unit 9: Visitor Attractions* and *Unit 10: Global and Domestic Passenger Transport*.

Delivering the topics

Learning aim A

Learning aim A introduces learners to the wide variety of different types of tourist destination in their home country and the diverse motivations of the visitors who decide to travel to specific locations. The use of maps, websites and promotional literature will help learners to investigate the diversity of different destinations in their home country and the features that appeal to specific visitors, such as visitor attractions, sporting venues, culture and heritage, shopping, food and drink. Guest speakers from tourism development agencies will be able to explain the main appealing features of each destination and the typical profile of the tourists that visit it.

Learners will need to be given some time to research and investigate a wide variety of visitor types and their different motivations for travel. They could carry out some primary research with friends and family to explore recent trips they have been on and the different reasons for these visits. The use of national tourism statistics would also be helpful to explore the number of visitors and to find out whether destinations in the learners' home country are attracting more or fewer tourists over time.

Learners need to appreciate the significant impact that the media can have on influencing the appeal of destinations with both domestic and inbound tourists. Learners should explore a wide range of traditional and digital media to explore the key messages that tourists are presented with and how these influence their travelling choices. The use of specific case studies would be helpful for learners to explore how positive and negative events are reported and managed and the impact that these media reports have on tourist numbers and the economy.

Learning aim B

For learning aim B, learners need to understand the importance of infrastructure, transport, accommodation and ancillary services in meeting the needs of both domestic and inbound travellers. It would be helpful for learners to carry out some research on the infrastructure available in a range of different destinations and how this relates to the number of tourists who visit. Visits to transport gateways and hubs, such as airports, large railways stations and ferry ports, will be really useful to help learners understand the importance of good transport links in attracting a wide range of visitors. Visits to different local accommodation options and ancillary services providers, such as tour guides and taxi firms, will also help learners to develop a good understanding of the range of infrastructure and facilities available.

You could give learners a number of case study scenarios that require them to research transport options from a key gateway or hub, such as for an inbound tourist arriving at a large international airport, and the transport options that they could use to get to a popular tourist destination. This will help learners to evaluate the importance of travel factors, such as cost, convenience and connections, and how these are likely to influence the decisions of travellers and tourists. This understanding will be valuable when learners design their travel itineraries for learning aim C.

Learning aim C

Learning aim C requires learners to apply their developing understanding of destinations and visitor needs by creating travel itineraries to meet specific requirements including budget. In order for learners to be able to create suitable itineraries, they need to develop a sound understanding of the different package and customised travel options available, how they are costed, the importance of keeping to a given budget and the travel documentation that tourists need to have a safe and successful trip. Specialist guidance from travel agents and travel planners would be helpful to develop learners' applied skills. The internet can help learners to complete practice examples, research different options and calculate overall costs. Learners should explore different types of travel itinerary and compare how they are presented and the level of detail provided. This will help them understand how best to present their own itineraries as part of the summative assessment.



Learning aim D

Learning aim D requires learners to investigate the positive and negative impacts of inbound and domestic tourism on the economy of their own country. For some, this may be the first time they have considered tourism in a negative way and learners should be encouraged to develop their critical evaluation and analytical skills to contrast the various advantages and disadvantages of tourism on host communities and destinations. The use of real case studies and statistics will be helpful for learners to explore specific impacts and to evaluate these in relation to different destinations in their home country. Again, where it is possible to organise visits to case study destinations, these are to be encouraged to help investigate the impacts of tourism first-hand.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the types of tourist destination and the motivations for travel to these	A1 Types of destination A2 Heritage and culture A3 Visitor types and motivations A4 Potential impact of the media	A presentation with accompanying speaker notes. The presentation should include four destination types. It should also examine the infrastructure and facilities to support tourism in two of these destinations and how media reports can affect tourism.
B Examine how the infrastructure and facilities available in your country meet the needs of tourists	B1 Gateways, hubs and transport infrastructure into and throughout the country B2 Accommodation B3 Ancillary services	
C Create itineraries for inbound and domestic tourists within a budget	C1 Pre-arranged packages and costings C2 Customised packages C3 Documentation	Prepare two itineraries based on visitor briefs with a fixed budget. The briefs will include visits to at least four destinations in your home country and include accommodation, all travel and attractions. The itinerary should be accompanied by a cost breakdown and maps. There should also be an email to accompany each itinerary, justifying the choices made.
D Investigate the impacts of inbound and domestic tourism on the economy of your country	D1 Positive economic impacts D2 Negative economic impacts	A report investigating how tourism impacts employment and the economy. Use examples of different tourist destinations to show how tourism can have both positive and negative impacts, using data, graphs and illustrations in your report.



Assessment guidance

This is an internally assessed unit. Learners must develop the required underpinning knowledge, skills and understanding before attempting the summative assessment. You must be confident that learners are ready to independently complete the assessment for each learning aim. Learners need to 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 logical sections with realistic timescales for completion and clear deadlines. The unit specification provides guidance on possible approaches you can take. For example, you could use one assessment to cover learning aims A and B, another assessment to cover learning aim C and a final assessment on learning aim D.

The assessment for learning aims A and B could take a holistic approach. Learners must choose **four** different travel and tourism destinations in their home country to ensure full coverage of the assessment criteria for these aims. Learners may need guidance when choosing their destinations to ensure that there is sufficient diversity and scope to meet the assessment criteria fully. Learners also need to consider the needs and motivations of a range of different customer types, ensuring that they cover both inbound and domestic visitors. To achieve the highest grades, learners need to provide convincing reasons and examples that justify their evaluation and give clear conclusions. They need to demonstrate a clear understanding of the importance of media coverage on the success or decline of destinations.

The assessment for learning aim C requires learners to analyse complex information from different sources in order to meet specific budget requirements. Produce detailed customer pen portraits of **two** different types of visitor to enable learners to produce detailed itineraries for each visitor within their home country. One should relate to a **domestic** itinerary: for example, a family with young children from the south of the learners' country who wish to tour the north of the country for two weeks. The other should relate to an **inbound** tourist itinerary: for example, a group of 20 Japanese tourists wanting to visit the heritage and cultural attractions of the capital city and three other destinations in the learners' country. The detailed pen portraits of the customers' needs should include a total budget or a budget per person, along with any specific or additional needs, such as mobility issues or language interpretation challenges. Learners need to have developed the skills needed to produce precise and detailed itineraries that include a comprehensive breakdown of costs. Learners must communicate the itineraries, and the reasons for their choices, in a professional email.

The assessment for learning aim D focuses on the impact of tourism on two specific destinations in the learners' country. The two destinations selected could be the same as those studied in learning aims A and B, or different ones, but they should be distinctly different to one another as this will enhance the quality of learners' evaluations. Assessment evidence could take the form of a written report. Guide learners to access and use reliable statistics and data for their home country and for their chosen destinations within it.

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 16: My Country as a Tourist Destination

Introduction

A visit to a specific tourist destination in the local area would be a great starting point for this unit. Before the visit, learners should work in small groups to create a list of all the reasons why they feel tourists would choose that destination for a holiday, mini-break or day trip. Perhaps they have visited it before – why did they choose to visit? When in the destination, encourage learners to explore all that the location has to offer tourists. For example, you could arrange a guided tour on foot or by sightseeing bus. Learners could take the opportunity to take photos of different features and observe different visitor types. Learners should continue to work in their project groups to review their initial list of appealing features and make any changes or additions based on their investigations. If possible, they could informally interview tourists at key attractions, gaining information on their motivations for travel. Learners should take note of the different transport options and the infrastructure available. You could visit the local tourism office to speak to staff about the key reasons why people choose to visit and to get up-to-date statistics on the number and types of visitors.

Learning aim A: Explore the types of tourist destination and the motivations for travel to these

- For content area A1, you should establish learners' knowledge of the different types of tourist destination in their own country. You could provide them with a series of blank outline maps and ask them to locate examples of different types of destination, such as major cities, cultural and historical destinations, coastal towns, islands, national parks, rivers and lakes. If working in groups, learners could be given a specific category of destination to locate and then they could share their maps and responses with the rest of the group to be checked and to add to their initial choices. This will help learners to expand their knowledge of different destinations before they make their selections for learning aims C and D.
- For content area A2, learners need to develop a knowledge and understanding of the diverse range of attractions and features that attract visitors. It would be useful to visit as many different destinations as possible, as this will allow learners to investigate first-hand what each destination has to offer and what appealing features attract different visitors. Alternatively, or in addition, learners could work in small groups on different case study destinations that cover the range of destination types explored in content aim A1. Learners should use the internet and other sources of tourist literature to identify as many different appealing features that would appeal to tourists generally. These could include historical and cultural aspects, built visitor attractions such as theme parks and museums, sporting and entertainment venues, shopping centres and markets. Learners could then prepare a short presentation to the rest of the group on the features that their chosen tourist destination has to offer. Encourage them to design attractive and professional presentations that reflect industry standards.
- Content area A3 explores the range of different visitor types and their different motivations for travel. Encourage learners to identify as many different types of visitor that they can think of and then group these types into the main categories listed in the unit specification, such as business travellers, different types of family, groups and visitors with special needs. Learners could then work in small groups, each choosing a specific visitor type to research. They should investigate all the



possible motivations for travel for their visitor type. They could move on to interviewing their selected visitor type in person (e.g. family, friends and peers) to explore first-hand what motivated them to take a recent trip. They could design a simple questionnaire or list of interview questions to help them get the information they need. Learners should then come together as a group to compare and contrast their findings. This will help learners to develop their understanding of the diverse range of tourists and their different reasons for travelling, as well as learners' own primary research skills. They could create a poster or chart as a group to capture their overall findings, both similarities and differences.

- For content area A4, learners need to develop their understanding of how the media can influence tourists' decision making. It would be useful for learners to explore the websites of different travel companies and how they promote and market different destinations to different types of tourist. For example, package holidays to popular beach destinations with large hotel resorts are often targeted at families with young children.
- Learners could use copies of local, national and international newspapers (or online equivalents) to research and identify news stories which relate to specific destinations. Encourage learners to find articles and stories which can have both a negative and positive effect on tourists' perception of the destination, e.g. extreme weather, industrial action, political disruption, infrastructure developments or incidents, the development of new products or services and special events. Learners could then be encouraged to write a media story of their own for a specific destination in their own country. This could relate to a real or fictional issue.
- As well as print media, learners should also investigate the significant impact that digital media can have on influencing tourists' decisions to travel to a specific location. Learners could be given, or choose, different tourist destinations in their own country to research. They should explore popular social media platforms to find current examples of both positive and negative media reports about their selected destination. They should then share their findings with the rest of the group and critically analyse to what extent the digital media report would influence the decision making of different types of visitor.

Learning aim B: Examine how the infrastructure and facilities available in your country meet the needs of tourists

- Before they are formally assessed, learners need to develop a secure understanding of the infrastructure and facilities available in their own country and their importance in meeting the need of tourists. They also need to be aware of transport legislation to allow safe access and operation.
- For content area B1, you should initially assess what learners already know about infrastructure and transport gateways and hubs in their own country and how these impact on visitors and their travel experience. Some of the key terminology in this learning aim is likely to be new to many learners and they may wish to create a glossary of key terms, using online or paper-based dictionaries to help them.
- You could give learners a series of blank maps for specific tourist destinations. They should carry out research, using atlases, travel guides and the internet, to identify key gateways, hubs, ports, road and rail services and mark them clearly on their maps. Encourage learners to compare the infrastructure identified in their chosen destination with others in the group. They should critically evaluate the level of infrastructure and whether tourists would find current facilities helpful or challenging.
- To be prepared for creating their travel itineraries for learning aim C, learners need to develop an understanding of travel costs. Learners should use the internet, or mobile apps, to calculate the costs of travel to and from a range of destinations using different forms of private and public transport. Learners could pick the names of two different destinations randomly from a hat and

then calculate the cost of travel using different forms of transport, e.g. train, bus or coach, private taxi and car hire. Many large taxi companies provide estimated travel costs using their mobile apps, such as Uber, Careem, Lyft, Gett and Grab.

- For content area B2, learners need to develop a secure understanding of the range of accommodation options available. If possible, visits to different types of accommodation providers would be very useful to help learners understand the differences in services, facilities, costs and standards. Learners could visit a deluxe hotel, a guest house and a youth hostel to compare and contrast the different options.
- Learners could also carry out online research to explore how different types of accommodation are graded and rated, e.g. formal 'star' rating schemes, booking website categories and online review sites.
- For content area B3, learners need to understand the broad range of ancillary services that are available to tourists. A guest speaker from the local tourism development office is likely to be an invaluable source of advice and guidance on the range of support services available, such as ticket booking services, excursions and tour guides. If a speaker is unable to meet students in person, an online briefing might be easier to arrange, such as an online conferencing session using Skype, Google Hangouts™ or another alternative platform. Encourage learners to consider useful questions that they may have about ancillary services in advance of the guest speaker session/visit.

Learning aim C: Create itineraries for inbound and domestic tourists within a budget

- You could approach content area C1 by introducing learners to a range of examples of different travel itineraries. Examples can often be found on travel company websites, which list destinations visited each day, the total cost of the holiday and the meals, transport and accommodation included in the overall price. This will help learners to develop an understanding of how itineraries are put together and how to present information clearly to customers. This must include costing itineraries to meet different budget requirements.
- Prepare a range of customer pen portraits that provide specific details of the customers' needs. Learners can use the knowledge that they developed in learning aim B to research suitable travel options to best meet the brief. The pen portraits should be suitably detailed and complex, relating to both inbound and domestic travellers, to prepare learners as best as possible for their assessment.
- Learners should be able to calculate overall costings for their chosen travel itineraries, including applying any discounts and supplements and taking currency exchange rates into consideration. You could use a quiz or test to help learners develop their numeracy and calculation skills so that they can cost their itineraries accurately.

Learning aim D: Investigate the impacts of inbound and domestic tourism on the economy of your country

- For learning aim D, learners need to be able to evaluate the impacts of inbound and domestic tourism on their home country's economy. The use of specific case studies and statistics will be useful to give learners concrete examples of the impacts of tourism. These are often available from local authorities, tourism development agencies and national statistics providers. Journal articles often explore both the negative and positive impacts on specific destinations in more detail and learners should be encouraged to use these where available.
- Learners could also carry out their own primary research, designing interview questions and surveys to gain feedback from tourists in specific destinations. Support from the local and national tourism



agencies would be very helpful and their websites are often good places to start when carrying out secondary research into the financial impacts of tourism, visitor numbers and the impact of tourism on employment.

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 9: Visitor Attractions*
- *Unit 17: The Accommodation Sector in the Travel and Tourism Industry*
- *Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism*

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

Horner, S. and Swarbrooke, J., *Consumer Behaviour in Tourism*, third edition, Routledge, 2016, ISBN: 9781138013391

This book provides information about tourist motivations and behaviours, the reasons for travel and the impact of the media, so will support learning aim A.

Dale, G., *Pearson BTEC National Travel and Tourism Student Book*, Pearson, 2016, ISBN: 9781292187754

Journals

Travel Trade Gazette and *Travel Weekly* – online journals that give the latest news updates on featured destinations, transport hubs and gateways and media reports.

Journal of Travel & Tourism Marketing (Taylor & Francis Online) – includes information about the impact of social media on tourism.

Tourism Economics (SAGE) – provides information on the economic impact of tourism.

Videos

Lonely Planet – this travel guide company has a YouTube® channel that includes over 700 video guides highlighting the key features of numerous tourist destinations.

Websites

ABTA – this is a UK website but has a Travel Trends Report that can be used to explore current trends in destination popularity and why tourist numbers are increasing (supports learning aims A1 and A3).

Explore – a popular adventure travel company specialising in group tours. The website includes detailed itineraries for a broad range of destinations and a list of what is included for the overall price (supports learning aim C).



Numbeo – a useful website for calculating taxi journey costs per kilometre (supports learning aim C).

Rome2rio – a travel search engine that can be used to compare travel costs using different methods of transport (supports learning aim C).

Trainline – a useful website for finding the costs and times of rail journeys across Europe (supports learning aim C).

TripAdvisor – the world's largest travel reviews website, with about 315 million reviewers and over 500 million reviews of hotels, restaurants, attractions (supports learning aim A4).

World Tourism Organization (UNWTO) – includes the World Tourism Barometer, which highlights global tourism statistics and trends (supports learning aims D1 and D2).

World Travel Guide – a detailed website providing tourist guides to over 300 countries, 210 cities and almost 400 airports across the world (supports learning aims A, B and C).

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.