



Unit 5: Travel and Tourism Enterprises

Delivery guidance

Approaching the unit

Your learners will find that the travel and tourism sector presents many opportunities to would-be entrepreneurs. It is constantly evolving, pushing boundaries and providing scope for new products and services to embrace changing trends and meet the diverse needs of leisure and business travellers. Technology has opened up unprecedented opportunities for innovative individuals to reach wide audiences from small beginnings.

You should encourage and enthuse your learners to think outside the box and be creative in their choice of enterprise, but also to be realistic. Your learners will research changing consumer needs in order to identify a gap in the market. They will use business skills to develop a start-up plan and prepare a marketing strategy, culminating in presenting a pitch to generate interest in their new travel and tourism enterprise.

This unit incorporates practical elements and will enable your learners to develop a range of transferable and employability skills. A variety of delivery methods is important, including discussion, research, case studies and presentations. You can involve employers in the delivery of the unit if there are local opportunities to do so: for example, employers could explain to learners how they have responded to previous trends and fashions, and explain the development of their own enterprise.

Delivering the learning aims

Throughout the delivery of the unit, you should encourage learners to collate and organise relevant research and practice tasks in their portfolios, in order to support their preparation for assessment.

The selection of a realistic enterprise idea will enhance enjoyment of the unit. Learners with a genuine interest in their idea are likely to be more motivated to produce a comprehensive start-up plan and a successful pitch. The enterprise should be travel and tourism related, maybe a tourist-related activity, a service or an app. You should steer learners away from complex business enterprises such as an airline or a tour operation, which would require an expert legal, financial and business acumen.

Selection of an enterprise will evolve during delivery of learning aim A. Completion of appropriate research is essential to identify a suitable enterprise idea. This should include both primary (e.g. questionnaires, online surveys, Twitter polls etc.) and secondary research (e.g. reviewing relevant trend reports, market intelligence etc.). Some learners may make an early decision, only to find they have to reconsider if research shows that there is too much competition or no evidence of demand. They should be open-minded and be prepared to respond to their research findings.

Having used market research to identify a suitable travel and tourism enterprise, learners will progress to developing a start-up plan for learning aim B. It will be useful to collate a portfolio of case studies of small travel and tourism businesses, to be used by your learners to explore legal aspects, financial feasibility, resources and documents for the start-up plan.

Delivery for this learning aim could be reinforced by bringing in a guest speaker who is an entrepreneur, or even facilitate 'virtual' question and answer (Q&A) sessions via Skype, FaceTime or Google Hangout. You could ask your learners to prepare questions for the guest speaker on the factors that need to be considered when developing a start-up plan for a new business.

You should build practical sessions into your delivery to ensure learners have plenty of opportunities to determine financial feasibility using spreadsheets and relevant formulae.

The focus of learning aim C is to develop a marketing strategy to raise awareness of the new enterprise. Exposure to the marketing mix and marketing strategies of different travel and tourism businesses will stimulate learners' interest and creative thinking for their own enterprise. Encourage

learners to explore new and popular technologies to spread their marketing message. It would be good practice to arrange input from a guest speaker (or from the centre's marketing team) on digital marketing, in order that learners have a better insight into how current and emerging digital technology might be used as part of their marketing strategy.

Learning aim D focuses on carrying out a pitch for the new enterprise. A visit to an external venue would be useful to encourage learners to consider possible venues, carry out a risk assessment and support contingency planning. Learning aim D will require less time for delivery, as it concentrates on the transferable and practical skills needed to collate and prepare materials, resources and documentation to carry out the pitch. These will vary depending on the method of presentation selected. If accessible to centres, video-clips from UK TV programmes such as *Dragon's Den* and *The Apprentice* will offer useful materials for analysis of both negative and positive pitches. This may be a good opportunity for learners also to consider critically comparing 'static' presentations versus interactive ones.

Having identified the skills and qualities necessary for a successful pitch, learners could deliver general presentations and mock pitches for peer assessment, enabling them to analyse and use feedback to make changes. The purpose of these activities is to reinforce presentation and negotiation skills, encouraging learners to predict possible questions that could be asked by a panel.

You need to encourage your learners to practise extensively to develop their confidence and professionalism when carrying out their pitch. You could consider inviting representatives from local businesses to sit on the panel. However, it is important that they are appropriately briefed regarding the scope of the unit, to ensure that questions and feedback are relevant, constructive and supportive to learners.

The unit delivery will provide many opportunities for group and paired work, but assessments must be individual. Learners should be encouraged to use a variety of methods to share their findings – for example, presentations via slide show, podcast, concept diagram or other visual methods.

Some topics in this unit overlap with other units in the qualification. You should coordinate delivery to ensure the content of both units is addressed in a complementary way, fully meeting the delivery and assessment requirements of the respective units, without undue repetition. The main links are:

- *Unit 1: The Travel and Tourism Industry* in relation to types of organisations and changing trends
- *Unit 3: Marketing Travel and Tourism to Domestic and International Customers*
- *Unit 6: Specialist Tourism* in relation to specialist and niche products
- *Unit 9: Visitor Attractions*
- *Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry* in relation to developing a proposal for an event, conference or exhibition.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers	A1 Types of market research A2 Purpose of market research A3 Interpretation of research findings	An individual research portfolio that investigates opportunities for a new travel and tourism enterprise.
B Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers	B1 Legal aspects of the new enterprise B2 Financial feasibility of the new enterprise B3 Resources required for the new enterprise	An individual start-up plan for a new travel and tourism enterprise, together with a marketing strategy, to launch the new enterprise. An evaluation of the feasibility of the plan.



	B4 Documents to record the start-up plan for the new enterprise	
C Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness	C1 Marketing mix C2 Marketing strategy overview	
D Carry out a pitch for the new travel and tourism enterprise start-up plan in order to generate interest in the new travel and tourism enterprise	D1 Opportunities to present a pitch for the new travel and tourism enterprise to an audience D2 Consideration of factors when choosing method of presentation and venue D3 Appropriate resources for the pitch D4 Appropriate supporting documents for the pitch D5 Presentation skills appropriate to the chosen pitch method	Audio/video evidence of learners delivering a pitch for the travel and tourism enterprise to an audience at an appropriate venue, that uses a range of resources to generate interest in the new enterprise which can be supported by observation records. This needs to be accompanied by supporting documentation and followed by a reflective account on the success of the new enterprise and on the learner's performance in delivering the pitch.

Assessment guidance

The unit specification recommends an assessment comprising three assignments.

The recommended assessment approach for the first assignment is for an individual research portfolio that investigates opportunities for a new travel and tourism enterprise. Learning aim A specifies that the new enterprise must meet the changing needs of consumers. Your learners need to select a wide variety of appropriate secondary and primary research methods in order to determine current trends, changing needs and opportunities for a new travel and tourism enterprise. Research evidence should be collated in a research portfolio, supported by interpretation and evaluation of the research findings to inform and justify their choice of enterprise. Your learners need to be ready for formal assessment and be able to identify exactly what they need to collect in their portfolio, how to organise their evidence and how to evaluate their research findings.

The second assignment combines learning aims B and C. These sit well together as the marketing strategy is an intrinsic part of the start-up plan. For learning aim B, your learners need to individually develop a start-up plan for a new travel and tourism enterprise. This should link to the learners' first assignment where they must justify their chosen idea using their research analysis, including any legal considerations, and should be supported by financial data and details of resources required. Your learners will determine the marketing mix, and prepare and evaluate a marketing strategy to launch the new enterprise and raise consumer awareness for learning aim C. It is also important to emphasise the need for learners to include a timeline and a budget.

Finally, for the third assignment and covering learning aim D, your learners will plan and carry out an individual presentation pitch to generate interest in the start-up of the new travel and tourism enterprise. Learners can select a form of presentation and venue that is appropriate to the enterprise idea and audience. The form of the presentation could be static, for example, a visual display or multimedia presentation, or interactive, for example, an oral presentation supported by audio-visual evidence. Learners should aspire to plan and deliver a pitch that demonstrates their technical ability, attention to detail, innovation and precision. They will complete a risk assessment of the selected venue (with tutor guidance to ensure the chosen venue is realistic) and produce a contingency plan. For logistical, safeguarding and financial reasons, it may not be feasible for learners to present their pitch in the venue selected, and the actual presentation of the pitch to an audience may take place in a more convenient location.

Your learners will give documented evidence of research undertaken to support the choice of enterprise and to communicate the travel and tourism enterprise to the audience. They will evaluate their pitch, identifying areas for improvement. You should complete Records of Activity in the form of Observation Records and organise Witness Statements where appropriate.



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 5: Travel and Tourism Enterprises
Introduction This is an exciting unit for learners, which allows them to release their entrepreneurial spirit to develop a start-up plan for a new travel and tourism enterprise. To motivate learners, you could start by asking ‘How can I set up my own travel and tourism enterprise?’ and prompt them to identify ideas, resources, skills and knowledge needed for a business start-up. You can then discuss the unit content, duration and assessment, and identify any previous relevant learning from other units.
Learning aim A: Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers • The focus of learning aim A is for learners to use market research to enable them to identify a new travel and tourism enterprise idea. • Although the selection of an enterprise will evolve during delivery of the learning aim, learners will be keen to start thinking about different ideas and to take inspiration from successful entrepreneurs. You could give learners links to explore new enterprise ideas and inspirational quotes from a successful entrepreneur, such as the purchase of Trip4real by Airbnb; Eventbrite; or the Welsh enterprise that transformed a disused quarry into Zip World, now a leading global tourist attraction. • Learners will require initial tutor input so that they have an understanding of the different types of market research and terminology. • You could ask learners to discuss articles such as the one by Peter Jones on the importance of market research for a new enterprise. There are many articles to be found via search engines, and learners could carry out further independent research into why market research is important to start-up businesses. • Learners could conduct secondary research to determine the changing needs of consumers (e.g. the ABTA Travel Trends annual report, Organisation for Economic Co-operation and Development (OECD) report on Tourism Trends, 2018). Even when working in pairs and groups during formative activities, learners should keep their own record of research activities and build up a portfolio of their findings in preparation for assessment. • Learners will need to understand the different types of primary research that a business can use and the advantages and disadvantages of each type. You could supply several questionnaires to enable learners to identify and compare different layouts, design and types of questions. It might also be useful to explore the large number of online tools that help to gather primary data. • Learners could be provided with a badly written questionnaire to highlight weaknesses and suggest improvements. Learners could design a draft questionnaire for assessment and test drive it with peers. These activities will develop learners’ skills if they use a questionnaire as part of their assessment. • To support content area A3, it would be useful for learners to practise on some data that you have supplied, so that they can obtain feedback on the content and quality of their statistical analysis and presentation of findings. Learners may need guidance on the creation of graphs from spreadsheet information. • Learners could shortlist ideas for their new enterprise and carry out further research for their portfolio to narrow down their choice. They could consider the reliability and validity of their research and identify further research to be completed before finalising and justifying their choice of enterprise as part of assignment 1.

Learning aim B: Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers

- Potential investors will want to see that a new enterprise has documented evidence of legal aspects, financial feasibility and resources before considering investing in a business. Learners would therefore benefit from the opportunity to question a local entrepreneur about their experiences of starting up a business. They should prepare for the visiting speaker by using the specification to devise questions relating to developing a start-up plan and marketing strategy.
- You could introduce content area B1 by asking learners what they know about different types of ownership and follow this with a worksheet to identify the legal form of a variety of travel and tourism organisations. Discuss the advantages and disadvantages of each, to enable learners to make decisions regarding their own enterprise. Research tasks could be used for learners to identify and assess the importance of copyright, intellectual property and legislative considerations. You could produce case studies for learners to identify specific legislation applicable to a travel and tourism business and to make links to their proposed enterprise.
- Content area B2 will need to be very practical, as learners must be able to demonstrate the financial feasibility of their selected enterprise. You could start by leading a discussion to establish the learners' level of existing knowledge and understanding of financial terminology.
- Learners should research the different types of costs that impact on a business. You could produce a presentation of the main components of a break-even chart and how to calculate break-even, profit and loss. Supplementary practice activities will allow learners to identify the key figures needed to calculate break-even or to draw the break-even chart. Working in small groups or pairs is particularly useful as it helps learners gain confidence.
- Learners should understand the importance of cash flow to a business. This could be taught using a case study approach and learners should practise completing as many cash flow forecasts as possible. Learners could be asked to create a cash flow forecast from given figures as well as identify how the business could improve its cash flow position.
- Content area B3 focuses on resources and you could start by asking learners for examples of physical and human resources needed for a start-up business. Learners could be prompted to use examples from part-time jobs to identify a wide spread of key resources and to recognise the importance of having the right number and quality of staff. You could give learners a case study to identify physical and human resource requirements for a new business, and worksheets to source and cost specific resources. This will help learners' understanding when they must allocate resources for their new enterprise.
- Learners need to know about sources of finance in order for a business enterprise to be successful. Learners should research the different sources of finance available to businesses, including emerging methods (e.g. crowdfunding).
- You could then provide learners with a case study, and ask them to identify which sources of finance would best suit a particular situation. This could lead to discussion on advantages and disadvantages of different sources of finance. Learners may have differing views and should be prepared to justify their reasoning.
- For content area B4, learners need to be able to provide documents to record the start-up plan for their new enterprise. Learners could research business plans, what is included and how they can be divided into sections relating to market analysis and planning, legal and financial aspects.
- You could provide learners with a sample business plan and ask them to analyse the format and content, and consider strengths and weaknesses of the plan and possible opportunities and threats that may influence its success. Learners could compare different templates in order to compile their own template.



Learning aim C: Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness

- The focus of learning aim C is for learners to determine a marketing mix for their enterprise as part of their marketing strategy. You could start by checking prior knowledge and providing a simple overview of the marketing mix. This could be followed by more in-depth analysis of the separate elements of product, price, place and promotion for different types of travel and tourism products. Review of the product element will support learners to identify the unique selling points (USPs) for their enterprise, and the features and benefits to meet the changing needs of consumers.
- Learners could review the advantages and disadvantages of different distribution channels, identifying which channels might best fit their enterprise and target market.
- You could provide learners with examples of travel and tourism products with different price points and use examples from a range of products, in order to help learners to understand how they select an appropriate pricing strategy.
- Learners will benefit from looking at the cost implications of different types of promotions in order that the methods selected as part of their marketing strategy are realistic for a start-up enterprise.
- You could arrange for a guest speaker to talk to learners about digital marketing. Learners could prepare questions in advance to help identify the scope for using current and emerging digital marketing as part of their marketing mix.
- In order to see how well different elements of the marketing mix combine to make a coherent whole, learners could review the marketing mix for a selected travel and tourism product or service. Learners will benefit from peer presentations and displays highlighting different approaches to the marketing mix. Learners could make judgements on the appropriateness of the different elements for the product or service.
- In order to appreciate different marketing strategies for content area C2, learners should be exposed to a range of successful marketing campaigns. Discussions will help learners to identify strong messages and the strength of the marketing mix and identify strategies for evaluation. It may help to start with 'The Travel Marketing Awards' (e.g. search the *TTG Media* website for this year's winners).
- Learners could be asked to develop a marketing strategy for a selected product or service and make a presentation to the class. Peer, self and tutor assessment will help learners to prepare for assessment.

Learning aim D: Carry out a pitch for the new travel and tourism enterprise start-up plan in order to generate interest in the new travel and tourism enterprise

- The unit culminates in learners pitching their start-up plan to generate interest in their travel and tourism enterprise. These practical activities link to employability skills and develop learner confidence.
- For content area D1 and D2, you could provide examples of where pitches have taken place in different locations and using different methods, introducing learners to factors to be considered including risk assessments, contingency planning, insurance, size, budget and visual impact. Learners could conduct further research into risk assessments and contingency planning and then discuss the reasons for these.
- Where possible, you could organise a visit to local trade shows in order to explore suitable venues, as well as different styles and approaches to pitch presentations favoured in the sector. Learners could practise completing a risk assessment and contingency planning for the venue.
- For the pitches, some are likely to take place in your centre, but it would be beneficial for learners to carry out their presentations in a suitable, professional location, such as a local university, town hall, conference centre or private business where possible. They could cost and risk assess this remotely as part of their assessment.
- Peer assessment could be a useful technique to check the contents of each other's portfolios, and help learners to identify any additional documentation and materials that may be required for an effective pitch. You should provide a safety briefing to learners and provide practice opportunities for them to use equipment prior to presenting their pitch (e.g. using a presentation 'clicker', ensuring audio/video works professionally, adjusting lighting, practising with a microphone etc).

- To ensure all learners are aiming for the highest standards, they could agree quality standards for posters, display boards etc. that will be used to support their pitches.
- If accessible, you could select and watch video clips from *Dragon's Den* or *The Apprentice* and winning pitches on 'Pitch to Rich' (#Voom) so that learners can recognise strong and weaker pitches.
- You could instruct your learners to view a specific unsuccessful pitch and individually make recommendations to improve the pitch in order to attract funding.
- You could instruct your learners to compile a list of 'Dos and don'ts' for a successful pitch and compile a list of 'Top tips' for presenting a pitch.
- Learners could watch video clips of elevator pitches and discuss how to write one. They could prepare for and present elevator pitches using the 'Top tips' as a peer assessment tool. This will also help learners to improve their communication skills and to anticipate possible questions from the panel prior to their formal assessment.



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 3: Marketing Travel and Tourism to Domestic and International Customers
- Unit 6: Specialist Tourism
- Unit 9: Visitor Attractions
- Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Level 3 Qualification in Travel and Tourism. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Armstrong G and Kotler P (2012) *Marketing: An introduction*, Pearson (ISBN 9780273762607) – a good introduction to the world of marketing and small business research

Baloglu S, Bowen J T, Kotler P and Makens J (2016) *Marketing for Hospitality and Tourism, Global Edition*, Pearson (ISBN 9781292156156) – this has good sections on developing an integrated marketing mix and marketing analysis

Hudson L and Hudson S (2017) *Marketing for Tourism, Hospitality & Events: A Global and Digital Approach* (1st edition), SAGE Publications Ltd (ISBN 9781473926639)

Videos

Selected episodes of *The Apprentice* and *Dragon's Den* provide useful examples of developing new enterprises, marketing, preparing for and presenting a pitch.

Search for 'BBC Dragon's Den' and look through the clip library.

[Search](#) Virgin's website for lessons and features on entrepreneurs, making a sales pitch, and optional newsletter.

Websites

- ABTA – the annual travel trend reports highlight changing consumer and travel trends.
- Organisation for Economic Co-operation and Development (OECD) – search for report on Tourism Trends, 2018).
- Financial Times – the website includes various economics and business case studies.
- Visit the Times 'business case studies' website (search 'business case studies UK') – The Times 100 has economics and business case studies.
- The Content Marketing Institute website includes a link to a useful (and free) e-book called 'What is content marketing?' which can be used to help develop a marketing campaign.
- Guerilla Scope website – search for 'TV advertising costs'. This site contains some useful information on budgets and costs.
- Peter Jones website – search for 'business guide/entrepreneur' for downloadable guides covering all stages of developing and launching a new enterprise.
- Visit the Prince's Trust website and search for 'help for your people/business tools'. This site provides resources, templates and advice to support young people setting up a business.
- Profitable Venture website is a business support website with the latest trends and enterprise opportunities in travel and tourism. Search for 'business ideas'.

- Radio Advertising – search for ‘costs’ to access some useful information on budgets and costs.
- Visit the UK Virgin Media Business website for example pitches from ‘Pitch to Rich’.

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.