



Unit 7: Sustainable Tourism

Delivery guidance

Approaching the unit

This optional unit gives you the opportunity to stimulate learners' interest in the potential impacts of the travel and tourism industry on destinations and of the growing movement towards sustainable tourism. You will be able to give learners an insight into the sustainability concerns of travellers, who are increasingly demanding new adventures and authentic experiences that do not disadvantage the world's tourist destinations and the people who live there.

Learners will have opportunities to develop and improve their research skills and they will be able to work in groups to apply their knowledge. They will investigate a range of worldwide tourist destinations to find out about the impacts of tourism and how sustainability can be achieved. Where possible, invite guest speakers from organisations that promote sustainable tourism to give learners a real insight into the wide range of potential impacts of tourism and how these can be managed to develop tourism sustainably.

Delivering the learning aims

Learning aim A

To cover learning aim A, introduce the concept of sustainable tourism and its principles. This should also include other frequently used terms with similar meanings and values, such as 'ecotourism', 'green tourism' and 'responsible tourism'. Cover the reasons for the growth and influence of sustainable tourism by looking at a variety of destinations that are working towards or are recognised for having achieved sustainable tourism, such as Costa Rica, Bhutan or the Azores. Case studies and video clips of destinations can be used as an effective way of demonstrating sustainable tourism policies in reality, including the benefits of these policies. Newspaper or online articles and travel blogs can be used to highlight to learners the positive and negative aspects of the travel and tourism industry.

Learners can also explore the range of international agencies and governments that promote sustainable tourism and look at more local or regional organisations, their roles and objectives. Encourage learners to use their knowledge from other units, such as when they research key organisations, destinations and trends.

Introduce the many different ways in which sustainability has influenced organisations in the industry and how they have responded, as well as looking at the wider environment. Learners could research worldwide green initiatives and awards as well as schemes to reduce or offset carbon emissions or renewable and alternative energies.

Learning aim B

Learning aim B focuses on the potential impacts of tourism on different types of tourist destinations. To help learners understand the concept of levels of human development, introduce the Human Development Index (HDI) and discuss the ways in which destinations are measured by the United Nations. You could review human development reports as a class so that learners become familiar with the information and gain an understanding of the difference between low, medium, high and very high development. Video clips taken from websites such as YouTube® are helpful when looking at the impacts of tourism on a destination. Show learners videos about the potential positive and negative impacts of tourism on local economies, environments, societies and cultures so that they can differentiate between positive and negative effects. Encourage learners to use their destination knowledge from other units to support their research into the impacts of tourism. Regular discussion sessions with learners may also help them to understand this learning aim.

Learning aim C

Learning aim C focuses on the methods that can be used to achieve sustainable tourism and the influencing factors on these. By this stage, learners will have studied a range of tourist destinations, the possible impacts of tourism and the principles of sustainable tourism. Encourage learners to consolidate this knowledge by investigating how destinations can achieve sustainable tourism. Use case studies to demonstrate good practice in sustainable tourism and ask learners to research other good examples. Through this research, learners can consider the factors that can influence the extent to which sustainable tourism can be achieved in some tourist destinations.

Some learning aims in this unit are partly covered within other units across the qualification. Manage delivery of these units to ensure that the content is addressed in a way that does not become repetitive for the learners. The main units are:

- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destinations
- Unit 6: Specialist Tourism
- Unit 16: My Country as a Tourist Destination
- Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the principles, growth and influence of sustainable tourism	A1 Definition and principles of sustainable tourism A2 Growth and importance of sustainable tourism A3 Key organisations involved in developing tourism sustainably A4 The influence of sustainability on the travel and tourism industry	An oral or written presentation/slideshow that evaluates the roles and objectives of the organisations involved in sustainable tourism development and the reasons for its growth and influence.
B Examine the potential impacts of tourism at different types of tourist destinations	B1 Different types of destinations B2 Potential impacts of tourism on the local environment B3 Potential impacts of tourism on the local economy B4 Potential impacts of tourism on the society and culture of the local community	An investigative report that evaluates different potential impacts of tourism in one destination in a country with low human development on the Human Development Index (HDI).
C Investigate how tourist destinations achieve sustainable tourism	C1 Methods used and examples of good practice in sustainable tourism C2 Factors that may influence destinations achieving sustainable tourism	A presentation of justified recommendations for achieving sustainable tourism in one chosen destination in a country with very high human development on the HDI measure.

Assessment guidance

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

You must be confident that your learners are ready to complete the assessment independently. They must fully understand the assessment requirements, the evidence that they are required to produce and the importance of managing their time to meet the set deadlines.

Learning aim A could be assessed by a presentation that explains the growth and influence of sustainable tourism. The presentation should also evaluate the roles and objectives of a range of organisations involved in developing sustainable tourism, with consideration of the advantages and disadvantages of partnership working. Ensure that the organisations selected will offer scope for learners to meet all targeted assessment and grading criteria. Detailed speaker notes will be required to support assessment.

For learning aim B, learners need to select a destination in a country with low human development on the HDI measure. As these change on an annual basis, learners should be guided by the examples listed in the unit content but ensure that they make their selection from the most recent United Nations list. Ensure that the destinations selected will offer scope for learners to meet all targeted assessment and grading criteria. The assessment of this learning aim lends itself to an investigative report into different types of tourist destinations and the potential impacts of tourism on one destination in a country of low human development on the HDI measure.

For learning aim C, learners need to select a destination in a country with very high human development on the HDI measure. Again, as these change on an annual basis, learners should be guided by the examples listed in the unit content but ensure that they make their selection from the most recent United Nations list. Ensure that the destinations selected will offer scope for learners to meet all targeted assessment and grading criteria. The assessment of learning aim C is an in-depth investigation, including research into the significance of factors that can influence the ability of one chosen destination in a country with very high human development to achieve sustainable tourism. Learners could produce a presentation of their findings on achieving sustainable tourism to explain the influencing factors and methods used, with justified recommendations for the selected destination about the methods that could be used to achieve sustainable tourism.



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 7: Sustainable Tourism

Introduction

This unit offers the opportunity to raise awareness of the key role played by the travel and tourism industry in helping address concerns about sustainability. In this unit, learners will gain a greater appreciation of the issues and possible solutions. Explain the relevance of the unit and why a knowledge of sustainable tourism is a great advantage in many careers in the travel industry. Encourage learners to broaden their research and take an active interest in how tourism affects the world's destinations and how some destinations achieve sustainable tourism.

You could approach this unit in a number of ways. However, the unit has been structured to develop and build on underpinning knowledge, starting with why and how sustainable tourism has grown and how it influences travel and tourism. It then introduces the potential impacts of tourism on destinations and local communities, before culminating in a more detailed study of good practice and how different types of destinations, from a local to a global scale, achieve sustainable tourism. Once the underpinning knowledge and understanding has been addressed for each content area, you could give learners a number of research tasks and challenges that test their understanding.

One way to introduce this unit is through a discussion of possible definitions of sustainable tourism and its importance for different types of destinations. You could then use case studies about a variety of destinations to demonstrate how they are developing in order to become more sustainable.

Learners need to investigate a range of worldwide destinations, which could involve a more practical approach and could allow you to make links to *Unit 2: Worldwide Travel and Tourism Destinations*. Documentaries, newspaper reports, travel blogs and video clips would all be good ways of stimulating interest and giving learners a real-world understanding of the issues and the importance of sustainable tourism for worldwide destinations.

Learning aim A: Explore the principles, growth and influence of sustainable tourism

- Introduce the learning aim by asking learners to think of a definition for sustainable tourism. Learners could present their definitions to the rest of the class. You could then give learners the correct definition of sustainable tourism, which could be displayed in the classroom. Prompt them to share their knowledge of ecotourism, green tourism and responsible tourism and discuss common themes. Use video clips of the aims and purposes of organisations such as The International Ecotourism Society (TIES).
- For learning aim A1, show learners the video 'Why Sustainable Tourism?' by The Travel Foundation. This will help learners understand how travel and tourism businesses are being supported in working towards sustainable tourism.
- Give a presentation on the principles of sustainable tourism. You could focus your presentation on destinations such as the Galapagos Islands, Costa Rica, Bhutan or Alaska, Look at how the principles have influenced changes within the destination. Show learners the video 'A Sustainable Galapagos Islands'.

- In small groups, learners could choose a destination that has not already been discussed and examine one of the principles of sustainable tourism. They could investigate how this principle has influenced the destination. Each group could discuss their findings with the rest of the class and then display these in the classroom.
- For learning aim A2, you could discuss reasons for growth of sustainable tourism. A good newspaper article to share with learners is 'Why sustainable tourism is the travel industry's duty', which was published in *The Guardian*. You could then give a presentation on consumer trends, world population growth, the pressure of increasing volumes of tourists and air travel, increased awareness of possible impacts of tourism and the demand for ethical holidays. Destination data (available on the World Tourism Organization's website) will support your presentation and allow learners to understand the importance of sustainable tourism in a real-life context.
- Working independently, learners should research at least two areas of growth and link their findings to at least one destination. Learners should present their findings to the rest of the class.
- Give a presentation on the potential benefits to destinations of sustainable tourism. Use examples of destinations to support learners' application of knowledge. Ask learners to work in pairs to research either Kenya or Bali and produce a poster of the benefits of sustainable tourism. Learners should present their findings to the rest of the class.
- Give a presentation on the scale of sustainable tourism in destinations on a local, regional, national and global level. Use a world map to highlight destinations that are working towards becoming sustainable. Search the Green Destinations website for a useful world map that will help support your presentation.
- In small groups, learners could assess the scale and importance of sustainable tourism based on the world map in your presentation. Learners could produce a chart of suggested destinations that need to work towards becoming more sustainable.
- For learning aim A3, use whole group teaching to produce four separate presentations covering the following key sectors:
 - o public sector
 - o private sector
 - o voluntary/not-for-profit sector
 - o partnerships between organisations.
- Use the content delivered above to demonstrate how different sectors could work together and why. A case study of a real example would help reinforce understanding here. Focus your discussion on the roles and objectives of these sectors and partnership groups in developing tourism sustainability.
- Ask learners to work individually to produce a poster that compares the objectives of public, private and voluntary sector organisations. Learners should then research two examples of different sectors that work together and the advantages and disadvantages for each sector working in the partnership.
- For learning aim A4, give a presentation on 'green' initiatives, awards and schemes. The Green Tourism Award website contains information that could be used to support your presentation. Ask learners to individually research one other 'green' initiative, award or scheme. Learners could then create a factsheet about their findings, which could be presented to the class and displayed within the classroom.



- Review a variety of newspaper articles, online articles, travel blogs and trade publications with learners about the ways in which travel and tourism organisations respond to the issue of sustainability, using the responses listed in the unit content. Learners could then discuss how responses to sustainability such as ‘own brand’ initiatives could have an impact on an organisation’s image and reputation. Prompt learners to consider advantages and disadvantages.
- Consolidate learning with a presentation on the impact of sustainable practices on image and reputation. You could then review a case study with learners about Hotel Mockingbird Hill, Jamaica (see the *Resources* section). Encourage learners to discuss the impact of this hotel on other accommodation providers on the island.
- Ask learners to work in pairs to look at a range of newspaper articles, travel blogs, holiday brochures, tour operator websites and case studies of travel and tourism organisations and their approaches to sustainable tourism. Learners should look at articles and reports from the past and present to see how organisations have developed their practices over time and the impact this has had on their reputation.
- For the assessment, learners will produce notes for an oral presentation that explains the growth and influence of sustainable tourism, evaluates the roles and objectives of a range of organisations involved and assesses the advantages and disadvantages of partnership working.

Learning aim B: Examine the potential impacts of tourism at different types of tourist destinations

- To introduce learning aim B1, give a presentation to explain the concept of levels of human development (low, medium, high, very high) and the rankings or Human Development Index (HDI) produced by the United Nations. Discuss the HDI, its importance and how it is used. Ask learners to look at the latest human development report from the Human Development Index website, then discuss one key piece of data that they feel is important and why.
- For learning aim B2, show learners the video ‘Why sustainable tourism?’ made by the Travel Foundation.
- Produce a presentation on the potential positive and negative impacts of tourism on the environment. Use examples of destinations where tourism has created positive or negative impacts, or a combination of both, and discuss their significance. Ask learners to independently research one tourist destination and the impacts that tourism has had on its environment. From their findings, learners should produce a ‘tourism impact factsheet’ for their destination, identifying each impact and giving a brief description of why it is positive or negative.
- For learning aim B3, give a presentation on the potential positive and negative impacts of tourism on the local economy. Use examples of different destinations where tourism has created positive or negative impacts, or a combination of both, and discuss the significance of these impacts. Ask learners to continue researching their chosen destination in learning aim B2 and investigate the positive and negative impacts of tourism on the local economy. They should use their findings to update their factsheet.
- For learning aim B4, ask learners to think of definitions for ‘society’ and ‘culture’. Learners could present their definitions to the rest of the class. You could then give learners the correct definitions of society and culture, which could be displayed in the classroom.

- Following on from this, give a presentation on the potential positive and negative impacts of tourism on the society and culture of local communities. Use examples of destinations where tourism has created a positive and a negative impact and discuss the significance of these impacts with learners.
- Ask learners to research on a different destination to investigate positive and negative impacts of tourism on society and culture. Learners should produce a 'tourism impact factsheet' for this new destination, writing a brief description of why each impact is positive or negative.
- For the assessment, learners will complete an investigative report that evaluates the significance of different potential impacts of tourism, in one chosen destination in a country with low human development (LHD) on the HDI measure.

Learning aim C: Investigate how tourist destinations achieve sustainable tourism

- For learning aim C1, ask learners to work in small groups and give each group a destination that you have pre-selected as a good example. Learners then research how their group's given destination has achieved sustainable tourism. Encourage learners to identify at least five different methods used. Prompt learners to make links to the impacts studied in learning aim B to enhance learning. Learners should look at government policies for developing tourism sustainably.
- Ask learners to produce a destination display for the classroom with the information that they have researched. This should highlight good sustainability practice. Ask learners to discuss similarities and differences between methods and any common themes.
- For learning aim C2, ask learners to work in small groups to investigate factors that may influence tourist destinations hoping to achieve sustainable tourism. Each group should investigate one of the factors in the unit content and continue to research using destinations studied throughout the course of the unit. Ask each group to consider how their given factor may help destinations achieve sustainable tourism or not.
- Bring all the findings together and give a presentation on the factors that could influence destinations' ability to achieve sustainable tourism. Your presentation could focus on one or two destinations, enabling you to discuss geographical location, existing infrastructure, existing population, volume and type of tourists, external influences and the level of human development as measured by the HDI.
- For the assessment, learners will produce a presentation on achieving sustainable tourism that explains the influencing factors and methods used, with justified recommendations for a selected destination on the methods that could achieve sustainable tourism. They need to choose a destination in a country with very high human development on the HDI measure.



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 6: Specialist Tourism
- Unit 16: My Country as a Tourist Destination
- 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

Becker, E., *Overbooked: The Exploding Business of Travel and Tourism*, Simon & Schuster, 2013, ISBN: 9781439160992

Benckendorff, P. and Lund-Durlacher, D. (ed.s), *International Cases in Sustainable Travel & Tourism*, Goodfellow Publishers, 2013, ISBN: 9781908999405

Goodwin, H., *Taking Responsibility for Tourism*, Goodfellow Publishers, 2011, ISBN 9781906884390

Journals

International Journal for Responsible Tourism (ARTE Publishing)

Journal of Sustainable Tourism (Routledge)

Newspapers

The Guardian published the useful article 'Why sustainable tourism is the travel industry's duty'.

Videos

Search YouTube® for useful videos, such as 'A Sustainable Galapagos Islands' and 'Increasing the Local Economic Impact of Tourism'.

The Sustainable Tourism website, the Travel Foundation website and the UN Foundation websites all provide a range of videos on sustainable tourism.

Websites

Center for Responsible Travel (CREST) – research organisation that promotes responsible tourism

Explore – holiday destinations, expeditions and blogs on 'eco-friendly' destinations to visit

Green Destinations – a non-profit operation concerned with sustainable tourism

Hotel Mockingbird Hill – an interesting case study on the impact of sustainable practices on image and reputation

IATA Environmental Assessment Programme – an evaluation system used to measure airlines' environmental management

International Ecotourism Society (TIES) – award schemes, initiatives, case studies, good practice

Lonely Planet – destination guides and articles on sustainable tourist destinations

National Geographic – online magazine with a section on travel

Organisation for Economic Co-operation and Development (OECD) – policies on sustainable development

Qatar Airways – an international airline; search for its environmental awareness policy

TravelMole – an online community for the travel and tourism industry, providing useful daily travel industry news bulletins and 'breaking news'

TUI Care Foundation – a sustainability foundation founded by the international tour operator, TUI

United Nations Development Programme Human Development Reports - the UN's website about the HDI

United Nations Educational, Scientific and Cultural Organization (UNESCO) – educational resources about sustainable tourism

World Tourism Organization (UNWTO) – the UN agency that promotes responsible tourism

World Travel and Tourism Council – represents travel and tourism businesses around the world

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.