

Edexcel GCE

Edexcel Advanced GCE in Travel and Tourism (Single and Double Awards)

For first teaching in 2005

December 2005

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Teacher's guide (A2 Units)

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Contents

Introduction	1
Edexcel 'Applied' GCEs	1
Structure of the AS GCE and GCE in Travel and Tourism (Single and Double Awards)	2
Planning a teaching programme	7
Example 1: Advanced Subsidiary GCE (Single Award)	7
Example 2: Advanced GCE (Single Award)	8
Example 3: Advanced Subsidiary GCE (Double Award)	8
Example 4: Advanced GCE (Double Award)	9
Delivery of units and internal assessment	11
Planning	11
Delivery	11
Assessment	12
Units	13
Unit 7: Responsible Tourism	15
Unit 8: Current Issues in Travel and Tourism	57
Unit 9: Working in Travel and Tourism	95
Unit 10: Promotion and Sales in Travel and Tourism	159
Unit 11: Special Interest Holidays	205
Unit 12: Travel Organisations	257
Annexe A	309
Internal assessment procedures	309
Annexe B	311
Applying the mark bands	311
Exemplar material	313
Annexe C	383
Exemplar forms	383
Mark record sheet	385
GCE Travel and Tourism – Assessment feedback	386
Assessment checklist	390
Exemplar witness testimony form	391
Exemplar observation record	392

Introduction

This teacher's guide accompanies the Edexcel GCE specification for Travel and Tourism and has been designed to help teachers prepare their students for first teaching in 2005. Guidance on delivery for A2 Units 7-12 is given in this guide, for further guidance on AS Units 1-6 please consult the *GCE Travel and Tourism Teacher's Guide (AS Units)*. This can be ordered from Edexcel Publications quoting publication code UA017045, and is available on the Edexcel website www.edexcel.org.uk.

This guide must be used in conjunction with the specification. It is designed to help with planning teaching programmes and managing assessment requirements.

Edexcel 'Applied' GCEs

This suite of nine qualifications comprises General Certificates of Education in:

- Applied Art and Design
- Applied Business
- Applied ICT
- Engineering
- Health and Social Care
- Leisure Studies
- Media
- Performing Arts
- Travel and Tourism.

The qualifications are designed to provide a broad introduction to a vocational area in an applied context. They are available for first teaching as two-year courses from September 2005 and one-year courses from September 2006. First awarding of Advanced Subsidiary qualifications is in summer 2006 and Advanced GCE qualifications in summer 2007.

Structure of the AS GCE and GCE in Travel and Tourism (Single and Double Awards)

Word	Code
Optional	O
Compulsory	C
Internal	I
External	E

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
1	6987	<p>The Travel and Tourism Industry</p> <p>This unit provides an introduction to the travel and tourism industry. Students will consider the characteristics of the industry, its development and its structure, including the products and services it provides. The scale of the industry will be analysed through interpretation of statistics.</p>	AS	C	C	C	C	<p>External</p> <p>A 1½ hour external test consisting of short answer questions. Students can also use their own research in their answers.</p>	January/June
2	6988	<p>The Travel and Tourism Customer</p> <p>This unit develops the students' understanding of the customer and how their service-needs are met by different sectors of the industry. The student will be given the opportunity to develop their own customer service skills which can be demonstrated in different travel and tourism contexts. Students will also learn to evaluate the customer service provided by a travel and tourism organisation.</p>	AS	C	C	C	C	Internal	January/June

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
3	6989	Destination Europe Students will consider different types of tourism destinations in Europe, the features that attract tourists to visit them and the factors that affect their popularity and appeal. They will learn to select appropriate destinations and transport routes and gateways to meet the needs of different types of tourists.	AS	O	C	O	C	Internal	January/June
4	6990	Destination Britain This unit enables the student to study a range of tourist destinations in the British Isles. They will consider the features that attract incoming tourists and how to produce an itinerary that will meet their needs.	AS	O	C	O	C	Internal	January/June
5	6991	Travelling Safely This unit introduces students to legal aspects that protect the traveller, their belongings and their finance. They will consider passport, visa and health restrictions placed on the traveller by national and international authorities. They will also investigate how the travel and tourism industry deals with emergency situations ranging from lost passports to natural disasters.	AS		C		C	External A 1½ hour examination where short case studies of travellers are presented and the student gives short answers to questions. The student can also use their own research in their answers.	January/June

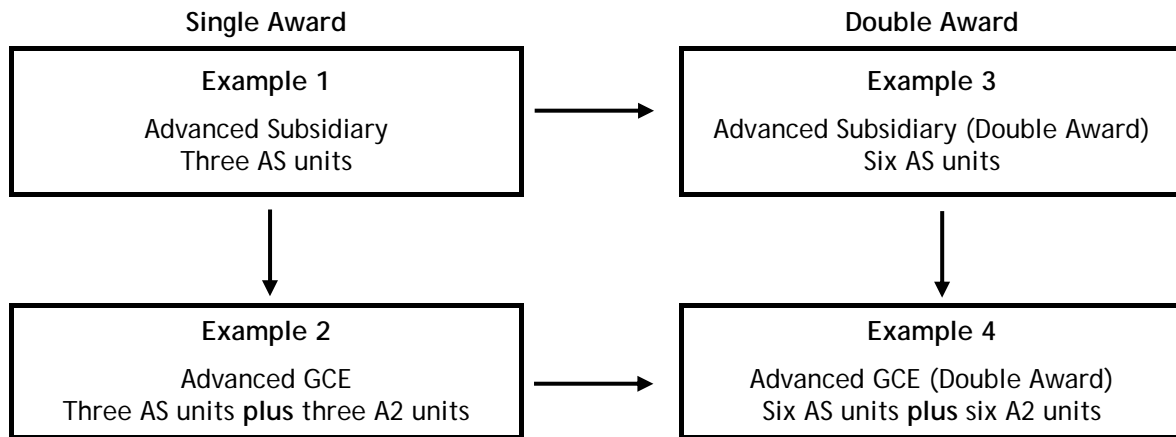
Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
6	6992	<p>Resort Operations</p> <p>This unit introduces students to how tour operators organise their operations in resorts, with an emphasis on the role of the resort representative. Students will be given the opportunity to develop the skills used by resort representatives when presenting a welcome meeting, producing notice boards and dealing with problems.</p>	AS		C		C	Internal	January/June
7	6993	<p>Responsible Tourism</p> <p>This unit introduces students to the concept of responsible or sustainable tourism. They will have the opportunity to research how different destinations have developed tourism and the impacts that tourism has had on these destinations. They will learn to suggest ways in which tourism could be developed to minimise negative impacts and maximise positive impacts.</p>	A2			C	C	External A 1½ hour examination that gives details of two destinations to be used as the basis for short and long answer questions. The student can also use their own research in their answers.	January/June
8	6994	<p>Current Issues in Travel and Tourism</p> <p>This unit enables students to identify an issue of interest to them and investigate its causes and effects in relation to travel and tourism. They will learn to develop and evaluate a research methodology that will assist them as they progress to Higher Education.</p>	A2			C	C	Internal	January/June

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
9	6995	Working in Travel and Tourism Students will investigate the skills and qualities required to pursue a career in the travel and tourism industry. They will develop a career development plan as a result of a personal audit of their own skills and qualities. They will also have the opportunity to develop essential teamwork skills through their participation in a team activity.	A2			O	C	Internal	January/June
10	6996	Promotion and Sales in Travel and Tourism The sales process and buyer behaviour is one topic considered in this unit. Students will also consider the role of promotion within marketing and how techniques and materials are used to form promotional campaigns. They will learn to evaluate materials and campaigns and have the opportunity to undertake research to determine the effectiveness of campaigns used by travel and tourism organisations.	A2			O	C	External A 1½ hour examination. There will be case studies relating to promotional campaigns that the student has to consider. They can use their own research in their answers.	January/June
11	6997	Special Interest Holidays This unit introduces students to worldwide tourism destinations that are used for different types of special interest holiday. They will have the opportunity to select two different types of special interest holidays to study.	A2			O	C	Internal	January/June

Unit	Code	Title	Level	AS	AS (Double)	GCE	GCE (Double)	Assessment mode	Assessment availability
12	6998	Travel Organisations Students have the opportunity to select a sector of the industry in which they have a significant interest and research the activities of that sector. They will learn to identify gaps in provision and recommend products, services or systems to fill those gaps.	A2			O	C	Internal	January/June

Planning a teaching programme

This section contains diagrammatic illustrations of possible ways the programme can be delivered.



Example 1: Advanced Subsidiary GCE (Single Award)

Three AS units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe OR	Internal	January/June
Unit 4: Destination Britain	Internal	January/June

This can be taught as a one-year programme with an externally assessed unit available in January or June.

Example 2: Advanced GCE (Single Award)

Three AS units plus three A2 units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe OR	Internal	January/June
Unit 4: Destination Britain	Internal	January/June
Unit 7: Responsible Tourism	External	January/June
Unit 8: Current Issues in Travel and Tourism	Internal	January/June
Unit 9: Working in Travel and Tourism OR	Internal	January/June
Unit 10: Promotion and Sales in Travel and Tourism OR	External	January/June
Unit 11: Special Interest Holidays OR	Internal	January/June
Unit 12: Travel Organisations	Internal	January/June

This can be taught as a fast track one-year programme or more commonly a two-year programme. The AS units are taught in the first year and the A2 units in the second year.

Example 3: Advanced Subsidiary GCE (Double Award)

Six AS units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe	Internal	January/June
Unit 4: Destination Britain	Internal	January/June
Unit 5: Travelling Safely	External	January/June
Unit 6: Resort Operations	Internal	January/June

This can be taught as a fast track one-year programme or more commonly a two-year programme. It is not necessary for these units to be completed in chronological order.

Example 4: Advanced GCE (Double Award)

Six AS units plus six A2 units

Unit title	Type of assessment	Date
Unit 1: The Travel and Tourism Industry	External	January/June
Unit 2: The Travel and Tourism Customer	Internal	January/June
Unit 3: Destination Europe	Internal	January/June
Unit 4: Destination Britain	Internal	January/June
Unit 5: Travelling Safely	External	January/June
Unit 6: Resort Operations	Internal	January/June
Unit 7: Responsible Tourism	External	January/June
Unit 8: Current Issues in Travel and Tourism	Internal	January/June
Unit 9: Working in Travel and Tourism	Internal	January/June
Unit 10: Promotion and Sales in Travel and Tourism	External	January/June
Unit 11: Special Interest Holidays	Internal	January/June
Unit 12: Travel Organisations	Internal	January/June

This is most commonly taught over two years. Normally, AS units are taught before the A2 units because A2 units are designed to be synoptic to AS units.

Delivery of units and internal assessment

Planning

The internally assessed units each have four tasks that relate to the four assessment objectives for the qualification.

At AS level, these tasks are independent of each other. They are devised so that each section of the unit can be taught and assessed before moving on to the next topic. This enables the teacher to divide assessment into small bite size chunks so that it is accessible to the student in their first year of study. For the holistic student, it may be useful to introduce them to the assessment task at the beginning of the delivery of the topic so that they can see it in the context of their learning. The amount of time available for assessment will depend on the curriculum model adopted. If the unit is delivered over a full academic year, more time could be given for each task than if delivered over a semester or term. For some tasks the research required is limited and these could be completed within a short period of time. This will give more time for tasks that require more research to be undertaken. This should be taken into account when planning an assessment schedule. Teachers should also take into account other units that the student is completing at the same time in order to avoid bunching of assessment deadlines. Teachers should also take into account the schedule of the external moderation they plan to access. They will need to ensure assessment deadlines are set that allow sufficient time for marking and internal standardisation. A teacher's guide for the delivery of the AS units is available as a separate publication.

Tasks in the A2 units are designed to show the interrelationships and connections that exist within the industry, in order to meet the aims of the qualification. As such, the tasks cannot be considered in isolation and students will need to draw on all of their learning for the unit. The A2 tasks require a greater degree of research and a greater degree of independence and assessments should be more holistic. It is likely that, following some initial input, the student will be working on assessment evidence over a period of time. For these A2 units, it would be useful for the student to have a series of tutorial sessions where formative assessment and feedback and guidance can be given on their progress. As with AS level units, teachers should take into account the schedule of the external moderation they plan to access and ensure that sufficient time is given to mark and internally standardise students' work. It is advisable that assessment activities are set in vocational contexts to stress the applied nature of these qualifications. Assessment could be vocational in terms of the scenario in which the tasks are set or the type of evidence that is required on completion of the task. Students may benefit from direct access to industry representatives to support their completion of the assessment activities. This may be through industry visits, guest speakers, industry set projects, e-communication groups and/or e-mentoring.

Delivery

All students should be given a copy of the unit specification. This could be in the introductory session for the unit or it could be broken down as relevant to the task(s) set. This should help with the planning and make students aware of the need to work as independently as possible to achieve the higher marks.

Assessment evidence can be presented in a variety of formats. Typically, the student can complete a task which is evidenced through a report. Alternatively, they may have completed tasks through role-plays, presentations, meetings etc. Where this is the case, a witness statement or observation record should be available. Proformas for recording observation of performance and witness statements can be found in *Annexe C*. In addition, some units contain examples of proforma that have been adapted to a specific assessment outcome.

On completion of all the tasks for an internally assessed unit, the student's evidence will form the basis of a portfolio. One suggestion for the final format is to have a front page, a contents page, assignment evidence in appropriate sections (which may include a conclusion/analysis) and a bibliography. For ease of marking and moderation, the assignments should not be sleeved in plastic wallets. There is a *Guide to report writing* within *Unit 8*.

Assessment

Students should be given clear deadlines for submission of assignment tasks. There should be a centre policy to deal with late submission. On completion of a task, prompt feedback should be provided in terms of the student's performance against the assessment requirements. Guidance should be provided to provide opportunities for the student to improve their assignment before final marking. Resubmitted work should be clearly differentiated in the student's portfolio. Teachers may want to develop a policy to deal with resubmitted work.

Student work should be assessed on the basis of their ability to complete the tasks individually. The teacher is expected to confirm the authenticity of the student's work. Students are not expected to be given credit for evidence that is downloaded from the internet or taken directly from reference sources such as textbooks.

Student work should be marked strictly to the assessment evidence grid. Teachers should determine which mark band is 'best fit' as a descriptor for student work. Once the mark band has been determined, the teacher should allocate the marks available from within the range for that mark band, using the full range of marks available. Teacher annotation of where and how marks have been awarded is good practice.

Students can be awarded marks in different bands for each assessment criterion.

Units

These sections look at the units in more detail, giving information on the following:

- mode of assessment
- what teachers need to be familiar with – details of the specification, assessment evidence and grids
- key areas to cover
- a table covering the following areas – time allowed, activities.

Index of units*

- Unit 1: The Travel and Tourism Industry
- Unit 2: The Travel and Tourism Customer
- Unit 3: Destination Europe
- Unit 4: Destination Britain
- Unit 5: Travelling Safely
- Unit 6: Resort Operations
- Unit 7: Responsible Tourism
- Unit 8: Current Issues in Travel and Tourism
- Unit 9: Working in Travel and Tourism
- Unit 10: Promotion and Sales in Travel and Tourism
- Unit 11: Special Interest Holidays
- Unit 12: Travel Organisations

*Please note that this document covers A2 units (7-12) only. AS units (1-6) are covered in a separate publication.

Unit 7: Responsible Tourism

Unit aims

The main aim of this unit is for students to develop an understanding of 'responsible tourism'. For the purposes of this unit, responsible tourism can include alternative, responsible, sustainable, green and ethical tourism.

The unit will look at what is meant by the term 'responsible tourism'. Students will study the different agents involved in tourism development and how potential positive and negative impacts of tourism can be managed in a responsible or sustainable way. They will also learn about how tourism development can be related to the Tourist Area Life Cycle (TALC) model so that they can see how approaches to managing the impacts of tourism change over time as a tourist area develops.

Students will study a range of destinations from both the Less Economically Developed World (LEDW) and the More Economically Developed World (MEDW) to see whether tourism development in these destinations follows the principles of 'responsible tourism'. Students will also learn to build their own tourism development scenarios following the principles of responsible tourism.

Unit topics

- 1 Responsible tourism
- 2 The agents involved in tourism development and their objectives
- 3 The impacts of tourism development
- 4 The Tourist Area Life Cycle (TALC)
- 5 The management of responsible tourism in destinations.

Suggested delivery plan and schedule of activities

Section 1: Responsible tourism

Topic	Suggested delivery plan	Resources
What is responsible tourism?	<ul style="list-style-type: none"> Students to define individually, or in pairs, ideas about what is responsible tourism and then in a group come to a consensus. Students research range of terminology associated with responsible tourism. Students given suggested definitions and discuss difficulties and overlaps between definitions. 	Activity 7.1a
What are the principles of responsible tourism?	<ul style="list-style-type: none"> Discuss with students the key principles of responsible tourism. Students discuss in pairs or small groups what each principle means. They can try to give their initial perceptions of what each principle might look like in practice, report back to rest of group. <p>Or</p> <ul style="list-style-type: none"> Students use a scenario of a new hotel, golf and marina complex to come up with solutions to make the development follow the principles of responsible tourism. 	OHT 7.1b Activity 7.1c Activity 7.1d
How is the responsible tourism approach different to other approaches to tourism development?	<ul style="list-style-type: none"> Students to analyse a range of examples to decide to what extent they follow the principles of responsible tourism (*for low-attaining students this activity can be revisited or introduced later in the course). Discuss with students the extent to which each scenario follows the broad principles of responsible tourism and examine how easy it is to place such scenarios along a continuum. Discuss what other information is needed to help make a decision. Can students come up with suggestions to make the different tourism developments more responsible? Scenario E can be used to discuss the extent to which 'ecotourism' is more responsible than other forms of mass tourism eg scenarios B and F (*for low attaining students this activity can be revisited or introduced later in the course). 	Activity 7.1e

Topic	Suggested delivery plan	Resources
Responsible tourism in practice	<ul style="list-style-type: none"> • Students can start to research case studies of different examples of responsible tourism policies at a national and development level (*this should be ongoing throughout the course). • Discussion can take place about the issues arising over putting policy into practice. 	Use internet sites of national tourist boards, eg: Greece: www.gnto.gr Spain: www.spain.info Use of responsible tourism 'codes of practice' found on websites section
Summary	<ul style="list-style-type: none"> • Students need to be able to state the principles of sustainable tourism and give an example of practice that the agents involved in a tourism development could adopt to support these principles. 	Activity 7.1f(1) Activity 7.1f(2)

Section 2: The agents involved in tourism development

Topic	Suggested delivery plan	Resources
<p>Different organisations and agencies involved in tourism development</p> <p>Three main sectors</p>	<ul style="list-style-type: none"> • Students generate a group list of different known organisations involved in tourism development. • Students can be provided with a number of case studies from which they have to draw out the different organisations involved. <p>Or</p> <ul style="list-style-type: none"> • Students research on the internet a tourism development to identify the different organisations involved. • Group discussion about similarities and differences between the various case studies and organisations involved. • Teacher introduces the three main sectors as a means to classify the numerous organisations involved in tourism development. 	<p>Promotional material and/or newspaper articles of new developments locally, regionally and nationally.</p> <p>Activity 7.2a Case study Discussion</p> <p>Internet search on two or three developments provided by teacher</p> <p>Discussion</p>
<p>Public, private and voluntary sector organisations</p>	<ul style="list-style-type: none"> • Students do a web search to find key organisations to identify the key characteristics of one public, one private and one voluntary sector organisation. • Group discussion of similarities and differences between and within sectors. • Teacher facilitates discussion to draw out key roles and responsibilities of public, private and voluntary sector organisations in tourism development. 	<p>Activity 7.2b</p>
<p>Tourism development objectives</p>	<ul style="list-style-type: none"> • Teacher introduces students to the concept of tourism development objectives and the four categories of economic, environmental, socio-cultural and political objectives. • Students to create their own objectives for fictitious scenarios. • Students to create their own objectives for their own tourism development ideas. 	<p>Activity 7.2c</p> <p>Activity 7.2d</p> <p>Use fictitious scenarios from AVCE Travel and Tourism Unit 2: Tourism Development examination papers (T302T)</p>

Topic	Suggested delivery plan	Resources
	<ul style="list-style-type: none"> • Students to research from the internet examples of tourism development objectives eg national government tourism policies. Students can split these up according to the four categories. 	Internet and promotional material
<p>Conflicts between agents of tourism development</p> <p>Resolving conflicts between agents of tourism development</p>	<ul style="list-style-type: none"> • Students to discuss in pairs where there are conflicts between different agents of tourism development. • Students share initial ideas about how conflicts can be resolved. • Teacher introduces idea of partnerships, joint meetings and working together. 	<p>Activity 7.2e</p> <p>Public meeting role plays</p>

Section 3: The impacts of tourism development

Topic	Suggested delivery plan	Resources
Overview of the impacts of tourism development	<ul style="list-style-type: none"> • Students share initial perceptions of the positive and negative aspects that tourism can bring. • Students need to discuss range of different positive and negative aspects of tourism. • Teacher introduces or confirms students' understanding of overall classification of positive and negative economic, environmental and socio-cultural impacts. • Teacher can introduce a scenario or case study of an area where tourism has developed for students to categorise impacts. • Teacher may wish to introduce each impact separately but emphasise that rarely do they operate in isolation. 	Range of visual images from internet for students to categorise
Economic impacts	<ul style="list-style-type: none"> • Teacher introduces key positive and negative economic aspects of tourism developments. • Students discuss the potential effects of these impacts for the different agents involved in tourism development. 	Use of key case studies from MEDW and LEDW to be used to support answers in external assessment
Environmental impacts	<ul style="list-style-type: none"> • Teacher introduces key positive and negative environmental aspects of tourism developments. • Students discuss the potential effects of these impacts for the different agents involved in tourism development. 	Use of key case studies from MEDW and LEDW to be used to support answers in external assessment
Socio-cultural impacts	<ul style="list-style-type: none"> • Teacher introduces key positive and negative socio-cultural aspects of tourism developments. • Students discuss the potential effects of these impacts for the different agents involved in tourism development. 	Use of key case studies from MEDW and LEDW to be used to support answers in external assessment

Topic	Suggested delivery plan	Resources
Research task	<ul style="list-style-type: none"> • Students research a case study of the positive and negative impacts of tourism in an area of their choice – presentation to group on overall impact. <p>Or</p> <ul style="list-style-type: none"> • Students research a range of case studies in relation to one aspect of impacts and produce short presentation. <p>Eg in groups of three, each student takes one impact (economic, environmental or socio-cultural).</p> <p>Eg in groups of six, each student takes one impact (plus or minus of economic, environmental or socio-cultural).</p> <ul style="list-style-type: none"> • Students present and discuss the balance of positive and negative aspects of tourism impacts. This could be a PowerPoint presentation (eg three to six slides) using images and/or text for the rest of the group, to analyse what impacts are being shown. 	Internet search and presentation to group of one destination or area.
Summary	<ul style="list-style-type: none"> • Students need to be able to explain the positive and negative impacts of tourism in relation to scenarios presented to them and use their own real examples to support where this has happened. • Teacher gives students a case study article to analyse the positive and negative impacts of tourism in that area. 	<p>Activity 7.3a</p> <p>Either:</p> <p>From real case studies</p> <p>Or</p> <p>From articles in questions from AVCE Travel and Tourism Unit 2: Tourism Development examination papers (T302T)</p>

Section 4: The Tourist Area Life Cycle (TALC)

Topic	Suggested delivery plan	Resources
The TALC model	<ul style="list-style-type: none"> • Introduce concept with names of stages in relation to visitor numbers. • Students research UK seaside resorts to understand how numbers of visitors vary over time in relation to what is going on in the resort. • Students to explore the concept that different destinations can be at different stages of the model. • Students examine the relationship between types of impacts and how these change as a tourist area develops over time. 	<p>Activity 7.4a</p> <p>Teacher information sheet 7.4a</p> <p>Teacher information sheet 7.4b</p> <p>Activity 7.4b</p>
Summary	<ul style="list-style-type: none"> • Students to examine recent newspaper articles on particular destinations or resorts to discuss impacts and which stage of TALC they think area is at. • Students given a 'living graph' activity to clarify understanding of stages. 	<p>Use of newspaper articles or promotional material for destinations</p> <p>Living graph based on TALC</p> <p>Teacher information sheet 7.4a</p>

Section 5: The management of responsible tourism in destinations

Topic	Suggested delivery plan	Resources
Management of impacts of tourism	<ul style="list-style-type: none"> Teacher introduction to idea that responsible tourism developers have the ability to manage the impacts of tourism in relation to maximising positive impacts and minimising negative impacts. 	
Maximising positive impacts	<ul style="list-style-type: none"> Teacher introduces the ways of maximising positive impacts – retention of visitor spending, widening access to facilities, staff training and development, investment of tourism income in community projects, training and employment of local people and tourism education. Students examine examples of how destinations have maximised the positive impacts of tourism. 	<p>Activity 7.5a</p> <p>Case study material from newspaper articles, travel magazines which have examples of effective strategies for managing the impacts of tourism</p>
Minimising negative impacts	<ul style="list-style-type: none"> Teacher introduces the ways of minimising negative impacts: visitor and traffic management, environmental impact assessments, environmental audits, planning control, sustainable development. Students examine different examples of how destinations have minimised the negative impacts of tourism. 	<p>Activity 7.5b</p> <p>OHT 7.5b(1)</p> <p>OHT 7.5b(2)</p> <p>Case study material from newspaper articles, travel magazines which have examples of effective strategies for managing the impacts of tourism</p>
Responsible tourism	<ul style="list-style-type: none"> Students can plan their own responsible tourism development ideas based on scenarios given by the teacher. 	<p>Scenarios from AVCE Travel and Tourism Unit 2: Tourism Development examination papers (T302T)</p> <p>Adapt existing lesson plans from websites eg www.nationalgeographic.com/xpeditions/lessons</p> <p>RESPONSIBLE TOURISM IN NEPAL – introduces students to the concept of ecotourism and asks them to find out about culturally responsible tourism practices in Nepal</p>

Topic	Suggested delivery plan	Resources
Summary	<ul style="list-style-type: none"> Give students articles to explain how they would maximise the positive impacts and minimise the negative impacts through responsible tourism. 	<p>From articles in questions from AVCE Travel and Tourism Unit 2: Tourism Development examination papers (T302T)</p> <p>Or own case studies from newspapers and travel magazines</p>

Activity 7.1a

What is responsible tourism?

Using the internet and/or the textbooks provided, give a definition of each of the following terms:

TERM	DEFINITION
Alternative tourism	
Ecotourism	
Ethical tourism	
Fair-trade tourism	
Green tourism	
Responsible tourism	
Sustainable tourism	

* If during your research you find any other terms that are to do with responsible tourism complete the blank rows.

Teacher sheet – suggested definitions of terms

(Definitions adapted from *Encyclopaedia of Tourism* – Jafri J (Editor) – Routledge, 2003)

TERM	DEFINITION
Alternative tourism	Tourism seen as an alternative form to the excesses of <i>mass tourism</i> . It can be applied to many situations where tourism embraces the principles of sustainable tourism.
Ecotourism	Travelling to relatively undisturbed natural areas to combine enjoyment with studying the wildlife and natural environment.
Ethical tourism	Tourism that promotes acceptable standards of behaviour for tourists and a consideration for the people and environment in destinations.
Fair-trade tourism	Tourism that sees the local community in partnership with developers planning, controlling and expanding tourism developments so that there is a benefit for the local community.
Green tourism	A form of alternative tourism generally related to rural tourism or nature tourism (also known as ecotourism).
Responsible tourism	Where tourism developers consider and work in partnership with local communities. Development aims to minimise potential negative impacts on the environment and economy and is respectful of the local community and their socio-cultural practices.
Sustainable tourism	Tourism development which over time conserves the quality of the environment, enhances the quality of life for communities, sustains economic activity and maintains the quality of the visitors' experience.
New tourism	Forms of tourism that seek to distinguish themselves from the mainstream mass tourism.
Niche tourism	Tourism which appeals to a very specific market eg golf tourism, painting holidays, etc.

Principles of 'responsible tourism'

The principles of responsible tourism are applied where tourism development:

- minimises negative economic, environmental and socio-cultural impacts
- creates economic benefits for local people and improves their quality of life
- promotes the conservation of natural and cultural heritage
- promotes respect between tourists and local people.

Activity 7.1c

What do the principles of responsible tourism look like in practice?

The principles of responsible tourism are applied where tourism development:

- minimises negative economic, environmental and socio-cultural impacts
- creates economic benefits for local people and improves their quality of life
- promotes the conservation of natural and cultural heritage
- promotes respect between tourists and local people.

Tasks

Suggest one way that a tourism development could support the principles listed above. Divide up the first principle into three parts.

- minimise negative economic impacts by:

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- minimise negative environmental impacts by:

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- minimise negative socio-cultural impacts by:

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- create economic benefits for local people and improve their quality of life by:

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- promote the conservation of natural and cultural heritage by:

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- promote respect between tourists and local people by:

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Activity 7.1d

What do the principles of responsible tourism look like in practice?

The principles of responsible tourism are applied where tourism development:

- minimises negative economic, environmental and socio-cultural impacts
- creates economic benefits for local people and improves their quality of life
- promotes the conservation of natural and cultural heritage
- promotes respect between tourists and local people.

Task

A US company wants to build a new hotel, golf and marina complex on a small island in the Pacific Ocean just north of New Zealand. An outline of plan is given below.

- 1 Hotel – 10 storeys with imported materials from Australia.
- 2 Construction using Australian company, using cheap labour from Australia and New Zealand.
- 3 Hotel goods and food/drink to be imported from USA and Europe.
- 4 Staff to be from USA.
- 5 Profits to company shareholders.
- 6 Golf course to be on land which local people consider to have historic significance.
- 7 Water needed for golf course.
- 8 Marina being built for capacity 200 boats and will affect local sea life close to coral.
- 9 No local people have been consulted about the plans, only government officials.

For each statement above explain one way that you could adapt the proposal so that it follows the principles of responsible tourism:

Number	Adaptation to the existing proposal so that it follows responsible tourism principles
1	
2	
3	
4	
5	
6	
7	
8	
9	

Activity 7.1e

Responsible tourism or not?

- 1 For each scenario you have to decide which aspects of the tourism developments described are following the principles of responsible tourism, and complete the table overleaf.
- 2 Take each scenario and place it along the continuum 'least to most responsible tourism'. Be prepared to discuss your views with others in your group.

Scenarios:

Scenario A (African safari) – A Kenyan safari company puts on a one-day expedition into the Masai Mara Nature Reserve which includes a visit to a Masai village to see local people. The company gives five per cent of the tourist revenue to the village to help support education and health care. Its safari drivers are fined if they leave the tracks in the nature reserve or get too close to animals.

Scenario B (Mediterranean island hotel development) – A Japanese hotel developer has recently built a 10-storey hotel on the edge of an area of outstanding natural beauty with endangered loggerhead turtle beaches. It is the closest hotel to the area. Managerial staff are from Japan but local people are being recruited to work in the hotel. The hotel plans to run a bus for its clients from the airport to the hotel. On arrival, clients are given leaflets about local people's traditions and customs.

Scenario C (Caribbean island experience) – An American tour operator has set up an all-inclusive resort on a small Caribbean island with its own staff, entertainment programme, free watersports and own transport for island excursions. All the resort's food and drink is imported from the USA. Clients come mainly from the USA and Europe on charter and scheduled flights.

Scenario D (city regeneration project) – A UK city in the north-west has recently regenerated its waterfront area to promote tourism. A new interactive museum has been built, cinema and a range of low-rise hotels using reclaimed dockland's stone to face up all the walls. Car parking for visitors is under the development and 1000 cars can be parked there.

Scenario E (ecotourism experience) – A private travel company called 'ecotours express' run ecotourism holidays in the Brazilian rainforest. All the guides are Europeans. Clients are driven to a five-star ecolodge in the jungle. The last part of the journey is now made easier as a new private road has been constructed, by ecotours express, to the lodge. All supplies are taken in supporting trailers. Local people who come to the lodge to perform ritual dances and re-enact religious ceremonies provide evening entertainment.

Scenario F (Spanish experience) – Package holidaymakers to a small resort on a Spanish island can stay in family-run, traditional houses. These have been reconditioned with support from the Island's government. Local craftsmen have been used to recondition the buildings using local materials. Wherever possible food and drink grown locally is used to provide these guests on half and full board. Representatives from the local area work in partnership with the travel company's rep at welcome meetings and local people are employed.

Responsible tourism or not?

Scenario	Minimises negative economic impacts	Minimises negative environmental impacts	Minimises negative socio-cultural impacts	Creates economic benefits for locals	Promotes conservation of natural and cultural heritage	Promotes respect between tourist and locals
A						
B						
C						
D						
E						
F						

Key:

X = not following principle

✓ = following principle

? = not sure/partly follows principle

For the scenario you have been given, write an explanation of each scenario and make suggestions to make tourism development more responsible.

Scenario:

Activity 7.1f (1)

Summary of principles of responsible tourism

Give one example of something that a tourism developer could do to support each of the principles of responsible tourism below.

To minimise negative economic impacts a developer could:

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To minimise negative environmental impacts a developer could:

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To minimise negative socio-cultural impacts a developer could:

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To create economic benefits for local people and improve their quality of life a developer could:

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To promote the conservation of natural and cultural heritage a developer could:

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To promote respect between tourists and local people a developer could:

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Activity 7.1f (2)

Summary of principles of responsible tourism

Principles of responsible tourism and examples of practice to support the principles of responsible tourism.

To minimise negative economic impacts a developer could	<ul style="list-style-type: none">• Use local workers to construct buildings.• Reduce imported food and drink products to hotels.
To minimise negative environmental impacts a developer could	
To minimise negative socio-cultural impacts a developer could	
To create economic benefits for local people and improve their quality of life a developer could	
To promote the conservation of natural and cultural heritage a developer could	
To promote respect between tourists and local people a developer could	

Task

- 1 Can you match the examples of developer initiatives below with the principles of responsible tourism in the table above? Some may be appropriate for more than one principle.
- 2 For each principle, can you suggest one more example of your own?

Examples

Sponsor a local crafts festival.

Produce a pamphlet for tourists informing them about appropriate attire when walking around the town.

Paint buildings in colours that blend in with current buildings.

Build new access roads linking local houses to the new development.

Build a fence round a sacred monument, making it off-limits to tourists.

Build car-parks on the outside of town and operate a park-and-ride scheme.

Use local suppliers for food and drink supplies in a hotel.

Activity 7.2a

Agents of tourism development

Task

Read the following scenario and discuss which of the organisations mentioned are from the public, private and voluntary or sector, then complete the table below

Eaton Lakes development

Located on the edge of a small village called Little Eaton is Eaton Lakes, a fishing and water sports centre built on old gravel pits which have been flooded. They are popular with visitors but there is no accommodation for people to stay overnight or at weekends.

The company WetLeisure runs the site and has applied to the local council for planning permission to build 30 holiday chalets on the edge of the site. They could build more if a local landowner, Mr Bridges, who has a farm backing onto the site, was willing to sell some of his woodland.

The local community in the village is worried about increased traffic through their village at weekends and has formed an action group SELE (Stop Eaton Lakes Expansion). In addition the local Friends of the Earth pressure group is concerned about the woodland being felled to build on. The local tourist board sees the expansion as something that could put the area on the map, particularly because Weekend Break Hotels looking to site a development nearby as well.

This rural part of the country has seen high unemployment and both the local council and the Regional Development Agency are keen to create jobs in the area.

Place each organisation/group mentioned into the correct category:

Public sector organisations	Private sector organisations	Voluntary sector organisations

Activity 7.2b

Researching a Public, Private and Voluntary Sector organisation

Task

Choose one example of an organisation from each of the sectors involved in tourism development from the table below and produce a handout based on research into each organisation.

Public sector organisations	Private sector organisations	Voluntary sector organisations
A local authority National government National tourist board Regional tourist board UK regional development agency English heritage	A development company A landowner An entertainment organisation A leisure organisation An accommodation provider eg hotel chain	A community group A pressure group Tourism concern National trust

Your handout can be presented in a number of ways but will need to include the following key information:

- name of organisation
- sector
- main role
- funding
- other useful information and facts.

Group discussion:

- what similarities are there between all the public sector organisations?
- what similarities are there between all the private sector organisations?
- what similarities are there between all the voluntary sector organisations?
- what are the main similarities and differences between the three sectors?
- complete a one-sentence definition for each sector regarding its role and responsibilities in relation to tourism development.

Activity 7.2c

Below are a number of objectives for tourism development. Place each objective into which you think is the correct category in the table below.

List of objectives

- 1 To enhance the image of an area
- 2 To create local employment
- 3 To improve the environment
- 4 To promote the understanding of other cultures
- 5 To attract inward investment
- 6 To improve the quality of life of local people
- 7 To increase foreign currency earnings
- 8 To preserve wildlife habitats
- 9 To give a regional identity
- 10 To promote environmental education
- 11 To improve community facilities

Economic objective	Environmental objective	Socio-cultural objective	Political objective

Activity 7.2d

Setting tourism development objectives

Read the fictitious scenario below.

Gravetown Mill

Gravetown Mill is a town in Scotland that used to have a thriving shipbuilding and iron and steel industry. Since the iron and steel factory closed down five years ago there has been high unemployment in the town and people have started to leave the town for the nearby city of Graviston.

The docks are now derelict, as no ships have been built there for 15 years. Many of the former dockside buildings are built in a local architectural style found only in this part of Britain. The Local Authority has recently been approached by a Japanese Hotel and entertainment company which is looking for a site to invest in and on which to build an all-inclusive purpose built resort.

Local people have formed an action group Friends of Gravetown Mill because they have concerns about the loss of local buildings and that the Japanese company may not use local people in the construction and running of the hotel. The three parties are to meet at the town hall to look at their objectives for tourism development.

Tasks

- 1 Write down four objectives the local authority would have for developing tourism in Gravetown Mill. These should be as follows:

Economic objective:

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.....

Environmental objective:

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.....

Socio-cultural objective:

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.....

Political objective:

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- 2 Write down one economic objective the Japanese company would have:

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- 3 Write down one objective the voluntary sector organisation would have:

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Activity 7.2e

Gravetown Mill scenario (*continued*)

The objectives for tourism development of different agents may conflict, eg one agent's objective may stress economic profit over the environmental considerations while another agent's objective is more focused on safeguarding the environment.

- 4 Looking at the Gravetown Mill scenario, describe two agents who would come into conflict because of their different objectives.

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- 5 What are some of the possible ways forward for the different agents to try to resolve their conflicts, which arise out of having different objectives?

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6 Gravetown Mill town hall meeting scenario

Work in groups of four. You are to represent one of the three parties involved in the discussion of the tourism development proposal. One person will be a chairperson overseeing the meeting.

- 1 Each party to prepare a list of objectives for tourism development and bring these to a public meeting at the town hall.
- 2 Each party will give a five minute presentation of its objectives for tourism development and why these are important. The other two parties will listen and take notes.
- 3 The chairperson will then facilitate the discussion on agreeing joint objectives, which must be reached at the end of the meeting. Each party should think about how they can 'work together' and 'make compromises' so that the development goes ahead in Gravetown and is not lost to nearby Graviston.
- 4 At the end of the meeting discuss how the conflicts between the different agents were resolved.

Activity 7.3a

The impacts of tourism

Task 1

Look at the impacts of tourism given below and discuss which column you think they should be placed in the following table.

- Rise in house prices for locals.
- Leakage.
- Loss of traditional skills.
- Low-skilled jobs in tourism.
- Increased usage of water.
- Traditional annual events now put on every day for tourists.
- Noise pollution.
- Enhanced quality of life for locals.
- Seasonal jobs in tourism.
- Inflation – prices of local goods go up.
- Foreign goods imported to hotels.
- Creation of protected wildlife areas.
- Local building materials used.
- Visual pollution of large hotels.
- Traditional activities eg dances revived for tourists.
- Local employment in construction.
- Foreign currency.
- Increased environmental education.
- Coral reefs damaged.
- Social problems, eg begging, prostitution.
- Income used to improve local infrastructure.

Activity 7.3a

The impacts of tourism

Economic		Environmental		Socio-cultural	
Negative	Positive	Negative	Positive	Negative	Positive

Task 2

Of the case studies that you have researched, which ones would be used to cover some of the impacts given in the table you have just completed?

Case study 1

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Case study 2

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Case study 3

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Case study 4

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Activity 7.4a

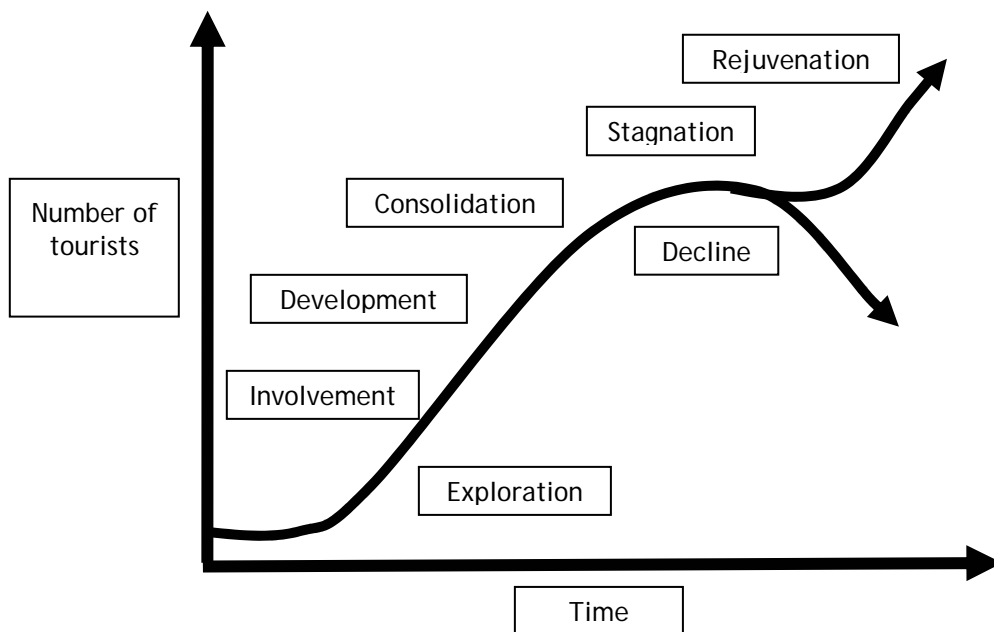
Stages of tourism development

In 1980, R. W. Butler published the concept of a hypothetical evolution of a tourist area which is referred to as the Tourist Area Life Cycle (TALC) or simply Butler's Model.

Butler's model suggests that as a tourist area develops over time that the area can go through a number of different stages.

From very few tourists visiting the area (Exploration stage) it can attract more (Involvement stage) and more tourists (Development stage) until this growth means that large numbers of tourists are going to the area (Consolidation stage) and tourism is an important economic and social activity.

However this growth may start to slow and eventually the tourist area may see no or very little new growth in tourist numbers (Stagnation stage). From this point in the tourist area's life cycle it may either see a decline in numbers of tourists going there (Decline stage) or the tourist area may see renewed interest and more tourists starting to visit again (Rejuvenation stage).



Task 1

A destination such as an area or even a single resort can pass through these different stages.

Think of your nearest British seaside resort or one you have visited. Research on the internet its development over time and complete a graph showing approximate visitor numbers over time and other developments in the resort eg railway station opened, new pier, sea-life centre opened, first open-air concert, grand hotel closes etc.

Task 2

Discuss with a partner how easy it is to try to fit places to Butler's Model.

Task 3

Think about the list of destinations below and discuss in pairs which stage you think the countries are at in the TALC. Give reasons based on what your perceptions are of these countries.

- Costa Del Sol, Spain
- Antarctica
- Florida
- Fiji
- North Queensland, Australia
- Mallorca

Task 4

You may want to look at the national tourist board websites for these countries and the World Trade Organization [sic] statistics of numbers of visitors to these countries in checking your initial decisions.

Teacher information sheet 7.4a

The stages of the tourist area life cycle

- Exploration – small number of visitors arrive seeking ‘unspoiled’ destinations creating few negative impacts. Attitudes of local people are positive towards tourism. Facilities not geared towards tourists so visitors may pay for room at a person’s house, eat in local bar/café.
- Involvement – local people begin to provide resources (facilities, people, events) for tourists. Locals may set aside part of home as a bed and breakfast or take tourists to places in fishing boats for a small fee. Tourist numbers increase as destination becomes known as an unspoilt spot. Locals have positive attitudes towards tourism and tourists.
- Development – the number of tourists keeps increasing as they are drawn by natural and cultural attractions but also more human-made facilities are provided. Development of tourism facilities by business people and ‘tourism officials’. This can take the form of outside investment and large hotels dominate the skyline, supporting tourism infrastructure in place- advertisement of destination to individual traveller but also to mass-market tourists.
- Consolidation – local economy begins to rely heavily on tourism, growth in facilities and easier access attracts more organised package tours. The strain on environment is growing and the tourism development’s infrastructure starts to show signs of aging and not coping with the numbers of visitors.
- Stagnation – saturation is reached in ‘mature’ destinations as peak numbers of visitors are reached. The quality of tourist services and amenities falls and environmental degradation is obvious. Destination seen as no longer fashionable and struggles to keep its visitor numbers high from its key markets. Local attitudes to tourism vary – some locals may be annoyed by tourist behaviour, even to the point of antagonism between locals and tourists.

At this point the resort could potentially either:

- Decline – tourist numbers decrease, economy and environment suffer in area, poor image of destination fails to attract tourists back.

or

- Rejuvenation – re-imaging and regeneration of area, new focus for tourism, new attractions, tourist numbers start to rise again.

Task 1

Students could be given a resort where you have adequate data and the potential is there to see decline or rejuvenation stages. By looking at the new facilities built in a resort, discussion can focus on how tourism development has to adapt when in a decline stage eg attracting new markets, opening new facilities, efforts to extend the season, special events.

Task 2

In discussion with students, examine how they have reached their decisions in relation to placing the destinations on the TALC model. Below are suggested stages that can be further debated by yourself and your students.

- Costa Del Sol, Spain – decline/rejuvenation
- Antarctica – exploration/involvement
- Florida – saturation
- Fiji – consolidation
- North Queensland, Australia – development
- Mallorca – rejuvenation.

Note: the TALC model may not be applicable to all destinations eg modern integrated resorts planned in their entirety, Center Parcs and Oasis Village complexes or Disney theme parks.

Teacher information sheet 7.4b

Task 1

Here it is important that there is discussion and thinking about whether the development of a tourist destination follows a pattern. Encourage discussion eg clean beaches could come at several stages – including rejuvenation ie as a means to attract visitors back to the resort.

Summary

Giving students newspaper articles to examine can support their examination preparation through 'directed reading' activities eg try to decide which stage this area is at in the TALC or highlight the impacts in the article with different colours for different impacts or positive/negative.

A *living graph* based on the TALC can be found in the 'Thinking Through Geography' series – basically students have a bank of statements that they have to place on the graph at the stage they think this would be most appropriate – it encourages discussion, collaborative learning and critical thinking.

A living graph could be based on a particular scenario, eg Spanish fishing village, UK seaside resort, Pacific island etc.

Usually there needs to be about 16-24 statements but adjust to the students. Statements can be complex or simple, eg Simon has his wallet stolen in the bar, Manus goes out really early in his fishing boat.

Manus goes out really early in his fishing boat. Students may place this in the exploration stage, but discussion could move on to 'is he going fishing' or has 'he got tourists with him' etc.

Activity 7.4b

Impacts of tourism and the stages of tourism development

There are positive and negative impacts which result from more and more tourists visiting an area. These can be either:

- positive economic, environmental and socio-cultural impacts
- or
- negative economic, environmental and socio-cultural impacts.

Look at the scenario of a small Spanish fishing village which grew into a major tourist resort over a 50-year period. As a tourist destination develops so the impacts can change over time.

Task 1

Look at the following impacts and decide at which stage or stages they are most likely to occur.

Impact of tourism development on the Spanish resort	Possible stage or stages
Local people have majority of tourist income	
Major foreign hotels dominate landscape	
Local people no longer employed in traditional jobs	
Overloaded sewage system	
Beaches have raw sewage and rubbish on them	
New roads built and new sanitation system	
Locals follow traditional employment of fishing and farming	
Clean beaches	
Accommodation mainly with locals, one or two small hotels	

Task 2

Discuss in pairs whether it was easy or difficult to place the impacts. Which impacts have you got different stages for and why?

There may be both positive and negative impacts operating at the same time in a tourist area eg Negative environmental impacts of large visitor numbers on the environment such as dirty and overcrowded beaches, but a positive economic impact on income generated for local businesses close to the beach and the locals employed on the beach.

Also some parts of the tourist area may be experiencing more impacts than other parts eg the 'beach front' areas and frontline of a resort are more affected than the suburbs of the resort or inland parts or higher parts of the resort.

Activity 7.5a

Developing tourism following the principles of responsible tourism

Task 1

Read the following fictitious scenario:

Haverstone (adapted from AVCE Travel and Tourism Exam Paper T302T June 2004)

Haverstone is a small town in the south of England with a population of approximately 100,000. The town is growing as new housing developments attract commuters working in nearby towns. However, Haverstone has few job opportunities for its local community.

Just outside the town of Haverstone is a chocolate factory that has been owned by the Hegg's family since 1912 and continues to produce chocolate. During the Second World War part of the factory was converted to produce canned army rations as part of the war effort. The family want to raise the profile of the factory and need to think of other ways of earning an income alongside producing the chocolate to sell.

Haverstone's town centre station has closed. The new station is located on the edge of town, and travellers must catch a bus to get to the town centre. Much of Haverstone's land near the old railway station is lying derelict with old steam railway stock from the 1960s rusting away in storage. Some of the original tracks still run a short distance from the station down to the river. This is in a central part of the town and is an eyesore so the local council is keen to regenerate this area.

Task 2

Read the examination-style question below:

Decide on a suitable tourism development making use of old existing buildings or wasteland. The development should build on an aspect of the town's history or former industry.

1 Describe in detail your tourism development idea.

Now answer this question but focus on the old railway station as the area for your development.

2 Explain how your tourism development could follow the principles of responsible tourism.

Activity 7.5b

To gain high marks in the external assessment, you will need to give tourism development ideas that are:

- detailed
- appropriate for the size and character of the area in the scenario.

In the scenario, two possible areas of the town were given – you will have given an answer for the old railway station and thought of a suitable development idea. Now look at the following example and see whether you have a similar level of detail.

Tourism development idea based on the old station

The old station could be refurbished so that it becomes a small visitor attraction. The station could be converted so that it is a small museum with photographs of the station and trains when they were operational. It could display railway materials eg flags, whistles, old timetables. There could be guides who wear the uniform of drivers or guards from the 1960s to talk to visitors about the trains. Part of the station could sell refreshments in a small café and have a gifts section eg postcards of trains and the town with information about the town. If finances permitted, the rusting trains could be renovated for visitors to look at; one of the carriages could be a restaurant. One of the trains could become a working train to take visitors from the station to the river on short rides.

How will it follow the principles of responsible tourism?

In this question you should think about what you have said in your development and how you can make these suggestions follow the principles of responsible tourism. Some suggestions are given below.

The building should be renovated using local materials so that it blends in with the existing environment – this will minimise the negative effects on the environment that a brand new building may have. So this follows the principle of responsible tourism to minimise the negative effects on the environment. This would also enhance the quality of the environment, making it more pleasant for local people who are in that part of town or visiting.

Local builders should be used in the construction process and local people employed in the running of the attraction. There may be former railway workers who are unemployed who would have the knowledge and expertise. This would mean that more money would be generated in the local economy as the locals spend their wages.

In the restaurant and café local produce could be used so that income is generated for the local community which could enhance their quality of life with this extra source of income. This would also contribute to the multiplier effect, so keeping money in the local economy. This supports the principle of minimising negative economic impacts such as leakage by importing goods from outside the area.

Focusing on the railway idea, helps to conserve the history of the town and allows people new to the town and tourists to get a feel for the industrial heritage of Haverstone.

Task 1

Now go back to the original scenario and add to some of the statements you have made to make them more detailed.

Task 2

Answer the same question again but this time based on the chocolate factory as the area to develop.

- 1 Describe in detail your tourism development idea.
- 2 Explain how your tourism development could follow the principles of responsible tourism.

Maximising the positive impacts of tourism development

Retention of
visitor spending

Widening access
to facilities

Staff training and
development

Investment of
tourism income
in community
projects

Training and
employment of
local people

Tourism
education

OHT 7.5b (2)

Minimising the negative impacts of tourism development

Visitor and
traffic
management

Environmental
impact
assessments

Environmental
audits

Planning
control

Sustainable
development

Appendix A

Appendix A: Glossary of key terms

Term	Meaning
Alternative tourism	A general term used to cover types of tourism which are seen as alternatives to mass tourism.
LEDW	Less Economically Developed World – those poorer countries of the world with lower standards of living than countries of the MEDW.
MEDW	More Economically Developed World – those wealthy countries of the world with higher standards of living than countries of the LEDW.
TALC	The 'tourism area life cycle' put forward by Butler (1980) shows the theoretical progression in stages of tourism development in terms of tourist numbers to an area over time.

Additional resources

Websites

Big Volcano Ecotourism Resource Centre	www.bigvolcano.com.au/ercentre/ercpage
Climate Care	www.co2.org
Conservation International	www.ecotour.org
Ecosource	www.ecosourcenetwork.com
ECPAT International	www.ecpat.net/eng/index
Greenglobe	www.greenglobe.org
Greenstop	www.greenstop.net
International Centre for Responsible Tourism	www.icrtourism.org
International Eco-Tourism Society	www.ecotourism.org
International Institute for Environment and Development	www.iied.org
Oxfam Community aid abroad travel group	www.oxfam.org.au/travel
Planeta	www.planeta.com
Pro-poor tourism	www.propoortourism.org.uk
Responsible Tourism Partnership	www.responsibletourism.org
Sustainable Travel International	www.sustainabletravelinternational.org
Tourism Concern	www.tourismconcern.org.uk
Tourism for All	www.tourismforall.org.uk
Travel Foundation	www.thetravelfoundation.org.uk
Travel Mole	www.travelmole.com
UK Sustainable Development Commission	www.sd-commission.gov.uk
United Nations Division for Sustainable Development	www.un.org/esa/sustdev/documents/agenda21/index.htm
United Nations Environment Programme	www.unep.org
UNESCO – towards sustainable tourism	www.unesco.org
World Tourism Organization	www.world-tourism.org
World Travel and Tourism Council	www.wttc.org
World Wildlife Fund	www.wwf.org.uk
Travel/tour operators	
Association of Independent Tour Operators	www.aito.co.uk
Tour Operators Initiative	www.toinitiative.org

Specific travel companies

Exodus	www.exodus.co.uk
Explore Worldwide	www.exploreworldwide.com
Footloose Travel	www.footlooseadventure.co.uk
Nature Trek	www.naturetrek.co.uk
Social tours: travel with a conscience	www.socialtours.com

Agents of tourism development

Department for Culture, Media and Sport	www.culture.gov.uk
East of England Tourist Board	www.eetb.org.uk
English Heritage	www.english-heritage.org.uk
National Trust	www.nationaltrust.org.uk
Northern Ireland Tourist Board	www.discovernorthernireland.com
North West of England Regional Development Agency	www.nwda.co.uk
Regional Development Agencies	www.englandsrdas.com
Scotland's National Tourist Board	www.visitscotland.com
South East England Regional Development Agency	www.seeda.co.uk
South West England Tourist Board	www.westcountrynow.com
South West of England Regional Development Agency	www.southwestrda.org.uk
Visit Britain	www.visitbritain.com
Wales Tourist Board	www.visitwales.co.uk

Other

Travel Weekly	www.travelweekly.co.uk
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Journals/publications

In Focus magazine (Tourism Concern)

This quarterly magazine focuses on a specific aspect of tourism development in each issue and identifies issues relating to responsible tourism.

Travel and Tourism Teaching Magazine (Travel Tourism Teaching)

This booklet contains information related to tourism development, customer service and matching client types.

Recommended reading

Donnellan C (Editor) – *Tourism Issues* (Independence Educational Publishers, 1999) ISBN 1861681046

Fennel D – *Ecotourism* (Routledge, 2003) ISBN 041530365

Holden A – *Environment and Tourism* (Routledge, 2000) ISBN 0415207185

Holloway CJ – *The Business of Tourism* (Longman, 1995) ISBN 0582290422

Jafari J (Editor) – *Encyclopaedia of Tourism* (Routledge, 2003) ISBN 0415308909

Mowforth M and Munt I – *Tourism and Sustainability* (Routledge, 1997) ISBN 0415137640

Prosser R – *Leisure, Recreation and Tourism, Second Edition* (Collins Educational, 2000) ISBN 0003266508

Smith M K – *Issues in Cultural tourism Studies* (Routledge, 2003) ISBN 0414256380

Swarbrooke J – *Sustainable Tourism Management* (Routledge, 1999) ISBN 0851993141

Warn S – *Recreation and Tourism* (Nelson Thornes, 1999) ISBN 0748744185

White C and Thorp S – *Travel Matters* (Carel Press, 2000) ISBN 1872365663

Youell R – *Vocational A Level Travel and Tourism* (Longman, 2000) ISBN 0582404452

Videos

Goa under siege (Tourism Concern, 1998)

International forum for indigenous tourism (Tourism Concern, 2002)

Looking beyond the brochure (Gambia) (Tourism Concern, 1999)

Unit 8: Current Issues in Travel and Tourism

Unit aims

The unit aims to provide students with the opportunity to develop knowledge and understanding of an issue that is currently affecting or recently affected the travel and tourism industry. This may be something they have developed an interest in through their earlier studies or something they are introduced to through this unit. The issue will be current in that it has arisen in the last five years or is ongoing.

The travel and tourism industry is dynamic and continually responding to demands and changes in the environment. Many of these demands and changes are issues that can be studied in depth to be the focus of a research project.

Throughout the unit, students will have the opportunity to reflect on the knowledge that they have gained in other units of the qualification to appreciate the connections between different aspects of their learning and of the travel and tourism industry.

The unit requires students to plan, carry out and present a research project on a travel and tourism issue.

Unit topics

- 1 Issues in travel and tourism
- 2 Travel and tourism research project

Suggested delivery plan and schedule of activities

Section 1: Issues in travel and tourism

Topic	Suggested delivery plan	Resources
Introduction to unit	<ul style="list-style-type: none"> Students presented with a copy of the unit specification. Teacher outlines the content and learning outcomes as presented and relates to proposed scheme of work, planned visits and guest speakers and approaches to teaching and learning. Students presented with a copy of the assessment for the unit with an explanation of the requirements for different mark bands and submission dates. 	Copy of unit specification Copy of proposed scheme of work Details of planned visits and guest speakers Copy of unit assessment(s)
Selecting an issue	<ul style="list-style-type: none"> Students to define what they understand as an issue. Students discuss general ideas on what they feel are already issues from previous units. Students presented with ideas of topics for research to turn into a title. Teacher presentation on factors to consider when selecting an issue. Consideration of parameters of an issue – teacher presentation of a spider gram or concept map. Following presentation, students work in groups, each allocated a topic/issue, and complete their own initial review. 	Activity 8.1a OHT 8.1b Activity 8.1c
Initial research and setting research requirements	<ul style="list-style-type: none"> Determining research requirements of an issue. Students review their spider grams and identify potential sources of information. This should lead to a discussion of typical sources of information and other sources that may be suitable. (It may be appropriate at this stage to incorporate activities from section 2.) Conducting initial literature review and identifying further research requirements. How to select, review potential, determine research requirements. 	 Activity 8.1d Activity 8.1e

Topic	Suggested delivery plan	Resources
Interpreting information	<ul style="list-style-type: none"> • Evaluating evidence for objectivity. • Conduct an ongoing review of news items in the media. Produce a qualitative and quantitative analysis of the coverage of one or more topics ie the amount of coverage given, the bias etc. Present findings orally to the class. 	Activity 8.1f
Analysing data	<ul style="list-style-type: none"> • Interpreting statistics. 	Activity 8.1g
Effect on the industry	<ul style="list-style-type: none"> • A guest speaker should be invited to discuss how an issue has affected their organisation, the sector, the industry, them individually or their job role. This could be a travel consultant reviewing the effect of deretailing or an overseas representative on the effect of natural disasters. • Students could be involved in a series of discussions as a class or in small groups, selecting one of the topics from Activity 8.1a and considering its effect on the travel and tourism industry. Alternatively, they could produce an article for one of the issues or a storyboard or script describing how the industry has been affected. • Ongoing review of newspapers and journals could be undertaken on a weekly basis. Students could either have to give a short presentation each week of news items related to a specific topic or each week give an overview of their findings. 	<p>Guest speaker</p> <p><i>Travel Weekly</i> <i>Travel Trade Gazette</i> National newspapers Local and regional newspapers</p>

Section 2: Travel and tourism research project

Topic	Suggested delivery plan	Resources
Research proposal	<ul style="list-style-type: none"> • Arrange a visit to central library and/or local university library. A presentation should be made by the librarian regarding the type and location of different kinds of information sources. • Setting parameters would have been covered in Activity 8.1c. • Using search engines. Students are presented with topics and have to find ways of narrowing number of websites identified through a search engine by being more specific in the search box. • Review hotel reviews and summarise. • Describe the facts of the issue in detail. • Initial search would have been covered in Activity 8.1d. • Research diary. • Students to be given a handout and asked to consider issues that may prevent them completing the research project on time and to put in place contingencies. • Students presented with a list of possible sources of information. 	<p>Activity 8.2a Access to internet Research diary</p> <p>Activity 8.2b Access to internet</p> <p>Activity 8.2c</p> <p>Activity 8.2d</p> <p>Activity 8.2e Information Sheet 8.2e</p> <p>Activity 8.2f</p>
Evaluate	<ul style="list-style-type: none"> • Discussion on evaluation criteria and standards. 	Activity 8.2g
Present	<ul style="list-style-type: none"> • Students given handouts on different methods of presenting their project. • Students given worksheet to complete on presenting information diagrammatically. • Students presented with handout on referencing and complete activities. 	<p>Activity 8.2h Information Sheet 8.2h</p> <p>Activity 8.2i</p> <p>Information Sheet 8.2j Activity 8.2j</p>

Activity 8.1a

Setting an issue

Below is a list of tourism related topics. Create a question for each topic to form the basis of an issue that could be researched in more depth. The first three have been completed for you.

- Hurricanes – has the severity of the hurricanes in the Caribbean in 2004 had an adverse effect on tourism to the region?
- Climate change – will climate change affect global tourism patterns?
- Rural tourism – does tourism bring positive impacts to rural areas?
- Air liberalisation
- E-tourism
- Mass tourism
- Tourism in developing countries
- The media
- Grey tourism
- No-frills airlines
- General election
- Urban tourism
- Youth tourism
- Green tourism
- Religious pilgrimages
- Tourism for all seasons
- Visit Britain
- Tourism for all
- Heritage tourism
- Diseases
- Seaside tourism
- War
- Government policy
- Health tourism
- Transport safety
- Globalisation
- Tourism in the Antarctic
- Adventure tourism
- The Euro

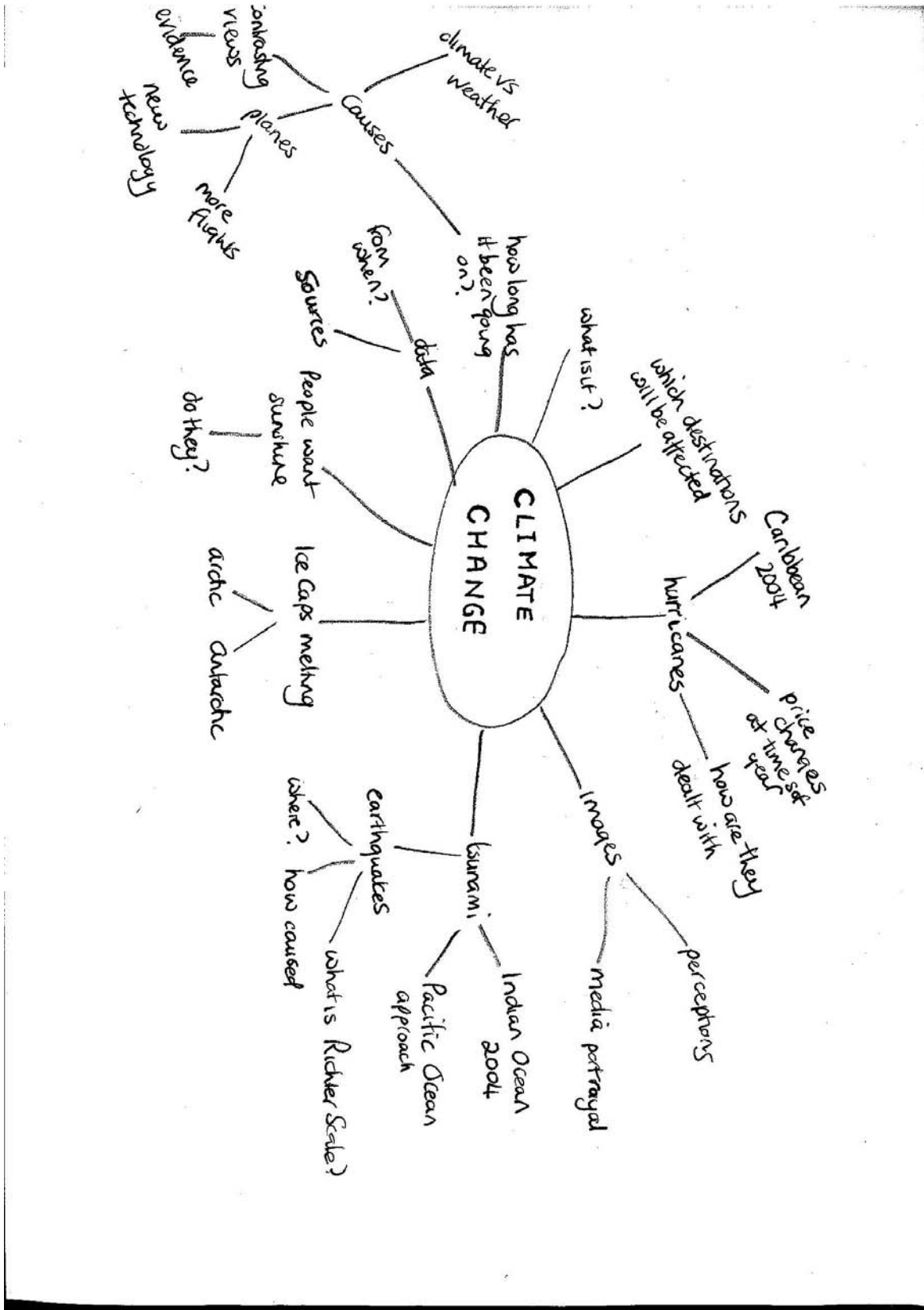
For each of the questions you have asked above, consider whether you can set parameters ie can you make them more specific. Rewrite those that need to be more specific.

Selecting an issue

- Is it relevant to travel and tourism?
- Does it interest you?
- Does it offer opportunity for discussion, debate and analysis?
- Is there information and data available that can be accessed and used?
- Is it specific?

Activity 8.1c

Climate change as an issue – consideration of parameters



Activity 8.1d

Initial research requirements

The purpose of this activity is for students to go through the process of identifying initial research requirements and additional information needed and to consider potential sources of additional information.

To start the activity, the teacher could give a brief presentation on different types of evidence they may need to obtain:

- facts
- data
- opinions
- models/theories/concepts.

Working in groups, students will undertake initial research on a topic/issue. If they have previously worked in groups on one of the earlier activities, they would benefit from maintaining the focus on that topic/issue and working with the same group.

Students should set specific information requirements. The starting point might be to set a series of questions and determine the type of information required. They may at this stage be able to identify potential sources that could give appropriate information. Alternatively, they may need to seek appropriate sources of information.

Having identified evidence requirements and potential sources, students should undertake an initial review. They should consider where information is available and where information is lacking.

Where students have worked in a group and split the workload, they should ensure they review their information collectively.

Students should keep a record of their sources of information and the information they have obtained. Their findings could be presented orally to the other groups or in writing, perhaps as a staff newsletter.

Activity 8.1e

Following completion of the earlier activity (8.1d), students should consider whether some topics/issues are more difficult to obtain information on than others. They should discuss whether this is as a result of parameters set being too specific, lack of appropriate information sources being readily available or whether the topic/issue is not appropriate for further study.

This could help students in making recommendations that they can justify at the end of their oral or written presentation.

This activity might be suitable as an individual activity.

Activity 8.1f

Reviewing information from different sources for objectivity

The purpose of this activity is to see how different authors can write about the same information that might give rise to different perspectives.

You are to work in groups of three or four. Each group is to take one of the following:

- Select a news item. This should be related to a political issue eg crime, the health service, international relations. At the outset, individually write notes summarising your own knowledge of the news item. Discuss any differences you may have. Consider whether those differences are in factual content or opinion. Discuss why those differences might have occurred eg where did each person in the group obtain their knowledge and understanding of the news item? Look through two different types of newspaper to review the information presented on the item eg the *Sun*, *Star* or *Mirror* compared to the *Times*, *Telegraph* or *Guardian*. Discuss any differences there might be. Discuss whether these differences are in terms of fact or opinion.
- Select a book or film that each person in the group has read or seen. Each person should write a one-page review. Compare the information presented and note any differences. Discuss differences in content, opinion or emphasis and why these differences might have occurred. Compare the reviews of those in the group with those presented in national or regional newspapers. Use different types of newspaper eg the *Sun*, *Star* or *Mirror* compared to the *Times*, *Telegraph* or *Guardian* and/or a local or regional newspaper. You may also compare with the promotional information or trailer for the film. These can often be obtained from distributors' websites.
- Obtain a newspaper review of a tourist destination. If one or more members of the group have visited the destination, they may produce a fact sheet. Obtain information on the destination from the *World Travel Guide*. Find two different types of tour operator that feature the destination and obtain copies of the brochures used to promote their holidays. Ideally, one brochure should be from a specialist tour operator. Obtain a travel guide on the destination such as *Lonely Planet*, *Rough Guide*, *Time Out*, *Eyewitness*, *Fodor* or similar. Compare the reviews of the destination from the various sources and discuss any differences. Consider whether those differences are in terms of facts, opinion or emphasis.

As highlighted in each of the above tasks, when reviewing:

- Differentiate fact from opinion.
- There should be no factual differences although some facts may be omitted in some evidence. Consider why certain facts have been omitted where applicable.
- Consider the opinions. Discuss why the opinions presented may differ. To what extent do they relate to the target market for the publication? How do differences relate to the purpose of the publication?
- Identify any gaps in information presented. Are there questions that arise as you read through the texts that are not answered? Discuss where you can find additional information.

Activity 8.1g

This activity is adapted from *Research Methods for Leisure and Tourism A Practical Guide, Second Edition* by A J Veal (1997) published by Prentice Hall. The figures used below are fictitious.

Tourism trends analysis

Table 8.1g Tourist arrivals 2000-2003

Year	Quarter	A. Arrivals millions	B. Moving average
2000	Jan-Mar	1.1	
	Apr-Jun	2.5	
	Jul-Sep	4.5	
	Oct-Dec	3.3	2.9
2001	Jan-Mar	1.3	2.9
	Apr-Jun	2.8	3.0
	Jul-Sep	4.9	3.1
	Oct-Dec	3.9	3.2
2002	Jan-Mar	1.6	3.3
	Apr-Jun	3.0	3.3
	Jul-Sep	5.5	3.5
	Oct-Dec	4.3	3.6
2003	Jan-Mar	1.8	3.7
	Apr-Jun	3.0	3.7
	Jul-Sep	5.2	3.6
	Oct-Dec	3.1	3.3

- 1 How is the moving average figure calculated?
- 2 What is the benefit of calculating a moving average figure?
- 3 Interpret the data presented on tourist arrivals per quarter.
- 4 Interpret the moving average data.
- 5 Show both the tourist arrivals and moving average data on a graph. Interpret the data from the graph.
- 6 Assess the suitability of presenting data diagrammatically to assist in its interpretation.

Activity 8.2a

This activity is designed for students to consider the best use of search engines such as Google, Ask Jeeves, Yahoo etc. At this stage in their learning, it is likely they will have undertaken a significant amount of research using the internet. This activity will either reinforce the best approach to the use of search engines or to introduce them to the need to be more specific in setting their search requests.

As a starting point, students should discuss the issues they have encountered in using search engines. They should identify specific situations, when they have been useful and when they have not been useful, and identify reasons for this. When identifying reasons, they can then discuss strategies to adopt.

Students could be set short research projects. In groups, or individually, some could be set very vague titles and outcomes and others more specific titles. They should take note of the number and relevance of the websites that are proposed from their chosen search engine. Each group or individual should use a different search engine.

Topics could be:

- travel and tourism
- development of tourism
- scale of tourism
- SARS
- foot and mouth
- global warming.

Others can use titles from their earlier activities where they have set parameters for study.

This activity can also link with 8.2d where students learn to keep a research diary.

Activity 8.2b

The purpose of this activity is for the student to develop their ability to synthesise information and present a summary of findings.

Students should conduct a review of hotel users' feedback. There are a number of websites that can be used to obtain this information eg www.holiday-truth.com, www.holidaywatchdog.com, www.clik2complaints.co.uk, www.hotelclub.net. They should collect information from at least 10 different customers of a specific hotel and attempt to synthesise information by presenting their conclusions in a summary.

Activity 8.2c

The purpose of this activity is for the student to describe in detail. It can start with a description of something straightforward which may be a tangible object in the room such as a chair, table or piece of equipment. The next stage could be a description of their most recent holiday or tourist experience. With each activity, the student should aim to give more detailed description. They should exclude any opinions or reasoning and focus on a description in terms of 'paint a picture in words'. Student's peers could assist with questions requiring more detail.

Once they have appreciated how more detail can be provided they should then be required to describe an issue in detail. This forms the basis of the first part of their assessment but it could relate to an issue they considered early in the unit. The description could be given orally or in writing.

Activity 8.2d

Students should be introduced to the concept of a research diary. This could be something they start to use early in the unit or, having considered the benefits of using such a resource, compare how useful it would have been to complete a report.

If it is introduced later, this could be linked to Activity 8.1c where they are required to reference their sources. Students could be asked to use research conducted earlier to produce a short report or article where they have to reference their sources. They could then undertake some initial research, recording their sources in a research diary, and then complete a similar report or article. Students should then find they are referencing their sources.

The research diary could be presented to Students with appropriate headings to support their use in referencing or as an activity, following input on referencing requirements, they could devise their own.

Activity 8.2e

The purpose of this activity is for the student to consider the approach that would work best for them in completing the assessment requirements. It will highlight some of the main considerations and ask the students to review them against their personal goals, lifestyle and commitments. This handout could be given to the student and discussed in a tutorial or as part of a group session. It could also be presented as a gapped handout that they complete by responding to the questions set.

Information sheet 8.2e

Planning your time

No doubt, you are regularly told 'don't leave everything until the last minute'. I'm sure you can see the validity of this statement. If something goes wrong you will be a bit late in getting your work finished but it will be finished eventually.

What's the problem with that?

Nothing if your teacher is willing to accept work submitted late. Check your centre policy for the marking of work submitted after the deadline. Is your teacher committed to marking your work or does the policy state that the work will not be marked at all?

What if your work is submitted well after the deadline?

Your teacher may be willing to mark your work but you may have missed the deadline from the awarding body. This means your mark won't count. You won't gain your qualification. Now, the fact that you haven't met a deadline has a significant effect on your future!

Why might the deadline not be met if you leave things until the last moment?

There are a number of factors that can prevent you meeting the deadline. They can relate to your own problems such as illness or those of people close to you. It could also be as a result of failing to obtain relevant information, or the source you need is not available. It could be that there are technical problems such as a computer or printer not working. None of these is a valid excuse for failing to meet a deadline. There is an expectation that you have anticipated these and other potential problems and have organised yourself accordingly.

I am too busy to do all this work. Where can I find the time?

You need to use your time efficiently. Get hold of a diary or planner and work out your commitments: lessons, work, tutorials, travelling, other assignments, family commitments etc. Build in time for sleeping, eating and resting. Now build in social activities. Consider these as tentative rather than concrete – you may need to prioritise. Now look at the spare time you have. How much of that spare time can you commit to this assignment?

If your spare time is limited, consider where you can make changes. Can you reduce your working hours? Can you reduce your travelling time by departing earlier/later to limit rush hour traffic delays? Can you increase your spare time by getting up half an hour earlier or going to bed half an hour later five times a week? Over 10 weeks that could give you an extra 25 hours.

How disciplined are you with how you use your time? How do you deal with a telephone call from a friend when you are working? Are you able to say no if you hear about a party? How do you cope with interruptions? You may need to develop strategies to say no, or limit their impact.

It is such a big project. It will take too long.

This is one major piece of work, equivalent to the four pieces of work you completed for the other units. You need to break it down into stages. Through your course you should have learned how to approach the project. What are your parameters? What are your initial research requirements? Undertake your initial research to determine additional information needs. Plan how you will meet those needs. Where will you need to be to undertake the research? In a library? At home? Will you need access to the internet? How much time to interpret and analyse information? How much time will it take to present your findings and conclusions, including any images? Will you need access to specialist equipment?

Break down your project into smaller, manageable tasks. Give each task a clear objective and deadline. Ensure your deadline is realistic taking into account your commitments. Have lists of specific outcomes. Prioritise and review on a regular basis. Keep your list with you so that you can amend it as new information regarding your availability comes to light.

Take into account the availability of resources and equipment you will need. If you need to use library facilities, ensure you are aware of the opening and closing times. The same applies for access to IT if you are relying on equipment that is in your college or school.

I can't concentrate for long periods of time.

Consider why you can't concentrate. Is it as a result of lack of food and/or drink? Make sure you have plenty available when you work. Do you have other issues to resolve such as other assignments or personal problems? You should deal with these in advance, or at least make a start in dealing with them. When organising your time, acknowledge your lack of concentration by organising several short periods of activity per day rather than one long sustained activity. You might be able to get a lot of work done in half an hour early in the day or late at night. Are there certain times when you work best? Are you a morning or a night person? Organise yourself accordingly.

Task

- 1 Outline an initial plan for the project to identify total time needed. Break this down into manageable chunks ie:
 - identifying parameters
 - initial research
 - identifying gaps and potential sources
 - putting together a research proposals
 - undertaking research
 - reviewing findings and identifying further research requirements
 - reviewing and analysing findings
 - presenting findings
 - conducting a review of process.
- 2 Complete a review of your own activities. Identify all free time available for completion of project.
- 3 Taking into account the deadlines set, start to fill in your free time gaps with all the requirements and time allowed above.
- 4 Where insufficient time available, review commitments to determine where changes feasible.
- 5 Review times allocated. Are they appropriate for library research? Have you allowed time for refreshments? Do they fit in with your working style?
- 6 Consider potential problems in meeting deadlines and put together contingencies for each. As a guideline, at this stage you should plan for a hand-in date of about two weeks before the project is really due. This way if things do go wrong, you will have enough time to rectify the situation without being penalised for late work.

Activity 8.2f

Students should be presented with possible sources of information. Teachers should take care with the amount of information presented. Where detailed sources are provided these would be considered as directed and would limit the student's potential to achieve higher marks. It is preferable that only outline information is presented and this would allow students to consider a range of information sources and to seek those specifically related to the issue they are pursuing.

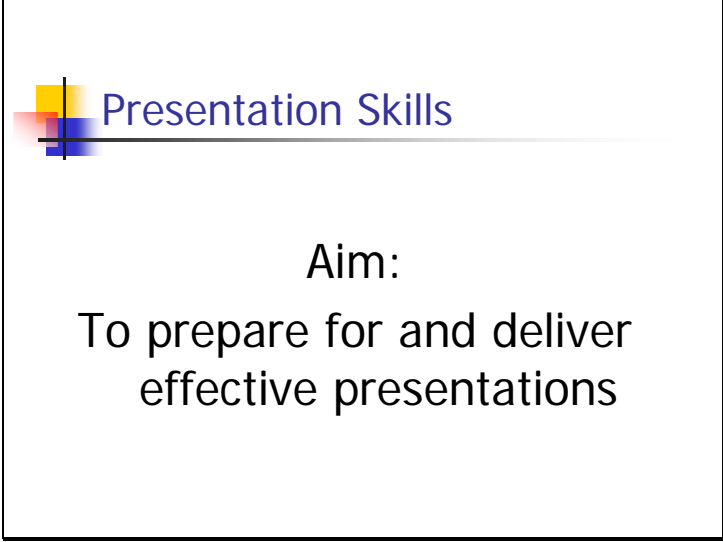
If the teacher has used an issue throughout that students are not allowed to use for assessment, the range of sources used by the teacher could be presented. This could also assist in referencing sources.


Activity 8.2g

Students should work in groups to determine the criteria that could be used to evaluate their research project. Once they have determined criteria they should then set standards they would use for evaluation.

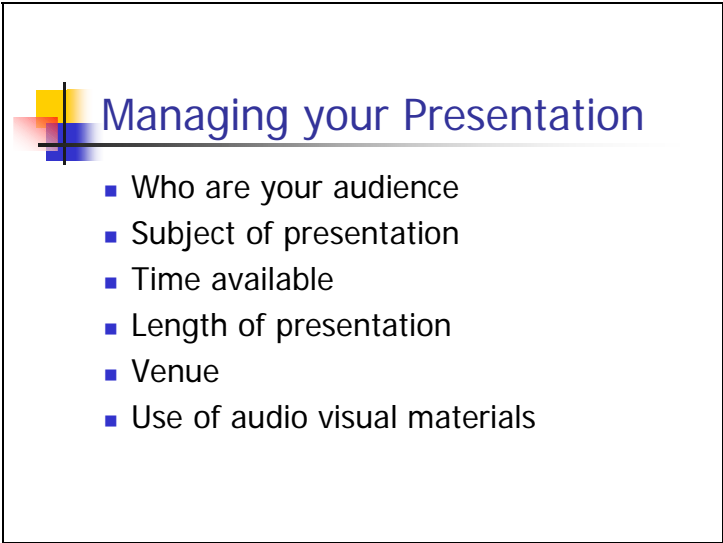
Activity 8.2h


The following are handouts and presentation relating to presenting work in the form of a report and an oral presentation.



 **Presentation Skills**

Aim:
To prepare for and deliver effective presentations



 **Managing your Presentation**

- Who are your audience
- Subject of presentation
- Time available
- Length of presentation
- Venue
- Use of audio visual materials



Building a Presentation

- Assess audience needs
- Establish objectives
- Structure presentation
- Prepare materials
- Performance rehearsal
- Performance delivery




Consider your Audience


- Who are they
- What is their experience and knowledge of your subject matter
- How many will there be




Presentation Objectives

- What is the end result?
- How do you measure success:
 - ? Quality - how well/how easy
 - ? Time - how long/how quickly
 - ? Behaviour - how should it change

- 
-
- “Tell them what you’re going to tell them
 - Tell them
 - Then tell them what you’ve told told them”

- 
- ## Structure of a Presentation
-
- Introduction 5% to 10%
 - Main Body 70% to 75%
 - Ending & Summary 15% to 25%



Never overestimate your audience’s knowledge!

Never underestimate your audience’s intelligence!



Planning Delivery Style

- Type of language
- Level of participation
- Achieving impact and attention
- Develop the logic
- The desired impression at the end



Visual Aids

- Add variety and interest
- Clarify understanding
- Reinforce the spoken work
- Save time
- Act as a prompt
- Help audience to remember your message



Opening a Presentation

- Take a few deep breaths
- Pause for them to take in the scene
- Introduce self, subject and objectives
- Describe the format
- Allow time to 'tune in' to your voice



Managing the Environment

- Size and shape of the room
- Layout of the area
- Lighting, heating and ventilation
- Outside interference
- Other facilities eg location of cloakrooms



Performance Rehearsal

- Edit your material
- Check the flow
- Evaluate the message
- Measure the timings
- Test the equipment
- Check the visual aids
- Increase your self confidence



Performance Delivery

- Appearance
- Movements and gestures
- Voice and Speech
- Eye Contact



Closing the Presentation

- Summarise key points
- Make a link to your objectives
- Indicate the end is approaching
- Invite questions (if appropriate)
- Leave them with a key message
- Thank them for their time & attention



Overcoming Fear

- Fear is a normal reaction
- Audiences don't expect failure
- Preparation leads to success
- You seldom look like you feel
- Experience reduces nerves



Effective Speakers

- Relaxed
- Well prepared
- Dressed appropriately
- Confident
- Enthusiastic
- Audible and clear
- Use humour effectively
- Control the pace

Information sheet 8.2h

A guide to report writing

What is a report?

A report is a conventional method of presenting precise information. A report may be used to convey an assessment of any situation or the results from qualitative and/or quantitative data analysis. A report has clearly stated aims. It is tightly focused on the subject of the investigation. A really effective report will also be compelling and stimulating to read.

Producing a report

To help you to produce a report, four stages in the process have been identified for you to follow. This may help you to tackle key issues and understand the task set. These four stages are:

- A preparation
- B planning
- C writing
- D pre-submission editing

A Preparation

The time spent at this stage of producing the report is vital. Careful preparation is an investment. It allows you to make the best use of time available. During this period you should decide **what** you are writing and **why**, before resolving **how** to write your report.

Establish the broad focus of your report first, with reference to the specification and assessment objectives and then with reference to the generalisation. Undertake some individual background reading using the suggested bibliography. Use a search engine to look for more possibilities. This enables you to **define the subject and your aims more precisely**. If you are going to do some primary data collection it is best to make your appointments with people you need to see, and do an initial survey at this stage.

When you have completed your reading and feasibility study, review the key issues and research methods that will be used within your report. Make a note of them.

B Planning

Planning is essential. It saves time and promotes clarity in collecting the information you require for organising the material and for writing the report.

You will find it easier if you break the whole process down into a number of distinct tasks:

- i data collection and analysis can be broken down either according to the source or the subsection of the report
- ii similarly the writing process can be broken down – the writing of text into subsections, and the presentation into graphs and tables.

You will also be faced with a number of questions:

- 1 what evidence is needed to meet the overall objective of the report?
- 2 where is that evidence?
- 3 how much evidence should be collected?
- 4 how should the evidence be analysed?
- 5 how should the evidence and the analysis be ordered for writing the report?

Attempting to deal with all these factors in a chaotic way leads to confusion and wasted effort. Therefore, after 'preparation' you should begin to plan the data collection, analysis and writing process. **Good organisation is the key to success.**

Using the following sequence may help you to plan and to determine the method for writing your report:

- a identify the sources of evidence (data and/or literature) and look for a range of views on the issue
- b decide what is the most appropriate and relevant evidence to collect. **Be precise in this, understand the evidence**
- c decide how you will present your findings, including the order in which they will be used to create a structure to the report — **the plan**
- d identify likely figures — maps, tables, diagrams and think how you can use them
- e decide on the order of priority of each of the tasks
- f draw up a realistic timetable for the completion of each task, including writing the draft of the report.

C The writing process

There are three main factors to consider at this stage to give your report a sound framework, clear style and attractive appearance:

- 1 structure
- 2 language
- 3 presentation

1 Structure

You need to give form and shape to your report. A basic structure helps the reader digest the report. It also helps you to write and organise your material logically.

A structure implies the assessment criteria, but your report should have the following:

- | | | |
|---------------|---|--|
| The main body | { | <ul style="list-style-type: none">* report cover sheet, title page and contents* executive summary/abstract (on front cover)* introduction and definition of the question or issue* sources of research information used, methods of collection and analysis and their limitations* analysis and interpretation* evaluation and conclusion* bibliography and appendices. |
|---------------|---|--|

First concentrate on writing the body of the report. This is the introduction, the findings, and the conclusion.

The following order for writing is suggested.

a Analysis and interpretation

The bulk of the report

This is the section in which you present your findings. When you are writing this section all of your material should have been sorted, selected and arranged in note form. This section includes:

- i the results of your analysis
- ii your interpretation of those results.

This section forms the basis for your conclusions. You should help the reader by ending each separate section with its own conclusion.

Just a couple of sentences here – perhaps 100 words. Full details could be in an appendix

b Methods

In this section you should discuss:

- i the sources of evidence you have used and then possible bias
- ii how you have collected and analysed the evidence
- iii the limitations of the sources and methods of collection and analysis.

c Conclusions

This section is a summary of all the major findings made at stages throughout the report. No new evidence should appear here. The conclusion considers the evidence presented in the main body, draws out the implications and brings it to one overall conclusion or an ordered series of final conclusions.

d Introduction

After having written your findings and conclusions you now know clearly what you want to introduce. The introduction is where you acquaint the reader with the purpose of the report and guide them through the structure of your report.

e Appendices

This section is set aside for supplementary evidence not essential to the main findings, but which provides useful back-up support for your main arguments eg a transcript of an interview or analysis of a complex set of statistics.

f Contents

All the sections of the report should be listed in sequence with page reference.

g Bibliography

This section covers the books and other sources which have been used in your research. It must include every reference mentioned in the text and be presented correctly.

h Title page

This should include the title, which indicates the central theme of the report. It should also include the candidate's name and the date of completion of the report.

i Executive summary or abstract

This is a very important part of the report. It should be the last thing you write. You need to read through your report and develop a list of headlines. An executive summary outlines the key issues of a report.

Not included in word count

Only 50 words not included in word count

2 Language

First impressions count. It is unwise to put the reader off before they have even studied the report.

You are solely responsible for what you write and the words you choose to express your thoughts. Remember that although you might have an individual 'style' of expression this does not excuse poor written English. Your style will not necessarily be immediately apparent to the reader, but poorly expressed English will be. Your sentences must be grammatically correct and well punctuated and words must be spelt accurately.

Poor writing regularly indicates muddled ideas. You do not really know what you are saying until you put it into words that another person can easily understand. Remember you are writing to communicate, not to perplex or impress. Avoid jargon. Focus on the specific purpose of the report. Every part of the report should relate to it and this will help keep the report concise and coherent.

Accuracy is vital so always be precise. Ensure that you are using the correct words. **Clarity is essential.** Do not write phrases or sentences that may have more than one meaning. To avoid this you must know precisely what you want to say. **Know the material you are trying to convey.**

Other important things to remember.

- Keep sentences short and simple. Long, complex sentences slow the reader down and confuse and impede understanding. The same applies to paragraphs.
- Poor spelling automatically detracts from your work and will annoy the reader. Use a dictionary and you can also check the final document using the spell checker on the PC. (Remember, however, that this may well use American spellings and its dictionary may not include all the words you use in the report.)

3 Presentation

Your report must look good in addition to reading well. Adequate headings and numbering make it easier for the reader to comprehend what you are saying. This stage of report writing requires the same level of care that went into composing the text. Do not be afraid to use **bullet points** to present arguments.

The presentation of statistics is often more informative and eye-catching if they are shown visually: for example by using tables or pie charts.

Layout is important. This is the relationship between print and space on the page. This applies whether it is hand-written or word-processed. A crowded page with dense blocks of writing and little space looks unattractive and is off-putting.

Always ensure that there are:

- adequate margins
- either double or 1.5 spaced lines
- headings that stand out clearly from the page.

D Pre-submission editing

It is important not only to read the draft through from start to finish before submission but also to edit and refine the report. It is easier when word-processing.

As you read, mark the pages which will need attention later. Do not stop to deal with them now. You will need to get a feel of the overall structure and impact of the report first so your initial read through must be continuous. Put yourself in the reader's shoes and be highly critical of what you have written.

Proof reading is vital. Regardless of the time and effort put into writing the report, the required result will not be achieved without sufficient care devoted to proof reading. A poorly typed report, full of errors and inconsistencies in layout, has a damaging effect regardless of the quality of the content.

- a The report must be checked in great detail, for grammar and spelling errors.
- b Ask yourself whether you could have expressed yourself in a better way. If so, change the sentence or the paragraph.
- c Assume that whether the structure of the main body of work is really the most suitable one to present your material, ideas and arguments.
- d Is each paragraph structured well? Make sure that every idea or piece of information has a separate paragraph.
- e Are all the references in the text included in the bibliography with full formal details?
- f Does the report fulfil the stated aims and assessment objectives?
- g Is your argument watertight and easy to follow?
- h Does your conclusion make your argument all the more convincing?
- i Does your executive summary/abstract convey the key points of the report?
- j Finally assess the layout and general appearance of the document.

Activity 8.2i

Presentation of data

It is said that 'a picture is worth a thousand words'. People see spatial relationships better than numerical relationships. Many people have a mental block when it comes to numbers. That means that presenting any information in picture form can make it easier to understand. However, before deciding how to present your information in a picture, you need to consider various factors:

- 1 Should text, numbers or a mixture of both be used?
- 2 Could VARYING type and style be used to good effect?
- 3 In the display of number-based information, would a table, bar chart, graph or pie chart convey the message more effectively?
- 4 How might colour be introduced?
- 5 Does the value of the information to be displayed warrant the time and expense of visual techniques?
- 6 Data is one type of information you may collect when researching an issue. When presenting your findings, you may wish to present the data visually.

Tables

Tables are good for storing, presenting and summarising numerical data. Tables are seen regularly but there are a number of principles to be considered when producing them.

- 1 Give the table a clear heading or title.
- 2 Make sure each column or row is labelled clearly.
- 3 Make sure numerical values are clear.
- 4 Show aggregate totals.
- 5 State the source of the data.

Task A

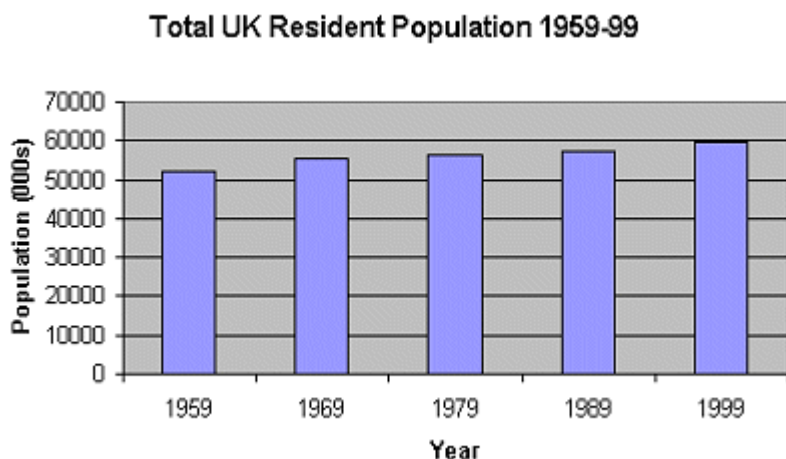
Consider the following narrative:

The importance of tourism to the UK economy is not difficult to see. In 1976, having received 2889 million US dollars and spending 1789 million US dollars there was a positive balance of 1100 million US dollars. The UK was not the only country to experience this positive balance. Spain, Italy and Switzerland each had positive balances of 2679, 1818 and 743 million US dollars respectively. The USA took the largest receipts in real terms with 5806 million US dollars. France, West Germany and Spain took receipt figures of 3613, 3211 and 3083 million US dollars. Spain's expenditure of 404 million US dollars was the lowest in the survey, followed by Italy at 707 million US dollars and Switzerland at 936 million US dollars. France's expenditure at 3434 million US dollars gave it a positive balance of 179 US dollars. Japan, although taking the lowest receipts of 312 million US dollars did not however have the highest deficit. This position was given to West Germany. It had a deficit of 5743 million US dollars. It is not difficult to see how these figures taken from the WTO Tourism Survey 1976 can show governments the extent to which tourism can affect an economy.

It is unlikely that presenting data in this form is effectively communicating the facts. By displaying this in the form of a table, it is much easier to draw the conclusions explained above. Draw the data above in the form of a table.

Bar charts

Bar charts are a common way of presenting numerical data. They are particularly useful for showing comparison between extremes. An example of a bar chart is shown below.



The lines are called axes. The line going up is the vertical axis and the line along the bottom is the horizontal axes. They are also known as the 'x' and 'y' axes. On the two axes, measurements are shown and must be to scale. Bars are always drawn of equal width. The length of the bar is proportional to the amount or quantity it represents. As with tables, there should be a clear heading, the axes should be labelled and the source stated.

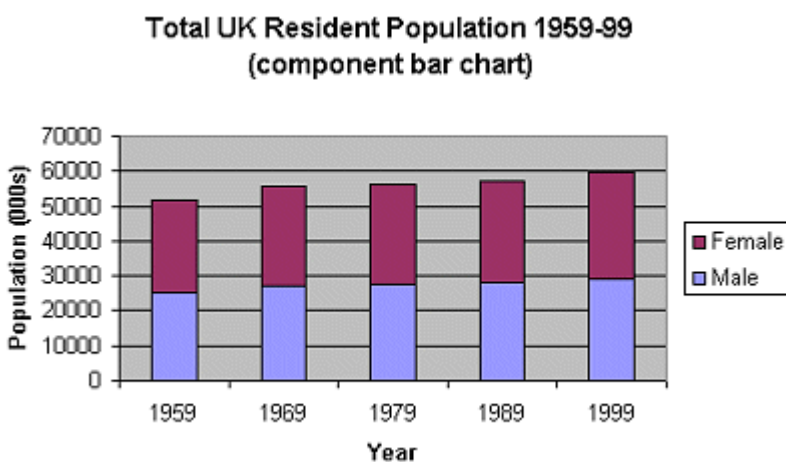
Task B

Visits to Discovery Museum – NPTA Survey 2004

1999	11808
2000	12281
2001	12646
2002	12486
2003	12393

Present the information above in the form of a bar chart.

There are different types of bar charts. This is an example of a component bar chart. You can see it is a more complex version of the example above where each of the bars is subdivided to convey further information.



Task C

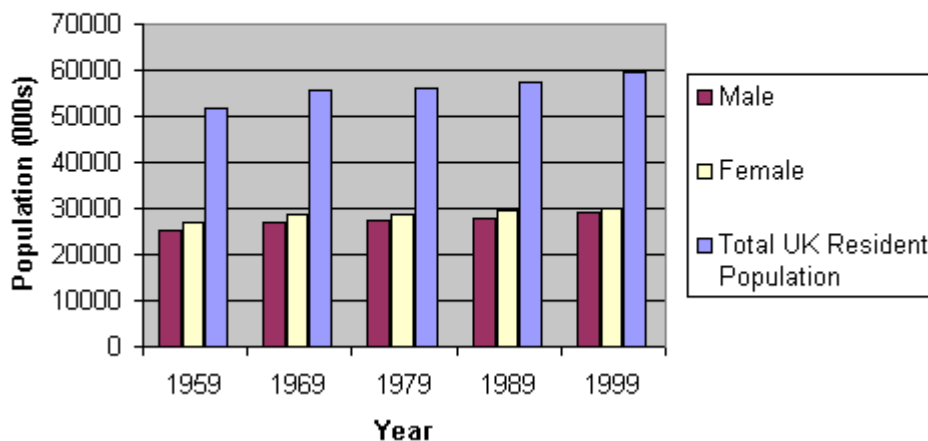
Produce a component bar chart using the data below.

Income from tourism 1995-1999 NTP Survey

£m	1995	1996	1997	1998	1999
Expenditure by UK residents	2200	2400	2600	3100	3800
Expenditure by overseas residents	1200	1800	2300	2500	2800
Fares to UK carriers	300	500	600	700	800
Totals	3700	4700	5500	6300	7400

There are also compound bar charts. These use separate bars adjoining each other to convey information. This is an example of a compound bar chart.

Total UK Resident Population 1959-99 (compound bar chart)



Task D

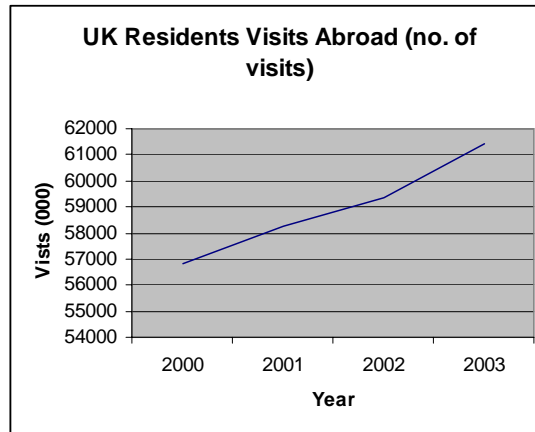
Produce a compound bar chart using the data below.

Purpose of visits 2004 NPTA Survey

Number of visitors	Holiday	Business	VFR	Misc
A to UK	5491	2546	2305	2051
B from UK	11757	2683	2301	818

Graphs

Graphs are a useful way to show changes in a particular variable over a period of years or the relationship between two or more variables. A general trend can be identified more readily from a graph, as can deviations from a trend. Time is shown on the horizontal axis and the vertical axis is used to convey the other variable such as profits, sales, visitor numbers. As with other forms, there should be a clear heading, axes should be labelled and the source should be stated. There should be a clear indication of the value of the data.



Source: Star UK

Task E

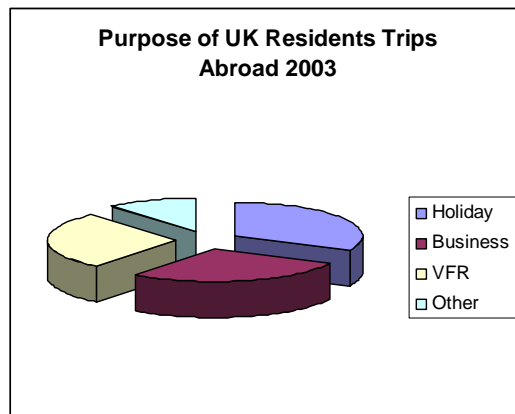
Show the data below graphically.

Growth of short-stay holidays to Wolsingham Holiday Parks 1999-2004

Year	Type of holidays				Total 000s
	Short-stay 000s	%	Long-stay 000s	%	
1999	78	17	138	83	166
2000	29	21	108	79	137
2001	35	31	78	69	113
2002	71	52	65	48	136
2003	109	67	54	33	163
2004	130	77	39	34	169

Pie charts

This is a form of visual presentation that breaks down the total figure into its component parts. The pie chart is not used to show a series of figures. Each segment should be labelled and given a key.



Task F

Show the data below in the form of a pie chart.

Method of Travel to Oldcastle 2004

Plane	Ferry	Car	Rail	Bus or Coach	Total
3294	2187	33442	12245	7390	58558

Activity 8.2j

Referencing sources of information and evidence

This extract is taken from *The Business of Tourism, Fifth Edition*. This was written by J Christopher Holloway and the edition was printed in 1998. It was published by Longman.

Extract

World War I, disastrous though it was, proved to be only a brief hiatus in the expansion of travel, although it led to the widespread introduction of passports for nationals of many countries. The prosperity which soon returned to Europe in the 1920s, coupled with large-scale migration, meant unsurpassed demand for travel across the Atlantic, as well as within Europe. The first-hand experience of foreign countries by combatants during the war aroused a sense of curiosity about foreign travel generally among less well-off sectors of the community for the first time. These sectors were also influenced by the new forms of mass communication which developed after the war: the cinema, radio and ultimately television, all of which educated the population and encouraged an interest in seeing more of the world.

Answer the following question, using a phrase or sentence from the above extract as part of your answer.

- Explain how media affected the development of tourism after World War I.
- Reference your source within your response.

Unit 9: Working in Travel and Tourism

Unit aims

One of the attractions of the travel and tourism industry for many people is the variety of employment opportunities that it offers. With this unit the student will look at the nature and range of those employment opportunities and the skills required for a successful career within travel and tourism. Students will also explore how to work effectively in a team and develop and use team-working skills that will be useful to them when working in the industry.

By understanding the skills needed to work in the industry, students will be able to evaluate their own skills level by conducting a personal skills audit and will be able to create a personal development plan for a selected employment opportunity within the industry.

Unit topics

- 1 The range, nature and skills required for employment opportunities within travel and tourism
- 2 Teamwork
- 3 Personal skills and career development

Suggested delivery plan and schedule of activities

Section 1: The range, nature and skills required for employment opportunities within travel and tourism

Topic	Suggested delivery plan	Resources
Introduction to unit	<ul style="list-style-type: none"> Students presented with a copy of the unit specification. Teacher outlines the content and learning outcomes as presented and relates to proposed scheme of work, planned visits and guest speakers and approaches to teaching and learning. Students presented with a copy of the assessment for the unit with an explanation of the requirements for different mark bands and submission dates. 	Copy of unit specification Copy of proposed scheme of work Details of planned visits and guest speakers Copy of unit assessment(s)
Employment opportunities	<ul style="list-style-type: none"> Discussion on tourism development and potential employment opportunities. Research into levels of employment nationally reviewing statistics. Investigate the range of employment opportunities within the travel and tourism industry. Examine job adverts. Plan of a theme park and all jobs then plan of a museum and all jobs. 	Activity 9.1a Internet access Teacher briefing 9.1b Internet access Teacher briefing 9.1c Teacher briefing 9.1d
Nature of employment	<ul style="list-style-type: none"> Levels and sectors. Seasonality and location. Pay and working hours. Age and physiological restrictions. 	Teacher briefing 9.1e Teacher briefing 9.1f Teacher briefing 9.1g
Skills required	<ul style="list-style-type: none"> Technical skills. Interpersonal skills. Other requirements – qualities, attitudes. Look at two tour operators and the requirements of overseas reps and compare. 	Teacher briefing 9.1h Teacher briefing 9.1i Teacher briefing 9.1j Teacher briefing 9.1k
Career opportunities	<ul style="list-style-type: none"> Career map. 	Teacher briefing 9.1l

Section 2: Teamwork

Topic	Suggested delivery plan	Resources
Team development	<ul style="list-style-type: none"> • Formal, informal, short term, long term ad hoc. • What is a team? Use the OHTs for discussion purposes. • Situations when teams develop. • Theory of team development. • Team roles. • Group effectiveness. • Importance of teamwork. • Symptoms of poor teamwork. • Ask students to identify how they can tell when teamwork is poor. Use the OHT as a prompt. • Conflict management. • There are many good videos about conflict management in the workplace that could be used to enhance this section. 	<p>Teacher briefing 9.2a</p> <p>Activity 9.2b OHTs</p> <p>Teacher briefing 9.2c</p> <p>Teacher briefing 9.2d OHT</p> <p>Teacher briefing 9.2e OHT</p> <p>Teacher briefing 9.2f</p> <p>Teacher briefing 9.2g OHT</p> <p>Activity 9.2h OHT</p> <p>Teacher briefing 9.2i</p>
Teamwork in practice	<ul style="list-style-type: none"> • Practical teamwork activities. • Ask students to work in two teams to complete the 'Lost at Sea' activity. Allocate some students to be observers, or this role could be taken by the teacher. At the end of the activity feedback to students and ask them to reflect on their contribution to the team. • Ideas for a teamwork activity. • Allocating roles. 	<p>Teacher information sheet 9.2j</p> <p>Teacher briefing 9.2j</p> <p>Teacher briefing 9.2k</p> <p>Teacher briefing 9.2l</p>
Evaluation	<ul style="list-style-type: none"> • Setting evaluation criteria. 	<p>Teacher briefing 9.2m</p>

Section 3: Personal skills and career development

Topic	Suggested delivery plan	Resources
Personal skills audit	<ul style="list-style-type: none"> • Group work audit. • Psychometric and IQ tests. • Students should undertake appropriate psychometric and IQ tests online. • Personal skills audit. • Skills audit. • Personal presentation. • Students should be given a talk on the importance of personal presentation. • Sources of evidence. • There should be a brief discussion with students about the sources of evidence that could be used to substantiate their personal skills audit. This could include references, certificates, school/college reports, testimonies etc. • Measuring self against a person specification. • Evaluate own potential. • Students should consider a job they are interested in and obtain details about the qualifications, experience, skills, qualities and attitudes needed and evaluate their potential to undertake this job. 	<p>Activity 9.3a</p> <p>Teacher briefing 9.3b</p> <p>Activity 9.3c</p> <p>Activity 9.3d</p> <p>OHT, handouts</p> <p>Activity 9.3e</p>
Career development plan	<ul style="list-style-type: none"> • Potential career opportunities. • Students should start to consider career opportunities. The teacher should ensure they understand the difference between a career and a job. 	

Topic	Suggested delivery plan	Resources
	<ul style="list-style-type: none"> • Career goals. • Students consider career goals. They could prepare responses to a typical interview question 'where do you see yourself in five years time?'. They could also think in terms of 10 or 15 years time. • Types of jobs to achieve goals. • Students should undertake research to determine the types of jobs they would need to take to achieve their career goals. Much of the information they need should have been obtained through section 1 activities. • Developing skills and qualities. • Students should discuss how qualities and attitudes can change and develop. They could be given scenarios of weaknesses in employees' skills and qualities and make suggestions of how they can be developed. • Developing time management skills. • Different types of qualifications. • Students should be given a presentation on the National Qualifications Framework (NQF) which can be obtained from www.dfes.gov.uk. They could be presented with all of the qualifications on sections 96 and 97 to determine the qualifications that could support those pursuing a career in travel and tourism and linking the qualifications to specific jobs. • Graduate training schemes. • Students could investigate graduate training schemes such as those provided by Thomas Cook. They should find out about the number of such schemes and the content of them and then discuss the benefits. • Creating a vision. • Apprenticeships. • Students should research which sectors of the travel and tourism industry provide apprenticeship opportunities. They should also investigate what is involved and the benefits. 	<p data-bbox="1129 949 1281 1025">Activity 9.3f Handout</p> <p data-bbox="1129 1655 1281 1731">Activity 9.3g Handout</p>

Topic	Suggested delivery plan	Resources
	<ul style="list-style-type: none"> • Gap years. • Students could take part in a discussion on the benefits of taking a gap year either before commencing a career plan or before going on to university. They could also research the types of activities available for those taking a gap year and the skills and qualities these activities could develop. Students could develop a gap-year programme. • Making life changes. 	Activity 9.3h

Activity 9.1a

How tourism affects us

Tourism is expanding – why?

- More leisure time
- Disposable income
- Easier to travel
- Price – more affordable
- Paid holidays
- Aspirations are changing

Who is involved in this expansion?

- Hoteliers
- Transport providers
- Travel agents
- Foreign exchange agents
- Catering
- Construction industry
- Security services
- Gift shops
- Hairdressers
- Retailers
- Life guards

List five different jobs connected with accommodation.

.....

.....

.....

Identify five occupations within a transport provider eg airlines.

.....

.....

.....

List another five occupations that are connected with the travel industry.

.....

.....

.....

Teacher briefing 9.1b

Students should undertake research into the scale of employment in the travel and tourism industry either in the UK or worldwide. They could investigate which sectors of the industry employ the most staff. They could also research key areas of the country where employment in the industry is greater than others. A good starting point is the website of People1st, the Sector Skills Council for Hospitality, Travel and Tourism.

Following on from this, students should investigate the range of employment opportunities within the travel and tourism industry. This might be most usefully done by sector. They could be split into groups, with each group investigating the employment opportunities within that sector.

They could give a presentation on their findings, supported by a PowerPoint presentation. They could produce a display so there is a series of displays in the class and all groups could circulate, take notes and ask questions. Alternatively, they could write an individual handout that can be copied and circulated.

Teacher briefing 9.1c

Students should examine job adverts. These can be extracted from publications such as *Travel Trade Gazette*, *Travel Weekly*, *The Grocer*, *Leisure Opportunities* and websites such as www.mytravelcareers.co.uk, www.prospects.ac.uk, www.shgjobs.co.uk, www.thomascookjobs.com, www.travelweekly.co.uk.

From these adverts they could make comparisons of the same type of job offered in different parts of the country or in different organisations. They could also compare in terms of job roles for similar job titles. They could also compare jobs in different sectors at the same level in terms of pay and conditions. They could produce a summary of their conclusions.

Teacher briefing 9.1d

Students should be asked to design a new theme park and produce a plan detailing the rides and other services and amenities for customers. They should then consider the jobs that will be needed to operate the rides, offer refreshments and operate the other aspects of customer service. Students should label the park, indicating the jobs available in different areas, giving some indication of how many staff will be required in each area.

This could also be the learning outcome of a visit to an attraction where students draw up a plan of all employment opportunities available or interview staff to find out what they do and who they work with to produce a composite list.

Teacher briefing 9.1e

The purpose of this and the subsequent activities in this section is for the student to draw conclusions through their earlier activity regarding the nature of employment in travel and tourism.

One aspect of the nature of employment in the industry to consider is employment levels and sectors. This links with activity 9.1b. Based on their research, students should consider at what level different types in the sectors are.

Students should list as many jobs as they can in each sector. In small groups students should discuss what levels of skill and/or general education are required for each of these jobs.

Students could also draw conclusions about sectors of the industry ie are there more jobs in hospitality than attractions? The students should then be encouraged to make connections between levels and sectors.

Teacher briefing 9.1f

Seasonality and location of jobs

Ask students to consider which jobs are seasonal, and what are the particularly busy times or seasons for specific sectors. Examples include:

- summer sun resort reps (May-October)
- conference and exhibition centres (outside traditional holiday times)
- ski chalet hosts (December-April)
- outdoor attractions (May-September)
- passenger ferries (School Holidays).

Students could produce a calendar and indicate on it likely start and end dates for seasonal and temporary work using a key to note the type of work by level and/or sector. Students could work with blank maps of the UK and locate the head offices of the major tour operators and also those in their local area.

They could also plot airports and/or ferry ports. This is to highlight where certain types of job opportunities are likely to exist. The same activity could be undertaken for different sectors of the industry such as business travel and conference destinations.

Pay and working hours

Lead a discussion with students on the nature of pay and working hours in the travel and tourism industry. Particular areas to include:

- pay levels on entry into the industry
- shift work
- potential perks such as standby flights for airline staff
- staff holidays taken at off-peak times
- potential for career progression
- flexible working hours determined by levels of demand.

Students should use the trade press or websites to find current rates of pay for travel and tourism jobs. Using this data, students could produce a bar chart showing pay rates for a wide range of different jobs in the travel and tourism industry. If the students each look at a range of jobs, a wider variety can be considered across the class.

If time allows, students could compare their findings to other employment sectors such as retail or banking to see how the travel and tourism industry fares nationally.

Teacher briefing 9.1g

Lead a discussion with students on any other types of restrictions on employment in the travel industry. Typical types of restrictions include:

- age
- height
- level of physical fitness
- citizenship status (for cabin crew).

Using the internet or trade press, students should research restrictions on entry to jobs. In small groups, ask them to consider why they feel these restrictions are put in place.

Students should review age restrictions for different jobs in the travel and tourism industry. They could produce a timeline or illustrate this in some other diagrammatic form showing jobs that become accessible at different ages.

Teacher briefing 9.1h

Technical skills

In small groups, ask students to list as many technical skills as they can. If necessary, prompt with the following:

- ability to speak other languages
- IT skills
- touch typing
- singing and dancing
- airfares and ticketing
- food and drink service
- accounting or book keeping
- creative skills
- using a telephone
- using office equipment
- driving.

Students could again review a range of job advertisements and any job descriptions and person specifications that may be available to determine the technical skills that are required. Having considered a range of job opportunities, they should identify which technical skills are most commonly required to work in the travel and tourism industry and which are very specific.

Matching own skills to jobs

Ask students to draw up a list of their own technical skills, rating them out of 5 where 5 = fully competent and 1= no skills.

Each student should consider one job they are interested in doing and map their own skills to that job, noting skills they need to improve on in order to gain employment.

Teacher briefing 9.1i

Interpersonal skills

The same activity can be undertaken for interpersonal skills. It is likely that more commonalities will be found than with technical skills. Examples of interpersonal skills include:

- public speaking
- written communication
- empathy
- customer care
- face-to-face communication
- speaking on the telephone
- negotiation skills
- assertiveness
- body language
- use of gestures.

Teacher briefing 9.1j

Lead a discussion with students on personal qualities and attitudes that are important in the industry. It is likely that some of these will overlap with interpersonal skills. When they have completed the activity, ask students to work in small groups to discuss which personal skills and qualities each of the staff members needs to develop.

Activity

Ask students to complete the following.

You are a team leader for Globalair, a large ground handling agent based at Graviston International Airport. In the past few months there has been a rise in the number of complaints made about the some of staff working in the departures and arrivals area and your boss has asked you to speak to the staff concerned and explain to them how they should behave. To help you, your manager has prepared a list of the three staff who have received the most complaints and excerpts of what the customers have said about them.

Robert

'I asked him several times where our departure gate was and he just looked at me as if I was stupid.'

'I said I had left my boarding pass in the duty-free shop and he just tutted and shook his head.'

'I asked him how long we would be delayed and he shrugged his shoulders and asked me if I thought he was psychic.'

Esther

'At check-in I had to wait for almost five minutes while she finished telling a joke to one of her colleagues before she even acknowledged I was there.'

'I was in the middle of a conversation with her when her mobile phone rang and she answered it and had a two minute conversation which wasn't about work!'

'She seemed more concerned about not chipping her nails than making sure our baggage labels were on properly.'

Claudio

'He wasn't wearing a tie and his shirt had a stain on it.'

'At first I didn't think he worked at the airport as he looked so scruffy.'

'He was yawning and wiping sleep out of his eyes while he asked us security questions, this did not fill me with confidence.'

As the team leader you are required to ensure that staff are behaving appropriately whilst at work. Consider what the issues are with each of the three members of staff and prepare some notes on what you will say to them when you meet.

In pairs, act out role plays for each of the above. One of you should be the member of staff and the other should be the team leader. Swap roles to ensure you both play the team leader.

Teacher briefing 9.1k

Comparing jobs

Students should obtain the job descriptions or personal specification for the role of overseas representatives from two or more different tour operators. They should then compare the job roles. These could be for similar organisations so that they can more clearly identify the role as there are likely to be many similarities. Alternatively, they could look at different types of organisations such as a major multiple and a ski specialist so that they can consider the range of options that may be available. The same activity could consider job roles of air cabin crew.

Ask students to compare the two job descriptions and consider the points below.

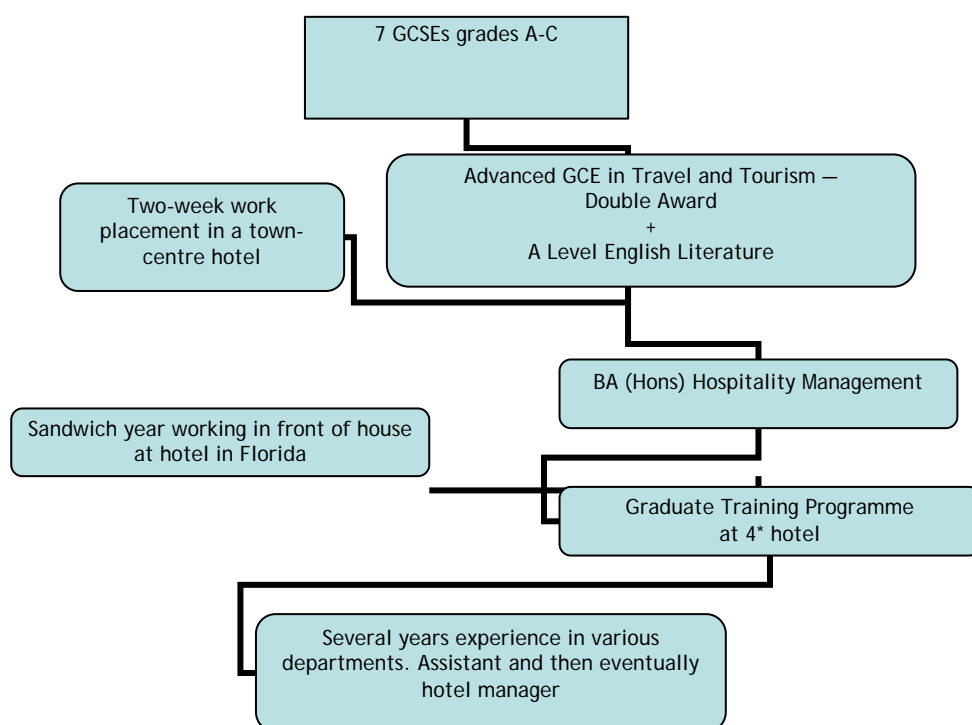
	Job 1	Job 2
Seasonal, temporary or permanent?		
Pay and working hours		
Age or any other restrictions		
Technical skills (essential or desirable)		
Interpersonal skills		
Qualifications and experience		
Other requirements		

Teacher briefing 9.11

From all the information they have obtained and examined, students should now be in a position to start to map career paths. They should be able to identify how to get from their own or another starting point to the end goal. Students should consider direct progression, but also by using all the information they have they could determine the common skills and qualities needed to enable sideways moves that broaden their skills to provide them with greater potential to move upwards. They could do a theoretical career map to achieve a goal, produce their own map (covered also in section 3) or be given a scenario as shown below

Priya Patel is at school, just about to finish her GCSEs. She has chosen to study GCSE Leisure and Tourism (Double Award) and is predicted a B. She is predicted five other GCSEs at A-C and three at D. She wants to be a hotel manager.*

Priya's career path



Ask students to produce a career map for the following student:

Perry Askew is completing his A levels. He is taking Travel and Tourism, Geography, French and Sociology. He is really keen to work as a Ranger for a National Park or in a rural environment.

Teacher briefing 9.2a

Students should be given a presentation on different types of teams: formal, informal, short term and ad hoc.

Ask students to give examples of different teams for each type given:

- formal eg recruitment team at an airline
- informal eg staff social committee in a hotel
- short term eg emergency team formed to repatriate clients after a natural disaster based at a tour operators head office
- ad hoc eg working party to develop a new exhibition at a museum.

GROUPS V TEAMS

Goals

- Members must have mutual goals.

Interdependence

- Members must perceive a need for an interdependent working relationship.

Commitment

- Individuals must be committed to the team effort.

Accountability

- The team must be accountable for its actions.

When any of these four elements are missing?

You have a group – not a TEAM!

TEAMWORK

- T** Training and practise to improve skills
- E** Enthusiasm for project and the team
- A** Awareness of tasks to be carried out and needs of others
- M** Motivation to meet objectives and to help others in the team
- W** Willing to adapt and change and to make decisions
- O** Organise yourself and undertake responsibilities
- R** Recognition of the work others have done in the team
- K** Knowing what is happening and keeping everyone informed

Teacher briefing 9.2c

Students should discuss situations in travel and tourism where teams develop. It is advisable to then divide them into groups so to complete this task. Each group should be allocated a sector of the industry and note situations where teamwork occurs within that sector.

The groups should then feed back with students taking notes to gain a composite picture. A table such as the one below could be completed.

	Short term	Long term	Formal	Informal	Ad hoc
Transport					
Hospitality					
Attractions					
Tour operators					
Travel agencies					
Tourist boards					
Other					

Teacher briefing 9.2d

Theory of team development

Using OHT 9.2d, students should be introduced to the Tuckman theory on team development followed by a discussion on their interpretation of the theory and any examples they have experienced or observed.

The following are examples of discussion points.

- What sorts of qualities would a team leader need to have at each of the four stages of development?
- At what stage would roles and responsibilities of team members be agreed?
- What sort of conflicts might arise in the 'storming' stage?
- What would be the impact of having a very directed leadership style in the 'norming' stage?
- What benefit would there be to the team if the leader adopted a 'hands-off' approach at the 'performing' stage?

TEAM FORMATION

(Tuckman 1965)

Forming

First impressions and establishing identities. Team members sound each other out and what is expected of them.

Storming

Members move ideas forward as they know each other better so more will be open about opinions. They are prepared to disagree so conflict may exist.

Norming

Moved on from conflict to cooperation. Where conflict exists it is controlled and consensus is reached.

Performing

This is now a team working together to meet objectives.

Teacher briefing 9.2e

Using OHT 9.2e, students should be introduced to Belbin's theory on team roles. This could be followed by students completing an audit. They might note what they consider to be an identification of their preferred role before they do a formal audit and compare the outcomes of the two.

A list for the class can be drawn up to assist when allocating roles to the team activities later.

BELBIN'S TEAM-ROLE THEORY

Chairperson

The coordinator or leader

Plant

The creative or ideas person. Not good at detail

Shaper

The person who gets things done, moving

Monitor

The one pays attention to detail

Implementer

The person can turn the idea into reality

Resource investigator

The problem solver who can make contacts and find resources needed to complete the project

Team worker

The communicator resolves conflict

Finisher

Sticks to deadlines and wants to get on. Can be very task-focused

Specialist

Has specialist skills

Teacher briefing 9.2f

Students should discuss what makes a group effective, using the attached handout.

Group effectiveness

Effective groups	Ineffective groups
<ul style="list-style-type: none"> • Informal, relaxed atmosphere. • Much relevant discussion with high degree of participation. • Group task or objective clearly understood. • Members listen to each other. • Conflict is not avoided but is brought into the open and dealt with constructively. • Most decisions are reached by general consensus with a minimum of formal voting. • Ideas are expressed freely and openly. • Leadership is not always with the chairperson, but tends to be shared as appropriate. • The group examines its own progress and behaviour. • Individuals pull their weight. 	<ul style="list-style-type: none"> • Bored or tense atmosphere • Discussion dominated by one or two people and often irrelevant. • No clear common objective. • Members tend not to listen to each other. • Conflict is either avoided or is allowed to develop into open warfare. • Simple majorities are seen as sufficient basis for group decisions, which the minority have to accept. • Personal feelings are kept hidden and criticism is embarrassing. • Leadership is provided by chairperson. • The group avoids any discussion about its own behaviour. • Individuals allow others to shoulder the burden.

Teacher briefing 9.2g

Students should discuss the importance of teamwork, completing the gapped handout and activity. The OHT could be used to present ideas (gapped handout and OHT with an activity for practical teamwork).

The importance of teamwork

Why is teamwork important?

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Give one example of good teamwork.

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Give one example of bad teamwork.

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List five essential factors for effective teamwork.

.....

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.....

IMPORTANCE OF TEAMWORK

- Better performance
- Speeds up production
- Meets targets
- Helps company growth
- Staff turnover
- Staff satisfaction
- Impression to customers
- United workforce
- Job rotation
- Uses people's strengths
- Personal level – promotion/progression

WHAT ORGANISATIONS DO TO ENSURE TEAMS WORKS TOGETHER

- Social activities
- Team-building activities
- Induction
- Mentoring systems
- Motivate staff — lots of theories eg Maslow, Mayo
- Identify strengths and weaknesses

SYMPTOMS OF BAD TEAMWORK

- Frustration
- Grumbling and retaliation
- Unhealthy competition between staff
- Negative non-verbal communication
- Lack of openness and honesty
- People not developing new skills
- Work not being done or done twice
- No creativity
- People working in isolation

Teacher briefing 9.2i

Students should discuss situations where they have experienced or observed conflict in a team and how those situations were overcome. They could then discuss alternative approaches to resolving the conflict.

Scenarios could be presented relating to different causes of conflict that they are likely to encounter in their teamwork activities and they could discuss strategies to deal with them. Examples could include:

- does not turn up to meetings
- has not done the work by the deadlines
- will not share ideas or work completed
- work isn't good enough
- makes negative comments towards me at meetings
- always getting on at me that I am not pulling my weight
- always saying my work isn't good enough
- she just does it all on her own and so we don't get a chance.

Students could also be presented with case studies of situations in travel and tourism where conflict has arisen and could discuss how they could be dealt with.

Case study

There are six overseas representatives working in a resort. Flights arrive every Friday. Most are night flights but there are two day flights. The Head Rep in the resort organises the airport transfers rota and always makes sure that he takes the day flights and then all other staff take it in turns but it has been noted that one member of staff gets the day flight every other week.

One of the duties at the airport is to wait at check-in to ensure all customers have no problems with luggage and seat allocations. One of the reps is always complaining about how boring it is and often just leaves the queue to go for a coffee. The others then have to deal with any problems themselves. They have all been moaning to each other. The problem rep is the one who gets the day flight every other week.

Ask students to work in groups of seven, role-playing a staff team meeting. One person can be the Head Rep with the other six being the resort representatives. During the meeting each of the reps should say why they are unhappy and the team leader should negotiate a compromise to resolve the situation.

Lost at sea

Instructions

Ask students to form **two teams**

Give out **page 1**, the scenario

Individually, read for **three minutes**

Check understanding – do they all know what to do?

Give out **page 2**

Complete task – **20 minutes**

How well did they do? Each group to feed back

Which team won?

Teacher briefing 9.2j

Students should be given the opportunity to undertake teamwork tasks to see how teamwork operates in practice. They could allocate roles according to Belbin's model if appropriate. The following are examples of teamwork activities that could be undertaken.

Lost at sea

Team task

The boat on which you have been travelling has just sunk in the South Pacific and although you do not know precisely where you are, you know that you are at least 1000 miles from the nearest land.

You and the rest of the crew have managed to save the rubber life raft, along with the other 15 items listed.

You remember your survival trainer said it was always important to discuss your plans as a team and to decide which items were likely to be most useful to you.

First of all decide individually on a rank of importance for all the 15 items, with the most important being '1' down to the least important being '15'. Then agree as a group on a final list of priority, which everyone feels happy with.

You have also found a box of matches and some £5 notes, but you are not required to rank these.

Lost at sea

Observation chart

Objective met

Planning

Fun

Competence

Flexible

Reliable

No blame

Review

Other

Lost at sea

Item	My rank	Group rank
Sextant		
Shaving mirror		
Five-gallon can of water		
Mosquito netting		
One can of emergency rations		
Maps of the Pacific Ocean		
Inflatable seat cushion		
Two-gallon can of oil-petrol mixture		
Small transistor radio		
Shark repellent		
Twenty square feet of opaque plastic		
Two bottles of rum		
Fifteen feet of nylon rope		
Two boxes of chocolate bars		
Fishing kit		

Lost at sea – answer sheet

According to the 'experts', the basic supplies needed when a person is stranded in mid-ocean are articles to attract attention and to aid survival until rescue arrives.

The basic rationale for ranking signalling devices above life-sustaining items (food and water) is that without signalling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first 36 hours and one can survive without food and water during this period.

Articles for navigation are of little importance. Even if a small life raft was capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time.

Therefore, of primary importance are the shaving mirror and the two-gallon can of oil/petrol mixture. These items could be used for signalling air-sea rescue.

Of secondary importance are items such as water and food eg the case of emergency rations.

A brief rationale is provided for the ranking of each item. These brief explanations obviously do not represent all of the potential uses for the specified items, but rather the primary importance of each.

- 1 **Shaving mirror:** critical for signalling air-sea rescue.
- 2 **Two-gallon can of oil/petrol mixture:** critical for signalling. The mixture will float on water and could be ignited with the £5 note and a match.
- 3 **Five-gallon can of water:** necessary to replenish loss through perspiring etc.
- 4 **One case of emergency rations:** provides basic food intake.
- 5 **Twenty square feet of opaque plastic:** utilised to collect rain water, provides shelter from the elements.
- 6 **Two boxes of chocolate bars:** a reserve food supply.
- 7 **Fishing kit:** ranked lower than the chocolate because 'a bird in the hand is worth two in the bush'. There is no assurance that you will catch any fish.
- 8 **Fifteen feet of nylon rope:** may be used to lash equipment together, preventing it from falling overboard.
- 9 **Floating seat cushion:** if someone falls overboard, it could function as a life preserver.
- 10 **Shark repellent:** useful for peace of mind.
- 11 **Two bottles of rum:** contains 80% alcohol, enough to use as a potential antiseptic.
- 12 **Small transistor radio:** of little value since there is no transmitter.
- 13 **Maps of the Pacific Ocean:** worthless without additional navigational equipment – it doesn't matter where you are, but where your rescuers are.
- 14 **Mosquito netting:** there are no mosquitoes in the Pacific.
- 15 **Sextant:** without tables and a chronometer, this would be of little use!

Teacher briefing 9.2k

Students should now discuss their own ideas for a teamwork activity. They should be encouraged to consider large-scale and small-scale activities as one purpose of this activity is for them to look at factors that may prevent them from undertaking the activity or issues that may lead to conflict.

From the outset they should consider travel and tourism activities, as this is essential for completion of the assessment of this unit.

They could start individually, by coming up with five proposals. These are then described to team members who then come up with five proposals for the group. Through this they will probably need to consider how to take a consensus approach and how to deal with conflict. When they have selected their five ideas, it would be useful for them to take 5 or 10 minutes to note how the group worked together – were they a group or a team? Did all members contribute to the discussion? Was there conflict and if so how was it resolved?

When they have five ideas, they should then list five considerations such as availability at weekends, budget, location etc. At this point, the teacher could also give some considerations such as not on an exam date or assessment submission date. Students then discuss which of their five ideas can be moved forward.

Students could also work in groups to complete the following.

Task

You are required to produce a team-building activity that all class members can participate in. The purpose of the activity is to:

- get to know people in both groups
- find out about people's strengths (perhaps weaknesses if appropriate)
- ensure that all people contribute in the team activity
- enhance the groups knowledge of one aspect of travel and tourism
- try and to form friendships between all group members.

Conditions

- You have 30 minutes to prepare the team-building activity.
- It should last a minimum of 10 minutes.
- The activity must take place in the classroom.

Resources available

- Card
- Glue
- Pens
- Whiteboard
- Flipchart
- Scissors
- Paper

Teacher briefing 9.2l

This activity can link with activities undertaken in section 3 where the student evaluates their skills, qualities and attitudes but can also be used as a precursor to completing a team activity. With this activity, the students use the activity they selected in the first part of activity 9.2k and determine the roles that will need to be undertaken.

Each group then produces a brief 'job description' and 'person specification' for the role and a recruitment advert. They will have seen examples of these through earlier activities but may need a brief presentation on the purpose and content of each.

Each student then applies for a minimum/maximum number of roles for activities in other groups. They complete a letter of application and the team then selects applicants to come forward for interview. This is then followed by the interview.

Teacher briefing 9.2m

The purpose of this activity is for the student to determine the criteria they can use to evaluate their own and other's performance when working in a team. The outcome should be that they establish the key requirements of teamwork and then the standards or criteria for each of those standards. This could be linked with the activities in section 3 but would be useful as a summary exercise to draw together their understanding of how effective teams operate.

The activity should ideally be completed in small groups. Students will discuss what they consider to be key requirements. They may want to refer to handouts already acquired and/or review the group activities they have worked on throughout the unit, other units on the course or part-time work and other outside activities. Having identified the requirements, they should then discuss the criteria.

Each member of the group should then join with representatives of other groups and discuss their views and find similarities and differences. They should then set their own documentation.

Ask students to consider where they will gain evidence of their performance when working in a team. This should include self- and peer-assessment. There should also be a presentation on the difference between objective and subjective evaluation and self- and peer-evaluation.

Activity 9.3a

Successful group work

Although you may have a preferred role within a team, it is likely that you can play other roles. In fact, you may have to if there are overlaps of roles in your group.

For each of the following sections, distribute a total of 10 points among the sentences that you think best describe your behaviour. These points may be distributed among several sentences, or even among all the sentences, or you could allocate 10 points to just one sentence, if you agree wholeheartedly.

Enter your points into the table at the end of the questions.

1 What I believe I can contribute to a team

- 1 I think I can quickly see and take advantage of new opportunities.
- 2 I can work well with a very wide range of people.
- 3 Producing ideas is one of my natural assets.
- 4 My ability is in being able to draw people out whenever I detect they have something of value to contribute to group objectives.
- 5 My capacity to follow through has much to do with my personal effectiveness.
- 6 I am ready to face temporary unpopularity if it leads to worthwhile results in the end.
- 7 I am quick to sense what is likely to work in a situation with which I am familiar.
- 8 I can offer a reasoned case for alternative courses of action without introducing bias or prejudice.

2 If I have possible shortcomings in teamwork, it could be that

- 1 I am not at ease unless meetings are well structured and controlled and generally well conducted.
- 2 I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing.
- 3 I have a tendency to talk a lot once the group gets onto new ideas.
- 4 My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.
- 5 I am sometimes seen as forceful and authoritarian if there is a need to get things done.
- 6 I find it difficult to lead from the front, perhaps because I am over responsive to group atmosphere.
- 7 I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.
- 8 My colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong.

3 When involved in a project with other people

- 1 My general vigilance prevents careless mistakes and omissions being made.
- 2 I am ready to press for action to make sure that the meeting does not waste time or lose sight of the main objective.
- 3 I can be counted on to contribute something original.
- 4 I am always ready to back a good suggestion in the common interest.
- 5 I am keen to look for the latest in new ideas and developments.
- 6 I believe my capacity for cool judgement is appreciated by others.
- 7 I can be relied upon to see that all essential work is organised.

4 My characteristic approach to group work is that

- 1 I have a quiet interest in getting to know colleagues better.
- 2 I am not reluctant to challenge the views of others or to hold a minority view myself.
- 3 I can usually find a line of argument to refute unsound propositions.
- 4 I think I have a talent for making things work once a plan has to be put into operation.
- 5 I have a tendency to avoid the obvious and to come out with the unexpected.
- 6 I bring a touch of perfectionism to any team job I undertake.
- 7 I am ready to make use of contacts outside the group itself.
- 8 While I am interested in all views, I have no hesitation in making up my mind once a decision has to be made.

5 I gain satisfaction in a job because

- 1 I enjoy analysing situations and weighing up all the possible choices.
- 2 I am interested in finding practical solutions to problems.
- 3 I like to feel I am fostering good working relationships.
- 4 I can have a strong influence on decisions.
- 5 I can meet people who may have something new to offer.
- 6 I can get people to agree on a necessary course of action.
- 7 I feel in my element when I can give a task my full attention.
- 8 I like to find a field that stretches my imagination.

6 If I were given a difficult task suddenly with limited time and unfamiliar people

- 1 I would feel like retiring to a corner to devise a way out of the impasse before developing a line.
- 2 I would be ready to work with the person who showed the most positive approach, however difficult he/she might be.
- 3 I would find some way of reducing the size of the task by establishing what different individuals might best contribute.
- 4 My natural sense of urgency would help to ensure that we did not fall behind schedule.
- 5 I believe I would keep cool and maintain my capacity to think straight.
- 6 I would retain a steadiness of purpose in spite of the pressures.
- 7 I would be prepared to take a positive lead if I felt the group was making no progress.
- 8 I would open up discussions with a view to stimulating new thoughts and getting something moving.
- 9 I have an aptitude for influencing people without pressurising them.

7 With reference to the problems to which I am subject in working in groups

- 1 I am apt to show my impatience with those who are obstructing progress.
- 2 Others may criticise me for being too analytical and insufficiently intuitive.
- 3 My desire to ensure that work is done properly can hold up proceedings.
- 4 I tend to get bored rather easily and rely on one or two stimulating members to spark me off.
- 5 I find it difficult to get started unless the goals are clear.
- 6 I am sometimes poor at explaining and clarifying complex points that occur to me.
- 7 I am conscious of demanding from others the things I cannot do myself.
- 8 I hesitate to get my points across when I run up against real opposition.

Points table

	a	b	c	d	e	f	g	h
1								
2								
3								
4								
5								
6								
7								

Interpretation

To interpret this, you should now look at the analysis table below.

Take the scores from the points table and enter them section by section into this analysis table.

Then add up the points in each column to give a total team role distribution score.

Analysis table

		cw		ch		sh		pl		ri		me		tw		cf
1	g		d		f		c		a		h		b		e	
2	a		b		e		g		c		d		f		h	
3	h		a		c		d		f		g		e		b	
4	d		h		b		e		g		c		a		f	
5	b		f		d		h		e		a		c		g	
6	f		c		g		a		h		e		b		d	
7	e		g		a		f		d		b		h		c	
total																

Interpretation of total scores

The highest score on the team role indicates how best you can make your mark in a project team.

The next highest scores denote back-up team roles that you can also consider if necessary.

The two lowest scores show areas where you are not so well suited.

When putting together your team for an event or project, you should look for complementary members.

Teacher briefing 9.3b

Students could undertake a skills audit. The activity below is for a typical interview format for positions of overseas representatives and cabin crew. Students should go through this process in pairs, taking it in turns to be the interviewer and interviewee.

There is an evaluation form to be completed by the interviewer(s). This could form the basis of the evidence the students can use to evaluate their own performance.

Interview questions

- What experience have you had dealing with people?
- Explain what you understand the term 'teamwork' to be.
- Can you give me example of excellent customer service.
- Why do you think you are suitable for the role of airline cabin crew?
- How do you think you could contribute to being a member of the cabin crew team?
- What went well/did not go well today?
- As a member of the cabin crew team you will be required to promote the company and yourself positively at all times. How have you used the different stages of the recruitment and selection process to promote yourself positively?
- Any questions?

Numeracy assessment

What is 15 per cent of £186?

.....

What is 25 per cent of £198?

.....

What does £795 + £1784 + £186 equal?

.....

If a duty-free item cost 24 euros and the rate of exchange is 1.58 to the pound, how much would it convert to in £ sterling?

.....

If a duty-free item cost 378 euros and the rate of exchange is 1.58 to the pound, how much would it convert to in £ sterling?

.....

If duty-free item cost 179 euros and the rate of exchange is 1.58 to the pound, how much would it convert to in £ sterling?

.....

You have just completed your duty-free sales form. The money collected is £3459. You make 5 per cent commission. How much will this be?

.....

You have sold £7956 of duty-free goods. You make 5 per cent commission. How much will this be?

.....

A family booked an excursion costing 652 euros. They have to cancel. There are charges of 15 per cent. The rate of exchange is 1.58 to the pound. How much, in £ sterling, would you give them back?

.....

A group wants to buy six bottles of vodka at £10.99, a bottle of gin at £11.99, and four bottles of whiskey at £13.99. How much do you need to collect?

.....

Evaluation form 9.3b

Profile – assessment day		Name:
	Comments	Score 1-5 1 – poor 5 – excellent
Appearance		
Ability to talk to others		
Listening skills		
Timekeeping		
Responses at interview		
Experience		
Selling self		
Knowledge of the interview process		
Presentation		
Knowledge of teamwork		
Airline speech		
Overall comments		

Assessor name: _____ Date: _____

Signed: _____

Activity 9.3c

Example of a skills audit form

Skill/quality	Strength	Weakness	Evidence
Oral communication			
Presentations			
Listening			
Letters			
Reports			
Spreadsheets			
Databases			
Word processing			
Research			
Analysis			
Problem solving			
Teamwork			
Leadership			
Outgoing			
Assertive			
Time management			
Organising			
Administration			
Statistics			
Numeracy			

WHAT IS NOT ACCEPTABLE?

- Dirty hair
- Unshaven
- Noticeable body odour
- Dirty uniform/clothes
- Uniform/clothes not ironed
- Dirty nails
- Chewing gum
- Hair over face
- Poor body language
- Too much: jewellery, makeup, aftershave or perfume

WHY IS IT IMPORTANT TO TAKE CARE WITH PERSONAL PRESENTATION?

- You may be giving the first impression of the organisation
- Good for the company's image
- Consistency among staff
- Customers will have confidence in you
- Shows attention to detail
- Makes a good impression
- Does not distract from the purpose of the visit
- Who wants to spend too much time near a smelly person?

Activity 9.3d

Personal presentation

Describe what you consider to be appropriate dress for the following:

A children's representative

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A hotel receptionist

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A travel agent

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A driver on a transfer coach

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Personal presentation

Introduction – the importance of personal presentation

First impressions count in any business, particularly in the travel and tourism industry where dealing with people is such an important part of the work. It is vital to understand that the way you present yourself to customers has a direct influence on their enjoyment, your job satisfaction and the future success of the organisation that is employing you. You never get a second chance to make a first impression.

The first impression that you give to customers communicates a great deal about yourself, what you think of them and how you view your job and the organisation that you work for. It sets the tone of customers' dealings with the organisation and its staff and their enjoyment of the experience. Customers' impression of you and the organisation you represent is formed within the first 30 seconds of contact.

Think about an organisation that you used for the first time recently. This could be a shop, a restaurant or a tourist attraction. What was your first impression when you met a member of staff? What influenced that impression? If you cannot remember your first impression, this is just as important. Why do you think the member of staff failed to make any impression?

Discuss your ideas and experiences with the rest of the group.

In particular, you need to appreciate the importance of the following when dealing with customers:

- appropriate dress
- personal hygiene
- personality
- attitude.

Time and again, employers in travel and tourism stress how crucial these four topics are when recruiting and promoting staff, whether you deal with customers face-to-face, on the telephone, in writing, by fax or email.

GNER (the Great North-Eastern Railway Company – www.gner.co.uk) lists the following personal attributes for the post of customer service manager on its network:

- excellent personal presentation
- shows empathy with people
- honest and trustworthy
- resilient
- willingness to learn and develop
- team player
- proactive
- flexible
- enthusiastic
- committed
- objective.

Personal presentation

Appropriate dress

What you wear at work says a lot about you and the organisation that employs you. Wearing 'appropriate dress' does not necessarily mean wearing the smartest clothes that money can buy! 'Appropriate' is the key word. If you are a sales representative for a major holiday company regularly visiting travel agencies, smart formal clothes such as a suit may well be the most appropriate. However, staff working in the health and fitness suite of a large city-centre hotel would be more appropriately dressed in casual sportswear. Many people working in travel and tourism wear uniforms in order to present a consistent image to the public and to help build customer loyalty. Uniforms help to create a positive first impression with customers and make staff easily identifiable if customers need help or advice. In summary, clothes worn by staff working in travel and tourism should be:

- functional: suited to the demands of the job
- appropriate: given the nature and location of the job
- smart: creases and stains on clothes look unprofessional
- discreet: short skirts and body-hugging garments may be neither appropriate nor comfortable in a work situation.

The following information on dress code is issued to all staff working in a retail travel agency.

Staff must adhere to the following dress code at all times:

- The company uniform must be worn at all times when staff are representing the company. This includes training sessions, meetings, promotions, etc. Uniforms must be kept in a clean and tidy condition. Standard uniform jackets should be worn and not jumpers/cardigans and pullovers.
- Shoes must be black or navy (or red, if desired, with summer uniform) and should be businesslike.
- Jewellery may be worn but it should be subtle and suitable for an office environment – women should not wear too much jewellery and it should blend with the uniform. Men are restricted to a watch, an ID bracelet and a wedding or signet ring. Women may wear one pair of matching earrings. Visible body piercings – nose, tongue, eyebrow, etc – of any type – is not acceptable business wear.
- Hair accessories (if worn) should be chosen to match the uniform. Hair should be well groomed, professional and businesslike. Nail varnish and make-up (when worn) must be well maintained and tasteful.
- Name badges must always be worn and be visible when on duty. First names only are required. If badges are lost or damaged this must be reported to Head Office to arrange for a replacement.

Task A

What are your views on this dress code? Do you think it is too strict or too liberal? What amendments or additions would you make?

Personal presentation

Personal hygiene

This can be a sensitive area, particularly when supervisors and managers have to remind staff about the importance of arriving at work in a clean, hygienic and presentable fashion. All staff working in travel and tourism, but especially those whose work brings them into close contact with customers, must:

- be clean
- have hair that is clean and combed
- have fresh breath.

Customers will not tolerate staff with poor body odour or bad breath and may well take their custom elsewhere. It is important to remember that staff are the outward image of an organisation.

For example, if you are greeted at a hotel by a doorman who smells of stale cigarettes or whose hair is unkempt, your first impressions of the hotel and of your stay are likely to be negative. If, on the other hand, the doorman is smartly presented, with a pleasant smile and tidy hair, you are much more likely to be impressed with the hotel from the outset.

Personality

There is a saying in travel and tourism that to get on in the industry you must like people. While this may seem an obvious statement, it cannot be emphasised enough; if you don't like dealing with people, don't work in travel and tourism!

It is often said that people with the 'right' personality will do very well in the travel and tourism industry. Employers are always keen to employ staff who are:

- good communicators
- outgoing and confident when dealing with the public
- good at relating to customers
- able to work under pressure
- reliable and trustworthy.

Many of the job opportunities in travel and tourism involve dealing with the public, so a pleasant personality and helpful manner are essential. People are on holiday to have fun and relax and staff play an important part in providing a pleasant experience for customers.

Personal presentation

Attitude

It is important to remember that every member of staff is a representative of the organisation and should always have a positive attitude to customers, acting in a professional manner at all times. There are certain ground rules that you must respect when working in travel and tourism. For example, you should always:

- be loyal to the organisation
- follow organisational procedures
- respect the buildings and equipment where you work
- be friendly and courteous with both colleagues and customers
- separate your private and professional lives as far as possible
- respect the views of others
- treat both colleagues and customers as you would want to be treated yourself
- be honest and constructive.

Ask if there is anything you are unsure about.

Most of us spend our social lives trying to be attractive, friendly and likeable people – we want others to like us and to see our best side. So why should we behave any differently at work? Treat every customer as the person you most want to impress. Make sure that they walk out of the door wanting to come back because they liked you!

Of course, different jobs in travel and tourism require different types of personality. The sort of personality required to work as a resort representative is likely to be very different to that of a schools education officer in a museum. Despite this, there are several golden rules that are true of all jobs.

To make sure that you project a professional attitude at work, you should **never**:

- criticise the organisation to or in front of customers
- discuss confidential information outside work
- argue or swear in front of customers
- lose your temper
- drink alcohol
- act in a way that could put anybody at risk.

By following these common-sense guidelines you will provide customers with a pleasant and courteous service.

Personal presentation

Industry example

Haven Holidays, part of The Rank Organisation, is the UK market leader in self-catering caravan holidays, operating 56 holiday parks in England, Scotland and Wales. Its staff are fully trained in customer service, in particular the importance of having the right attitude towards customers. The company's customer care programme stresses that employees with the right attitude are:

- able to create a great first impression
- positive in outlook
- clean, neat and well groomed
- welcoming to customers – using their names if they can and remembering that a smile costs nothing
- proud of doing their jobs as well as they can
- ready to take the initiative
- friendly and sincere
- willing to act promptly and effectively
- ready to take extra trouble and make extra effort to give the customer what they need.

(Extract from *Travel & Tourism*, Ray Youell, Longman, 2000)

Your attitude towards customers may vary according to the situation. For example, it may be acceptable to be less formal with a child than you might be with an adult; you might address children by their first name but call adults sir or madam. However, there are some general rules on attitude that you should apply to customers whatever their age or circumstances. These include being:

- attentive
- thoughtful
- tolerant
- individual
- thorough
- unflappable
- dependable
- enthusiastic.

Task B

For a job role in the travel and tourism industry you have already investigated, produce a mini guide to personal presentation for new staff members.

Activity 9.3e

Students should be presented with a person specification, such as used in section 1. They should produce a letter of application for the position in the person specification, promoting themselves and their ability to meet the requirements

Use the sentences below to highlight potential pitfalls in producing letters of application.

- I really want to do this job because I like travelling.
- You will see from my CV that I have a B in maths, a C in English and a C in geography...
- In my spare time I usually socialise with my friends.
- I'm not very good at using the telephone.
- I don't have any experience, but I know I would be good at the job.
- I only passed four out of nine GCSEs.
- My friend works for your organisation and he says it is really good.
- I want to work for your company as it is very near where I live.
- I can't use Excel or PowerPoint, but I am good at Word.

Task

Ask students to suggest alternative ways of expressing the points above that put the applicants in a more positive light.

Students should now produce their own letters of application to give information to employers about themselves in a positive light.

Information sheet 9.3f

Managing your time

Here are some guidelines to help you learn to manage your time successfully and to complete your coursework and meet your deadlines. Some of the systems are already in place for you. Ask yourself the questions, try to follow the advice and you'll have a much better chance of success.

1 Take control

Good time management is difficult to achieve. If it is done well it can save you valuable time for socialising and other out-of-college interests.

2 Prioritise

a What is important to you? Differentiate between important and urgent.

b Handling large tasks

Although large tasks appear daunting and tedious, your college/school sets work in that format to give you an insight into work practices. Break down large tasks into small manageable chunks and set aside periods of time specifically to complete each task.

c Plan ahead

Work backwards from the deadline to see when the task must be started and what the steps to completion are.

Write down each step in your plan in order for you to monitor your progress.

If you need to carry out research, do that first as that will take you time and may hold you up.

Tasks involving other people are those most likely to miss the deadline, so start these first.

Tasks that are holding up other work or other people may need to be given priority.

d What do you least want to do?

Make yourself do it. It will be easy to find the time to do the things you enjoy, but you will feel so good when you've completed tasks that you dislike doing.

The overall time spent on each activity should reflect its importance.

3 How you work

a At what time of day are you at your best? Do not waste this time on routine or easy tasks.

b Are you easily distracted?

Sort out your work and get rid of clutter.

Plan quiet periods when you will not be distracted and find quiet places where you will not be disturbed.

Draw up a weekly/daily 'to do' list and stick to it.

Concentrate on one job at a time.

c How is your time structured?

Base your plan on 'typical units of time'.

Build routines into your week eg weekly planning sessions or reading time.

d Are you wasting time?

Do you produce work in college/school?

When working in a group do you just chat? Do others distract you?

e Do you follow tasks through to their conclusion?

Whenever you complete a task, ask yourself what the next step is, this is especially relevant when getting assessed work back.

4 Paperwork

Forms can help. Used cleverly, forms can save time, ensure completion and prevent confusion. They enable you to record all important information on one piece of paper, without lots of scrappy notes, and can be a prompt to ensure you've done everything by the correct time.

5 Correspondence

a When receiving information, put it into three piles:

- Junk – throwaway.
- Do now – simple, quick routine tasks that you complete as you get them.
- Do later – complex tasks, including those tasks that need research, group work, and discussions. You should prioritise these and schedule into your plan.

b If you are going to take longer than required to complete a task, let the appropriate person know straight away. A holding call/letter/memo must be done, which then takes the pressure off you and allows you to schedule the reply into your plan under your own priorities. When you are not under pressure, you should be able to work more calmly and achieve more successfully.

c Create routine letters wherever you can

Write standard letters and save them on a standard file disk and then amend them each time they are required. You could compile a standard research letter; the research element can be amended each time you send it.

d Writing letters

If you do not already know, you will learn how to produce well-presented, formal business letters. Stick to this format when you write all letters.

Jot down notes before writing the letter as it will make it quicker to write. Use letters, faxes or emails to confirm information.

Discuss details over the telephone and always confirm outcomes/action points in writing. This gives you instant decisions, saves time with correspondence and also ensures understanding by both parties, saving time in the long run if problems occur and have to be sorted out. Remember this point when working on your event.

6 Telephone

a Do not let the telephone rule your life.

If you need to concentrate on getting a task finished, place yourself out of hearing distance of the phone, or get calls blocked until you have finished.

Set convenient times to make calls and make them all at that time, don't just telephone people when you need to.

Before making a call, jot down the questions you need to ask/points you need to cover. This will make your call quicker and ensure that you don't forget anything and have to call back later.

Avoid excessive chat. Be friendly, enjoy your work, but do not waste time.

If you are dealing with complex issues, send a fax or letter before your call, so that both of you can understand the telephone conversation and therefore make it shorter.

7 Meetings

Meetings can be major time wasters, so cut down the number of meetings, and find other ways to deal with things ie by memo, fax, letter or email.

a Set an agenda and follow it

Be clear about the aim of meeting, points to be covered, how long you want to spend on each point at the meeting and who is to attend.

b Control the meeting

Have background information/photocopied handouts ready and avoid going off on a tangent. Always bring the conversation back to the point to be discussed. Ensure you hold the meeting where you will not keep getting interruptions.

c Discussion of every point on the agenda should lead to:

Agreed action by whom by what deadline. Everyone should keep a record by writing down these details or they should be summarised by a note taker and distributed.

d Once the agenda has been covered, do not allow other discussions to take place.

Summarise what has been said; ensure understanding of the action points and go.

Activity 9.3g

Creating a vision

Self analysis

Think about your own strengths. These may also be the things you can enjoy. Don't limit yourself to college. Things to consider:

- Do you get on well with people (friends, work colleagues, staff at college)?
- Do you hand in your assignments on time?
- Are you organised?
- Do you always attend college/work?
- Are you punctual?
- Do you present yourself well?
- How good are your oral communication skills and written skills?
- Can you plan ahead?
- Are you ambitious?
- Do you stick to things once you have started (commitment)?

Now that you have thought about your personal strengths add to this your qualifications, skills and experience. The latter may be varied – your part-time work, childcare responsibilities or a Duke of Edinburgh Award. Remember – this is about YOU. You are different to your colleagues – and that is why you will end up with differing jobs, so at this stage it is not sensible to compare.

How others see you

Once you have completed the above exercise, ask someone who knows you well what they think your strengths are. This could be a friend, teacher, employer and/or member of your family. They may see you differently. Do this exercise with several people and keep notes.

Creating your vision

Select five jobs you think you might be interested in. Investigate these in detail. (You may already have done this in an earlier activity.) Present your findings in the form of a table.

Job title	Qualifications	Skills	Experience	Other

Activity 9.3h

A guest speaker would be ideal to describe a typical week in the life of air cabin crew so that students can consider lifestyle changes that may be needed in respect of:

- early starts
- late finishes
- long days
- overnight stays
- socialising
- fitness
- access to work.

Unit 10: Promotion and Sales in Travel and Tourism

Unit aims

In this unit, students will be introduced to the marketing process and the key role that promotion plays. They will learn about different techniques used by travel and tourism organisations to promote their products and services and to evaluate the effectiveness of these techniques. As the purpose of promotion is often to increase sales of the organisation's products and services, they will learn about the sales process and how to use this to develop their own selling skills.

Unit topics

- 1 The sales process and buyer behaviour
- 2 The role of promotion in the marketing process
- 3 The promotion mix

Suggested delivery plan and schedule of activities

Section 1: The sales process and buyer behaviour

Topic	Suggested delivery plan	Resources
What is selling?	<ul style="list-style-type: none"> Teachers to lead a discussion on what students understand by the term 'selling'. Students to define individually and then in a group. 	Activity 10.1a Dictionary Internet
Different approaches to selling	<ul style="list-style-type: none"> Teachers to introduce students to the various objectives of selling that are frequently used by travel and tourism organisations. Students to discuss how organisations may deploy methods in order to meet these objectives. It would be useful to show students information on advertising campaigns and/or promotional materials and ask them to consider what the organisation's selling objectives may have been. Discuss various approaches to (or methods of) selling. Students to describe these and explain how they differ, noting what products and services are most effectively sold in each way. 	Activity 10.1b Advertising and promotional materials Activity 10.1c
Skills and qualities	<ul style="list-style-type: none"> Teachers to discuss with students about the importance of selling in all aspects of the travel and tourism industry. Students to draw up list of possible jobs in travel and tourism that involve selling and skills required to do these jobs. Students to be given a talk on skills and qualities required in order to sell effectively. After the talk, students should consider the aspects of sales that appeal to them and match the requirements of the job against their personal skills and qualities. Students to complete case study on overcoming objections and closing sales. 	Activity 10.1d Talk from a sales person, HR officer from a local travel and tourism organisation or careers advisor Activity 10.1e

Topic	Suggested delivery plan	Resources
The sales process	<ul style="list-style-type: none"> • Teachers to deliver a presentation on the sales process. As a group, students to put stages into a flow chart. OHTs can be used in support. Students to individually consider what they understand by the sales process and list the six stages. • Students to describe the various stages in relation to selling in travel and tourism. Handout can be used in summary. 	<p>Activity 10.1f OHTs</p> <p>Activity 10.1g</p>
Application of sales process	<ul style="list-style-type: none"> • Students to look at a variety of role-plays where they can demonstrate the ability to apply the sales process in realistic situations. 	Activity 10.1h
Revision	<ul style="list-style-type: none"> • Revision activity for formative assessment. 	Activity 10.1i

Section 2: The role of promotion in the marketing process

Topic	Suggested delivery plan	Resources
Setting marketing objectives	<ul style="list-style-type: none"> • Students to define what is meant by objectives and their role in the marketing process. • Students to make a list of five of their personal objectives. • Students to read case study and identify objectives, showing links to the marketing process. 	<p>Activity 10.2a</p> <p>Activity 10.2b</p>
Market segmentation	<ul style="list-style-type: none"> • Students to explain what is meant by market segmentation. Handout can be used in support. • Students to research the various ways used to segment the market: <ul style="list-style-type: none"> – age – socio-economic group – lifestyle – gender – ethnicity – geography. • Students to consider the Business Battlemap for British Beer Market. Students to construct a battlemap for the music industry followed by a battlemap for the holiday industry. 	<p>Information Sheet 10.2c</p> <p>Activity 10.2d OHT</p>
Using market segmentation to develop promotional materials and campaigns	<ul style="list-style-type: none"> • Either individually or in groups, students to research how organisations find segmentation useful in developing materials and campaigns. Show students a range of promotional materials and ask them to suggest what market 'segments' they think they are aimed at. • Student to complete case study on Eatonville. 	<p>TV or newspaper adverts</p> <p>Promotional materials</p> <p>Activity 10.2e</p>

Topic	Suggested delivery plan	Resources
Market research	<ul style="list-style-type: none"> • Teachers to introduce students to market research by explaining definition and why organisations use research. • Students to complete the sheet on market research methods – analyse the various research methods and explain advantages and disadvantages for different types of travel and tourism organisations. • Students could be asked to design a questionnaire and conduct a survey to determine what types of holiday people choose. Followed by class discussion findings. 	<p>Information sheet 10.2f</p> <p>Activity 10.2g</p>
What is the business environment?	<ul style="list-style-type: none"> • Students to be introduced to the main features of the business environment with an OHT. • Students could then determine the key factors likely to affect promotional activities: <ul style="list-style-type: none"> – legal – environmental – profitability – competition – economic – technological. • Students to complete Eaton Hotel case study. Students should keep a logbook/scrapbook on articles from newspapers, TTG etc on changes within the business environment which are likely to have an impact on the travel and tourism industry. For example the new legislation imposed on airlines for late departures and cancellations. These should be reviewed on a weekly basis and students encouraged to discuss and analyse the knock-on effects. 	<p>OHT 10.2h</p> <p>Activity 10.2i</p> <p>Activity 10.2j</p>

Topic	Suggested delivery plan	Resources
Marketing mix	<ul style="list-style-type: none"> • Students must explain the marketing mix by describing how an organisation uses: <ul style="list-style-type: none"> – product – price – place – promotion <p>to work together to meet the organisation's objectives. A handout can be used in support.</p> <ul style="list-style-type: none"> • Students individually or in groups to research a local organisation and determine how it uses the marketing mix to satisfy customer needs and expectations. • The class could offer suggestions on how the above organisation could improve by using the marketing mix. 	<p>Information sheet 10.2k</p> <p>Activity 10.2l</p>
Revision	<ul style="list-style-type: none"> • Review activities for formative assessment. 	Activity 10.2m

Section 3: The promotion mix

Topic	Suggested delivery plan	Resources
Marketing terminology	<ul style="list-style-type: none"> • Students are required to define the following terminology used travel and tourism promotional activities: <ul style="list-style-type: none"> – marketing communications – communication channels – media – promotional techniques – promotional materials. 	Activity 10.3a
Promotional techniques	<ul style="list-style-type: none"> • Describe each of the following promotional techniques used by travel and tourism organisations and give examples of where they have been used: <ul style="list-style-type: none"> – advertising – holiday brochures – displays – direct marketing – public relations – sponsorship – sales promotion – personal selling. 	Activity 10.3b
Promotional materials	<ul style="list-style-type: none"> • Students to be given a presentation on different types of promotional materials using an OHT. • Ask students to look at a range of materials and describe how they are meeting marketing objectives. • Students to complete the following activities: <ul style="list-style-type: none"> – International Centre of Space – Arthur's Kingdom – Jackson Travel. 	OHT 10.3c A range of promotional materials Activity 10.3d

Topic	Suggested delivery plan	Resources
Promotional campaigns	<ul style="list-style-type: none"> • Teachers to highlight and discuss a number of promotional campaigns undertaken by travel and tourism organisations and evaluate their effectiveness. • Students must devise a promotional plan that covers a period of time and uses a range of techniques and materials to meet specified objectives, working within a budget. They must justify your proposals for the promotional plan. 	Activity 10.3e
Revision	<ul style="list-style-type: none"> • Revision questions for formative assessment. 	Activity 10.3f

Activity sheet 10.1a

Task A

List five key words which you think could be used to explain 'selling'.

- 1
- 2
- 3
- 4
- 5

Task B

Working in small groups, agree on a definition of 'selling'.

Task C

As a whole group, discuss your definitions and rank them in number order, noting which definition is most accurate and which is least accurate. Finally check your definition with one given in a dictionary and one given by a professional body such as the Chartered Institute of Marketing (CIM).

Activity 10.1b

Selling

Different approaches to selling are used in an attempt to gain benefit through face-to-face, telephone or electronic contact between the seller's representative and those people with whom the seller wants to communicate.

Travel and tourism is a 'people business' where staff are an essential component of the experience.

Objectives of selling

- Generate repeat business.
- Meet planned increase in sales volumes.
- Increase customer satisfaction levels.
- Increase profitability.
- Secure competitive advantage.
- Target specific sectors of the market.
- Raise awareness of a new facility.

Task

In small groups, discuss selling methods used by travel and tourism organisations to meet the objectives above.

Activity 10.1c

Working in groups, make a list of the different approaches that travel and tourism organisations use to sell their products and services. Describe these approaches, noting what types of services are best sold in this way and explain how they differ.

Selling approach	Similarities to others	Products and services sold this way

Activity 10.1d

Task A

Students are required to list 10 possible travel and tourism jobs that involve selling.

- | | | |
|---|---------------------|----|
| 1 | Retail travel agent | 6 |
| 2 | | 7 |
| 3 | | 8 |
| 4 | | 9 |
| 5 | | 10 |

Task B

List five skills and qualities needed by staff working in sales.

- 1 Good oral communication skills
.....
- 2
- 3
- 4
- 5

Activity 10.1e

You are the assistant manager of the sales team at Eurofly, one of the leading low-cost airlines.

Your boss is concerned that sales figures are low at the moment and that your company may be losing sales to your competitors. You suspect that this may be due, in part, to the selling skills of the staff in your call centre. They are a hard-working, committed team but have not had enough training in overcoming objections and closing sales, which are vital in the competitive airline market.

As part of a training plan, you decide to develop a list of common barriers that prevent customers from completing sales and some strategies for overcoming these.

Below is a list of things that customers say before they abort a booking. For each one, suggest things an agent could do or say to make sure that the booking is completed. (Remember that everything you say and do should be ethical and honest!)

Common barriers	Suggested strategies to overcome barriers
'I will need to think about it.'	
'I will have a look around and see what else I can find.'	
'It seems like a lot of money.'	
'The flight is really early in the morning, I will have to leave my house at 3am!'	
'The flight is to an airport 30 miles away from the city centre.'	

Activity 10.1f

Task A

List and describe the six stages of the 'sales process'.

Stage	Description
1	
2	
3	
4	
5	
6	

THE SIX KEY STAGES OF THE SALES PROCESS

STAGE ONE

Establish rapport with customer

STAGE TWO

Determine customer needs and expectations

STAGE THREE

Outline features and benefits

STAGE FOUR

Overcome objections

STAGE FIVE

Close the sale

STAGE SIX

After sales service

Activity 10.1g

Sales process stage	Description of stage
Establish rapport	To engage the client in conversation to establish client's trust and learn about the client's needs.
Determine customer needs	Establish exactly what the customer's needs are before selecting a suitable product.
Outline features and benefits	Select a product which matches the needs of the customer and present the relevant manner which creates the desire to buy.
Overcoming objections	Establish the real reason for the objection, then gain the customer's agreement that they are happy with what you will do next. The way in which the objection is dealt with could make the difference between making or losing the sale.
Closing a sale	Once buying signals have been identified and any customer objections overcome, the final part of closing the sale is to actually ask for the booking.
After sales service	Process does not end when the customer has parted with their money. Adding a new customer's details to an existing database should be the first step in developing a long-term relationship that will benefit both the organisation and the customer.

Activity 10.1h

The sales process

Task A

There are six stages in the 'sales process'. Look at each of the scenarios outlined below and explain which stage needs to be applied.

- 1 Janette is working in the local TIC and two German tourists enter the office requiring tourist information.

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- 2 Mr and Mrs Campbell, an elderly couple, are planning their first foreign holiday to Spain. Mr Campbell is 65 years old and has just recovered from a knee operation and occasionally requires a walking aid. They are a little apprehensive and have selected three different hotels in the resort of Costa Almeria. They require your advice in recommending which best suits them and why.

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- 3 Kate is a travel consultant at Selective Travel. Mr McKee, a good customer, calls her up to let her know he is getting married next year and would like her to organise his honeymoon as a surprise for his fiancée.

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- 4 A group of young medical students has just booked a holiday to Phuket in Thailand to celebrate the end of their exams. After the tsunami in south-east Asia at the end of 2004, they call you to discuss their concerns.

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- 5 You have just finalised all the plans for Mr Coulter's business trip. He appears extremely happy with all the flight times and to learn that he has got his first choice of hotel.

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- 6 You are working as the Conference and Banqueting Manager at Mountview Hotel in Blackabbey. A new IT company has moved into the area and has requested that you organise its first major conference for 200 people. Everything runs extremely smoothly and the clients leave very happy.

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Task B

For each of the sales situations above, role-play the conversation you will have with the customer.

Activity 10.1i

Revision questions – section 1

1 Describe two skills and qualities needed by a travel consultant.

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2 A group of five females aged 25-35 years old is interested in booking a city break to London. They want a destination where they can do some shopping and also sample some of the local sights and culture. When attempting to sell a holiday, it is important to highlight its features and benefits. Describe three features that could be presented to the group to sell this holiday and explain how each would benefit the customers.

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3 Explain how you would provide 'after-sales service' to this group that purchased a weekend break in London.

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Activity 10.2a

Marketing objectives are set by an organisation to specify what it hopes to achieve by carrying out marketing activities. These objectives are reviewed periodically and may change in order to refocus the organisation's marketing activities.

Task A

List five key words that you think could be used to describe 'objectives':

1

2

3

4

5

Task B

List five of your personal objectives:

1 To successfully complete my GCE Travel and Tourism course.

2

3

4

5

Activity 10.2b

Identifying objectives

Task A

Read the following case study. Working in groups, identify the key marketing objectives that you feel John Brown Tours had prior to embarking on the cruise promotion. For each marketing objective you identify, show how the promotional activities supported it.

Case study

In October 2002, John Brown Tours decided to join with ABC Cruises to promote the recently launched four-star cruise operation Crown Cruises. John Brown Tours wanted to increase the awareness of the new cruise service and to raise the overall profile of the two companies. It hoped that it would achieve higher cruise bookings, an increase of 5 per cent on the previous year, as it had this new service to promote.

Although the cruises normally sail to a wide variety of destinations, it was decided that the main destinations to be promoted in this campaign were going to be the Caribbean and the Mediterranean. The price of the cruise would be discounted by up to £150 if booked directly through either John Brown Tours or ABC Cruises.

The promotional campaign had three main promotional activities:

- national press advertising – there was media spending of £30,000 which reached the target audience of ABC1 and was scheduled to run in The Sunday Express, The Sunday Times and The Mail on Sunday (through November 2002)
- direct mail advertising – 50,000 direct mail packages were mailed on 5 November to previous bookers and previous high-value non-cruise bookers, from both organisation's databases
- point-of-sale advertising – all JB Tour operator offices and ABC Cruises outlets put up a six-piece promotional display, all branches displayed posters and A5 leaflets were placed in leaflet dispensers.

Extension task

Can you identify any further promotional activities that could have been carried out by either of the organisations?

Information sheet 10.2c

Market segmentation

Market segmentation is the process of dividing the entire market into segments or groups which have similar characteristics or needs. The market can be divided according to:

- age
- socio-economic status (job and income)
- lifestyle (how they live)
- gender
- ethnicity
- geography (where they live).

Segmentation is essentially the identification of subsets of buyers within a market who share similar needs and who demonstrate similar buyer behaviour. The world is made up of billions of buyers with their own sets of needs and behaviour. From these you can identify your 'potential market' (those who could have the motivation and ability to buy or use your product) and your 'actual market' (those who actually buy or use your product/service).

Segmentation aims to match groups of purchasers with the same set of needs and buyer behaviour. Such a group is known as a 'segment'.

The Segmentation Matrix Business Battle Map is a useful segmentation tool. There are two bases for segmentation. Here we use the beer brand versus age groups. The various products are then plotted on the matrix. The result is a 'battle map'.

OHT 10.2d

Segmentation Matrix Business Battlemat for the British Beer Market			
Segmentation	Youth market	28-49 year olds	Third agers
Cask bitter		Boddingtons	
Smoothflow bitter	John Smiths Smooth	Boddingtons Smooth	
Bottled beers	Budweiser	Budweiser	Mackeson
Alco-pops	Bacardi Breezer	HOOCH	
Strong stout	Guinness Extra Strong	Guinness	Guinness
Traditional lager	Carling	Carlsberg	Skol
Designer labels	Carling Smoothflow	Carling Smoothflow	

Adapted from Cohen, William A (1986)

Activity 10.2d

Task A

Work in pairs to construct a battlemap for the music industry.

- 1 Decide on the number of age groups and the range of ages in each group eg 0-18, 18-40, 40+.
- 2 For each music 'genre' below, indicate one or more key artists:
 - male vocal
 - female vocal
 - male group
 - female group
 - classical
 - film soundtrack
 - novelty.
- 3 Discuss your findings with another couple. Note any differences. What does this tell you about segmentation? What gaps have you identified? Have you identified any segments that have too many artists? How might the recording industry use this battlemap?

Task B

Now construct another battlemap for the holiday industry. Choose your own method for segmenting the market.

Activity 10.2e

Eatonville

Situated on the East coast of England, the seaside resort of Eatonville was established in 1855 for workers in the local factories. The Great Palace Hotel was the focal point of the resort and the facilities and service, together with spa waters, attracted many wealthy and titled visitors, whilst remaining popular with the factory workers and their families.

Over time the resort grew. It had a range of entertainment facilities: the Indoor Pavilion, West Pier and Showcase Theatre. Entertainers saw a summer season at the resort as the pinnacle of their career. When the resort realised that its income depended on tourists, it extended the season by having winter illuminations and conferences.

The regional tourist board wants to promote the resort's illuminations with a TV advertising campaign.

- 1 List the appropriate market segments that Eatonville can use to target its campaign.

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- 2 Explain how market segmentation could be used to develop other promotional materials for Eatonville.

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Information sheet 10.2f

Market research

Kotler (1994) defined market research as 'the systematic design, analysis and reporting of data and findings relevant to a specific marketing situation facing a company'.

Market research is the process of collecting, analysing and evaluating information and data about customers and markets. This allows organisations to have an in-depth knowledge of their customers and markets and highlights changes in customer behaviour which helps when future planning.

Market research can be either primary or secondary. Primary research is when the information obtained is original while secondary research is taken from sources already available.

Primary research	Secondary research
Surveys	Customer database
Observations	Annual reports
Interviews	Trade directories
	Visitor records

Activity 10.2g

Method	Primary/secondary	Advantages	Disadvantages	Example of organisation that might use method
Postal surveys				
Interviewing customers				
Focus groups				
Observation				
Looking at competitor's websites				
Analysing visitor feedback forms				
Sales records				
Reading market trends reports in trade journals				

THE BUSINESS ENVIRONMENT

Legal

Government initiatives, international relations, legislation

Economic

Taxation, funding, employment levels, exchange rates

Sociological

Fashions and trends, demographics, cultural interaction, free time

Technological

Transport developments, interactive developments, communication

Activity 10.2i

For each of the following factors, explain one way an organisation's promotional activities might be affected.

Factor	A way an organisation's promotional activities could be affected
Legal	
Environmental	
Profitability	
Competition	
Economic	
Technological	

Activity 10.2j

The business environment

Eaton Hotels has 10 hotels located throughout the UK, mostly in city-centre locations with good public transport links. They are four and five star properties, which target both the business and leisure markets. All rooms have satellite television, complimentary tea and coffee making facilities, a sofa and a desk.

There are business, conference and banqueting facilities and a state-of-the-art gym for use by residents. The company offers special rates at the weekend to increase room occupancy – all details can be found on its website. Eaton Hotels updates its website regularly. It has just launched its new brochure and leaflets on its various services and has made a ten minute promotional video.

Task A

There are a number of technological factors that Eaton Hotels will need to consider when planning its promotional activities. Analyse the effect of these technological factors on the promotional activities of Eaton Hotels.

Task B

In order to keep Eaton Hotels informed of the environment in which it is operating, compile a logbook or scrapbook of articles from newspapers, TTG etc on the changes within the business environment which are likely to have an impact on the travel and tourism industry.

Information sheet 10.2k

Marketing mix

The marketing mix refers to the factors that need to be combined to allow an organisation to achieve its marketing objectives and be successful. These factors are known as the four Ps:

- product
- place
- price
- promotion.

It is a little like baking a cake – getting the recipe just right.

For example, if a new attraction opens, in the right place (ie where there is a demand for it, it is easy to get to, parking etc), and the tickets are the right price, people are likely to use it if they know about it through the right promotions.

Product

In marketing, 'product' refers to both goods and services.

- Goods – physical objects, eg food and drink, souvenirs
- Services – involve skills, information and entertainment, eg theatre production, package holiday, guided tour.

Product characteristics

These are the specific features of the product that the customer sees as important and attract them to buy it or use it.

Imagine planning the features of a new tourist attraction or package holiday to make sure that it meets all customer needs and expectations! If you don't get it right, the customer will not buy the holiday or visit the attraction.

Information sheet 10.2k (2)

The product life cycle

Development	Following market research the organisation develops a new product. Research and development expenditure will be high with no sales or profits yet.
Introduction	Product introduced, promoted and advertised. Sales pick up slowly. Research and development costs largely absorb profits. Demand may be low initially, as customers gradually become aware of the product and its brand image.
Growth	Product well accepted in the market. Sales and profits rise rapidly. This may be due to word-of-mouth recommendations and the beginning of customer loyalty.
Maturity	Potential sales have been achieved and there is a slowdown in any further growth. Profits begin to decline due to increased costs to fight competition. Most of the demand comes from repeat customers.
Decline	Sales fall as a result of increased competition or advances in new technology. Profits will drop and the product will eventually be withdrawn from the market.

NB: Some products will remain in the maturity stage for some time. Organisations often re-launch or revamp their products ie with the aim of changing either the product characteristics, or its image or the target market. This can help to keep the product in the maturity stage.

Information sheet 10.2k (3)

Place

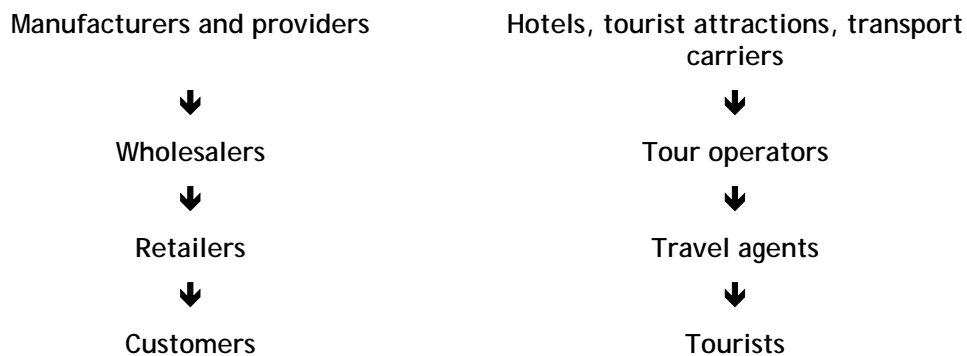
'Place' describes the location and availability of the product or service and the method by which it is distributed to customers.

Location

The location of a travel and tourism organisation is obviously very important, because customers need to be able to get there easily. For example, tourist information centres are usually located in the centre of town.

Chain of distribution

This refers to the way in which an organisation decides to bring its products to the customer, as seen below:



Some useful terms and information are listed below.

Vertical integration

This is when an organisation buys or sets up all stages of manufacture and retail to make savings and become more efficient. For example, the Thomson Group now includes Britannia Airways, Thomson Tour Operators and the Lunn Poly chain of travel agencies.

Direct sell

This is when the product is sold from the manufacturer or the provider directly to the customer. For example, the Portland Direct Tour Operator sells its package holidays direct to the customer through telesales rather than through a travel agency.

Information sheet 10.2k (4)

Price

Once the organisation has identified a product or service, it must then decide on the price; in other words the customer must feel that the price offers value for money. Below is a list of some important information and considerations relating to price.

- the break-even point is when the price of the product covers the cost of producing it
- low prices are not always more attractive to customers, as the price of a product can influence its image
- when communicating prices to customers, it is important that it is clear what the price does and does not include, for example package holidays
- prices are often determined by competitor's prices
- prices of tourist attractions are often based on the amount of time spent at the attraction or 'dwell time'.

Pricing policies

This means the policy that an organisation uses to decide on the price of a product. It often depends on the sector the organisation falls into ie an organisation in the public sector may just want to break even, while a private-sector organisation is likely to want to make a profit.

Market penetration pricing	This is often used by organisations wanting to break into a new market, usually by undercutting competitors/offering low prices.
Cost-plus pricing	This involves working out the total cost of producing the product and adding on a mark up.
Competitive pricing	This is when prices are determined by competitor's prices. If these are very low/there are several competitors, the result can be price wars and even ruin.
Discount pricing	This involves reducing the price of the product for some groups of customers, for example free child places
Variable pricing	This is when an organisation varies the price for different groups and times, eg seasonality.
Market skimming	This is when an organisation aims to offer an exclusive product at high prices, for example up-market long haul holidays.

Information sheet 10.2k (5)

Promotion

'Promotion' refers to the actual communication with existing and potential customers. In other words, telling them about your products. The ultimate aim of promotion, of course, is to persuade the customer to buy the product and should:

- create brand awareness
- make customers understand the characteristic of the product
- persuade them to buy the product or use the service
- encourage them to develop brand loyalty
- encourage them to continue to buy the product and recommend it to others.

In order to achieve the above the organisation must carefully choose the type of promotion most suitable. To do this it must consider the following:

- the budget
- the type of product
- the target audience.

Most organisations use a combination of promotional activities, as follows:

- advertising
- brochures and leaflets
- direct marketing
- public relations
- sales promotions
- sponsorship.

Activity 10.21

Evaluating the marketing mix

An organisation must be able to evaluate its marketing mix to make sure that it is still effective. This is necessary as changes in the market can have a great effect on organisations and their products. When evaluating a marketing mix, the following questions should be asked.

- 1 Do our products and services meet the needs and expectations of the identified market?
- 2 Are the brand image and product characteristics appropriate for the market?
- 3 Are the location and channel of distribution suitable for the new customers?
- 4 Is our promotion effective in attracting customers?

Task A

Research a local travel and tourism organisation and determine how it uses the marketing mix to satisfy customer needs and expectations while also achieving the organisation's objectives.

Task B

After presenting the findings to the class, offer suggestions on how the organisation could improve by using the marketing mix.

Activity 10.2m

Revision questions on section 2

- 1 When preparing its promotional activities for the coming year, the management of Eaton Hotels outlines the organisational objectives. Explain why it is necessary to be aware of the organisation's objectives when deciding on promotional activities.

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- 2 Explain the differences between primary and secondary market research.

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3 Comment cards are often used by hotels as a method of market research. Analyse the effectiveness of this method.

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Activity 10.3a

Marketing terminology

Define the following marketing words/phrases.

1 Marketing communications

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2 Communication channels

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3 Media

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4 Promotional techniques

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5 Promotional materials

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Activity 10.3b

Promotional techniques

Promotion is the term used to describe all the methods an organisation uses to tell customers about, and persuade them to buy, its products and services.

Promotional techniques that travel and tourism organisations use:

- advertising
- holiday brochures
- displays
- direct marketing
- personal selling
- public relations
- sales promotion
- sponsorship.

Task A

Describe each of the above promotional techniques used by travel and tourism organisations and give examples of where they have been used.

Task B

Evaluate the effectiveness of each technique described in Task A, making suggestions as to how they could be improved.

Promotional materials

Promotional materials include:

- advertisements
- brochures and leaflets
- merchandising materials
- videos
- press releases
- internet sites.

Activity 10.3d

The International Centre of Space

The International Centre of Space is located in Derby in the East Midlands. It was opened in 2001 with financial assistance from many local and national organisations as well as lottery funding.

This attraction contains a range of exhibits, using the most innovative technology. One of the highlights of a visit to the International Centre of Space is the 'Apollo Experience' a replica of the Apollo spacecraft. This is a three-quarter scale model of Apollo 11 and visitors can enter and experience life on board.

Each experience lasts for 30 minutes and includes a 10 minute countdown, 10 minute flight simulation and a 10 minute landing. The cost of this is £35 in addition to the normal entry fee. It can be booked on the day or advance bookings qualify for a £5 discount.

Each experience must be booked in advance and this can be done through the website, direct at the attraction or over the telephone.

Tasks

- 1 Produce a leaflet promoting the Apollo Experience.
- 2 Describe other techniques and materials that the International Centre of Space could use.

Arthur's Kingdom

Arthur's Kingdom is a theme park based in Cornwall and has been open for 15 years. There are four 'lands' in the park: Guinevere has young children's rides, Merlin is known for its magical atmosphere, Galahad for its white knuckle rides and Camelot has a pets corner with rabbits, guinea pigs, and mice. There is also a farm with pigs, lambs and geese, and a cafe close to the entrance.

Next summer the park is to introduce its first new ride in 10 years. The 'Bullet' will be the fastest rollercoaster in Europe and will include three 360-degree loops. Passengers on the ride will be standing throughout.

The park is also opening a souvenir shop this summer and is planning to introduce a new range of merchandise to be sold there.

Tasks

- 1 Design sample 'Bullet' merchandising material that could be sold in the souvenir shop.
- 2 Describe other techniques and materials that Arthur's Kingdom could use to promote the 'Bullet'. Explain why these are appropriate methods to use, making links to market segments and the marketing mix where appropriate.

Jackson Travel

Jackson Travel is a chain of travel agents in South East England and London. There are 11 branches in total across the area. To its customers, the company is known for providing excellent quality service and employing staff with significant experience in the industry to advise customers on the most appropriate holiday to meet their needs.

The company is also renowned as a specialist in African travel and has always invested in training staff to have a high level of product knowledge about Africa as a destination. All staff have visited the continent and they have created a database of information colleagues in all branches can access.

As well as quality service and product knowledge, the company competes with other travel agents on price. It offers discounts on the brochure price of all holidays regardless of cost or time of year. The discounts vary depending on the value of the booking, tour operator and time of year.

In preparation for the post-Christmas booking period the company is planning to advertise on the radio from 26 December to 26 January. During that period the branches will have extended opening hours until 7pm and will be open on Sundays between 11am and 4pm.

Tasks

- 1 Produce a script for a radio advert.
- 2 Describe other promotional techniques and/or materials the company could use. Explain why you think these would be effective, making reference to the target market(s) of Jackson Travel.

Activity 10.3e

As a budding entrepreneur you have just been advised by your bank that you have been given the £25,000 loan you need to start up your own tour guiding business.

However, before the loan is finalised your bank manager has asked to see a promotional plan covering the first six months of business.

Task

Devise a plan that includes the following:

- a name and logo for your business
- who your target customers are
- the marketing mix
- a sample of promotional activities and techniques you will be using.

Activity 10.3f

Revision questions on section 3

- 1 There are several promotional techniques that Eaton Hotels could use when launching its new brochure. These include:
 - advertising
 - sales promotion
 - direct marketing.
- 2 Describe each of the above techniques.
- 3 Eaton Hotels made a short promotional video of its facilities. In order to encourage more bookings, this was sent to all customers who requested a brochure. Evaluate the effectiveness of a promotional video as an item of promotional material.
- 4 Select one promotional campaign undertaken by a travel and tourism organisation that you are familiar with and analyse its effectiveness.

Unit 11: Special Interest Holidays

Introduction to the unit

This unit provides the opportunity to learn about special interest holidays in worldwide destinations, in particular the features of these holidays, where they take place and the tour operators that cater for this market. There is an opportunity to learn how to assess the factors affecting the popularity of different types of special interest holidays with tourists and to learn how to design itineraries for special interest holidays and make recommendations on suitability in meeting the needs of different types of tourists.

Topic aims

- 1 The range, geographical distribution, features and providers of special interest holidays
- 2 Itineraries for special interest holidays
- 3 Features, appeal and popularity of special interest holidays
- 4 Factors affecting the popularity of special interest holidays

Suggested delivery plan and schedule of activities

Section 1: The range, geographical distribution, features and providers of special interest holidays

Topic	Suggested delivery plan	Resources
Introduction to unit	<ul style="list-style-type: none"> Overview of content and assessment schedule given by teacher. Any planned visits that have been organised to a local travel agency, or any guest speakers, should be indicated to students. 	Unit specification
Sources of information available	<ul style="list-style-type: none"> Students discuss possible sources of information available and consider reliability of different sources. Students create 'checklist' of useful sources and an 'information folder' for research. 	Textbooks, newspaper travel sections, internet printouts, travel trade press, atlases and brochures. Activity 11.1a
Identifying sources used	<ul style="list-style-type: none"> Discuss and explain plagiarism. The discussion should include ethics, centre and awarding body policies, controversy and legal action. Teacher input – bibliographies and references using the Harvard System. Practise researching a topic and recording author details. Students to start a reference sheet to be added to throughout the unit. Teachers should encourage students to research from textbooks, newspapers, trade press, articles downloaded from the internet and reference material. 	
Special interest holidays	<ul style="list-style-type: none"> In groups, students attempt to define 'special interest' and make comparisons with mass-market packages. Students to consider what type of activities constitute a special interest. 	Activity 11.1b OHT 11.1b
Types and categories of special interest holidays	<ul style="list-style-type: none"> Teacher explains difference between the categories of special interest holidays. Discuss main types of special interest holidays. Research ABTA A-Z list. Produce a summary of types of holiday as in unit specification. 	Activity 11.1c Activity 11.1d Internet access

Topic	Suggested delivery plan	Resources
The range of special interest holidays	<ul style="list-style-type: none"> Students research five tour operators to identify range of types of holidays offered. Group to discuss results and make comparisons. 	Activity 11.1e Internet access
Brochures for special interest holidays	<ul style="list-style-type: none"> Discussion on benefits and disadvantages of using brochures. Teacher identifies various types of providers and explains differences. Gives examples of products and services. Visit local travel agency. Group to gather a range of holiday brochures from providers to form a classroom resource. 	Teachers instructions 11.1f Activity 11.1f Direct response adverts from weekend press travel supplements
Identifying providers match products and services	<ul style="list-style-type: none"> Students match different types of providers with types of special interest holidays. Groups create displays showing providers' products and services. Groups identify, discuss and analyse links. 	Teachers instructions 11.1g Activity 11.1g Worksheet 11.1g Handout 11.1h Activity 11.1h
Locating destinations	<ul style="list-style-type: none"> How to use atlases to research destinations and locate. Map work – clarity and detail, annotations, keys. Tests and quizzes – increase awareness of continents and worldwide destinations. 	Teachers instructions 11.1i Class atlas. World wall chart. Globe List of destinations, outline maps,
Geographical distributions	<ul style="list-style-type: none"> Students group destinations for types of special interest holidays. Discuss patterns and geographical distribution. Problem solving – how to locate destinations to show distribution. 	Activity 11.1j Atlas, outline maps, brochures Transparencies and projector
Features of destinations supporting special interest holidays	<ul style="list-style-type: none"> Teacher gives input on features of destinations. Groups consider varying importance of features – to appeal, to support special interest. Research features for three destinations and explain how the features support the special interest holiday for the case studies given. 	Activity 11.1k Brochures and atlas Activity 11.1l – case studies on Antarctic, Egypt, Algarve and the Cape Peninsular

Section 2: Itineraries for special interest holidays

Topic	Suggested delivery plan	Resources
Introduction to itineraries	<ul style="list-style-type: none"> Teacher to give an explanation of an itinerary. 	OHT 11.2a Handout 11.2a
Sample itineraries	<ul style="list-style-type: none"> Students to investigate itineraries for different types of special interest holidays. 	Activity 11.2b – case studies on Nile cruise and honeymoon in Mexico
Needs	<ul style="list-style-type: none"> Teacher identifies different tourist types and their needs. Discussion on basic and complex needs. 	OHT 11.2c Activity 11.2c Information sheet 11.2c Brochures
Pen portraits	<ul style="list-style-type: none"> Guest speaker gives profiles of different tourist types, circumstances and needs. Students create pen portraits from information given. 	Visit travel agency/tour operator or arrange guest speaker
Matching needs	<ul style="list-style-type: none"> In groups, students to create itineraries for special interest holidays to meet needs of tourists. 	Activity 11.2d Brochures

Section 3: Features, appeal and popularity of special interest holidays.

Topic	Suggested delivery plan	Resources
Comparing special interest holidays	<ul style="list-style-type: none"> Teacher gives input on tourist types, appeal and popularity. Make comparisons of Antarctic cruise and Cape Town activity holiday. 	Information sheet 11.3a Activity 11.3a
	<ul style="list-style-type: none"> Students to research a wide range of holidays to identify features, appeal to tourists and popularity. Compare results to identify similarities and differences between types. 	Case studies Activity 11.3b Brochures, internet access Activity 11.3c
Explaining differences and similarities	<ul style="list-style-type: none"> Discussion of reasons for similarities and differences. Students explain differences and similarities found. 	

Section 4: Factors affecting the popularity of special interest holidays.

Topic	Suggested delivery plan	Resources
Factors influencing the popularity of special interest holidays	<ul style="list-style-type: none"> • Teacher to identify and explain factors. • Group discussion on relevance of factors to selected types of holidays. 	Information sheet 11.4a
Research popularity and identify factors	<ul style="list-style-type: none"> • Students to research information on cruising holidays in Antarctica. • Students identify factors influencing popularity of cruising in general and apply to Antarctica. 	Activity 11.4b – case study on the growth in tourism in Antarctica
Assess factors	<ul style="list-style-type: none"> • Students assess factors. • Group discusses findings. 	Activity 11.4c

Activity 11.1a

Information sources

Throughout this unit you will be encouraged to gather information from a wide range of sources. A demonstration of independent research skills and the use of a wide range of sources will help you to achieve a higher grade criteria in the assessment activities.

Task A

In small groups list 10 sources of information that could be used when researching special interest holidays.

1		6	
2		7	
3		8	
4		9	
5		10	

Task B

Your teacher will organise a class discussion to come up with a checklist of where to find information on special interest holidays.

Further tasks

Create an information folder to store and record different sources used, and update this regularly. You should use a ring binder or document wallet to contain newspaper articles, printouts from the internet, notes from desk research, notes from interviews, brochure cuttings etc. Devise a subject index and divide the folder into different sections for each subject.

Activity 11.1b

An introduction to special interest holidays

Task A

In your group, suggest a definition of special interest holidays (without using the terms 'special' or 'interest!').

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Task B

Compare your suggested definitions with the rest of the class and agree on the best definition.

A special interest holiday is:

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Task C

List some activities or hobbies that could be included in a special interest holiday.

1		2	
3		4	
5		6	

Task D

Explain the difference between a mass-market package holiday and a special interest holiday. (Use this space, or it may be useful to display this in the form of a spider diagram.)

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An introduction to special interest holidays

- The package holiday industry has developed and diversified tremendously since the introduction of mass-market package holidays in the 1960s and 1970s.
- In the early days, the choice for the consumer was quite restricted and tour operators mainly offered summer beach resort holidays in the Mediterranean.
- Today, consumers have a far greater choice as tour operators and other providers offer an extensive variety of destinations and holiday products that cater for all types of tourist.
- Innovative products have been developed to cater for specific niche markets such as the 'grey market', 'singles' and 'special interest holidays'.

Activity 11.1c

Categories of special interest holidays

Task A

In small groups suggest activities that may be involved in special interest holidays.

Feedback your findings to the class. Collate all these into groups to avoid repetition and clarity. Discuss the results and the variety and range collated.

Task B

List the types of holiday for each category.

Holiday based at one destination	Holidays involving a tour or some kind of travel

Activity 11.1d

Types of special interest holidays

Research task

The diversity of special interest holidays is shown in ABTA's A-to-Z list of special interest holidays.

- 1 Visit the ABTA website.
- 2 Choose 10 different types of activities from the A-Z list and for each identify one provider (tour operator) that offers this type of holiday.

ACTIVITY	PROVIDER

- 3 Discuss your findings with the group.

Activity 11.1e

The range of special interest holidays

Web search

The range of special interest holidays available is extensive and diverse. You need to research different types of holidays offered by different tour operators and transport principals to learn about this diverse range.

Choose one from the following:	Choose four from the following:
www.firstchoice.co.uk www.mytravel.org.uk www.thomascook.co.uk www.thomson-holidays.com	www.audleytravel.com www.coxandkings.co.uk www.crystalcruises.com www.cunard.co.uk www.earthwatch.org www.explore.co.uk www.feelfreeplus.com www.frenchlifefski.co.uk www.golfbreaks.com www.greatrail.com www.guerba.com www.orient-express.com www.ramblersholidays.com www.solosholidays.co.uk www.sunsail.com www.tastingplaces.com www.winetours.co.uk

Tasks

- 1 Identify the types of special interest holidays and destinations offered by your chosen tour operators.
- 2 What differences and similarities did you discover between the operators in group A and group B?
- 3 Suggest reasons for these differences.
- 4 Present a summary of your findings to the rest of the group.
- 5 Write a description of the range of holidays the class has identified.
- 6 Produce a display or wall chart for the classroom showing this range. Include the types of holidays, destinations and the names of tour operators.

Instructions for teachers 11.1f

You should identify the types of providers of special interest holidays and explain the differences between them to the class. Discuss the products and services available and give specific named examples for providers.

Having done this, students should discuss the benefits and disadvantages of using holiday brochures as a source of information.

The aim of the activity is to gather a range of holiday brochures from different providers to establish a classroom resource that everyone can use.

There are a number of possible approaches to gathering the more easily accessible brochures from mass-market operators. One course of action is to get students to visit local travel agents in pairs to request old editions of brochures providing special interest holidays to help them with their studies. Students must be fully knowledgeable about the types of brochures they need. To ensure good relations with local businesses it is vital they do not simply take current editions off the shelves without asking and the group should aim to visit different agencies.

Once this has been completed, students should categorise the range of brochures collected from travel agencies using the worksheet in Activity 11.1f, to show the category and type of holiday, name of company/provider and brochure name.

Teachers will need this list to prepare for use in Activity 1i.

To obtain brochures from specialist and independent tour operators and in some cases for transport principals, brochure requests should be made from direct response advertisements. The students will need the travel sections and advertisements from a number of national newspapers, which the teacher/centre could gather over a period of time. Alternatively websites could be used.

The best method to obtain the required brochures should be agreed by the teacher, students and centre. Teachers should make students aware of cost implications to companies and that their names may be added to the companies' databases for future mailing. Brochures are normally despatched immediately and will be required for subsequent class activities and research.

Activity 11.1f

Providers of different types of special interest holidays

Category of holiday: based at one destination/involving a tour <i>(please delete)</i>		
Type of holiday:		
	Company name (tour operator/transport principal)	Brochure name, activity, destination
Advert 1		
Advert 2		
Advert 3		
Advert 4		
Advert 5		

Category of holiday: based at one destination/involving a tour <i>(please delete)</i>		
Type of holiday:		
	Company name (tour operator/transport principal)	Brochure name, activity, destination
Advert 1		
Advert 2		
Advert 3		
Advert 4		
Advert 5		

Instructions for teachers 11.1g

The purpose of these activities is for students to distinguish between different types of providers of special interest holidays and research the products and services offered by a specified provider. They will create displays for classroom reference.

Resources

- Brochures – the brochures collected in activity 11.1f should be made available to students.
 - The worksheet from activity 11.1f and the list of company names. The teacher needs to use the lists compiled by the students in 11.1f and transfer just the company names onto worksheet 11.1g.
- 1 The students' first task is to decide which of the four types or categories each company belongs in.
 - 2 Students then use information gathered on worksheet 1h to complete the rest of the table.

The results should be checked and discussed with the teacher.

Activity 11.1g

Providers of special interest holidays

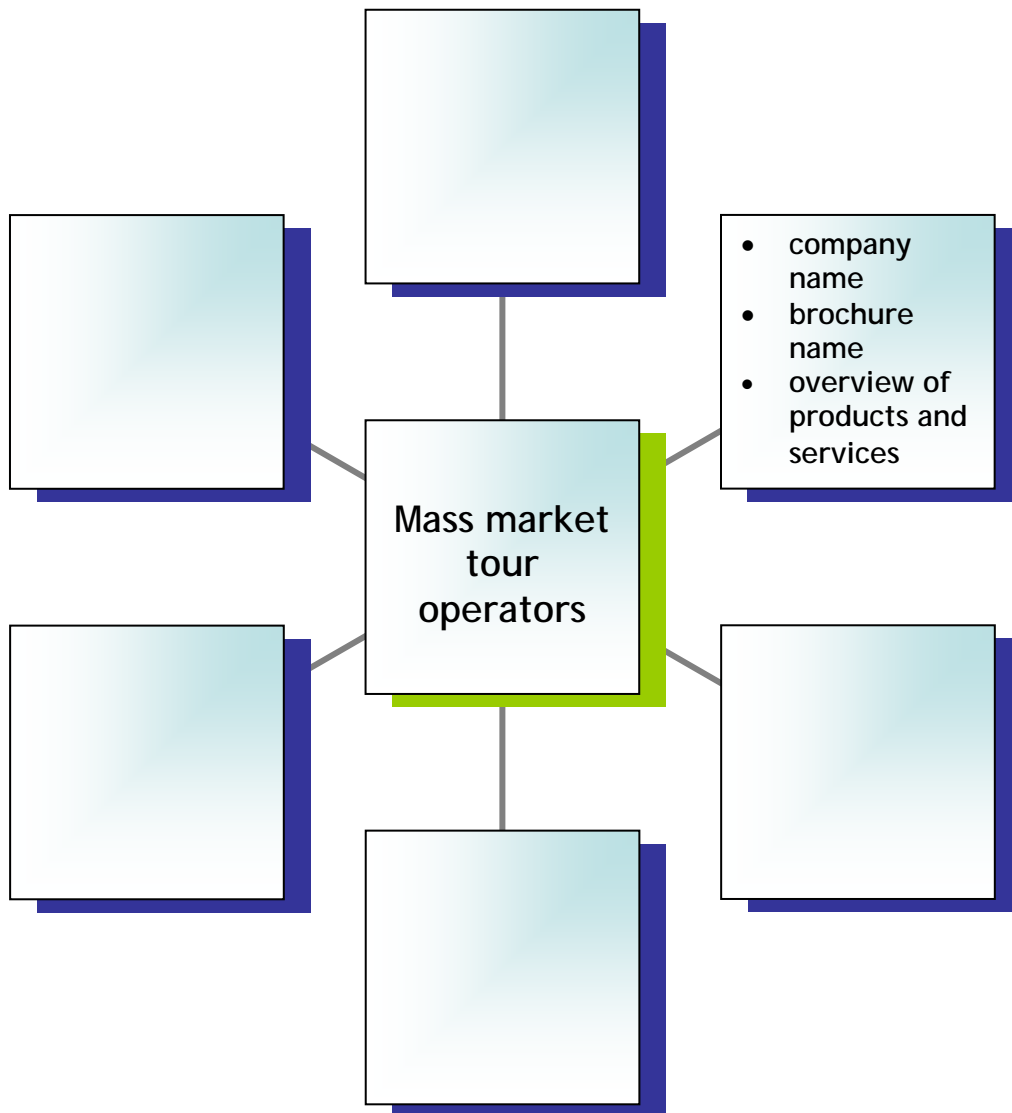
You have been provided with a list of travel companies whose brochures the group has collected. The aim of this activity is to categorise providers of special interest holidays.

The brochures are available to help you. You need to complete the worksheet 11.1g for each company listed:

- 1 Add the name of the brochure (some providers may have more than one so include each one).
- 2 Indicate whether it is either a:
 - MM: mass-market tour operator
 - STM: specialist in tailor-made holidays
 - S: specialist in one destination or country or
 - TP: transport principal.
- 3 Identify the type of special interest holiday.
- 4 Indicate whether the holiday is category:
 - A: holiday based in one destination
 - B: holiday involving a tour.
- 5 Discuss and agree the results with your teacher.

Handout 11.1h

Display to show the providers of special interest holidays



Activity 11.1h

Display showing types of providers of special interest holidays, their products and services

Task

The class will be divided into groups of four.

- a Each group will be allocated one type of provider from the list below, and the aim is to produce a display for this provider. These displays can then be used as a classroom resource for your reference once completed.
 - 1 Mass-market tour operators.
 - 2 Specialist in tailor-made holidays.
 - 3 Specialist in one destination or country.
 - 4 Transport principals.

- b Using the suggested layout on Handout 11.1h, create a display or poster for the provider that your group has been allocated, using brochures gathered previously.

- c Each display should identify:
 - company names (tour operators and transport principals)
 - type of holiday
 - category (A or B)
 - a brief overview of products and services.

Instructions for teachers 11.1i

The purpose of this activity is for students to practice using atlases as a source of information so that they can accurately locate destinations worldwide in the assessment activity.

Map work – atlases, maps and the world

Students will need access to a good quality, detailed and up to date atlas, such as *The Travel Atlas*. Depending upon the centre there may be a class set available for the classroom; alternatively students may be able to purchase their own. It is preferable for all students to use the same atlas.

The teacher provides a session to familiarise students with the atlas to be used. This should cover structure and content of atlas, type and appropriateness of maps for different purposes, a demonstration of how to use the index and co-ordinates to locate destinations. Students are shown how to interpret key features of maps and study how information is presented on maps. Students practise how to use the location of a destination found in an atlas to show the location on an outline map that may be less detailed and of a different scale. Students discuss the importance of labelling and annotation as well as the different techniques available to show the locations of areas, towns and features on maps they produce.

Knowledge of the world

Students need a good geographical knowledge of the world, its continents, oceans, countries and capital cities, gateways and travel destinations. Up-to-date wall maps of the world and globes provide an excellent classroom resource.

The teacher aims to develop students' knowledge through continual short exercises – this could be a quiz, using Post-Its to stick on the world map, spinning the globe, identifying outlines of continents, capitals and countries quizzes, international airport codes and locations, puzzles, crosswords. A useful strategy is for students to 'test' each other, perhaps by describing continents/destinations for the others to guess.

Post-it game

This is an example of a short exercise that can be varied and used to improve students' knowledge of worldwide destinations, their ability to use an atlas and locate destinations accurately. There are many alternative approaches to this activity and it can be developed to achieve different aims.

There are two stages: finding the destinations in an atlas and locating destinations on a map. A further stage could be grouping destinations by holiday type.

Resources

- Atlases, outline maps, post-it notes, pencils.
 - List of travel destinations worldwide – this could be produced by students (eg by quickly looking through their brochures and suggesting destinations they haven't heard of) or by the teacher. The list can vary and the time allowance shortened in repeated exercises. There is scope for variety to maintain interest. Teachers test knowledge initially by concentrating on just one continent at a time to build up a global awareness. The teacher should monitor results closely and check knowledge gained.
- 1 The teacher organises a timed quiz. Students are given a list of destinations and a time within which to complete the activity.
 - 2 Students should use the atlas index to research each destination. Find the appropriate map and stick a post-it note labelled with the destination name in the appropriate place.
 - 3 To consolidate learning, students should then be given appropriate outline maps on which to locate the destinations.

Activity 11.1j

Geographical distribution of destinations for special interest holidays

The aim of this activity is to match types of special interest holidays with the destinations that support them and to describe and explain the geographical distribution of groups of destinations worldwide. It also involves problem solving and teamwork.

- 1 You will be allocated two types of special interest holiday, one from each category ie a holiday based at one destination and one involving a tour.
- 2 Using brochures gathered by the group, make a list of destinations and countries that support each holiday type.
- 3 Devise a symbol or code (not colour at this stage) to identify each holiday type. Use an atlas to find the destinations. Locate the destinations, using the symbols, on the outline maps provided. There should be one map for each holiday type.
- 4 Your maps should then be photocopied onto overhead transparencies.
- 5 You should now work in a small group. Place your transparent maps one at a time on top of each other (overlays) onto the projector and consider how the map changes and the visual impact of the final map your combined maps have produced.
- 6 Your group now has three aims:
 - a describe the geographical distribution of each holiday type. Give named and specific detail and use correct terminology (north, south etc)
 - b suggest reasons for patterns identified, consider features that groups of destinations for different types of special interest holiday have in common
 - c suggest ways to show clearly and accurately the distribution of groups of destinations for each holiday type.

Activity 11.1k

Features of destinations that support different types of special interest holidays

In pairs, investigate two types of special interest holidays, one from each category. Complete a form for each.

Category of holiday *(tick as appropriate)*

Special interest holiday based at one destination	
Special interest holiday involving a tour	

Type of special interest holiday:

.....

Destination(s) covered:

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Features	Significant?		Brief details of significant features identified
	YES	NO	
Climate			
Landscape			
Transport route and access			
Accommodation			
Local services			
Natural and built attractions			
Events and entertainment			
Local culture and heritage			
Activities and facilities			

Activity 11.11

You will be divided into four groups and your teacher will allocate each group a different case study. For the allocated case study, work together to research the features of the destination and identify how these features support the special interest holiday. Present results and discuss as a whole class.

Case study 1

Antarctic Circle quest

One of the most popular and exciting cruises in the South Seas is going south of the Antarctic Circle and beyond into waters untouched by all but the very lucky few.

The aim on this voyage is to head as far south as the ice and weather permit. The adventure begins in earnest when we approach the Antarctic Circle. Our ice-rated ship enables us to navigate through some of the world's most scenic waterways – many littered with brash ice, 'growlers' and colossal, stunning icebergs. We'll attempt to land on the Antarctic continent south of the Circle and perhaps visit a scientific research station. After a few days exploring the 'deep south', we'll make further shore excursions on our northerly route along the Antarctic Peninsula. Our boat is small enough to navigate through the narrow Lemaire Channel, with glacial walls towering high on both sides, leading to a jigsaw of jewel-like islands that are home to penguin rookeries, whales, elephant seals and countless seabirds. If you can spare the extra time, the rewards on such a unique icy pilgrimage are immeasurable.

Group and staff ratio

Minimum one staff to 16 people.

Accommodation

12 nights in a standard main deck twin cabin (upgrades available – please call for more details).

Food

Full board whilst on the ship.

Itinerary

17 days: Tuesday-Thursday (including flights from the UK)

Day 1	Fly to Buenos Aires.
Day 2	Arrive Buenos Aires. Transfer to domestic airport for flight to Ushuaia.
Day 3	Board the ship and sail the Beagle Channel.
Days 4-5	Cross the Drake Passage.
Day 6	Explore the southern region of the Antarctic Peninsula. Attempt to cross the Antarctic Circle.
Days 7-12	Explore the Antarctic Peninsula.
Days 13-14	Sail back through the Drake Passage.
Day 15	Disembark in Ushuaia. Fly to Buenos Aires.
Day 16	Morning sightseeing tour of Buenos Aires. Free afternoon. Evening flight to London.
Day 17	Arrive London.

Important notes

Optional kayaking £325 (remaining 2004 departures £310)

Optional single accommodation

Dates and prices including return flights from London

Mon 26 Dec 05 to Wed 11 Jan 06 Cost = £5165

Tue 10 Jan 06 to Thu 26 Jan 06 Cost = £5275

Dates and prices excluding flights and joining in Ushuaia

Wed 28 Dec 05 to Mon 09 Jan 06 Cost = £3995

Thu 12 Jan 06 to Tue 24 Jan 06 Cost = £4160

Source: www.exodus.co.uk

Activity 11.11

Case study 2

Egypt

A classic Egypt holiday including Cairo, the Pyramids and a Nile cruise from Luxor to Aswan and back.

11 days from £899 (minimum two passengers)

Egypt was once described as 'the gift of the Nile', by the ancient Greek traveller and historian, Herodotus. The Greeks, the Romans, the Pharaohs, the Turks, the British and the Arabs have all ruled Egypt, and modern Egypt is an amalgam of these legacies and the influences of Islam and the 20th century.

Your trip includes three nights in Cairo, not only to see the vibrant bazaars and bustling life, but also have the opportunity to visit the Ancient Pyramids. This is combined with a relaxing Nile cruise, visiting the splendour of ancient Egypt from the comfort of your boat.

To fully enjoy a classic Nile cruise, it's important to choose an experienced company operating the best of the 300-plus boats that sail between Luxor and Aswan. Viking Nile Cruises is a leading cruise operator in Egypt, and owned by Viking Travel, a local company with more than 20 years experience in Luxor and Upper Egypt. Viking Travel knows what makes a great cruise and has used that know-how to create two splendid boats, Viking I and Viking II, each offering comfortable accommodation and first-class service. Viking I was totally refurbished in 2000 and Viking II was totally refurbished in 2001.

Source: www.discoveregypt.co.uk/nile-cruises

Activity 11.11

Case study 3

The Algarve

Portugal's Algarve coast is perfect for all-year-round golf holidays, providing an exciting variety of top class and championship courses.

With an average of 3,000 hours of sunshine per year – which is more than California – where better to enjoy your favourite game than this charming part of Portugal?

Golf start times

At peak times, Algarve courses can become busy, so we have pre-booked start times at many of the courses.

When you are booking your golf holiday, please advise us of your golf requirements and we will be able to confirm all your tee times **before** you travel.

Pre-booked discount golf

We have been able to negotiate discount golf prices, which are available to you, the golfer, when pre-booked before your departure.

Extra golf can be arranged once you are on holiday, but local Euro (€) rates can be expensive. We therefore recommend that you pre-book all of your golf when first making your holiday reservation or, before your tickets are issued, two weeks before your departure date.

Golf groups

We offer some of the best group prices and have the experience to make sure that everything runs smoothly. As discounts can vary so much, please check with our Reservation Team for the number of free places available.

Golf baggage

There may be a charge for golf carriage, dependent upon the airline. Please check with our Reservation Team for details.

Golf courses on the Algarve



Source: www.algarveselect.com/golfalgarve

Activity 11.11

Case study 4

Included activities: surfing lesson – sandboarding – abseil and bike from Table Mountain – kloofing (canyoning) – sea kayaking – Cape Peninsula cycle tour

Optional: tandem sky dive – cage dive with Great White sharks – wine-tasting

South Africa's coolest city is the perfect place for a week of sunshine and adrenaline. Head south in our winter months for a classic combo of the world's most stunningly-located city, top-quality food and wine, and a large fixed menu of adventure sports to get the blood pumping. The fun happens on Table Mountain, the Cape Peninsula, and the sandy bays of the Atlantic and Indian Oceans. There will be sandboarding on the massive dunes of Atlantis, learning to surf in the warmer waters of the east side, mountain biking and abseiling from Table Mountain, and sea kayaking from Sea Point. There is also time for optional tandem skydiving and cage diving with Great White sharks (both cost approximately £100). We think we have found a classic!

Activity profile

All the activities are fully instructed and open to beginners. A basic level of fitness is required.

Grade: C

The team

Minimum 4, Maximum 12

Accommodation

Lion's Head Lodge, Sea Point, Cape Town.

Perfectly situated in the heart of Cape Town and a short walk or taxi ride to the V&A waterfront, the city centre, Table Mountain and Cape Town's beautiful beaches. The hotel has spacious en-suite twin rooms and a cosy bar and a beer garden under the shade of huge palm trees complete with plunge pool.

Food: All breakfasts and six lunches included.

Cape Peninsula – Cape Town adrenaline

Cape Peninsula itinerary

10 days

Day 1	Depart London.
Day 2	Arrive Cape Town and transfer to accommodation. Hike up Table Mountain via Skeleton Gorge. Abseil from Table Mountain (world's highest at 100 metres).
Day 3	Full day on Cape Peninsula, including Boulders Beach and penguins and a cycle through Cape Point Nature Reserve. Return to Sea Point for sunset sea kayak trip.
Day 4	Sandboarding on the Atlantis dunes. Options for quad biking or tandem sky dive – chance to experience free fall!
Day 5	Learn to surf at one of a number of locations.
Day 6	Kloofing at the Steenbras River Gorge – an exciting canyoning trip including abseils, slides and jumps into rock pools.
Day 7	Half-day mountain bike down Table Mountain, finishing at Constantia wine estate for gourmet lunch and wine tasting.
Day 8	Optional excursions: whale watching at Hermanus, cage diving with Great White sharks at Gans Bay and many more.
Day 9	Free morning for half-day excursions, horse riding, Robben Island tours and shopping. Late afternoon flight to London.
Day 10	Arrive London.

Important notes

Optional single supplement £120

Local payments

On some holidays a substantial part of the cost of the holiday is everyday expenses such as food, public transport, park entrance fees or, occasionally, special taxes or permits. Much of this has to be paid directly by the leader in the local currency and to avoid extra administration and operational costs we ask you to pay a local payment on arrival, hence giving you a better deal. Where this is the case we indicate the amount and the currency on these pages.

Dates and prices including return flights from London

Sat 12 Feb 05 to Mon 21 Feb 05 Cost = £1559 Local payment £160

Sat 26 Mar 05 to Mon 04 Apr 05 Cost = £1559 Local payment £160

Dates and prices excluding flights and joining in Cape Town

Sun 13 Feb 05 to Sun 20 Feb 05 Cost = £930 Local payment £160.

Sun 27 Mar 05 to Sun 03 Apr 05 Cost = £930 Local payment £160.

Source: www.exodus.co.uk

What is an itinerary?

A plan or schedule for tourists to follow

Generally containing:

- ✓ Who the itinerary is prepared for – customer
- ✓ Dates – arrival and departure
- ✓ Timing – journey times/availability
- ✓ What is included:
 - activities
 - meals and accommodation
 - tours and excursions
 - internal transfers/travel
- ✓ Contact details – transport principal, tour operators, accommodation providers, 24 hr emergency helplines
- ✓ Destination details:
 - attractions

Handout 11.2a

What is an itinerary?

A plan or schedule for tourists to follow.

It generally contains:

- who the itinerary is prepared for – customer

- dates – arrival and departure

- timing – journey times, availability of holiday

- what is included in the price such as:
 - activities
 - meals and accommodation
 - tours and excursions
 - internal transfers/travel

- contact details – transport principal, tour operators, accommodation providers, 24 hour emergency helplines

- destination details

- attractions

Notes:

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Activity 11.2b

Itineraries

Task A

- 1 Using the outline itinerary for a honeymoon in Mexico as a starting point, put together a detailed itinerary for newlyweds Dale and Jessica Simmonds of Manchester who are due to be married on Valentine's day.

Include the following information:

- transport arrangements – scheduled flights, internal flights, airlines, flight times, local arrival and departure times
- destination details
- details of car hire and excursions.

Journey Latin America – honeymoons

The dream honeymoon is a very personal thing. It is a one-off trip (you hope!) to a special destination, a genuine trip of a lifetime.

Latin America is fast gaining a reputation as the perfect honeymoon destination. For sheer diversity – geographically and culturally – there is probably no other place on earth that compares.

Mexico: Mayan pyramids and Caribbean beaches – 14 days, 12 nights.

Itinerary Summary: Merida – Yucatan Haciendas (7 nights) – Maroma Resort (5 nights) – Cancun.

Dotted across Mexico's Yucatan landscape there are a number of historic haciendas that once housed the aristocracy. While the majority now lie abandoned and in ruins, a select few have been tastefully transformed into intimate, luxury hotels. Using three of these romantic hideaways as your base, explore (by hire car) the region's fascinating Mayan ruins and local villages for a week, before heading to the white-sand Caribbean beaches of the Riviera Maya, to stay at the beautiful Maroma Resort.

Highlights:

- colonial splendour of the renovated hacienda hotels
- jungle Mayan temples of Chichen Itza and Uxmal
- yucatan villages and traditions (Izamal)
- exploring the region together, with your own hire car
- beaches and luxurious accommodation at the Maroma.

Price: From £2612 pp for 14 days, 12 nights.

NOTE: The above itinerary prices include transatlantic flights, internal flights, first-class accommodation, land transport and guided excursions.

It is a suggested itinerary only and can easily be extended or amended to fit in with your plans, budget and interests. JLA has a wide range of competitive fares in both premium economy and business class flights; please ask your JLA consultant for more details.

Task B

Consider the following detailed itinerary for the Gardens of Japan.

1 What are the key features of this holiday?

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2 Suggest tourist types that would be attracted to this holiday. Give reasons.

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3 How important is climate on this holiday?

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4 Identify the extra costs that tourists on this holiday would have to pay for.

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The Gardens of Japan itinerary

29 March-11 April, 5-18 April 11-24 October, 18-31 October 2005

Price: from £2325 per person

The origin of the Japanese garden lies in simple, gravel-covered forest clearings where the gods could manifest themselves. Over the centuries the gardens have evolved into an idealised reflection of the natural landscape through the careful use of stone and water features, trees, plants and moss. They are places of exquisite beauty, where the eye is led gently to perfectly framed views, often 'borrowing' a distant landscape as part of the picture being created. Trees and plants are carefully chosen for certain qualities of form, colour or texture, all of which combine to create an atmosphere of calm and contemplation.

Autumn foliage and spring blossom, which generally commences in mid March, are particularly highly prized. Many of the most notable gardens are in and around Kyoto, the former capital of Japan, and we will have three full days exploring both public and private gardens here.

From Kyoto we travel by Bullet Train to Tokyo, where there will be further garden visits, including Hamarikyu and Happo-en. There is so much more to Japan than gardens, of course, and we have also included a wide range of other visits and excursions reflecting the unique culture of the country.

Highlights include Osaka Castle, the Imperial Palace Garden in Tokyo and a cruise on Lake Ashi, beneath the snow-capped peak of Mount Fuji. We also offer an optional excursion to Hiroshima and the Peace Memorial Park. We spend our final full day in Kamakura, which includes a visit to the Great Buddha and Hase Temple and which is rounded off with a farewell Japanese-style dinner at a local restaurant.

Itinerary

Day 1	Depart on scheduled overnight flight from London Heathrow (regional flight connections available on request) to Kansai International Airport (Osaka).
Day 2	On arrival in Osaka in the morning we transfer by coach to Kyoto and the Royal Hotel. The hotel is centrally located with views over the city. All rooms have air-conditioning, private bathroom, TV, fridge, telephone and tea/coffee-making facilities. The rest of the day is at leisure.
Day 3	Today we will have a full-day tour of Kyoto, beginning with a visit to Kinkakuji Temple. The three-tiered Golden Pavilion, which was reconstructed in 1955, is the focus of this 'pond-and-island' garden. It exerts a unifying force on the expansive view of the broad Mirror Lake that spreads out beneath it, partly due to the skilful placement of crags and islands. A path behind leads through a leafy forest. We continue to Kiyomizu temple, built in 1633. Jutting out from the hillside on a veranda it commands a fine view over the city. Our next visit is to Heian Shrine, a rare example of an extensive pond garden in the grounds of a Shinto shrine. There are actually four separate gardens, set around the temple building, and designed fundamentally for strolling. The gardens are designated as representative of Meiji era (1868-1912) garden design. We conclude today with a visit to the Kyoto Handicraft Centre, which offers handicrafts and tax-free shopping.
Day 4	We depart today on a full-day excursion to Osaka. We will visit Osaka Castle, begun in 1586, which is noted for its magnificent donjon and huge stone walls. It contains many historical art objects and the grounds are laid out as a park. Later we will visit Kaiyukan Aquarium, one of the largest in the world. Sealife from 15 different regions, mainly in the Pacific Ocean, is represented in a tour that takes us through a variety of re-created environments, from the Japanese forest to the bottom of the ocean. We return to Kyoto for the evening.

Day 5	Today we transfer to Nara, where we begin with a visit to Todaiji Temple. The temple is famous for its 'daibutsu', the world's largest bronze statue, and the hall that houses it is claimed to be the world's largest wooden structure. We continue to Nara Park, popularly known as 'Deer Park' as over a thousand tame deer roam free here. There are many historical relics located in and around this finely wooded area. To the west of Nara Park is the Kasuga Grand Shrine, one of Japan's most important Shinto shrines. Lunch in a local restaurant is included today and we return to Kyoto for the evening.
Day 6	Today we are free to explore Kyoto at leisure. Alternatively, we offer an optional excursion, by train to Hiroshima. This was the first city to experience the destruction of an atomic bomb in 1945 and the city is now symbolised by the Peace Memorial Park, which is included in our visit. In the park are a museum, the Memorial Cenotaph, the Children's Peace Monument and the Flame of Peace.
Day 7	We will have another full day in Kyoto today, visiting some outstanding gardens. Daisen-in temple is a dry-landscape garden of the Muromachi period, featuring some classic white gravel abstract forms and containing a famous boat-shaped rock. Saiho-ji Temple is noted for its many species of mosses which grow around a large pond in the lower garden. From here a path leads up to a spectacular dry-landscape cascade. We continue with visits to the gardens at Ryogen-in and Zuiho-in and another private garden before returning to our hotel.
Day 8	We will visit the Kyoto Botanical Garden, set in a beautiful location with Mount Hiei and the Higashiyama Ridge to the east and the clear waters of the Kamogawa River to the west. Kyoto Botanical Garden, which opened in 1924, is one of Japan's leading botanical gardens. The gardens have more than 120,000 plants on display and other features include a rose garden, two iris gardens, Japanese native plants and a bonsai collection. The beautiful cherry trees blossom in late March and April and can be seen in abundance in the cherry tree forest. Autumn reflects the autumn colours of the different varieties of trees including maples.
Day 9	We leave Kyoto today, taking the famous 'Shinkansen' or Bullet Train to Tokyo. On arrival in Japan's capital we are met by a coach and given an orientation tour of the city before transferring to our hotel. The Capitol Tokyu Hotel is centrally located in the Akasaka district of the city and lies adjacent to the historic Sanno Hie Shrine. All rooms have full private facilities and the hotel boasts several restaurants and bars, a fitness centre and an outdoor swimming pool.
Day 10	We have a full day sightseeing in Tokyo today, including visits to the Eastern Imperial Palace Garden, where the royal family resides, Sensoji Temple and Nakamise shopping street. Later we take a cruise on the Sumida River from Asakusa to Hamarikyu. Here we visit the gardens where General Grant stayed with the emperor in 1895, now a popular place for relaxation.
Day 11	We depart today on a full-day excursion to Hakone and Mount Fuji, which begins with a visit to Onshi Hakone Park, an area of forested mountains and deep ravines. We will enjoy a cruise on Lake Ashi, the principal attraction of Hakone, 723m above sealevel. The views are dominated by Mount Fuji, the highest peak in Japan at 3776m and instantly recognisable. We will have a further photo stop at Mount Fuji before returning to Tokyo.
Day 12	Today we will have a full-day excursion in Tokyo which includes visits to Happa-en garden and another private garden.

Day 13	We depart by coach for a full-day excursion to the historic town Kamakura, to the south of Tokyo. The town is flanked by wooded mountains on three sides and Sugami Bay to the south. Here we visit the Great Buddha, the second largest after the one in Nara, and Hase Kannon Temple. Said to have been constructed in 736, the temple houses an 11-headed gilt statue of Kannon, Goddess of Mercy, and a gigantic temple bell. We continue to the Tsurugaoka Hachimangu Shrine, one of the biggest attractions in Kamakuru, its approaches flanked by azaleas and cherry trees. We conclude with a farewell dinner at a local restaurant in Kamakuru, which will feature Japanese specialities.
Day 14	Sadly, we check out of our hotel today and transfer by coach to Narita Airport, for our lunchtime flight home, to arrive in the evening.

Included in the price:

- Seven nights bed and breakfast at the Royal Hotel, Kyoto and five nights bed and breakfast at the Capitol Tokyu Hotel, Tokyo
- Direct flight from London Heathrow to Osaka, returning on a direct flight from Tokyo. (Regional connections available on request.) Comfortable coaching throughout and transfer by Bullet Train from Kyoto to Tokyo
- Visits to gardens of Kinkakuji, Kiyomizu, Daisen-in, Zuiho-in, Ryogen-in, Saiho-ji; Heian Shrine (Kyoto); Todaiji, Kasuga Shrine (Nara); Hamarikyū and Happo-en (Tokyo), plus further private gardens; visits to Osaka Castle, Kaiyu-Kan Aquarium, Nara Park; Kyoto Botanical Garden; Imperial Palace Gardens, Sensoji Temple, Sumida River cruise (Tokyo); full-day excursion to Mount Fuji including cruise on Lake Ashi; full-day excursion to Kamakura, including Great Buddha, Hase Temple and Tsurugaoka Hachiman Shrine. Lunch in Nara and a farewell dinner in Kamakura. Services of a Brightwater Holidays guide plus local English-speaking guides.

Source: Brightwater Holidays

BASIC AND COMPLEX NEEDS

- Education

- Leisure

- Sports

- Religious

- Relaxation

- Special travel arrangements

- Special facilities and services

- Alternative activities

- Standards, quality, exclusivity

Activity 11.2c

Basic needs

Task A

Suggest two special interest holidays that meet each of the following basic needs:

Basic need	Special interest holidays
Education	
Leisure	
Sports	
Religious	
Relaxation	

Task B

Can you think of any other types of basic needs that are not included here? Give examples.

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Information sheet 11.2c

Complex needs

Tourists might have a wide range of complex needs; four examples are given below.

Special travel arrangements

Tourists may be travelling with babies and infants who need special travel arrangements for safety reasons. People with special needs – the blind or hard of hearing, those in wheelchairs or the infirm – also need to be safe, secure and comfortable. Groups of tourists or people with extra baggage such as skis, golf clubs or diving equipment may require special arrangements.

Special facilities and services

Similarly, these tourists may require special facilities and services at the destination such as ramps and lifts, wheelchair-friendly rooms, baby-changing facilities, crèches or dormitory-style rooms for groups. Other services such as guides, sports lessons, activity training and fitness assessments, specialist or adapted equipment and equipment hire.

Alternative activities

Tourists may have different interests. On sporting holidays, for example, there could be non-players or beginners as well as skilled and experienced players. All ability levels need to be accommodated. For those with no interest in the sport there need to be accessible attractions, activities or events and entertainment at the destination. Some activity holidays demand a certain level of fitness; those who are unfit and/or inexperienced will need alternative arrangements.

Standards, quality, exclusivity

Some tourists are prepared to pay large amounts of money for certain types of special interest holiday that appeal to an exclusive niche market. These tourists seek exclusivity and have high expectations of standards and quality. Their needs can be met in many different ways, ranging from high levels of staff expertise or knowledge, first-class travel arrangements and lounges; private transfers, private clubs, estates or beaches; luxurious, spacious and superior accommodation, top-class catering to individual requirements to staff-guest ratios and personal waiter/maid services.

Activity 11.2d

Holiday dilemmas!

Task

Work in groups for this activity. Your group will be allocated one of the following pen portraits for this task.

Each group represents a team of travel researchers for a new holiday programme called 'Holiday Dilemmas' that aims to solve viewers' problems in finding a holiday to suit all.

The task facing each team is to produce an itinerary for a special interest holiday based at one destination that meets the needs and circumstances as described in the pen portrait.

Each group is to present its proposed itinerary to the rest of the class and justify its recommendations.

Pen portraits

Pen portrait 1

Mrs Richardson is a high-flying executive in the finance industry. She has a high-paid but pressured job and simply wants to be pampered and relax on a beach whilst on holiday. Her husband, Howard, is managing director of a cottage letting agency who also works long hours. Unlike his wife, Howard doesn't like the sun because he has red hair and a pale complexion and he gets bored with sitting on a beach. He is an adrenalin junkie and loves extreme sports – he often goes paragliding in the mountains of Cumbria and Snowdonia. They are both in their early forties and have no children.

Pen portrait 2

Mark Williams is health conscious, very fit and an excellent swimmer. Now he's just turned 30 he wants to go on holiday abroad to learn how to scuba dive in a warm sea. Sandra Williams and the children Zack (8) and Amber (5) all enjoy swimming but are not enthusiastic about being under water. As Mrs Williams works part time and looks after the children at home she does not want to be left looking after them for a week on her own whilst Mark is diving. She doesn't think it would be much of a holiday for her.

Pen portrait 3

The captain and team players of Little Highwood Cricket Club are planning a holiday to Melbourne, Australia to watch England in the Test Series. They are taking their wives who, whilst they support the team in local matches, have said they'll watch one game in Melbourne but want to do some sightseeing whilst they are there.

Information sheet 11.3a

Guidelines for researching features, tourist types and popularity of special interest holidays

Features can include:

- transport routes and access
- climate
- accommodation
- local services
- landscape
- natural and built attractions
- events and entertainment
- local culture and heritage
- activities and facilities.

Depending upon the type of holiday you are researching, some features will be more important to tourists than others. You should research only the features that you consider are the most important and be able to explain why you have discounted the others and why those selected are the most important.

Tourist types:

- solo travellers
- couples
- families
- groups
- socio-economic, lifestyle or life-cycle classifications
- age
- gender
- special needs, abilities and language differences.

Each tourist type has different needs and this will influence the suitability of different types of special interest holidays. Consider holiday brochures as a source of information and how they can be used to help you to identify and describe the types of tourist that a holiday is aimed at.

Appeal and popularity

You need to find out how popular the chosen holiday type is. This can be measured in different ways and could include:

- providers – the providers who cater for the market in this type of special interest holiday, the type of provider (mass market, specialist etc)
- brochures – the range available and nature of brochures – quality, imagery and language
- adverts – media used, selling features of adverts, and target markets
- number of holidays sold or number of tourists taking the chosen holiday.

Research could include interviewing a local travel agent, consulting league tables, articles in the national and trade press, published surveys and other data.

Activity 11.3a

Comparing special interest holidays

Use case study information previously provided (see Activity 11.1n) and in pairs complete the following tasks.

Task A

Cape Town adrenaline

Category: Holiday based at one destination.

Type: Activity holiday – rock climbing, canyoning etc.

- 1 Describe the features of this holiday.
- 2 Suggest the types of tourists that this holiday would appeal to and explain why.
- 3 Using research gathered from a variety of different sources of information, analyse the popularity of this type of holiday. Consider statistics and other sources.

Task B

Antarctic Circle quest

Category: Holiday involving a tour.

Type: Cruise – wildlife and wilderness.

- 1 Describe the features of this holiday.
- 2 Suggest the types of tourists that this holiday would appeal to and explain why.
- 3 Using research gathered from a variety of different sources of information, analyse the popularity of this type of holiday. Consider statistics and other sources.

Task C

- 1 What do the two types of holiday have in common in terms of features, tourist types and popularity?
- 2 How do they differ?
- 3 Discuss the results with the class and summarise your findings.

Activity 11.3b

Comparing special interest holidays

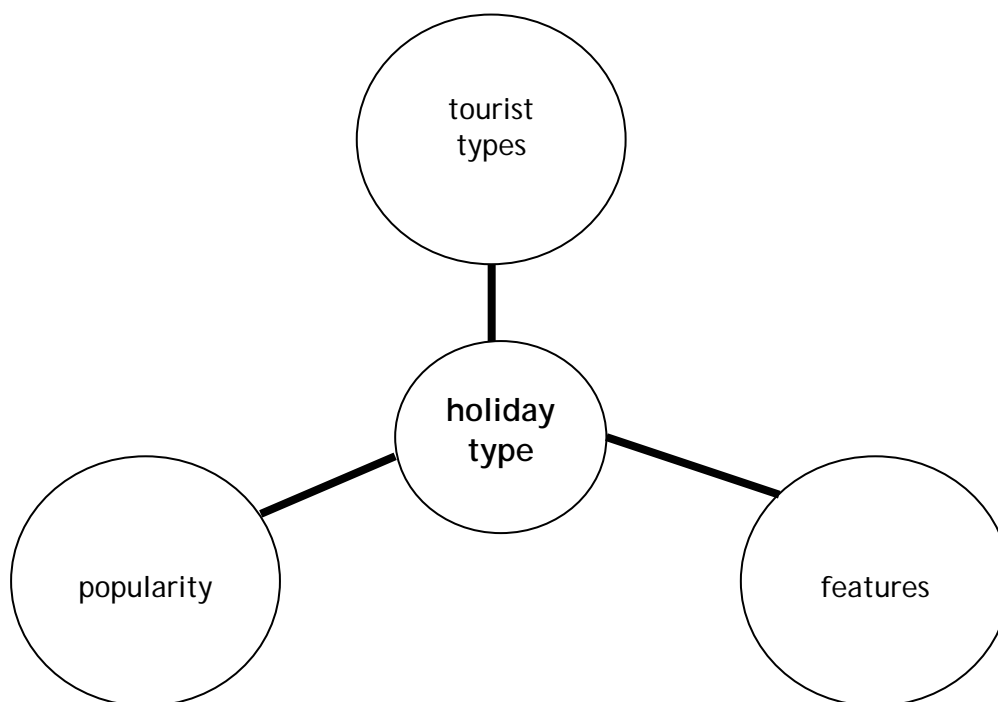
Work in pairs for this task. One of you should choose a holiday based at one destination and the other a holiday that involves a tour or some kind of travel.

Research the following information, independently, for the holiday you have chosen:

- 1 Features – identify and describe the most important features of your chosen type of special interest holiday. Explain why you have chosen these features and why they are the most important to tourists.
- 2 Tourist types – identify and describe the type of tourists the holiday will appeal to and explain why.
- 3 Appeal and popularity – comment on the popularity of your chosen type of holiday and describe how you have measured it.

(Aim to use a range of different sources of information such as brochures that you have gathered, textbooks and other sources, surveys, articles, trade press etc. and record all the sources you have used.)

- 4 When you have completed your research you need to extract the key points and summarise your findings in the form of a diagram as suggested below. This, together with your research notes, will assist you and your partner in the next tasks.



- 5 Compare the similarities and differences of the two types of special interest holiday with your partner. Consider features, tourist types, appeal and popularity of the two holidays and use your diagrams as prompts.
- 6 After discussing and agreeing your results, prepare a chart to summarise your conclusions which will provide a good reference of the similarities and differences.

Feedback your analysis to the group.

Activity 11.3c

Features and appeal

Natural attractions

1 What are natural attractions?

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2 Give some examples.

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3 Suggest four different types of special interest holidays where natural attractions are a key feature in attracting tourists.

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4 What kinds of tourists would choose a holiday where natural attractions were a key feature? Give reasons.

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Climate

1 Suggest how each of the following climatic features may affect a holiday:

Temperature	
Sunshine	
Precipitation: Rainfall	
Snow	
Wind	
Humidity	

2 For each of the above climatic factors, suggest a special interest holiday where climate is a key feature in the appeal to tourists.

Climate – key feature	Special interest holiday climate feature applies to:
Temperature	
Sunshine	
Precipitation: Rain	
Snow	
Wind	
Humidity	

3 Explain how climatic features may adversely affect certain types of tourist.

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Accommodation

1 What options are available to tourists?

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2 Explain the appeal of some of these options to the following types of tourists:

Tourist type	Accommodation option(s) likely to appeal
Families with babies and small children	
People with special needs (eg wheelchair users)	
Single females	
Groups	

3 Suggest types of special interest holidays in which accommodation is a key feature in attracting tourists. Give reasons.

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Further tasks

Compare and discuss your answers with the class. Consider other features and links to tourist types.

Information sheet 11.4a

Factors influencing the popularity of special interest holidays

There are many factors that influence the popularity of special interest holidays. The importance of these factors often depends upon the type of holiday and the destinations that support them.

Life/work changes

A large proportion of workers in the UK and America in particular have been identified as suffering from work-related stress, often working in competitive environments with some of the longest hours and few holidays compared with many European countries. There is a growing trend within these countries for working people to establish a life-work balance so that they have time for families and relaxation. Their levels of disposable income are often quite high and with little time for long holidays these tourists have high expectations of their well-earned breaks. Certain types of special interest holidays that offer relaxation in retreats and health spas have become increasingly popular. Special interest holidays offering adventure and extreme sports have found a high level of demand from working people whose daily lives are sedentary and unchallenging. Activity holidays catering for families provide hard-working parents with a valuable opportunity to share favourite hobbies and sports with their children away from the pressures of home life.

Accessibility

Some destinations that support special interest holidays have only recently become available to tourists for a number of reasons. This could be due to political factors within the destination such as civil wars, threats of terrorist activity and international relations. Destinations in less-developed parts of the world have recognised the economic benefits of tourism and governments have improved the infrastructure and resources needed to support tourist activities. Some forward-thinking governments have also realised the need to reduce the social and environmental impacts of mass tourism and have looked to the special interest holiday market to attract low-volume – high-spend tourists.

Other factors affecting accessibility include improved access and communications to remote destinations that often involve long journeys with many changes in transport systems en route.

The introduction of low cost airlines operating from and to regional airports has opened up to tourists many smaller cities and rural areas in Europe previously not served by national scheduled airlines.

The availability of special interest holidays has also improved as tour operators now offer an extensive range of products catering for all tastes and budgets. These types of holidays are now accessible to a wider market.

Availability of attractions and other tourist facilities

Besides enabling tourists to travel to their country, less-developed countries also need to cater for tourists whilst at the destination. This includes attractions and other tourist facilities such as hotels, restaurants, car hire, information and guiding services and transport operators. National governments encourage development and investment by offering incentives to developers and individuals to create tourist facilities and attractions. Many governments conduct tourism research to identify gaps in provision such as the availability of four-star accommodation and to promote the appropriate kind of development that tourists need.

Changing attitudes

People's attitudes towards holidays have changed and many are looking for a lot more than 'value for money' which has been the main motivating factor for the majority for many years. These types of tourists are no longer content to travel 'cattle-class' on chartered airlines and sit on overcrowded beaches for two weeks in traditional summer beach resorts. Many choose special interest holidays that offer a new cultural experience as well as stunning scenery and exotic food.

Increased awareness of cultural, environmental and health issues

There is an increased demand from some segments of the population to engage in holidays that benefit the communities and environments at the destinations they visit. Special interest holidays can meet that demand by offering conservation or working holidays where tourists take part in restoration projects or wildlife surveys. Some special interest holidays aim to promote and preserve the culture of the communities visited and tourists can stay in basic traditional accommodation, eat local food and meet the local people.

Increased awareness of the benefits of a healthy lifestyle has led to a demand for more outdoor active holidays with healthier meal choices.

Increased health, wealth and fitness of retirees

Well-established destinations in mainland Spain such as Torremolinos have been providing long-stay winter holidays for retirees for many years. SAGA was the first tour operator to capitalise on the 'grey' market but today there are numerous operators vying for their custom. Today's generation of retirees are far more adventurous, healthier and wealthier than in the past and many are not interested in tea dances and bingo in Spain! Some may be well educated and interested in holidays with an educational element, others may have hobbies that they wish to pursue or develop overseas such as cookery or wine tasting, bird-watching and gardening. Others may choose more active pursuits such as walking or cycling holidays. For some retirees who find themselves without a partner, group tours with a social aspect are popular.

Increased interest in national sports, education, adventure

Until quite recently the British had suffered a long period of poor performance in major sporting events. Over the last decade this has been changing and a new phenomenon, the 'feel-good factor' has been recognised. This is generated nationwide from the successes of national sports teams in football, rugby and cricket and individuals competing in international tournaments in golf, tennis and cycling. It is supported and promoted by mass media coverage and at a local level by communal gatherings to watch key sporting events of national importance. As the feel-good factor has spread, more and more people have become interested in following the ups and downs of the national team or sporting hero. An increasing number of people now want to actually experience the atmosphere of a major event rather than watching it from a distance on the TV. This has led to a demand for holidays to attend major events such as the Olympics, Commonwealth Games and the Golf Open or to follow sports tours such as the West Indies series for cricket.

Until recently, education was restricted to the classroom and ended when people left school, often with bad memories of the experience. With increased provision of a vast range of evening classes for adults in local communities, education has become interesting and appealing to many people. Special interest holidays that cater for educational needs have also become popular and may provide opportunities for people who perhaps want to travel abroad to learn a new skill, or a sport such as scuba diving, or a language or perhaps even about how to buy properties overseas.

Changing holiday patterns

Recent reports suggest that taking a number of short holidays throughout the year is more beneficial to people's well-being than one long summer holiday. If expectations rest solely on the experiences of just one holiday it is suggested that stress levels will increase and there is a chance that the opportunity for relaxation and enjoyment could be lost. In the UK, the two-week summer holiday is a long-established tradition for many who have been prevented from taking more holidays by financial restraints, until very recently. There are a growing number of people whose holiday patterns have changed and who take their holidays outside the main summer season to avoid the crowds, the heat or even families.

The opening of the Channel Tunnel has made access from the UK to mainland Europe easier and quicker and the resultant price war between ferry operators has also reduced the cost of Channel crossings by sea. Together with the huge growth of the low-cost airlines, short breaks have become a very popular option. Special interest holidays cater for the short break market, generally offering a choice of transport options, organised tours and specific activities to enable tourists to make the most of their short stay. For instance, a spring champagne weekend holiday in France is available from one operator specialising in wine tours.

Activity 11.4a

Task A

Based on what you have read about factors influencing popularity of special interest holidays, comment on why you think the following types of holidays have become more popular:

- skiing
- expeditions eg trekking in Peru
- holidays in cold climates eg Iceland
- health tourism eg for cosmetic surgery
- gap years
- sports tourism, especially long-haul destinations
- wine tours
- long-distance rail tours
- overland tours
- golf breaks
- religious pilgrimages
- spa and relaxation breaks.

Task B

As a group, brainstorm what types of special interest holidays could become popular in the near future. Explain your answers.

Information sheet 11.4b

Factors influencing the popularity of special interest holidays

Case study

Growth in Cruising Antarctica

1 Growth in tourism takes officials by surprise

Antarctic Treaty nations are taking steps to regulate tour operations to the frozen continent because of a bigger-than-expected growth in the number of visitors. About 20,000 tourists are expected to visit the region this year, an increase from 14,000 last year. The figures were revealed at a meeting of Antarctic Treaty nations in Cape Town, South Africa.

Australian Antarctic Division spokesman Tony Press says in future, tour operators will need accreditation and adequate insurance. Dr Press says the growth in tourism has taken officials by surprise.

'There are new players coming into the industry and there are new activities all the time,' he said. '[For example] people kayaking in Antarctica, people wanting to do isolated and remote area activities.'

Dr Press says operators will also have to have adequate contingency plans for search and rescue in case they run into difficulties.

'This is important because of the remoteness of Antarctica but also the effect that search and rescue activities has on national operators and other tourist operators in the region,' he said.

From the ABC www.abc.net.au/news/newsitems

2 Institute of Environmental Management and Assessment – international news

Antarctic Treaty meeting on tourism and NGO activities

Apr 01, 2004 – 04:01 PM

Protection of the world's most pristine environment was the focus of a recent meeting in Norway. Held partly in Tromsø and partly on a steamer that cruised along the northern coast of Norway from Tromsø to Trondheim, the Antarctic Treaty meeting of experts on tourism and non-governmental activities in Antarctica was held from 22-25 March 2004 in response to a decision made at last year's Antarctic Treaty Consultative Meeting.

Organised by the Norwegian Ministry of Foreign Affairs and the Norwegian Polar Institute, the meeting considered how to involve the tourist industry in drawing up guidelines for future activities, and discussed the possibility of co-operation on environmental monitoring in Antarctica to enhance the basis for evaluating the impact of tourism on the environment. Participants also addressed maritime safety and safety concerning private expeditions and extreme tourism, and conducted a technical assessment of shipping legislation for Antarctica. According to the Environmental News Network, Australia proposed among other things an accreditation scheme to foster adherence to voluntary guidelines and codes of behaviour by all tourist expeditions.

Ship-based tourism in Antarctica has doubled in the last decade from about 6,700 in 1992-93 to about 13,200 in 2002-03 and this number is estimated to have surpassed 20,000 in the past year, according to the International Association of Antarctica Tour Operators (IAATO). This spurt in Antarctic tourism has engendered calls for better regulation and stricter guidelines to protect both tourists and the vulnerable Antarctic environment. Concerns have been expressed over the potential of an oil spill and loss of lives if cruise ship hulls are not fortified for ice encounters.

Source: www.iema.net

3 The number of tourists visiting Antarctica has trebled

By Christine McGourty, BBC science correspondent, in Antarctica

Britain is leading an effort to introduce a new 'Antarctic Code' for shipping in the Southern Ocean. It aims to reduce the likelihood of a potentially devastating accident as a result of the increasing number of ships sailing around Antarctica. Tourism is flourishing on the continent and the trend is towards the use of larger cruise ships.

These are not specifically designed to sail in polar conditions and are more difficult to manoeuvre in ice than smaller ships.

There is also concern about the impact of the increasing number of visitors – more than 1,000 on the larger ships, compared with about 100 on the smaller ones.

Mass tourism

The number of tourists visiting the continent has more than trebled in the last decade, from about 4,000 to 14,000, according to Scott Altman of the Antarctica Project.

The organisation is campaigning for higher environmental standards on the continent and represents 230 non-governmental groups with an interest in Antarctica.

He said the numbers were forecast to rise to almost 30,000 by the year 2005. 'Tourists now substantially outnumber scientists and support staff on the continent,' he said.

'There's increasing interest in mass-market tourism with more air links and possibly even infrastructure development ashore. 'We're also seeing more and more adventure tourism. There's jet-skiing, iceberg-climbing, marathons, even surfing. It will push tourism into more and more pristine areas.'

'We do not want to see areas around Antarctica becoming like parts of Mount Everest, with waste lying around every corner,' he added.

There are strict regulations governing tourism in Antarctica – for example, no more than 100 visitors can be landed at one time. But this can mean that larger ships simply land batches of people in rotation over the course of a day.

Denise Landau, executive secretary of the IAATO, denied that the industry was growing exponentially. 'It's been growing gradually, certainly not so fast that it's alarming,' she said.

She said it just seemed that numbers were growing rapidly, because of changes in the way that IAATO was compiling the figures.

Oil spill fears

She admitted that the trend was towards larger ships, but said that was not necessarily a bad thing as not all were landing passengers on the continent.

'Any human presence down there – whether a ship or a human – is going to have some sort of impact, the question is whether it's significant,' she said. 'We're putting a lot of effort into assessing that at the moment.'

She said that on the Antarctic Peninsula, the part of the continent most visited by tourists, there was very little sign of the impact of humans.

That view is supported by some research. Bernard Stonehouse, of the Scott Polar Research Institute in Cambridge, England, has been leading a group looking at the impact of tourism on Antarctica for the last 12 years. He said: 'Although there's a lot of apprehension about what tourists might be doing, we found very, very little evidence of anything that's positively detrimental to the environment.'

The greatest fear is of a shipping disaster that would result in a devastating oil spill. The British government is leading discussions on how to improve marine regulations in the Southern Ocean.

The code would include new standards for the design and operation of vessels, covering such things as the type of fuel used and the minimum amount of experience that the crew must have in Antarctic waters. But it could be many years before such a code is accepted and implemented internationally.

Source <http://news.bbc.co.uk>

Activity 11.4b

Factors influencing the popularity of special interest holidays

Case study – cruises in Antarctica

Task

Using the web research answer the following questions.

- 1 List the UK based tour operators and transport principals that offer cruises in Antarctica.
- 2 Find out how tourists travel to Antarctica from the UK. List airlines and airports and other transport principals that are involved.
- 3 Identify other destinations that support cruising holidays to observe wildlife and list the operators.
- 4 Find data to support the view that holidays in 'undiscovered destinations' are on the increase.
- 5 Find out what types of tourists are most likely to go on holidays to 'undiscovered destinations'. Consider demographics, income and lifestyle.

Useful websites

www.antarctica.ac.uk

www.exodus.co.uk

www.journeylatinamerica.co.uk

www.polarcruises.co.uk

www.statistics.gov

www.wttc.org

Activity 11.4c

Assessing factors

Using the information you gathered in Activity 11.4b, and the case study material for the Antarctica for this activity.

Task

Assess the factors that have led to the growth in popularity of this type of special interest holiday. Consider a range of factors influencing the popularity and appeal. Draw conclusions and justify them with evidence you have gathered. Use references and compile a bibliography.

Unit 12: Travel Organisations

Unit aims

This unit gives students the opportunity to investigate one sector of the travel and tourism industry. A sector could be travel agents, tour operators, airlines, attractions, tourist boards etc. The student will select a sector of the industry and explore its connections with other sectors in the industry. The student will also examine the legal and regulatory requirements of the organisations in the sector and how these have affected their operations. Students will also select an organisation from their chosen sector that they can study in depth, considering its operations and products and services and how these can be adapted to meet the needs of its actual and potential customers. Much of the student's study of this unit could be undertaken through work experience or through desk research.

Unit topics

- 1 Sectors of the travel and tourism industry
- 2 Legal and regulatory requirements of organisations
- 3 A travel organisation and its operation

Suggested delivery plan and schedule of activities

Section 1: Sectors of the travel and tourism industry

Topic	Suggested delivery plan	Resources
What is travel and tourism? Sectors of travel and tourism	<ul style="list-style-type: none"> Students discuss key words related to travel and tourism to establish a group definition. Discuss the similarities between definitions. 	Activity 12.1a
Travel agents	<ul style="list-style-type: none"> Students define what a travel agent is. Students list what a travel agent sells. Discuss the different types of products and services offered by travel agents. 	Activity 12.1b Brochures to show the different types of holiday available Internet Visit organisation Visiting speaker
Tour operator	<ul style="list-style-type: none"> Students define what they think a tour operator is. Discuss the elements of a package holiday. Look at different types of operators, eg specialist operators. 	Sunday newspapers Internet Guest speakers Activity 12.1c
Tourist information and guiding services	<ul style="list-style-type: none"> Teacher to describe tourist information services. Students to research their own area by visiting a local TIC and list products and services available. Teacher describes the role of Blue Badge guides. Students to design a guided tour, highlighting different tourist attractions. 	Leaflets with examples of guided tours Guest speaker Local maps
Tourist boards	<ul style="list-style-type: none"> Students to do a search to find out the tourist board in the area. Teacher divides students into groups that should choose two tourist boards in a locality and carry out a comparison. Students should look at products and services, operational issues, employment and promotion. 	Websites for tourist boards Guest speakers

Topic	Suggested delivery plan	Resources
Accommodation and catering	<ul style="list-style-type: none"> • Discuss types of accommodation. • Name accommodation chains. • Discuss meal arrangements (full board, half board, etc). • Discuss classifications. • Teacher divides students into groups to research accommodation facilities, eg Marriott, describing products and services. • Students to carry out a visit in groups to two different organisations – eg a five star hotel and the local B&B. A comparison should be carried out between them in terms of products and services, structures, operational methods and employment. • Accommodation symbol exercise. • Read article and discuss. 	<p>Activity 12.1d</p> <p>Brochures for chosen company</p> <p>Internet access</p> <p>Leaflets</p> <p>Guest speakers</p> <p>Websites</p> <p>Activity 12.1e</p> <p>Activity 12.1f</p> <p>Article – new hotel grading system creates further confusion</p>
Attractions	<ul style="list-style-type: none"> • Students to work with partners to create a portfolio of the UK's top 10 visitor attractions. • Discuss what type of visitors would visit the attractions. • Students should design a chart to illustrate their findings and then plot each on a UK map. 	<p>BTA or Regional Tourist Board sources</p> <p>Activity 12.1g</p> <p>Activity 12.1h</p> <p>Blank map</p>
Transportation	<ul style="list-style-type: none"> • Students to identify different modes of transport and their providers. Teacher should reinforce the four main methods of transport (air, rail, sea and road). • Students to locate on map of UK: airports (with three letter codes), seaports and major roads. • Students to investigate products and services. • Students to research their promotional activities and carry out a comparison. 	<p>Outline map of UK</p> <p>Atlases</p> <p>Map of UK rail network</p> <p>Information from companies</p> <p>Web review</p> <p>Leaflets</p> <p>Visit to organisation</p> <p>TTG</p> <p>Activity 12.1i</p>

Topic	Suggested delivery plan	Resources
Choose a sector of the industry, for example airlines	<ul style="list-style-type: none"> • Teacher to divide students into groups to look at either British Airways or Virgin Airlines. • Students identify market share of each provider. <ul style="list-style-type: none"> – Present this to the rest of the class. – Discuss the differences. 	<p>Activity 12.1j</p> <p>Interviews with organisation</p> <p>Internet</p> <p>Government websites</p> <p>Company house websites</p> <p>Activity 12.1k</p> <p>End of year accounts from organisation</p> <p>Newspapers – financial sections</p>
Using the same sector	<ul style="list-style-type: none"> • Discuss what a structure is. • Students to research and investigate different structures of the sector. • Students to discuss what a marketing objective is. Teacher to give definition. • Discuss in groups what marketing objectives different organisations may have. Look at which ones would be similar and which would be sector specific. • Discuss and identify the influence they have in the sector in terms of: <ul style="list-style-type: none"> – price – products on offer – opening times – promotion. 	<p>Structures 1-5</p> <p>Organisational data</p> <p>Internet</p> <p>Guest speakers</p> <p>Visits to organisations</p> <p>Newspapers</p> <p>Websites</p> <p>Promotional campaigns</p>
Connections with other sectors	<ul style="list-style-type: none"> • Identify how your chosen sector has connections with other sectors in the industry. • Understand the chain of distribution and how this is applied within the travel and tourism industry. • Distinguish between the different forms of integration within the industry and identify the reasons for this integration. • Present to the class. • Chain of distribution diagram. 	<p>Organisational data</p> <p>Activity 12.1l</p> <p>Activity 12.1m</p> <p>Chain of distribution diagram</p> <p>Brochures/guest speakers</p>

Section 2: Legal and regulatory requirements of organisations

Topic	Suggested delivery plan	Resources
Legal and regulatory requirements: what are they within the sector?	<ul style="list-style-type: none"> Teacher to organise students into groups to discuss and review five words to describe the terms 'legal' and 'regulatory'. Next ask groups to discuss how they may affect organisations. 	Activity 12.2a
Civil and criminal law	<ul style="list-style-type: none"> Teacher to give a definition of civil law. Teacher to give a definition of criminal law. In groups, teacher to guide students to discuss the difference between civil and criminal law. Teachers to divide students into groups in order to research, discuss and review the questions on the worksheet and then present their findings to the class. 	Activity 12.2b
Regulatory bodies: <ul style="list-style-type: none"> The Association of British Travel Agents (ABTA) International Air Transport Association (IATA) Civil Aviation Authority (CAA) Association of Independent Tour Operators (AITO) Federation of Tour Operators (FTO) Joint Aviation Authorities (JAA) Law of contract	<ul style="list-style-type: none"> Teachers to divide students into groups of three or four people, each group to be allocated one of the regulatory bodies. The group must prepare a 10-minute presentation to the rest of the group. Discuss the law of contract with students, asking them to give examples of where they are bound by contracts. Examples could include mobile phone contracts, student contracts or banking contracts. Ask them to consider what responsibilities each party has to ensure the contract is fulfilled. Ask students to apply what they have learned to the case study in Activity 12.2f. 	Activity 12.2c Information sheet 12.2d Activity 12.2e Websites Library Contact with organisations
Package Travel Regulations	<ul style="list-style-type: none"> Ask students to research the Package Travel Regulations and complete the activity sheet. 	Activity 12.2g

Topic	Suggested delivery plan	Resources
	<ul style="list-style-type: none"> Students to look at scenario to determine the outcome. 	Activity 12.2h
Disability Discrimination Act Data Protection Act Trades Description Act Fair Trading Act Sales of Goods and Services Equal Opportunities Act Sex Discrimination Act Safety at Work Act Working Time Directives Health and Safety at Work Act Age Discrimination Act	<ul style="list-style-type: none"> Students to undertake research to determine the key features of, and the main differences between, the acts. Students to identify which acts regulate many employment sectors and which are specific to the travel and tourism industry. 	Internet Library Activity 12.2i
Which act applies?	<ul style="list-style-type: none"> Students to look at a variety of scenarios to determine which act(s) needs to be considered in each case. 	Activity 12.2j
Current legislation	<ul style="list-style-type: none"> Students to investigate any new legislation and how it affects travel and tourism organisations. 	Activity 12.2k Information sheet 12.2l

Section 3: Travel organisation and its operation

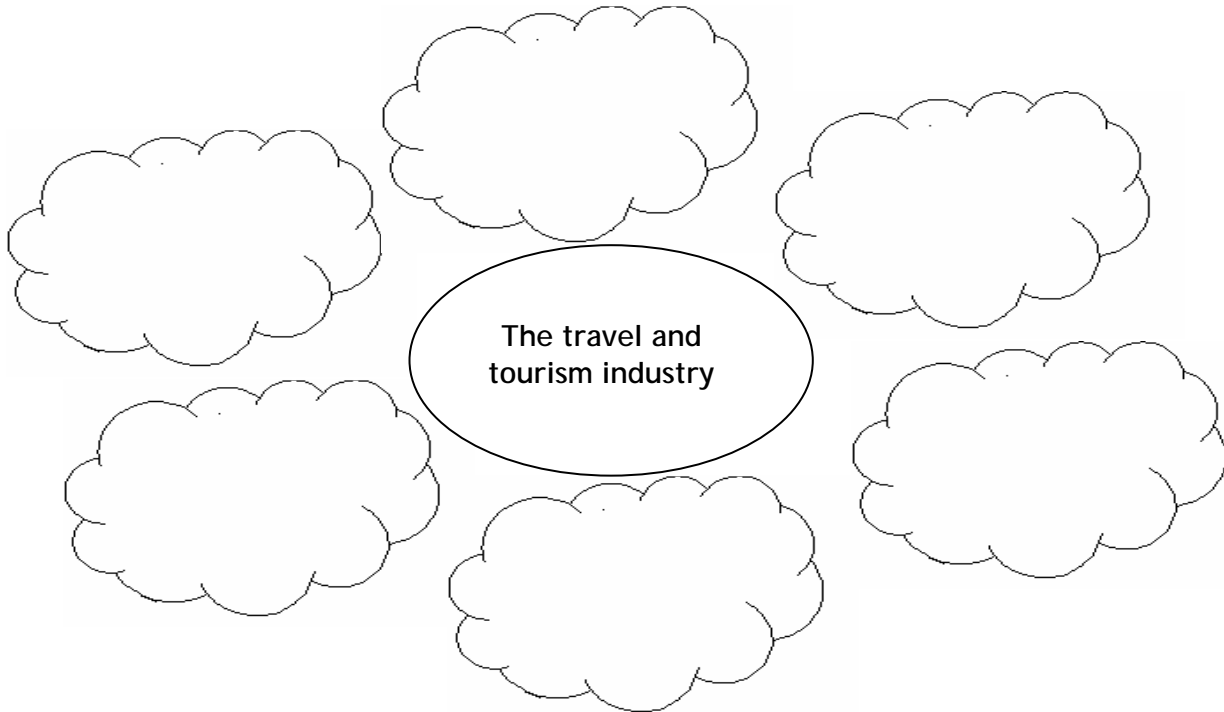
Topic	Suggested delivery plan	Resources
Understanding different organisations	<ul style="list-style-type: none"> Teachers to divide students into groups, giving them each a different sector of the industry. Students then brainstorm the different organisations within that sector – local and national. Students to discuss definitions of scale, structure and business systems. Teachers to use case studies to clarify these. 	<p>Activity 12.3a</p> <p>Activity 12.3b</p> <p>Case studies</p>
Structure and scale and business systems	<ul style="list-style-type: none"> In pairs, students choose an organisation within their chosen sector – and research the structure, scale and business systems. Students will present this to the class for discussion and comparison of other organisations and sectors. Students to visit organisations to review their business systems. 	<p>Activity 12.3c</p> <p>Structures 1-5</p>
Products and services	<ul style="list-style-type: none"> Teacher to divide students into groups and allocate to each a different sector to research, students to discuss the different products and services within the chosen sector allocated to them. Teachers to choose a travel agency and divide students into groups and get them to identify products and services for that organisation. Teachers could set a time limit for this. 	<p>Activity 12.3d</p> <p>Brochures</p> <p>Activity 12.3e</p> <p>Guest speakers – one from each sector</p> <p>Visits to different sectors</p>
<p>What is a need?</p> <p>Different types of customers and their needs</p>	<ul style="list-style-type: none"> In pairs, students to brainstorm what a need is. In groups, students to identify different customers within the travel and tourism sector and their needs. In groups, come up with different customer profiles and identify their needs. 	<p>Activity 12.3f</p> <p>Activity 12.3g</p>

Topic	Suggested delivery plan	Resources
Discussion products and services meet needs	<ul style="list-style-type: none"> • Teachers to put students into groups to decide how important needs are when choosing products and services. • Teachers get students to debate their answers to the opinion line activity. • Teacher to give students a list of needs and get them to rank them in order of importance. 	<p>Activity 12.3h</p> <p>Activity 12.3i</p>
<p>What is a gap in provision?</p> <p>Identification of gaps</p> <p>Recommendation of new products and services</p>	<ul style="list-style-type: none"> • Students to brainstorm in pairs, what a gap is. • Teacher to give definition of a gap. • In pairs, students to use a case study to identify gaps and future product development. This should be presented to the rest of the class for discussion. 	<p>Activity 12.3j</p> <p>Internet</p> <p>Library</p> <p>Activity 12.3k</p> <p>Activity 12.3l</p> <p>Brochures</p> <p>Activity 12.3m</p>
Review of unit by assessor	<ul style="list-style-type: none"> • Review of sectors. • Legislation. • Gaps and needs. 	Activity 12.3n

Activity 12.1a

Task A

In pairs, discuss and review the sectors that make up the travel and tourism industry.



Task B

Working in small groups, come up with a definition of 'travel and tourism'.

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Activity 12.1b

Task A

Read the article below and in groups discuss the advantages of travellers using travel agents and tour operators to book trips as opposed to making independent bookings.

Packages v independents. Holiday Which? puts them to the test

The growth in low-cost airlines and internet travel companies has made it easier than ever for holiday makers to be their own travel agents. However, says Holiday Which? in its report comparing the pros and cons of package versus independent holidays, the rash of recent low-cost airline failures is a cause for concern to DIY holiday makers.

In its report published today, the magazine found it could make worthwhile savings by booking independently. But traditional package holidays offer financial security, in stark contrast to the potential plight faced by holiday makers booking direct with airlines and hotels that offer no financial protection.

Consumer protection has failed to keep up with the changes in the travel industry. So when you book

flights and hotels separately, you're unlikely to be covered by protection — or 'bonding' — schemes such as Atol or ABTA. All of which can make obtaining refunds and compensation messy when a company goes bust.

Yet, despite the government acknowledging that legislation has not kept up with the proliferation of budget airlines and internet travel companies, there are no plans for immediate changes to the law.

Mike Pedley, Holiday Which? said:

'Scheduled airlines, whether well established or budget newcomers, are simply not required to provide financial protection.

Holiday makers are frequently not aware of this, so can end up stranded abroad or out of pocket when airlines and travel companies go bust.

Holiday Which? thinks this situation needs to be addressed urgently so anyone choosing to go the DIY route when booking their holiday is a well protected as those booking a traditional package.'

Adapted from Holiday Which? website

Task B

You work for ABTA and are attending a careers workshop for new recruits in the travel and tourism sector. Design a handout on the following to present to the new recruits.

- 1 Definition of a travel agent
- 2 Definition of a tour operator
- 3 Different types of travel agents
- 4 Different types of tour operators
- 5 An explanation of how the two work together.

Activity 12.1c

Package holidays

A package holiday is made up of:

- 1
- 2
- 3
- 4

A package holiday is put together by a _____

Give an example of a package holiday _____

What else can be included _____

Name three places where you can book a package holiday:

- 1
- 2
- 3

Activity 12.1d

Accommodation types

Working in small groups, look at the following types of accommodation. For each one say which products and services are similar to all and which are different.

- Hotels
- B&Bs/guest houses
- Camping/caravan sites
- Hostels
- All-inclusive resorts/holiday centres

1

2

3

4

5

6

7

8

9

10

Activity 12.1e

Types of accommodation

Students to choose two hotels and to research the different types of accommodation and their target markets.

Name of hotel:

Grade:

Location:

Full board	Half board	B&B	Room service	Other

Type of accommodation	Double room	Twin room	Single room	Family room	Suite	Other

Activity 12.1f (1)

Accommodation jargon

The travel and tourism industry uses a lot of jargon, abbreviations and symbols. The accommodation component uses these more than most.

Task A

The following table lists some abbreviations. Complete the second column by adding in what each abbreviation stands for.

Abbreviation	In full
B&B	
HB	
CP	
AP	
WC	
BAL	
SV	
SSV	
PV	
FB	
AI	

Task B

The following symbols are used to describe the facilities offered by accommodation providers. Can you guess what they mean?



Activity 12.1f (2)

New hotel grading system creates further confusion

Stars, ribbons, crowns and rosettes marking hotels' quality have been causing considerable confusion, so the Government asked the tourist boards of England, Scotland and Wales along with the RAC and AA to develop a universal harmonised hotel grading system.

But there are still several separate schemes. In England, there are now two parallel grading systems, agreed by the English Tourism Council with the AA and the RAC. The star scheme for hotels gives equal weight to facilities, service and quality while the diamond scheme for B&Bs, guesthouses, inns and farmhouses is based purely on quality.

Unconnected to the English system, the Scottish Tourist Board (STB) and Wales Tourist Board

(WTB) set up their own joint scheme, with a star grading that is based only on quality judgements for hotels as well as smaller establishments.

Under the revised gradings, anomalies between the different systems still occur as before. For instance a hotel may be awarded five stars by the STB, yet only three stars by the AA, due to the different judging procedures.

Patricia Yates, Editor of Holiday Which?, says:

'The latest attempt at harmonisation is a missed opportunity, with the tourist boards using different schemes but the same star symbols for hotels. Until all the UK tourist boards use just one grading system, visitors will continue to be confused.'

'We'd like to see compulsory registration and inspection of all accommodation to ensure minimum standards of cleanliness, comfort and maintenance, and a system that all visitors can recognise.'

Adapted from Which? website

Tasks

- Read the article above and discuss as a group the impact that a confused rating system could have on the travel and tourism industry.
- Who do you think should be responsible for dealing with this matter and what should be done?

Activity 12.1h

Visitor attractions and their market

Students to compile a chart of the top 10 visitor attractions in the UK and who visits them.

Name of visitor attraction	Visitor type

Activity 12.1i

Providers of transport methods and market share

Task

The four main transport methods are road, rail, sea and air.

Despite the fact that they are all in the transport sector, each area tends to have very different characteristics. Some areas such as ferry operators have a few well-established operators but face competition from other types of transport. In many areas of the UK there is no competition for rail operators so they have a monopoly (although they are regulated in other ways). Road transport operators such as scheduled coach companies often compete with rail operators by undercutting their fares. Air travel is highly competitive with many operators, large and small, all fighting for a larger share of the market.

Complete the following table, selecting one major provider for each transport method and finding out as much as you can about their turnover, market share and key competitors.

Method	Example of provider	Turnover, market share and competitors
Road		
Rail		
Sea		
Air		

Activity 12.1j

Scenario

In groups, investigate either British Airways or Virgin Airlines. Produce an end-of-year report to your manager on your company's position in the market.

Your report should consist of the following:

- number of airports you fly out of and into and number of countries served
- number of domestic and international flights
- number of people employed
- different products offered
- different types of customers
- any new destinations recently added or planned
- destinations not covered by your service.

Present the report to the rest of the class and discuss the organisation's strengths and weaknesses in terms of its competitive position.

Activity 12.1k

Market share and profit

Task

In groups, research one of the following travel organisations:

- MyTravel
- TUI
- Thomas Cook.

The aim of your research is to gain an understanding of the profitability and market share of the company.

- 1 Students to undertake a newspaper review from the Financial Times on MyTravel, looking at its market share and profits.
- 2 Research the company website to find information on profits and market share.
- 3 Look at trade journals such as TTG to gain an overview of the history and future direction of the company.

Each group should present their findings back to the group on the organisations that they have investigated. In the table below, list the organisations researched by others in your class, their market share, turnover and profit.

Organisation	Market share	Turnover and profit

Activity 12.11

Definition of chain of distribution

This is a system by which a service or product is distributed from its manufacturing sources to the consumers.

Producers

Wholesalers

Retailers

Consumers

The **tourism product** consists of transport, accommodation and attractions (man made and natural). The manufacturers of these services consist of air, sea, road and rail carriers, and tourist accommodation eg hotels, as well as other man-made facilities – eg purpose built activity centres.

These services can be sold through:

- direct methods (eg travel agents)

or

- wholesalers (eg tour operators).

Tour operators are known as wholesalers as they buy a range of products, for example hotel rooms, airline seats and coach transfer facilities, in bulk, then packaging them for subsequent sale to travel agents or tourists direct.

Activity 12.1m

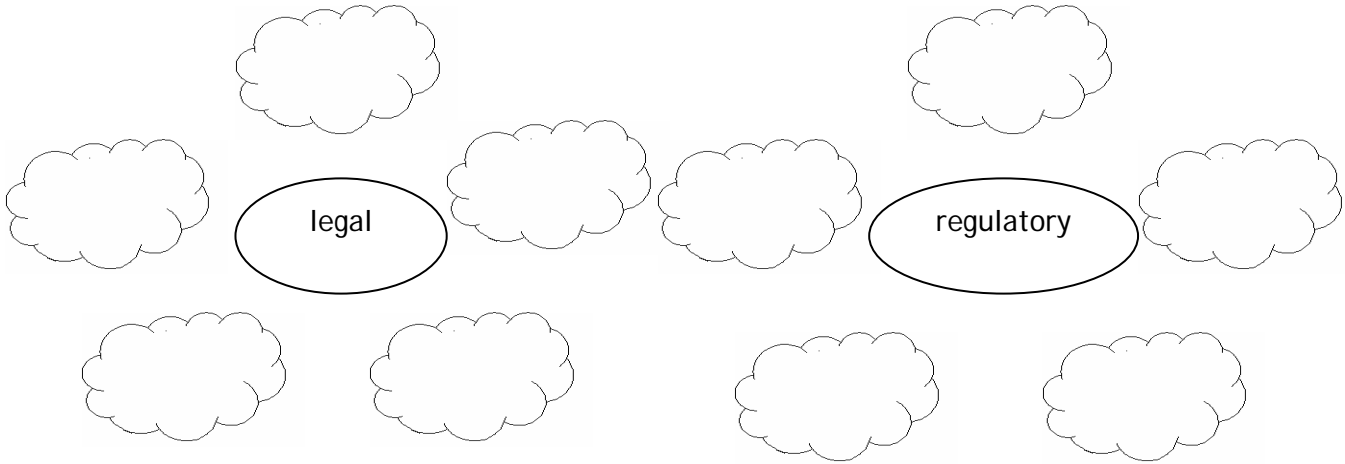
Marketing objectives

Organisation	Marketing objectives	Common or sector specific	Differences

Activity 12.2a

Task A

In small groups, discuss and agree on five words that can describe or are similar to the terms 'legal' and 'regulatory'.



Task B

Working in small groups, come up with a definition of legislation, and then discuss how legislation affects the way organisations operate.

Activity 12.2b

Civil and criminal law

Discuss and review the following questions in groups and then present your findings to the class.

Who can raise a civil prosecution?	
Who can raise a criminal prosecution?	
In civil law who is the plaintiff?	
What do we mean by compensation?	

Activity 12.2c

Travel industry careers fair

You work for Springboard UK, an organisation that provides information about careers in the tourism and hospitality industry. You have been asked to arrange a careers fair for travel and tourism graduates who are looking for jobs in travel and tourism organisations. As well as providing careers advice, you have decided to produce a handout on the various regulatory bodies that operate in the travel and tourism industry. As you are working in a team, your task is to research one of these organisations and present this information to the rest of your group.

Organisation:

History:

Roles and responsibilities:

Key benefits to its members (where applicable):

Information sheet 12.2d

The history and role of ABTA

ABTA historical background

ABTA was founded in 1950 and formed into a limited company when on 14 June 1955 eight men signed a Memorandum of Association.

One can only wonder whether they could possibly have foreseen the developments in the travel industry, and therefore in ABTA itself, which have occurred in the years which have intervened between then and now. These developments include the improving economic circumstances of the mass of the population of the United Kingdom in the post-war years; the invention of the jet aircraft engine; and the 'entrepreneurial' flair of the British travel industry, resulting in the emergence of tour operators as wholesalers as distinct from retail travel agents.

These factors combined to bring holidays abroad within the reach of millions of people for whom until then travel in foreign lands had been little more than a dream. The 'package holiday' explosion had begun and was soon to become one of the most remarkable social phenomena of the second half of the twentieth century. Indeed in world-wide terms, international tourism, based to a large extent on the package tour, has become what is probably the greatest single growth industry.

In the United Kingdom, no less than elsewhere, this phenomenal growth brought its attendant problems. Apart from the very rate of that growth, these problems stemmed partly from the unusually difficult position of the tour operator and partly from the unique position of the customer. The former is the co-ordinator and seller of the different elements making up a product largely dependent on services provided by others over whom he may have little or no control. The latter pays in advance for what frequently, even in this sophisticated day and age, amounts to the fulfilment of a dream.

It is because of special factors such as these that the financial failure of, or inadequate performance by, tour operators or travel agents causes unacceptable social problems and great damage to the reputation of the travel trade as a whole. This in turn is why ABTA has developed into a trade association concerned – apart from its normal trade association functions – to solve such problems, or at least mitigate their consequences, by becoming an independent, self-regulatory body which is the envy of the travel trade throughout the world and whose reputation stands high in the eyes of government and statutory authorities in the United Kingdom.

Stabiliser

One major factor, which enabled ABTA to achieve its pre-eminent position and high consumer profile, is the provision of financial protection for the holidaymaker. This protection has been provided for over 20 years in the form of individual company bonds and funds contributed to by the Members. In addition, a large number of Members have bonds held with the Civil Aviation Authority under the ATOL Licensing Scheme.

ABTA was initially able to give this security by introducing a rule in 1965 which became known as Stabiliser. The rule stated that if an ABTA Member tour operator wished to sell their foreign inclusive holidays or other travel arrangements through a third party, they could only do so through ABTA Member travel agents. Conversely ABTA travel agents could only sell the foreign inclusive arrangements of ABTA tour operators. Naturally this meant that most tour operators and travel agents sought to belong to ABTA and the net of ABTA's safeguards for the travelling public was cast as widely as possible.

This practice was inevitably a restrictive one and when legislation relating to restrictive practices was extended to the provision of services in 1976, the Office of Fair Trading referred Stabiliser to the Restrictive Practices Court. A decision was reached on 20 December 1982 that Stabiliser was in the public interest and could continue to be enforced lawfully.

With this in place, the Association was able to build on this strength and continue to protect the interests of its Members' customers and to advance the interests of the ABTA membership as a whole. The Stabiliser was finally removed by ABTA in October 1993 as it was no longer necessary in the light of the Package Travel Regulations, which were implemented in the United Kingdom at the end of 1992.

The EC Directive

Quite naturally times have changed and the industry has seen not only greater advances in technology and aeronautical engineering but also a movement within Europe to reach closer union and integration of the nation states of the European Community. One result of inter-state alignment relating to legislation has been the introduction of an EC Directive, in 1990, that has to some degree changed the nature of the package travel industry.

The intention of the EC Directive on package travel is to harmonise consumer protection across the whole community. Whilst ABTA has been operating its own successful system of financial protection for many years there has never before been a legal obligation to do so. ABTA made representation and contributed to the European Commission's financial protection and the result was a Directive that brought other European countries in line with the system that ABTA operated through its Articles of Association.

The Package Travel Directive had to be put into law by each EC member's country by 31 December 1992, and each country was given the right to choose how they wished to implement it. In the UK, the Government chose to implement the Directive within the Package Travel Regulations of 1992, with the responsibility for regulation now resting with the Trading Standards Officers and ultimately the Department of Trade and Industry. The significance of this new law to the industry is unparalleled, with new liabilities and criminal offences in respect of sales procedures and by imposing financial protection upon the industry, rather than by the choice of the individual company.

Two key definitions under the new law which affect the responsibility of the person either putting together or simply selling a package holiday are the definitions of a package and an organiser. A package holiday is defined as a pre-arranged combination of at least two of the following: accommodation, transport and other tourist services not ancillary to transport or accommodation but forming a significant part of the package. They must also be sold at an inclusive price for a stay of over 24 hours or include overnight accommodation.

Anyone acting as an 'organiser', that is someone who 'other than occasionally' organises and offers for sale a package holiday, must now have a bond or other financial protection in place. The actual definition of an organiser is very wide and can for example catch hotels, guest houses, schools, and an estimated number of 30,000 people who are unwittingly likely to have become tour organisers. At this point in time ABTA Members are at an important advantage due to ABTA's track record of excellence in financial protection and very high public profile.

The role of ABTA

Amongst the original objectives for which ABTA was established and which remain in the Memorandum of Association until this day were 'to promote and develop the general interests of all Members of the Association' and 'to do all such things as may be deemed necessary or expedient to raise the prestige and status of Members of the Association'. Broadly speaking, the former represents ABTA's 'commercial role', the latter its 'regulatory role'.

ABTA's commercial role is to influence events, for instance at government and European levels and in commercial affairs in a general way, so as to create favourable business environment for its members.

ABTA achieves a great deal in this respect, for example, by opposing legislation damaging to the trade, promoting the image of Members through 'external' public relations and offering services to Members.

The trouble is that the advantages of activities such as these may not always be immediately obvious to Members. In addition, there tends to be much misunderstanding amongst Members about the scope and especially the limitations of ABTA's commercial role.

For example, it is not ABTA's business to interfere directly in the commercial decisions of individual Members relating to matters such as discounting by travel agents, brochure relaunches by tour operators, overcapacity, direct selling, proliferation of travel agencies, advertisements comparing a Member favourably in relation to other Members (provided the comparison can be substantiated), which ABTA travel agents ABTA tour operators should appoint as their own agents and so on. Interference such as this would in any event be illegal under the restrictive practices legislation and this would be true even if Stabiliser had not been upheld by the Restrictive Practices Court. It is often quite wrongly said that without Stabiliser, ABTA or separate associations for tour operators and travel agents would have been more able to indulge in these sorts of activities. This is simply untrue as a matter of straight law and all trade associations are in the same position.

Adapted from www.ABTA.com

Activity 12.2e

Regulatory bodies

At the Careers Fair you will be giving a talk to local trainees in the travel and tourism sector. Design a handout explaining the different regulatory bodies and what their relationship is with each other and their effects on the industry.

There are a number of regulatory bodies involved in the travel and tourism industry, including IATA, the CAA and the JAA.

The information sheet can be set out in any format, but the following points should be addressed:

- how all the regulatory bodies in the travel and tourism industry relate to one another
- the role and responsibilities of ABTA in terms of the legislation and regulation of the travel and tourism industry
- the main advantages to the consumer of booking through ATOL-regulated tour operators.

Activity 12.2f

Contract law and compensation in the travel sector

The contract that occurs between the customer and the tour operator, or between the travel agent and the tour operator, creates the foundation of all bookings.

The following is a typical package holiday booking.

Scenario

Mr and Mrs Thompson booked a two-week holiday to Italy for September 2005, flying from Belfast with another couple, Mr and Mrs Scanlon. The booking is on a full-board basis in a four star hotel. They have booked a double room with a balcony and have taken the tour operator's insurance policy.

Mrs Thompson went to the travel agents and booked the holiday on 16 September 2004 where she paid a deposit and signed the booking form. Then on 14 February 2005 she paid the balance in full.

On 3 July Mr Scanlon broke his arm and decided not to travel, but the rest of the party decided they still wanted to go.

Tasks

Look at the above scenario and **using the contract terms** for a holiday booking carry out the following.

- Take an up-to-date brochure and calculate the price of this holiday, or one similar.
- What is the procedure that Mrs Thompson must follow for the tour operator in the cancellation of this booking?
- The tour operator would now recalculate the price of this holiday. Work out the refund due to Mrs Thompson, taking into account the insurance premium and detailing any extra costs to the remaining passengers as a consequence of the cancellation.

Activity 12.2g

Package travel regulations

The Package Travel, Package Holidays and Package Tours Regulations were established in 1992 and replaced ABTA's bonding system in offering protection for consumers on package holidays. The main element of this regulation was to highlight that the tour operator was responsible for all parts of the package holiday.

It is therefore very important to understand what exactly is meant by a 'tour operator'.

Individually, complete the following exercise.

How does this law define a 'package holiday'?

Outline the key issues for tour operators to bear in mind if they wish to ensure that their practices do not fall short of the law:

Investigate how the following organisations are affected by package travel regulations:

- schools and colleges organising study visits for pupils
- a local cycling club arranging a trip to watch the Tour de France
- a scout leader taking his pack camping in Wales.

Activity 12.2h

Legal requirements

Scenario

You work as an assistant manager of an independent high street travel agency. There are three new trainees starting next week and you need to provide notices in the back office to help the newcomers understand certain legal requirements of their jobs.

Working in pairs, produce leaflets or posters to display in the back office, which will help the new recruits. These should take into consideration the following points:

- package travel legislation
- the law of contract
- guidelines on how a package holiday should be advertised and sold.

Present these to the rest of the group and ask for feedback on how they could be improved.

Activity 12.2i

Acts and directives within the travel and tourism industry

Industry-specific acts

--

Cross-industry acts

--

Activity 12.2j

Which act applies

As you should know by now, there are many laws that affect the operation of travel and tourism organisations. Look at the scenarios below and explain which laws could have been violated and how.

Explain what action, if any, you consider the employee, the organisation or the customer should take in each case.

- 1 Mr and Mrs Wilson are on a package holiday with friends to Cyprus. The package includes cycling tours with a guide. On the second week of the holiday Mrs Wilson trips on a frayed carpet in the hotel and sprains her ankle. She is unable to take part in the cycling tour.
- 2 Mr and Mrs Burton arrived at their resort to find that their hotel had been overbooked. They were immediately allocated another hotel but of a lower standard. They complained, but as there were no other rooms available had to remain in that room until the end of the holiday.
- 3 Ashley Smith and his girlfriend have just arrived in Spain on a holiday that they booked independently over the internet. Ashley uses a wheelchair and the booking agents had assured his girlfriend that he will have a specially adapted room on the ground floor of the hotel. On arrival at the hotel, the manager explains that there has been a small flood and as a result the ground-floor room is no longer available.
- 4 Sinead Conway has been refused an interview for a job at SnappyJet, a low-cost airline, on the grounds that she is too young. Sinead is 18 years old.
- 5 Julia and Kevin are on their honeymoon. They have booked five-star hotels throughout their four week stay. Two weeks into the honeymoon they arrive at their third hotel to find that it is only a two-star and is very dirty. The couple are upset and angry and ask to move to another hotel, which they do. However they have to pay the difference in price.
- 6 Sahera Khan has worked as an overseas rep for Friendly Holidays for the past 10 years. She loves her job and was surprised when she received a phone call from head office suggesting that she should move jobs next year and work in the resort office. When she enquired why she was told that as most of Friendly's customers were aged 18-25, the resort rep role suited someone a 'little younger' than Sahera. Sahera is 34 years old.
- 7 Stewart Roberts works as a tour escort for Golden Escapes, a coach tour operator specialising in seven and ten-day trips to Europe. He often works a fourteen hour day if he is travelling a long distance on the coach, although for much of that time he can just sit and read a book.
- 8 Mr and Mrs Baxter were annoyed to find out that their email address had been given out to several hotel booking agencies and car hire companies after they booked a flight to Rome online through an airline's website.

Activity 12.2k

Financial protection for air travellers and package holiday makers

The following is taken from the CAA website (www.caa.co.uk). It sets out the ATOL scheme which protects consumers in the event of financial failure of a travel firm.

Buying flights or air-based package tours in the UK

The role of ATOL is to ensure that you don't lose out if you book a flight or an air holiday with a travel firm and it then goes out of business, either before you travel or while you're abroad.

All air travel firms must by law **either** give you a valid airline ticket as soon as you pay, **or** protect your booking by ATOL.

If you don't get a ticket straight away – or within 24 hours of giving your money if you book by telephone or post – you're entitled by law to get a document confirming ATOL protection. The ATOL receipt or ATOL confirmation invoice, which you should get as soon as you book, confirms that your money is protected by ATOL.

Remember that ATOL is the **only** protection scheme for flights and air holidays sold by tour operators in the UK. Some trade bodies – like ABTA – have their own financial protection systems, but these concentrate on non-air holidays such as coach and ferry packages and on protection against travel agent failure. If you are booking a flight or an air holiday from a tour operator, you must be covered by ATOL to ensure protection.

ATOL won't protect you if you book direct with an airline, or if you get an air ticket from an IATA travel agency as soon as you pay. In this event, your contract will be with the airline, which should honour your ticket even if the agent goes out of business. And ATOL may not protect you if you aren't in the UK when you make your booking. You can contact the Consumer Advice Helpline for further information.

Information sheet 12.2I

The following are press releases taken from the CAA website.

CAA Rescues Holidaymakers After Golden Sun Group Collapses

September 2004

The Civil Aviation Authority has today called the ATOL bonds of Golden Sun Holidays Limited and Airglobe Holidays Limited. These North West London-based operators specialised in package holidays to southern Europe, particularly Cyprus, Greece and Portugal, and were licensed to sell over 200,000 holidays this year.

The CAA's Consumer Protection Group is working to ensure that customers abroad can complete their holidays and fly home with the full protection provided by ATOL. People who have made advance bookings will not be able to travel but will be refunded from the ATOL bond. They should not go to their departure airport.

The CAA expects to receive a large number of customer claims and recommends that people who booked through travel agents should contact their agent, who may be able to arrange an alternative holiday.

CAA Launches 'If Only We'd Known About ATOL' Campaign In London

January 2005

The dangers of booking a 'DIY' holiday are highlighted today in a new advertising campaign launched in London by the Civil Aviation Authority.

It promotes the financial protection scheme provided by ATOL (Air Travel Organisers' Licensing) and emphasises that if you book your own flights and accommodation with different firms you will not get the same financial protection as you would with an ATOL-protected package.

The campaign runs through February and coincides with the Destinations show at Earls Court at which the CAA is taking an exhibition stand. It then moves to Birmingham in March.

Expected to reach more than five million people, the campaign focuses on the peace of mind ATOL protection provides to the 28 million people taking air holidays each year in the UK. But importantly, it also reminds prospective holidaymakers that this protection is not available if they put together their flights, accommodation or car hire separately.

The advertisements, which will appear on the London Underground this week, show people who have lost their holiday or who have been stranded abroad, with the message – 'If Only...We'd Known About ATOL', with the secondary message – 'ATOL – Total Financial Protection for Air Holiday Packages'. Radio advertisements will also be broadcast on Magic 105.4 FM from 1 February for three weeks.

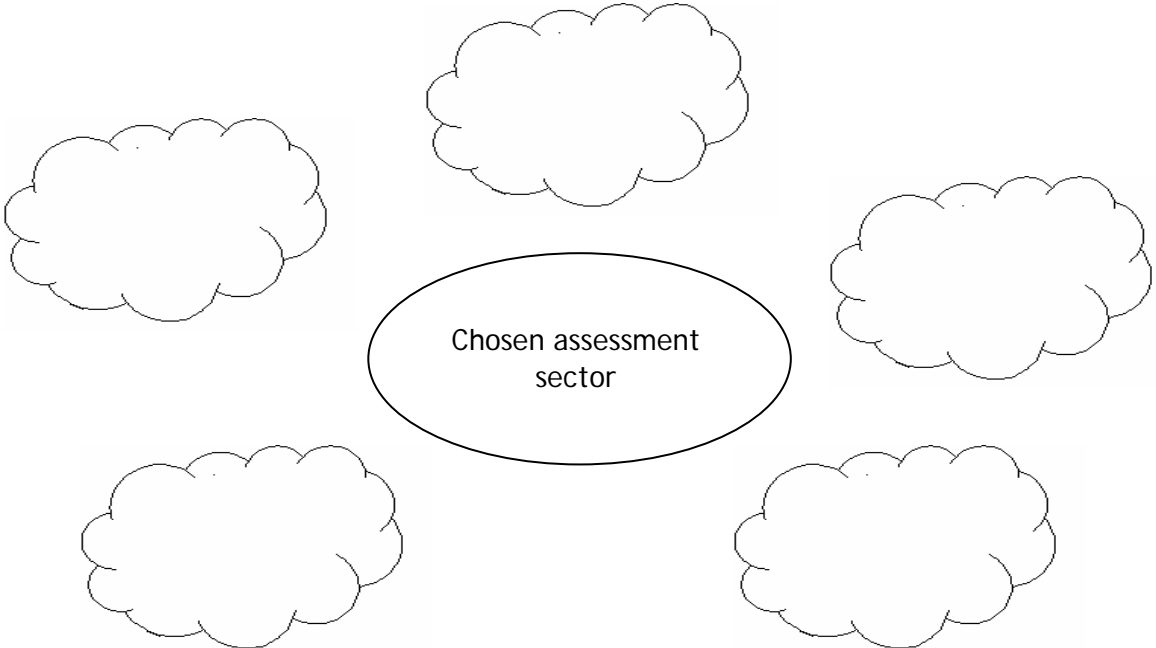
David Clover of the Consumer Protection Group at the CAA said: 'We want to remind people about the protection ATOL provides and the risks of losing their holiday and money, or being stranded abroad, by not booking with an ATOL travel company.

'We want to emphasise that it's important for the travelling public to understand that they will not get the same protection if they build their own holiday by booking flights and accommodation with different holiday companies. The danger with such arrangements is that if one element were to fail they could lose everything and if their airline fails, they could be stranded abroad and have to pay to get home. ATOL provides peace of mind. All people need to do to ensure their protection is look for the ATOL-protected logo when booking.'

The advertisements can be viewed on the CAA website www.caa.co.uk

Activity 12.3a

In groups, students should discuss and review five different local or national organisations within their chosen assessment sector.

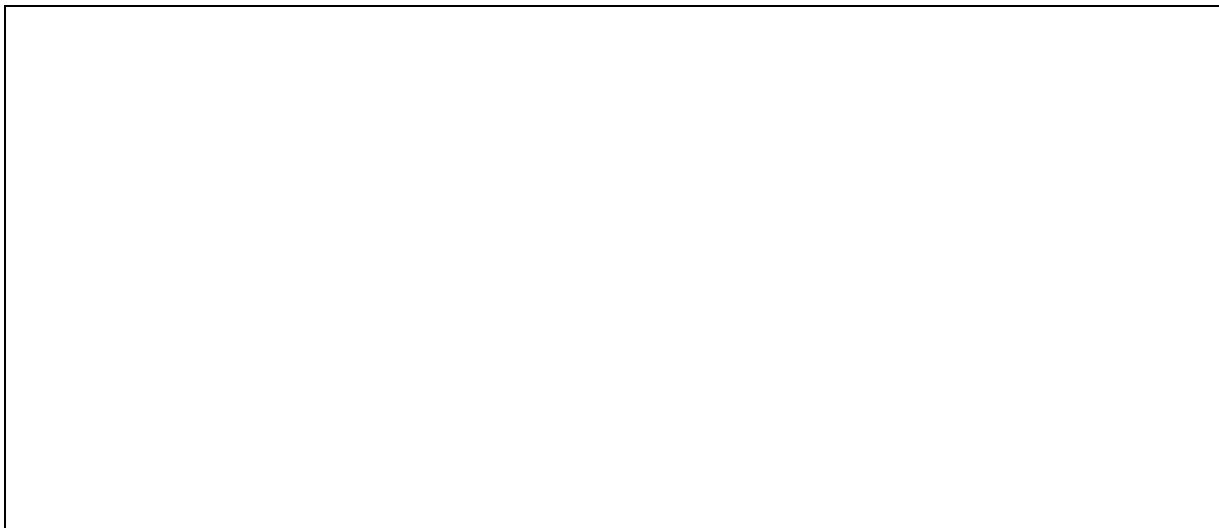


Activity 12.3b

Scale and structure and business systems

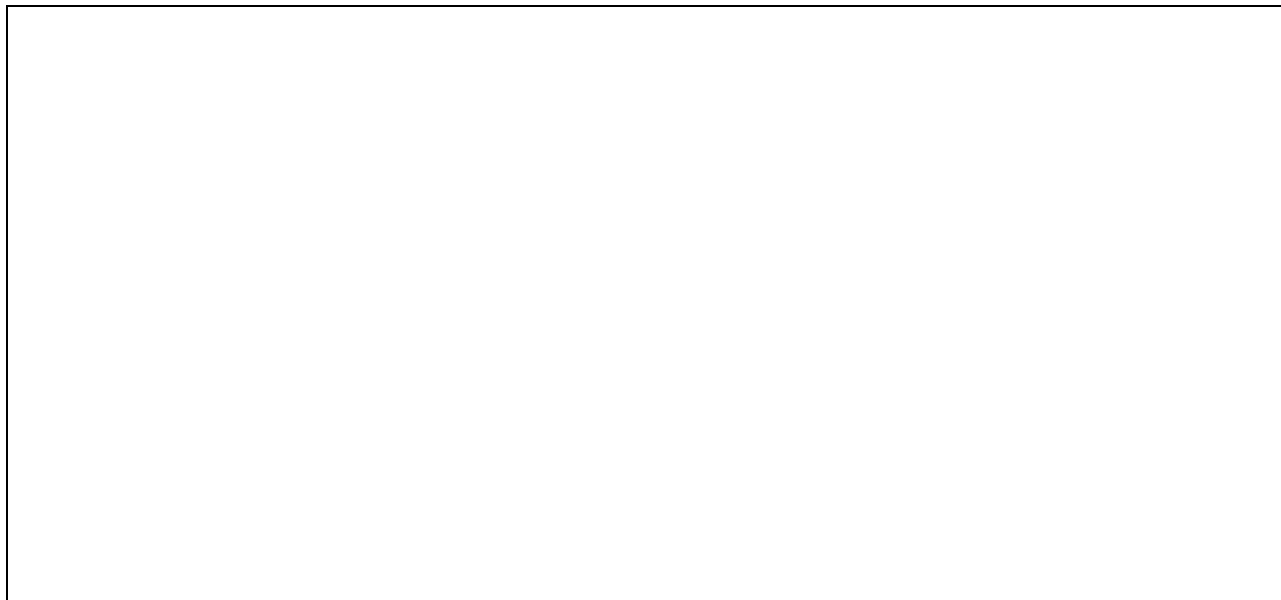
Task A

Students should work together in small groups to come up with a definition of **scale and structure**.



Task B

In the same groups define **business systems**.



Activity 12.3c

In groups, visit a local organisation and carry out a review of the following.

Organisation	Scale	Structure	Business systems	Comparison

Activity 12.3d

Products and services

In groups, create a list of 10 products and services of a sector in the travel and tourism industry.

1

2

3

4

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Activity 12.3e

Teacher's choice

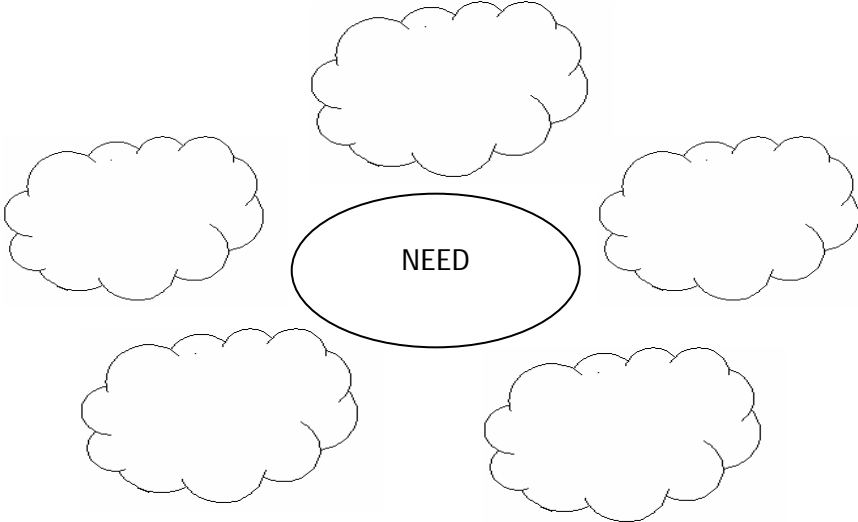
Products/services	Description	Resource available
Short break		
Flight-only sales		
Package holiday		
Accommodation bookings		
Theatre bookings		
Holiday insurance		
Car hire		
Ferry bookings		
Cruising holidays		
Rail tickets and excursions		
Coach tickets and holidays		
Activity holidays and special interest		
Foreign exchange and traveller's cheques		
Visa and passport applications		

Activity 12.3f

Customers and their different needs

Task A

List five key words which you think describe the word need.



Task B

Working in small groups, come up with a definition of a customer need.

Activity 12.3g

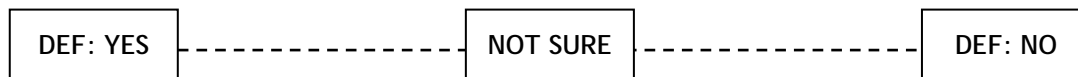
Customer types and needs

Type of customer	Type of need	Product and services to match needs

Activity 12.3h

Opinion line

Teachers to divide the room into three zones as per illustration:



Ask the students the following questions and get them to stand in the zone that they feel best answers that question.

Questions can relate to travel agents/visitor attractions/hotels.

Questions

- 1 Are needs important to the travel and tourism industry?
- 2 Do all families have the same needs?
- 3 Do all young people have the same needs?
- 4 Is cost important when booking a holiday/visiting an attraction/booking a bedroom?
- 5 Is it important that you cater for all needs?
- 6 Is entertainment important when booking a holiday for OAPs?
- 7 Does the standard of the hotel matter when booking a holiday/weekend break?
- 8 Are trips important to – 18-30s/OAPs/families?

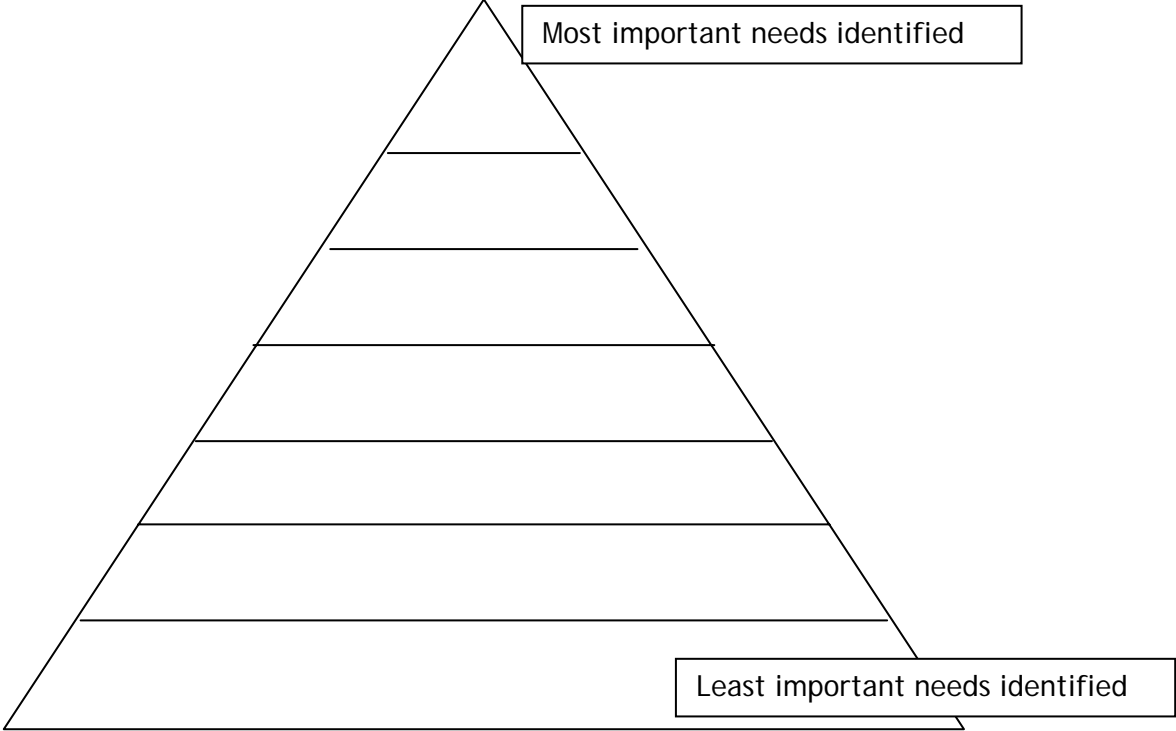
Include any other questions you feel are relevant.

After this, the students can debate their choices.

Activity 12.3i

Pyramid

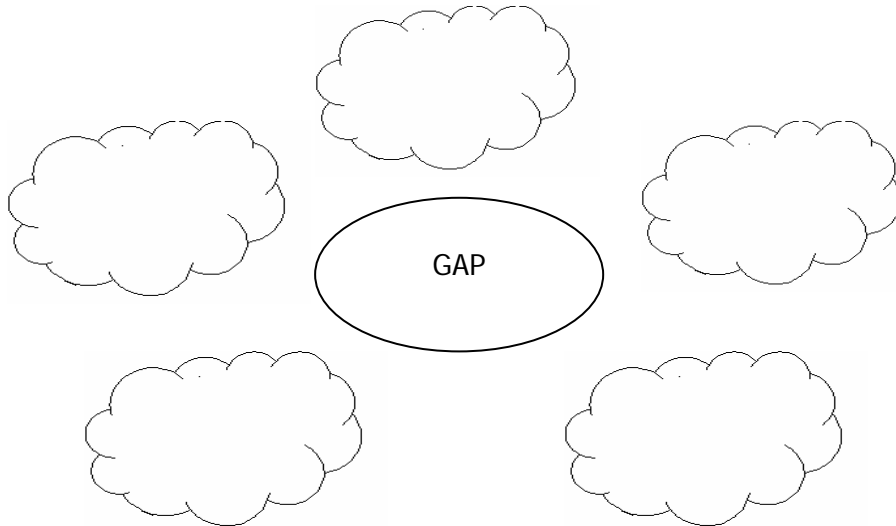
Use the diagram below with the class to come up with a hierarchy of needs, ranging from the least important at the bottom to the most important at the top.



Activity 12.3j

Task A

Ask students to discuss and review five key words which they think describe the word **GAP** for a chosen sector within the industry.



Task B

Working in small groups, ask students to come up with a definition of a gap. Compare this to the definition given below.

Student's definition:

Definition:

Holloway and Robinson (2000) define a gap as 'a product opportunity with a ready market which has not yet been tapped'.

The aim of any new product is to find the market gap.

Activity 12.3k

Case studies

Look at the following case studies and discuss.

- 1 The Sea Goddess cruise ship incorporated an intriguing drop-down stern which converted the ship, when anchored, into a floating base from which passengers could windsurf or swim – this was a breakthrough to reach a new clientele for cruising.
- 2 Luxury coaches have been converted to appeal to business executives, by altering the layout of seats and making it possible to hold meetings around tables while travelling.
- 3 Hotels have introduced self-service breakfasts as it helps reduce prices and offers a comprehensive choice of quantity and menu selection.

(Holloway and Robinson, 2000)

Activity 12.3I

Identification of gaps and new products and services

The teacher should choose an actual travel agency.

Scenario (for students)

You are employed as a manager of Madison Travel 2, an independent travel agency, which employs 20 full-time staff.

It is located in the centre of London.

In your role as a travel manager it is important to ensure that your agency continues to be updated with the ever-changing trends, products and services and special offers, in order to maintain a quality reputation and enable you to address customer needs.

Task 1

- Give the range of products and services offered by all UK travel agencies.
- Identify products and services used by this particular company.
- Identify any gaps in the market.
- Identify any new product and services that could be developed for the current market.
- Identify any new market.

Task 2

Discuss the difference between your gaps and new products and services identified with the rest of the group.

Activity 12.3m

Article – holiday trends

ABTA'S HOLIDAY TRENDS FOR 2005

2005 has seen a number of new moves in booking patterns with dynamic packaging continuing to grow and more traditional Mediterranean destinations losing business to Eastern Europe or Turkey. The package holiday market on the whole remains quite buoyant, carrying similar numbers to 2004.

Destination hot in 2005

Although Spain and France are still by far the most popular countries for UK holidaymakers, non-Eurozone countries have seen a terrific amount of growth during summer 2005. Bulgaria, Croatia, Turkey, and Slovenia have all proved to be incredibly popular short-haul alternatives that offered good value for money with the Euro, although weakening in relation to 2004, still remaining relatively strong.

For summer 2005, ABTA members have experienced a growth in bookings for the following countries.

Non-Eurozone countries

- Bulgaria +10%
- Croatia +24%
- Turkey +40%
- Slovenia +17%

Long-haul

- Africa +45%
- Cuba +21%
- Dominican Republic +9%
- China +10%

Without exception, these destinations are set to continue a growth trend in 2006.

NEW AND TIPPED FOR SUCCESS IN 2005

CRUISING

The 2004 Passenger Shipping Association report announced that UK passengers on cruises passed the one million mark in 2003 and that cruising is experiencing strong growth into 2005.

There has been a slight dip in average prices, which may have encouraged some of this growth, and within this fly-cruise is growing at 10 per cent, and revenue growth ahead at 18 per cent.

The most impressive growth can be seen coming through non-air cruises which is being driven by the agent direct sales channel and includes ex-UK cruises and mini-cruises. This is currently up 92 per cent, adding more than 19,000 passengers for summer 2005 to date (end of October). This may have been stimulated by a substantial drop in average cost per passenger of £292. Short durations may have helped drive this price drop, as seven nights and under are growing at 163%.

SHORT BREAKS

Short breaks are very much part of the holiday landscape and have expanded the industry considerably.

Paris, Amsterdam, Bruges and Rome were 2004's top four destinations, but there are many other cities that are opening up to become interesting new city break destinations. Bratislava, the Slovak capital, is just one of these. With new no-frills routes into the city and hotels investing in modernisation, Bratislava is set to rival Prague. And it will be cheaper too! Bratislava's old town is compact and pedestrianised with lots of outdoor cafes, while its Baroque residential palaces and castle have breathtaking views across the Danube.

DESIGNER AND LUXURY HOLIDAYS

People are continuing to spend money on top-end holidays and every week new luxury and boutique hotels – often now design-led and eco-friendly – are opening up. Bookings worth £2,500 or above for two people are considered to be in the luxury range. All these clients, whether they have time and money on their hands or those who are increasingly cash rich but time poor, want both value for money and excellent service. As a result personal concierge services have started to appear alongside the huge variety of holidays appealing to this sector.

One of the top reasons clients buy luxury holidays is for special occasions – whether that's a wedding, honeymoon, anniversary or landmark birthday.

Beaches for relaxation are the number one request for luxury seekers, whether that's 'barefoot' or 'glitz', but often clients are looking for something more exciting for secondary breaks. Big sporting events have become popular along with luxury skiing, diving, sailing, golf and spa breaks. But increasingly 'experiential' holidays that are aspirational, exclusive and unknown are being sought. Round the world travel, going to Antarctica or finding gorillas in Uganda are not only expensive, but are literally quite difficult to do and deliberately do not appeal to everyone.

The biggest growth area for luxury holidays is in the Indian Ocean with the Seychelles, Maldives and Mauritius all known for their increasingly good range in accommodation and dreamlike locations. Dubai's investment in luxury hotels has developed a new market while the Caribbean, particularly Barbados and the smaller islands like the Grenadines and British Virgin Islands, have always traditionally appealed to an elite market. Closer to home, designer hotels in our favourite destinations such as Mallorca and the Canaries are also becoming popular with the discerning pleasure seeker.

Compiled by ABTA's Corporate Affairs Department – July 2005

Adapted from the ABTA website.

Source: www.abtamembers.org/press/kit/trends.htm

Activity 12.3n

Review of unit

Scenario

During a staff meeting it was established that a number of new travel consultants within Madison Travel identified areas of personal development.

In your role as travel manager, produce a training manual that investigates the following aspects:

- the main sectors of the industry
- the scale structure and business operation of the company
- an overview of all the legal and regulatory requirements of the sector
- a comparison and evaluation of the impact of legal requirements in the industry on travel agencies and their travel operations
- types of customers and their needs and any gaps the organisation may have in its products and services
- any new products and service provision the company is looking at for development.

Additional resources

Websites		
	ABTA	www.abta.com
	Airtours Plc	www.airtours.co.uk
	British Airways	www.britishairways.com
	Easy Jet	www.easyjet.com
	Eurostar	www.Eurostar.co.uk
	Hays Travel	www.hays-travel.co.uk
	National Express	www.nationalexpress.co.uk
	Thomas Cook Travel Agents	www.thomascook.com
	Thomson Holiday	www.thomson-holidays.com
	Trailfinder	www.trailfinder.com
	Virgin	www.virgin.com

Magazines and journals

Trade publications: *Travel Trade Gazette*, *Travel Weekly*

Travel sections in daily/weekly newspapers

Annexe A

Internal assessment procedures

Supervision of students and authentication of work submitted

Students must submit a body of work for each of the internally assessed units. Teachers are expected to guide and advise students in the production of their portfolios. Teachers should monitor progress, to ensure that the work is appropriate for the requirements of the specification.

The GCSE, GCE, VCE and GNVQ Code of Practice requires assessors to record full details of the nature of any assistance given to individual candidates beyond that of the teaching group as a whole, but within the parameters laid down in this specification. The level of assistance should be taken into account when assessing students' work, as indicated in the guidance section that accompanies each internally assessed unit in the specification. In addition, sufficient work must take place under direct supervision to allow the teacher marking the work to authenticate each student's work with confidence.

If a student's processing skills are being assessed, it is important that witness statements and observation records are completed by assessors to authenticate student work and provide evidence that students have achieved the level of performance required in the assessment grid.

Assessment

The work of each student must be assessed using the assessment criteria grids, which contain criteria statements and bands of response. The assessment must be recorded by centres on the mark record sheets that are used to convert achievement levels to marks. A copy of these forms is contained in the appendix at the back of this document and should be photocopied and attached to each student's portfolio.

Annotation

Annotation is a mandatory requirement for internally assessed work and is used to:

- help the moderator to understand how and where marks for each assessment criterion have been awarded
- describe where students have received help beyond normal learning support or where students have been rewarded for initiatives that are not immediately apparent from the evidence presented
- explain any other features of a student's work that will assist the moderator in understanding how a particular mark was achieved.

The minimum requirement for annotation is to complete the annotation column on the mark record sheet by listing the portfolio page numbers, when applicable, where evidence can be found for each of the assessment criteria.

Further comments can be carried out on the back of the mark record sheet. Detailed annotation will help a moderator to agree a centre's marks. Annotation should not be written directly onto student work.

Standardisation within the centre

It is the centre's responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standard and that an accurate rank order is established.

Internally assessed portfolios

Following assessment, all portfolios must be available for inspection by Edexcel. Each student's portfolio should contain only the work used for awarding marks in the assessment.

Portfolios must have a title page with the relevant specification name and number, candidate name, candidate number, centre name, centre number, and date. The first page of the portfolio should be a contents list and pages should be numbered throughout the portfolio.

A sample of the work will be requested and must be sent to Edexcel by a published date. No practical work is to be submitted to Edexcel unless specifically requested.

The moderated coursework will be returned to centres in the autumn term in the year of the examination. Edexcel reserves the right to retain examples of folders for archive, grading or training purposes.

Support and training

There is a full range of support material designed for each GCE. The range includes:

- specimen tests and associated mark schemes
- sample materials for delivering the units – tutor support packs
- sample materials for assessing the internal units
- examiner reports (from March 2006)
- the Edexcel website www.edexcel.org.uk.

Edexcel delivers a full professional development and training programme to support these GCEs. This includes generic and subject-specific conferences, seminars, workshops and customised events for individual centres.

Further information on professional development and training programmes can be obtained from Customer Services on 0870 240 9800 (calls may be recorded for training purposes).

Information concerning support material can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com

Email for enquiries: trainingenquiries@edexcel.org.uk
Email for bookings: bookingenquiries@edexcel.org.uk

Annexe B

Applying the mark bands

Portfolios will be marked by the centre, and externally moderated by Edexcel. Each of the internally assessed units has an assessment criteria marking grid, divided into three broad mark bands, showing how to award marks in relation to the task and the assessment objectives. The grids indicate quality of the outcomes needed for achievement in each of the mark bands. Mark band 1 relates to the expectations given in the grade description for grade E; mark band 2 relates to the expectations for grade C; and mark band 3 relates to the expectations for grade A.

In general terms, progression across the bands is characterised by:

- increasing breadth and depth of understanding
- increasing coherence, evaluation and analysis
- increasing independence and originality.

The assessment criteria grid shows the allocation of marks by assessment criterion and by mark band. This grid should be used to determine marks for student achievement in each unit. Students can achieve marks in different bands for each criteria. The total mark achieved will depend on the extent to which the student has met the assessment criteria overall.

Within each assessment criterion, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. However it is also important to note that for full marks in any particular assessment criterion, all the requirements should have been met.

Marks should not be awarded on the basis of a 'tick list' of factual content but on the overall response as it relates to the requirements stated within each mark band. Assessors should adopt a holistic approach and apply their professional judgement. The *Assessment guidance* section in each unit gives specific details of how marks should be allocated.

There should be no reluctance to use the full mark range and if warranted assessors should award maximum marks. Students' responses should be considered positively. A mark of 0 should only be awarded where the student's work does not meet any of the required criteria.

The performance descriptions for the Edexcel GCE in Travel and Tourism refer to the levels of support and guidance required by students in carrying out investigations and tasks. All students are entitled to initial guidance in planning their work. When marking the work, assessors should apply the following guidelines:

- **'Some support and guidance'**: the student has to be guided and advised throughout to ensure that progress is made. The student relies on the support of the teacher, who has to assist in most aspects of the work. This level of support restricts the student's mark to band 1, irrespective of the quality of the outcomes.
- **'Limited assistance'**: the teacher supports the student initially in the choice of topic for investigation. Thereafter the teacher reacts to questions from the student and suggests a range of ideas that the student acts upon. The student frequently checks matters of detail. The teacher needs to assist in some aspects of the work. This level of support restricts the student's mark to bands 1 or 2, irrespective of the quality of the outcomes.
- **'Independently'**: the teacher supports the student initially in the choice of topic for the investigation or task. Thereafter the teacher occasionally assists the student, and only when asked, but monitors progress throughout. This level of support gives access to all three mark bands.

For internal record-keeping purposes, centres may wish to make a copy of the marking grid for each student and use it to record the mark for that unit. The GCSE, GCE, GNVQ Code of Practice requires assessors to show clearly how credit has been assigned. Guidance on how this may be done follows with exemplar material for *Unit 11: Special Interest Holidays*.

Unit 11: Special Interest Holidays

A2 optional unit (Single Award)
A2 compulsory unit (Double Award)

Internally assessed

Introduction

In this unit you will learn about special interest holidays in worldwide destinations. You will look at the features of special interest holidays, the destinations where they take place and the tour operators who cater for this market. You will assess the factors affecting their popularity with tourists and recommend a suitable holiday you have designed to meet the needs of different types of tourists.

You will have the opportunity to learn about a range of special interest holidays, some in detail.

Recommended prior learning

Unit 1: The Travel and Tourism Industry

Unit 2: The Travel and Tourism Customer

Unit 3: Destination Europe

Unit 4: Destination Britain

What you need to learn

11.1 The range, geographical distribution, features and providers of special interest holidays

Special interest holidays are those that focus on a specific activity. There are two categories of special interest. Examples of different types of special interest holidays for each category are:

- 1 holidays that normally take place in one destination for their duration; these could include:
 - cultural such as attending a music festival
 - religious such as pilgrimage or retreat
 - heritage which could be industrial or historical
 - sporting which could be attending as a spectator such as at the Olympics or World Cup or participating in a sporting activity such as golfing or scuba diving
 - specialist activity such as dancing or cooking
 - health and fitness such as staying at health spas
 - weddings and honeymoons
 - working such as on a kibbutz or summer camp
 - conservation such as restoring natural habitats
- 2 holidays that involve tourists moving around during their stay, with some form of tour or travel; in these types of special interest holiday, the travel is often an essential element, examples include:
 - trekking such as walking or horse-riding
 - cycling
 - cruising
 - rail journeys using established rail systems such as Blue Train, Orient Express, Trans Siberian
 - specialised tours such as wine tasting
 - overland adventure
 - safaris
 - independent travel such as backpacking.

You will learn about a range of different types of special interest holiday in each category, their geographical distribution, key features and providers.

You will learn about destinations throughout the world where tourists can experience different types of special interest holiday. You will learn to group destinations for each type of special interest holiday and to locate them on a map to show their geographical distribution. You will learn how to add details and clarity to your maps by annotating and labelling key features.

You will learn about the features of destinations that are used to support different types of special interest holidays. You will learn where to find information so that you can select those features that are significant to the type of special interest holiday and they can then be described and summarised. You will consider:

- climate
- landscape
- transport routes and accessibility
- accommodation
- local services
- natural and built attractions
- events and entertainment
- local culture and heritage
- activities and facilities.

You will learn to explain why certain destinations and features are significant to special interest holidays.

You will learn about the providers of special interest holidays. You will learn to identify those that provide specific special interest holidays. Providers include:

- mass-market and independent tour operators
- specialists in tailor-made holidays
- specialists in one destination or market segment
- transport principals.

11.2 Itineraries for special interest holidays

An itinerary is a plan or schedule for tourists to follow. You will learn how to put together an itinerary for a special interest holiday that takes place in one destination. You will learn to include the following in an itinerary:

- who the itinerary is prepared for
- dates
- timing
- what is included such as activities, excursions, accommodation
- contact details
- details of destination such as attractions featured.

You will learn the amount of detail needed and the format that is appropriate.

You will be given pen portraits of tourists, by your teacher, which describe their needs and circumstances. You will learn to apply your knowledge of key features and destinations that support different types of special interest holiday by producing an itinerary that meets their needs and circumstances as described in the pen portraits. You will learn that there are 'basic' and 'complex' needs including:

- education
- leisure
- sports
- religious
- relaxation
- special travel arrangements
- special facilities and services
- alternative activities for different members of a group
- standards, quality, exclusivity.

You will also learn to justify any recommendations you make.

You will learn about a number of types of special interest holidays and focus on one for assessment of this topic.

11.3 Appeal and popularity of special interest holidays

You will learn where to find information about the popularity and appeal of different types of special interest holidays. You will learn to analyse the information you obtain and use it to compare the popularity and appeal of different types of special interest holidays. You will learn to interpret statistical data and other information to draw conclusions about how destinations and their features are significant to the popularity and appeal of special interest holidays.

11.4 Factors that influence the popularity of special interest holidays

You will learn about the factors that have influenced the popularity of different types of special interest holidays so that you can assess which have been significant to the popularity of different types of special interest holidays. Factors you could consider include:

- life – work changes
- accessibility
- availability of attractions and other tourist facilities
- changing attitudes
- increased awareness of cultural, environmental and health issues
- increased health, wealth and fitness of retirees
- increased interest in national sports, education, adventure
- changing holiday patterns – increased demand for short breaks.

You will learn how to research current statistical data so that you can assess the popularity of special interest holidays and make judgements on the factors influencing their appeal.

Assessment evidence

Assessment evidence could be in many different forms to allow for your learning preferences and strengths to be accommodated. There will at least be maps for task a, and an itinerary for task b, but there could also be written reports, or witness testimonies of oral presentations or customer service role-plays with supporting notes.

For task (a) of the assessment you should consider all types of special interest holidays from the range given in 11.1.

Task (b) requires you to select a type of special interest holiday that is based at one destination.

For task (c) and task (d) you are required to investigate two types of special interest holiday. You must choose one holiday type from each of the two categories given ie one must be a holiday that involves a tour or some travel and the other must be based at one destination. You can choose the same types of holiday for tasks (c) and (d).

Your work must include evidence of:

- (a) maps showing the geographical distribution of different types of special interest holidays
and
a description and explanation of the geographical distribution and providers of a range of special interest holidays
 - (b) an itinerary for a special interest holiday based at one destination and an explanation of how the itinerary meets the needs of tourists as provided to you by your teacher in the form of a pen portrait
 - (c) a comparison of features, tourist types and popularity of two different types of special interest holidays, one involving a tour and one based at one destination
 - (d) an assessment of the factors influencing the popularity of two types of special interest holidays, one involving a tour and one based at one destination.
-

Assessment criteria

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
a (A01)	<p>Location of destinations for a limited range of special interest holidays will be described with little reference to the geographical distribution. A limited range will be provided. Some maps may have inaccuracies in selection of destination and location although some appropriate destinations are located. The explanation of geographical distribution will be mainly descriptive.</p> <p>Some providers of special interest holidays are stated but their link to different types of special interest holidays may be limited.</p>	<p>The locations of a range of special interest holidays are described in some detail with clear reference to their geographical distribution. Maps are presented for appropriate destinations that are located accurately. There will be some detail. There is an explanation of the geographical distribution of a range of special interest holidays that makes reference to key features.</p> <p>A range of different types of providers of special interest holidays are identified, some of them exemplified.</p>	<p>The locations of a wide range of special interest holidays are described in detail with clear reference to their geographical distribution. Maps show the appropriate worldwide destinations for a wide range of special interest holidays and their location and key features. Maps are detailed, fully labelled and accurate. A clear and comprehensive explanation is given of the geographical distribution of a wide range of special interest holidays that makes clear links between key features and the geographical distribution.</p> <p>A wide range of providers of a wide range of special interest holidays is stated with examples of specific named products.</p>	12
b (A02)	<p>An itinerary is submitted that may have some inaccuracies or omissions and limited detail. It is appropriate to tourists' needs as provided in the pen portrait. There may be evidence to suggest that an existing itinerary or package has been used. The style of presentation may lead to information lacking clarity.</p> <p>The explanation about appeal will be mainly descriptive and make limited links to tourists' needs. Emphasis will be on their basic needs.</p>	<p>The itinerary will be realistic and appropriate to tourist needs. Itinerary will include all appropriate information; much of it described in detail. The itinerary will include many original elements. The itinerary will be presented in a style that is clear and easy to interpret.</p> <p>There is an explanation of how the itinerary meets the needs of the tourist with clear links to specified needs, many of which are complex.</p>	<p>The itinerary will be realistic and clearly appropriate to tourists' needs. There will be no inaccuracies or omissions. Information provided will be detailed and specific. The itinerary will be original. It will be presented clearly and in a style that is appropriate for the task.</p> <p>There is a comprehensive explanation of how the entire itinerary meets the needs of the tourist with clear links to their complex needs.</p>	15

	Mark band 1	Mark band 2	Mark band 3	Mark awarded
c (AO3)	Some research has been undertaken and evidence may be provided in a bibliography. The appeal and popularity of two different types of special interest holidays have been included but there is limited comparison. The conclusions are mainly subjective with little use of information or statistical data used in support. (1-7)	Research has been undertaken using different sources, some of which are referenced. The appeal and popularity of two different types of special interest holidays have been compared. Conclusions are drawn from information and statistical data. Some findings are substantiated. (8-12)	Independent research is evident and there is evidence from a range of sources of information, which are referenced. There is a comprehensive comparison of the appeal and popularity of two different types of special interest holidays that draws on information and statistical data obtained as a result of research undertaken. Findings are substantiated. (13-15)	15
d (AO4)	There is an assessment of the factors affecting the popularity and appeal of two different types of special interest holidays. This will be mainly subjective and descriptive with little supporting evidence and detail. Generalised comments are likely. (1-9)	An assessment is made that considers a range of factors influencing the popularity of two types of special interest holidays. Evidence obtained through research is used to support the assessments made, some of which are in-depth. (10-14)	A detailed assessment is made of a wide range of factors influencing the popularity of two types of special interest holiday. Statistical data and other evidence is used to substantiate assessments made. (15-18)	18
Total marks				60

Assessment guidance

Mark band 1

Students' evidence will tend to be limited in detail, with omissions, and descriptive rather than analytical or showing detailed reasoning. Students will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of students or can be written to target a specific mark band. This would support students to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- (a) Students are likely to describe the location of types of special interest holidays. This will be limited in terms of the numbers of destinations included or the detail provided for each. There is likely to be no description that gives an overview of geographical distribution (ie on a regional, national or global scale) in that specific destinations are described rather than their features and relationship with each other. Maps provided may lack destinations that have been identified or have inaccuracies in their location. They will tend to contain minimal information. Students will identify providers of special interest holidays but these are likely to be limited in range and are more generic providers rather than specifically related to the types of specialist interest holidays given.
- (b) Students will submit an itinerary for a special interest holiday. It is likely to have a number of omissions, although these should not be significant. The itinerary will meet most needs as given in a pen portrait. The itinerary is likely to show an over-reliance on existing packages and information taken directly from holiday brochures without specific detail of features, amplification or amendment. The presentation of the itinerary may lack clarity. There will be some attempt to explain the appeal of some of the features to each tourist type, but this will focus on tourists' basic needs with little discrimination in terms of features included or how they meet the complex needs of tourists. The student will have either been given a pen portrait of a tourist that has straightforward needs or has failed to consider the complex needs that were in the pen portrait. A pen portrait that focuses on straightforward needs will have limited detail eg covers type, number, duration, general needs eg skiing, and nightlife. Some parts of the itinerary may be unrealistic such as tour itinerary travel times and costs, or inaccurate such as climate.
- (c) Some research has been undertaken but this tends to be from easily available sources that are mainly directed by others such as a teacher. Evidence of research is limited perhaps to a bibliography only. The appeal and popularity of two different types of special interest holiday has been given but there is little comparison of the two. Conclusions made are mainly subjective with little evidence used to support their ideas. Little use is made of data and information so that comment is generic.
- (d) Students are likely to produce an assessment of a limited number of factors. It is likely to contain generalised statements with little supporting evidence. The assessment will tend to be largely descriptive and subjective with some reasoning. Conclusions made will be simplistic and generalised with little specific reference to the destinations. At this mark band, there is likely to be one destination that is covered superficially.

(See the section *Applying the mark bands* for further guidance.)

Mark band 2

Students will tend to produce work that meets the requirements of the task with some detail and some clarity. They will show sound knowledge and understanding through the ability to apply some of that in vocational situations. They will show some ability to undertake research independently and use their findings to make some reasoned judgements. Students will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of students or can be written to target a specific mark band. This would support students to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content.

- (a) Students will describe the location of a range of special interest holidays in some detail, in that there will be a range from each category included. For each type there will be destinations showing global distribution and/or each will be described in some detail. There will be a clear reference to geographical distribution that summarises their global spread with reference to destination features. Maps are provided in support of their descriptions. The location of destinations on the map is appropriate and accurate. Maps will have detail in terms of geographical features related to the special interest holiday. Students will provide details of a range of providers of different special interest holidays that are exemplified in that they are specific examples for each type included in their evidence.
- (b) Students will submit an itinerary for a special interest holiday. It will be appropriate to tourists' needs and realistic. It will be mainly accurate with insignificant inaccuracies. The itinerary will show evidence of the student using original sources rather than a package to create an itinerary to meet customer needs. The itinerary will be presented in a format that is clear and easy to interpret. There will be an explanation of how the itinerary meets the tourists' needs. There will be a clear link between the features in the itinerary and destination and tourists' basic and some complex needs. The student will have been given a pen portrait of a type of tourist that has some complex needs or has a range of complex needs and only some of these have been considered. The pen portrait will have some detail eg family with three children under five with one an infant, one of adults is an advanced skier, one of children likes snowboarding and the other children want to learn to ski but mornings only, they want glacier skiing and late season. Students may have failed to refer to some of the detail in the pen portrait.
- (c) Research has been undertaken that uses a range of techniques and sources of information, some of which have been obtained independently as a result of initial research. Some sources are clearly referenced throughout their work. The appeal and popularity of two different types of special interest holiday has been given. There is a comparison between the two types that identifies and explains a number of similarities and differences. Conclusions made are reasoned and mainly drawn from data and information presented.
- (d) Students provide an assessment that considers a variety of factors influencing the appeal of the two selected special interest holidays. There will be consistency in the coverage of both destinations. Assessments made show clear reasoning, some of which is drawn from evidence to substantiate judgements made. Some assessments made are in depth.

(See the section *Applying the mark bands* for further guidance.)

Mark band 3

Students will submit evidence that clearly meets the requirements of the task with detail and clarity. They will show sound knowledge and understanding and apply this in vocational situations. They will undertake research using a range of sources that they have found and used independently. They will show how they can use their findings to meet complex customer needs, using reasoning throughout, including making reasoned judgements. Students will need to be presented with pen portraits for task (b). The assessor should write the pen portraits. Examples of pen portraits will be provided in the *Teacher guidance* to be published separately. These can be the same for a cohort of students or can be written to target a specific mark band. This would support students to achieve at a level appropriate to their potential. If written to target specific mark bands, see comments below about content:

- (a) Students describe in detail a wide range of special interest holidays. Detail will include the number of special interest holidays included from both categories, the number of range of destinations described to ensure global coverage and each will be described in detail. There will be a clear summary of the geographical distribution of a wide range of special interest holidays that fully explains the link between features and their location. Maps are provided to support the descriptions in all cases. These show appropriate worldwide destinations and key features. The locations of destinations and features on maps are consistently accurate. Students will provide details of a wide range of providers of different special interest holidays that include specific examples for each type which detail the products and services these provide.
- (b) Students will submit an itinerary for a special interest holiday. It will be clearly appropriate to tourists' needs and realistic. It will be accurate with no inaccuracies or omissions. Information provided will be detailed and specific and all parts will be original. The itinerary will be presented in a format that is clear and easy to interpret. There will be a comprehensive explanation of how the itinerary meets the tourists' needs. There will be a clear link between the features in the itinerary and destination and tourists' complex needs. The student will have been given a pen portrait of a type of tourist that has a range of complex needs and all have been considered. The pen portrait will have some detail eg family with three children under five with one an infant, one of adults is an advanced skier and one of children likes snowboarding, the other children want to learn to ski but mornings only, and they want glacier skiing and late season.
- (c) Independent research has been undertaken using a wide range of appropriate techniques and information sources. Sources are referenced consistently throughout the work submitted. The appeal and popularity of two different types of special interest holiday has been given. There is a comprehensive comparison between the two types that clearly identifies and comprehensively explains similarities and differences. Conclusions made are clearly and consistently reasoned and drawn from data and information presented.
- (d) Students provide an assessment that considers a wide range of factors influencing the appeal of the two selected special interest holidays. There will be consistency in the coverage of both destinations. Assessments made are detailed and comprehensive using statistical data and other information to draw conclusion and substantiate judgements made.

(See the section *Applying the mark bands* for further guidance.)

Delivering this unit

Research

Students may need to be introduced to resources that provide appropriate information to support completion of the unit. This may include atlases, holiday brochures, travel guides, travel press, travel supplements in the national press, media and the internet. Students will need to know how to produce a bibliography and reference sources. The type of information they will access in these resources should also be discussed. This may be through a model presentation of findings on one or more special interest holidays. Students will need to develop research skills in order to complete the assessment requirements of the unit but in preparation they will need clear guidance in terms of the breadth and depth and usefulness of the information available. Research applies to all aspects of the unit. Students can research the range of special interest holidays, the providers of special interest holidays, the locations of destinations providing these kinds of holidays, the elements of package holidays, the key features of special interest holidays and appeal to tourists' needs, trends, types of tourists and the factors affecting popularity. The travel and tourism industry continually comments on the lack of knowledge of travel destinations amongst those seeking employment. Through this unit, there are opportunities to develop knowledge and understanding of a range of different types of destinations through learning activities. Students could undertake research in small groups and feedback findings to the rest of the group. In this way, the group will gain an overview of a wide range of destinations. They could also develop effective oral and written communication skills through the feedback given. Feedback could be in the format of a welcome meeting, customer role play or exhibition display stand.

Guest speakers

Guest speakers can be a great advantage and can provide first-hand information that is not available from conventional sources. Unlike textbooks they can respond to questions, and questioning develops reasoning and communication skills. It also give students the opportunity to review their own attitudes and values in terms of the appeal of different types of special interest holidays and an appreciation of a range of different types of tourists' needs.

A local independent travel agent that recommends all kinds of different holidays to a wide range of customers on a daily basis may be available on anticipated 'quiet days'; they may also be able to provide information on factors influencing the popularity of special interest holidays. Overseas representatives may be available during winter months to give presentations on destinations where they worked and they type of tourist they dealt with.

Case studies

In order to apply their knowledge and understanding of the appeal and popularity of special interest holidays, students need to be familiar with the needs of different types of tourist. Throughout this unit, students could be provided with or develop their own portfolio of different types of tourists with increasingly complex needs. These could be presented in writing, perhaps as a request for information from a tourist board or transport operator or through role plays when through questioning, students can determine needs and feedback findings. This will develop communication skills such as listening, speaking and writing as well as reasoning skills, and allows for different learning styles to be addressed.

Visits Overseas residential visits are able to give students first-hand knowledge of individual European tourist destinations and are to be recommended if this is possible. Students could undertake initial research to determine suitability of different destinations for this purpose and in planning activities to be undertaken during the visit.

Links

Other units *Unit 1: The Travel and Tourism Industry* – this unit builds on the students' understanding of the travel and tourism industry.

Unit 2: The Travel and Tourism Customer – where students learn about customers and their needs.

Unit 4: Destination Britain – where similar types of resources will be accessed to obtain information.

Industry

The use of outside speakers and the provision of material from the travel and tourism industry would provide a great deal of information.

An overseas residential visit would provide the opportunity to experience a destination and its transport links.

National Occupational Standards (NOS)

This unit can provide links to the following units from the Travel and Tourism Services NVQs:

T1 Sell travel services

T15 Collect and maintain tourism information and data

T16 Analyse and present tourism data

T39 Research and develop tour itineraries.

Resources

Books

Holloway J C – *The Business of Tourism* (Longman, 1998) ISBN 0582328810

Outhart T et al – *Travel and Tourism for Vocational A-Level* (Collins Educational, 2001) ISBN 0007113854

Youell R – *Vocational A-level Travel and Tourism* (Longman, 2000) ISBN 0582404452

Websites

Association of Independent Tour Operators

www.aito.co.uk

Audley Travel

www.audleytravel.com

Blakes

www.blakes.co.uk

British Airways

www.britishairways.com

Brittany Ferries Holidays

www.brittanyferries.com

Colours of Sri Lanka

www.partnershiptravel.co.uk

Cox and Kings

www.coxandkings.co.uk

Websites (*continued*)

Crystal Cruises	www.crystalcruises.com
Earthwatch Institute	www.earthwatch.org
Esprit Holidays	www.esprit-holidays.co.uk
Eurocamp	www.eurocamp.com
Exodus	www.exodus.co.uk
Explore	www.explore.co.uk
First Choice	www.firstchoice.co.uk
French Life Ski	www.frenchlifeski.co.uk
GeoProjects	www.geoprojects.co.uk
Great Rail Journeys	www.greatrail.com
Guerba	www.guerba.com
Headwater	www.headwater.com
Himalaya Kingdoms (Everest)	www.himalayankingdoms.com
Holiday Travel Watch	www.holidaytravelwatch.org
Journey Latin America	www.journeylatinamerica.com
Kirker Holidays	www.kirkerholidays.com
Lonely Planet	www.lonelyplanet.com
Mark Warner	www.markwarner.co.uk
MyTravel	www.mytravel.co.uk
Neilson BeachPlus	www.feelfreeplus.com
Noble Caledonia	www.noble-caledonia.co.uk
On the Go Tours	www.onthegotours.com
Orient Express	www.orient-express.com
P&O Ferries	www.poferries.com
QE2	www.cunard.co.uk
Ramblers Holidays	www.ramblersholidays.co.uk
Solo's Holidays	www.solosholidays.co.uk
South African Affair	www.southafricanaffair.com
Sunsail	www.sunsail.com
Thomas Cook	www.thomascook.co.uk
Thomson Holidays	www.thomson-holidays.com
Titan Tours	www.titantours.com
Trailfinders	www.trailfinders.com
Travel Renaissance Holidays	www.travelrenaissance.com
Travel Weekly	www.travelweekly.co.uk
Virgin Atlantic	www.virgin-atlantic.com
Voyages of Discovery	www.voyagesofdiscovery.com

Multi-media

Travel Geography CD ROM – The Travel Training Company, 2000

Other reading

Cruise and Ferry Guide

Guide to International Travel

Lonely Planet

OAG Holiday Guide – summer and winter

Rough Guide

Timetables

Travel channels on television

Travel sections in daily and Sunday newspapers

Travel Trade Gazette – CNP Information Ltd

Travel Weekly

World Travel Atlas – Columbus Press

World Travel Guide – Columbus Press

Exemplar material

Assessment criteria A

Exemplar material

Exemplar material

Unit 11 – Special Interest Holidays

Assignment 1: Introduction (Task A)

This is the first of three assignments for this unit. Each assignment will be presented to you in this format. This is an individual assignment.

Scenario

You work for an established tour operator 'Perfect Holidays'. The organisation is a special interest UK-based tour operator, which deals with a wide range of special interest holidays from safari holidays in Kenya to flamenco dancing in Argentina.

The owner, Jo Freedom, insists that staff experience working in different departments of the organisation. Jo thinks this helps staff to understand the packaging of special interest holidays as well as developing their knowledge of the products and services the company offers.

You are currently working in the planning department. The department is researching the different types of special interest holidays as part of the planning for the new brochure. Your area to research is the location and key features of special interest holidays. 'Perfect Holidays' likes to keep a watch on what its competitors are doing so you have also been assigned research of competitors' products and services.

Tasks

You have been assigned the task of investigating different types of special interest holidays, their locations and key features. You have also been asked to find out which competitors are selling specialist holidays to support the planning and development of specialist holidays for 'Perfect Holidays'.

- 1 Produce maps that show the geographical distribution of different types of special interest holidays researched.

Each map should show the correct location of the destination for each type of special interest holiday selected and also show the key features.

Key features to consider include:

- climate
- landscape
- transport routes and accessibility
- accommodation
- local services
- natural and built attractions
- events and entertainment
- local culture and heritage
- activities and facilities.

- 2 Produce a description and an explanation of the geographical distribution and providers of a range of special interest holidays.

Assessment evidence

- ✓ Maps (minimum three) showing the geographical distribution of different types of special interest holidays.
- ✓ A written description of the geographical distribution and providers of a range of special interest holidays.
- ✓ A written explanation of the geographical distribution and providers of a range of special interest holidays.

Assessment

On completion of this task, you will be awarded a number of marks. These will contribute towards the marks for this unit. The quality of your work will determine the marks awarded. Your work will be assessed against the following criteria.

1-6 marks

Location of destinations for a limited range of special interest holidays will be described with little reference to the geographical distribution. A limited range will be provided. Some maps may have inaccuracies in selection of destination and location although some appropriate destinations are located. The explanation of geographical distribution will be mainly descriptive. Some providers of special interest holidays are stated but their link to different types of special interest holidays may be limited.

7-9 marks

The locations of a range of special interest holidays are described in some detail with clear reference to their geographical distribution. Maps are presented for appropriate destinations that are located accurately. There will be some detail. There is an explanation of the geographical distribution of a range of special interest holidays that makes reference to key features. A range of different types of providers of special interest holidays is identified, some of them exemplified.

10-12 marks

The locations of a wide range of special interest holidays are described in detail with clear reference to their geographical distribution. Maps show the appropriate worldwide destinations for a wide range of special interest holidays and their location and key features. Maps are detailed, fully labelled and accurate. A clear and comprehensive explanation is given of the geographical distribution of a wide range of special interest holidays that makes clear links between key features and the geographical distribution. A wide range of providers of a great variety of special interest holidays is stated with examples of specific named products.

Submission

Your evidence must be submitted by xx/xx/xxxx. Note requirements in your course handbook related to late submission.

Exemplar material

Advanced GCE Travel and Tourism

Unit 11 – Special Interest Holidays

Assignment 1

Student XXX

Special Interest Holidays

Assignment 1

Special Interest Holidays are those which people choose because of the nature of the activity involved. They differ from the traditional summer or winter sun package holiday in that they offer the opportunity to pursue a particular interest or hobby. They have more of a purpose than going on holiday to visit a place where you might partake in an activity if it is offered or where you might visit a particular attraction or type of attraction whilst you are there.

Special Interest Holidays need not be abroad as we have ample to offer here in the UK and therefore the short break market is ideal for special interest holidays in our own country. With the advent of the low cost airlines to Europe, this short break market is also opening up and now there is some competition for our UK destinations. Whilst there are many pre-organised special interest holidays, it is easy to tailor make your own here in the UK and to an extent also becoming relatively easy to do so in Europe, again much of it because of the low cost airlines and growing customer confidence in the internet. There are a number of holiday companies offering these special interest holidays. Specialist tour operators usually either offer a range of holidays in one geographical area or offer one type of activity but in different geographical areas. Balkan Holidays offer some limited variation of holidays in the Bulgaria, Romania and Croatia area so are more an area specialist in an area than in activities. Bales Holidays are a family owned firm who offer an extensive range of escorted tours which meet a variety of special interest needs throughout the world. Main stream operators such as Thomson Holidays (TUI organisation) have several brochures which include, among others, those which specialise in wintersports, summer lakes and mountains and city breaks. It is possible that the more specialist operators will have more extensive knowledge of their destinations but from my research, they are often more expensive than the main stream operators.

There are many different types of special interest holiday but they can generally be classified into 4 main groups:

Passive eg Painting in the Lake District

Adventurous eg White water rafting in the USA

Educational eg Learn about given topic (often this group will be linked to schools, colleges and universities. For example there are study residentials for the University where students from all around the world converge on a University Campus perhaps in Oxford on given date to bring together their learning and perhaps finalise an assignment.)

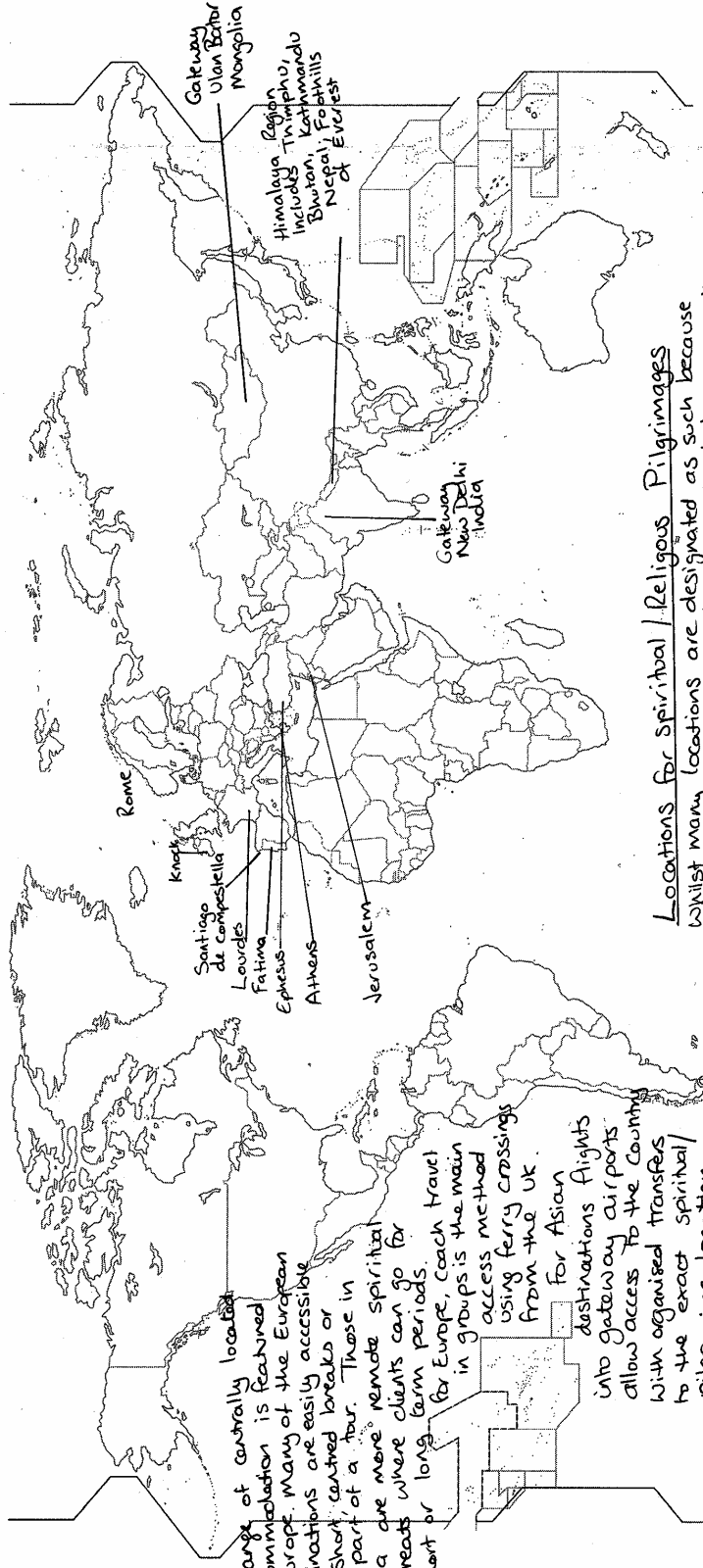
Active eg Walking in Austria

Another classification can be made which puts this type of holiday into two different categories, these being holidays that would normally take place in one location for the full duration of the holidays but might include make visits to other places but returning to the same base each day and, those holidays where there is some travelling around using some form of transport which then means that perhaps a different location is the base each day. An example of the 'stay put' classification would be a pilgrimage to a religious centre such as Lourdes and an example of the holiday where you would move around would be a rail journey on the world famous Orient Express.

It should be noted that occasionally the holiday type could fall into more than one category. For example, the passive activity of photography could be centred in one location perhaps Rome, Italy where the photographer could shoot film of the Colosseum, the Catacombs, the Vatican, Trevi fountain and even make a day trip to film the ruins at Pompeii but still return to a base in Rome at the end of each day's filming. This Italian photography holiday could equally involve rail travel from Rome and then on to Florence, Pisa and Venice in order to film the sights in each of those locations. This Italian photography holiday could also be classified as cultural/heritage or educational as it the participant could be learning about the origins and architecture of the buildings and could the tour could be aimed at beginner, intermediate or advanced photographers, so various degrees of instruction on camera technique could be given.

Exemplar material

AREAS OF RELIGIOUS SIGNIFICANCE

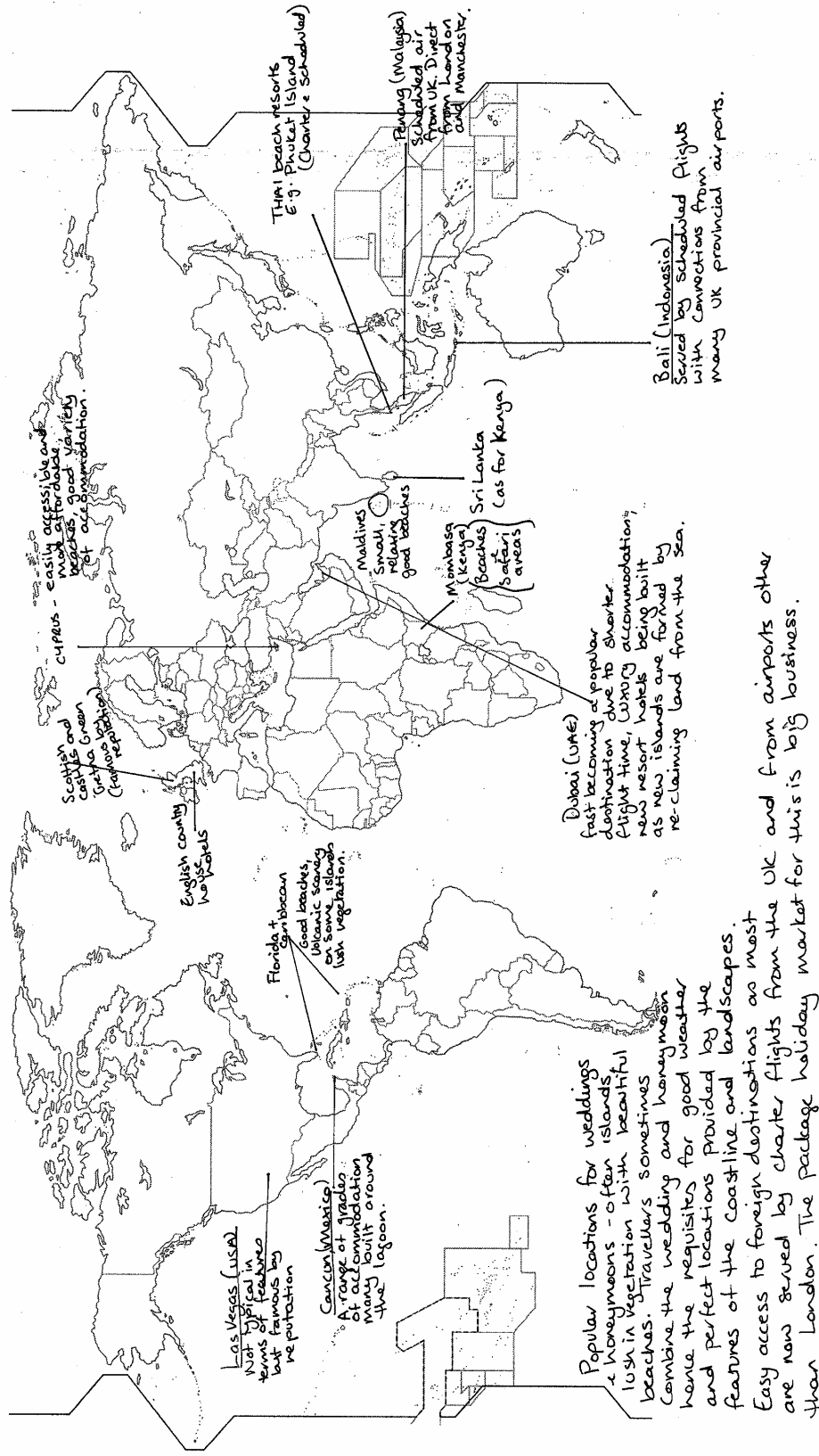


A range of centrally located accommodation is featured in Europe. Many of the European destinations are easily accessible for short, cartered breaks or as part of a tour. Those in Asia are more remote spiritual retreats where clients can go for short or long term periods. For Europe, coach travel in groups is the main access method using ferry crossings from the UK. For Asian destinations flights into gateway airports allow access to the country with organised transfers to the exact spiritual/pilgrimage location. Accommodation is often basic.

Locations for spiritual/Religious Pilgrimages
 Whilst many locations are designated as such because of the religious buildings, churches, cathedrals, monuments a number of locations are also designated because of the open expanse of space, clean air, mountains, valleys and rivers. In particular Lourdes is famous for the sighting in a natural grotto in the rocks. Many destinations are European and these tend to be associated with buildings. Those on a global scale tend to be associated with spirituality - hence the more open landscape and clean air.

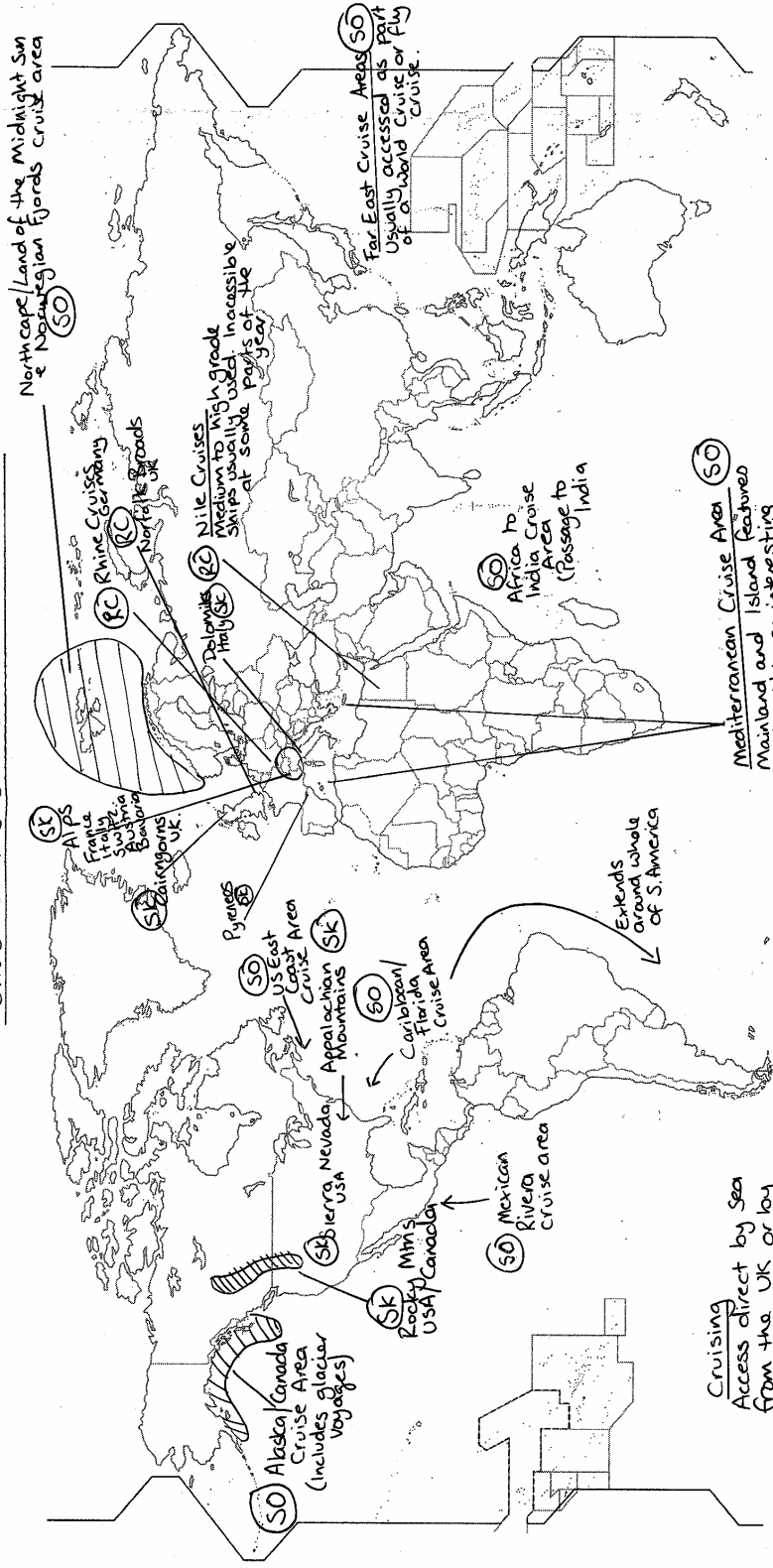
This map appears in the 9th edition of the World Travel Atlas, published by Columbus Travel Guides © Columbus Travel Guides 2004.

Weddings and Honeymoon Destinations



This map appears in the 9th edition of the World Travel Atlas, published by Columbus Travel Guides © Columbus Travel Guides 2004.

CRUISING AND SKIING AREAS



North Cape/Land of the Midnight Sun & Norwegian Fjords cruise area (SO)

Rhine Cruising (RC)
Germany, Northern Europe

Nile Cruises (RC)
Medium to high grade, usually used at some points of the year

Far East Cruise Areas (SO)
Usually accessed as part of a world cruise or fly

Africa to India Cruise Area (SO)
(Passage to India)

Mediterranean Cruise Area (SO)
Mainland and island featured. Make this an interesting cruise area. A different port in a different country can be visited each day

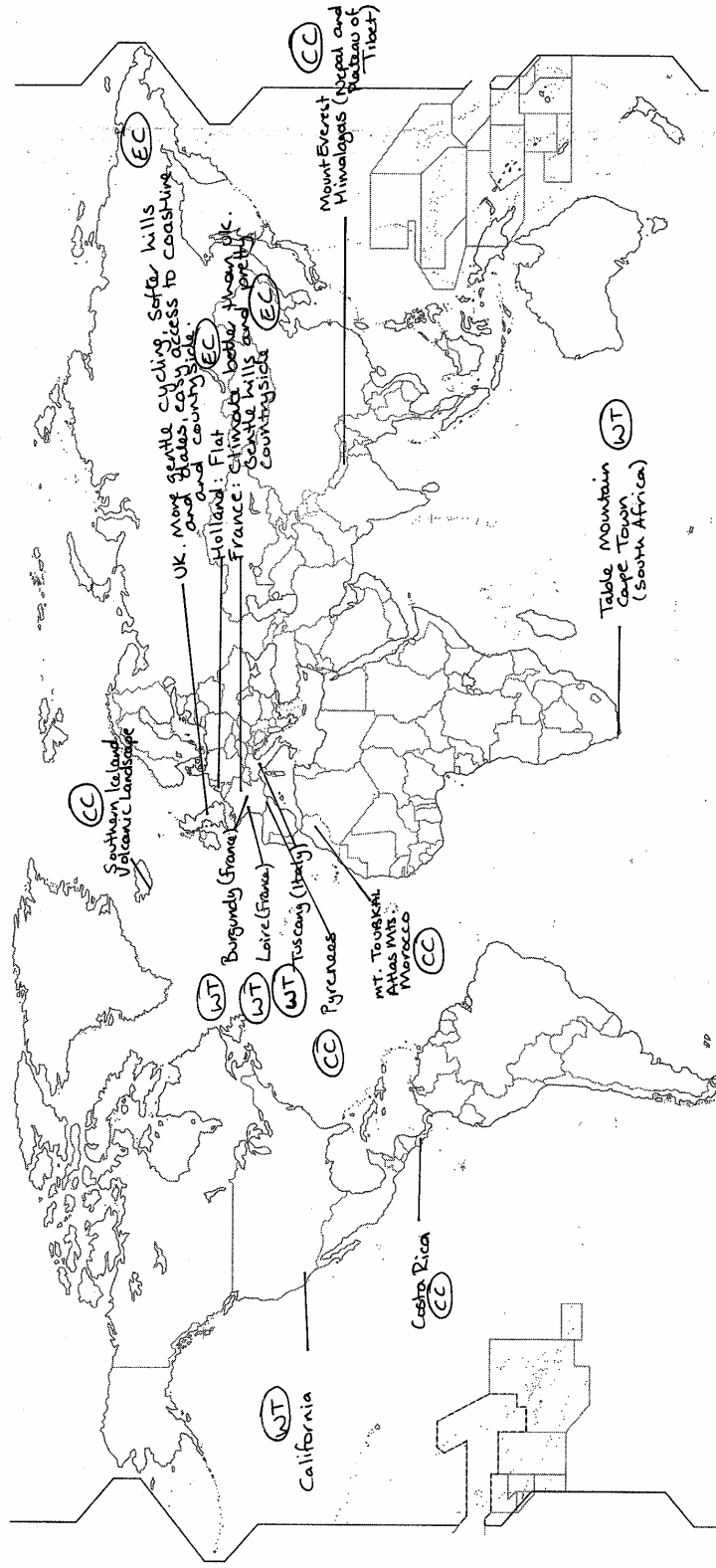
(RC) River Cruising/Canal Cruising
(SO) Sea + ocean cruising areas

(SK) Skiing areas - renowned
Maintain areas varied in height to allow good skiing for a range of abilities. Location determines the length of ski season.

Cruising
Access direct by sea from the UK or by flying from the UK to the ship embarkation point, particularly useful if the seas are rough perhaps at a particular time of year.

This map appears in the 9th edition of the World Travel Atlas, published by Columbus Travel Guides © Columbus Travel Guides 2004.

WINE TASTING AND CYCLING DESTINATIONS



(WT) WINE TASTING: Temperate conditions, vineyards with extensive wine production from a variety of grapes, sheltered areas often in valleys or protected by mountains. Whilst there are many wine producing countries including Spain, Portugal, Germany and Australia, it would appear from my research that the locations identified are the most common for offering wine-tasting tours.

(CC) CHALLENGING CYCLING: In areas where terrain is rougher or mountainous, cycling usually done in the foothills, likely to be group cycling.

(EC) EASIER CYCLING: These areas provide easy access from the UK or around the UK. Cyclists can take their own cycles on ferries or use Eurotunnel. A range of accommodation is available to meet a variety of budgets and roads are good. Good for clients wanting to go independently.

This map appears in the 9th edition of the *World Travel Atlas*, published by Columbus Travel Guides © Columbus Travel Guides 2004.

Holidays which take place in one Location for the Duration

There are several types of holidays which would be likely to take place in one location. A description of each type follows giving examples of locations and explanations of why these areas are particularly good for the activity and why they would be less likely to be found in other parts of the world. For each type, I will give examples of the companies who operate to the type of holiday and the locations to which they offer the holidays.

Religious Holidays

As mentioned in a previous example, the location of Lourdes in France is particularly well known as being a centre for pilgrimages, not just for those who are generally interested in religion but perhaps more specifically for those who seek spiritual healing or pray for an actual miracle which might reverse injury, illness or disability. Such a location is designated as being on this category because of religious or spiritual connections. There are pilgrimages and visits to St Peter's in the Vatican City — the home of the Pope — and although there is a particular building and manmade area to visit for this holiday, there does not necessarily have to be a building such as a church being visited, as one would imagine, as many of these sites are linked to 'visions' or 'feelings' which are said to occur in a variety of locations. Another location closely linked with spirituality is Nepal in the Himalayas. The locals are soundly religious and, in the sight of Mount Everest, this is a moving place. In the UK, visitors are attracted to the mysterious and ancient Stonehenge which are a circle of ancient stones.

See map for locations of for Religious Holidays.

Companies offering religious based holidays are Visitland Buddha, Tagney Tours, ITS Pilgrimages and Page & Moy.

Weddings and honeymoons

Honeymoons have long been associated with idyllic destinations – white sandy beaches, sun, swaying palms and relaxation all being key elements for the clients. In the fairly recent past, more and more people have decided not only to honeymoon in these locations but actually to be married whilst they are there. Favoured destinations are the islands of the Caribbean and West Indies such as Barbados and St Lucia; the shores of Cancun in Mexico; the African destination of Mombasa and the Indian Ocean islands of the Maldives and Sri Lanka. In these destinations, the accommodation on offer would normally be quite high standard with good facilities in the property and many of the holidays marketed are for the All Inclusive type arrangement where all food, drink and entertainment are included in the general package price. Very often other activities, such as watersports, will be included in the price. Because of the distance and the legal formalities for marrying abroad, holidays to these locations tend to be for a minimum of 2 weeks. However, not everyone is looking for this type of location and for those who are perhaps less wealthy, less inclined to travel long distances or who perhaps who want more friends and family to join them, Cyprus is now becoming a major wedding destination. The weather is very hot during the summer and with the exception of perhaps December and January, the climate is amenable for the remainder of the year and there are flights from most local airports throughout the year. It is less cost prohibitive and the flight is shorter than the previous destinations mentioned which means that relatives and friends are possible more likely to be able to join for all or part of the duration of the trip being carried out by the bride and groom.

In addition, there are the wedding locations with extra special interest such as the famous Little White Chapel in Las Vegas, USA and our own Gretna Green in Scotland, both long associated with runaway brides and grooms. For those who require something a little more daring you can even have a wedding ceremony under the sea off the coast of Florida. In the UK, we have now been granted license to hold weddings in certain specified locations which include country house hotels and castles. Whilst many of these locations will be quite close to where the bride or groom live, relatives and friends may come from many miles away and stay at the premises for one or more nights thus creating their own special interest tourism.

To summarise, whilst the idyllic destinations are still the most features locations in tour operators' brochures, it is clear that there may be other considerations when choosing where to be married or where to honeymoon. Some people will go on honeymoon but will not necessarily book a special honeymoon package and may just go to somewhere like Majorca or Tenerife. We could therefore assume that everywhere in the world is a potential wedding or honeymoon destination but for the purpose of this assignment, the key destinations will be featured on the **map**.

Companies offering weddings and honeymoons are Kuoni, Hayes and Jarvis, Sandals and Thomson Holidays.

Cultural

This section takes into account travel to a location probably for a specific event like a music, dance, theatre or art festival.

For music and dance, in the UK, this could include going to a pop music concert at the Birmingham or Newcastle Arena; going to the Royal Albert Hall in London for Remembrance Day or the 'Last Night of the Proms' or to Glastonbury for the music festival; or visiting the National Ballet in Birmingham. Abroad it could be a visit to the New Year's Day Concert in Vienna, the Russian Royal Ballet in Moscow; the Moulin Rouge in Paris or a concert in Central Park in New York, USA.

For theatre, apart from London, most of the UK's major cities have good theatres for live acting perhaps the most famous The Globe, the theatre which performs Shakespearian plays in Stratford upon Avon. Abroad, we could include the opera houses of Milan.

Festivals and events linked to art could include the International Festival in Edinburgh which hosts the Military Tattoo, a visit to the London or Paris art galleries such as the Tate or the Louvre.

The common theme, with a few exceptions, is that the locations for these events are normally housed in a building and this would likely be found in capital or major cities, because these places would normally have good transport links and therefore have easy access and a range of accommodation to suit all budgets from self catering town apartments and small budget bed and breakfasts or motels/inns to luxury hotels. Cities have a good local transport service infrastructure, many having underground railways type systems and good inner city bus services which makes travel between accommodation and event sites easy.

Companies offering cultural breaks are Superbreaks, Culturaltrips.com and Cresta City Breaks.

Sport

We have two types of sporting interest tourism – once which is spectator (watching) tourism and one which is participant (taking and active part) tourism. Some of the destinations for both of these types of sporting tourism are located because of the stadium or ground which has been purpose built (man-made) or because of the natural landscape and climate.

Major sporting events which attract huge numbers of tourists as spectators, include the Olympic Games (eg Athens and Seoul), Grand Prix motor racing (eg Monaco and Australia), Grand Slam tennis tournaments like Wimbledon or the French/US open), Golf Championships (eg US Open in Atlanta or the UK Open at Gleneagles) and football events such as The World Cup (eg: Italy and Brazil) or the FA Cup, traditionally at Wembley in London but recently in Cardiff, Wales.

For huge events such as these, strategic decisions are made as to where to hold and build the stadia or courses. At the moment, London is being considered as a possibility to hold the 2012 Olympic Games. For every country which bids to hold something like the Olympic Games. There has to be a thorough investigation into the location, facilities, local transport infrastructure, accommodation and access. In some cases the climate may have a bearing on the final decision as for example, if there are many outdoor events then it may be questionable as to whether or not adverse weather would hamper and delay the programme. In the case of the winter Olympics, clearly climate and landscape are extremely important to ensure a successful outcome. In other words, it would be impossible to hold the winter Olympics in Ecuador because of the hot climatic conditions all year round and it would be equally difficult to hold them in the Netherlands because, although the climate may be more favourable than that of Ecuador, the landscape is flat, so downhill skiing would be a major problem.

In terms of the above type of spectator tourism, one could argue that this was also participant tourism as there are thousands of competitors in these events and they all require access, local services, accommodation and facilities.

True participant tourism is where the sport is generally for pleasure and not necessarily for competition, although there may be an element of competition present.

We have the adventurous sporting activities and the active sporting activities.

Adventurous	Types of locations	Active	Types of locations
Abseiling	Hills/Mountains	Downhill Skiing	Mountainous
White water rafting	Rapids/Gorges	Skating	Generally purpose built facilities
Climbing	Mountainous areas/Purpose built facilities	Cross Country Skiing	Flatter skiing areas
Bunjee jumping	Bridges/Gorges	Golfing	Purpose built/rural
Mountaineering	Mountains	Fishing	Lakes/Lochs/Rivers/Sea
		Diving	Sea/coral reefs
		Windsurfing/surfing	Coastal areas/windy locations
		Canoeing	Rivers
		Sailing	Lochs/Lakes/Coastal areas

For the adventurous sports, essentially they require natural locations which provide continuous challenges to the participant looking for that extra hurdle and thrill – participants will seek out the higher mountains, the steeper cliff faces and the faster rapids. These activities tend to be considered hazardous and therefore a very high risk to insurance companies.

These activities can be carried out globally perhaps with the exception of the white water rafting as the UK does not really have the extremely powerful rivers. For those activities associated with hills and mountains, the UK can compete with areas such as the Lake District and Scotland. The Lake District has numerous lakes and mountains. Scotland has a number of Lochs and mountains. On an international/global scale Scandinavia, the Alps, the Dolomites, the peaks in Australia, the Himalayas and the mountains and hills in the National parks of the USA like Yosemite all provide the facility.

For those sports which are classed more as merely active, again it is more the natural attractions which make them possible — the mountains, rivers, lakes, lochs and coastal areas. Canoeing, sailing and the skiing activities all rely on these areas to provide the necessary requirements for participation. Golf courses are usually specifically designed and whilst they may take some features from the landscape it is more likely that they will have a great degree of specific planning and design. Golf is an activity pursued on a global scale with good facilities throughout the world. Diving and scuba diving is particularly enjoyed where there are coral reefs – in particular these grown in the Red Sea, around the Maldives in the Indian Ocean and off the coast of Australia in the form of the Great Barrier Reef. Windsurfing is popular on the lakes of the UK and the Canary islands, in particular Fuerteventura and Lanzarote; also the Mediterranean islands of Corsica and Sardinia have good windsurfing areas. For surfing, the rugged coastline of Northern Cornwall compares well with the more exotic locations of California and southern Australia to provide participants of this sport with the thrill of the waves.

See Map for main Ski locations.

Companies offering this type of activity holiday are Crystal, Libra Holidays, Page & Moy, Thomson Wintersports, SkiBound and Explorers.

Heritage

Holidays of this nature could involve either industrial or historical interest. Whilst this category has been placed in the holidays where you would normally be for the duration of your time away, they are commonly also provided in the form of a tour taking in different sites throughout an area or a country. Otherwise, cities throughout the world provide opportunities for this type of special interest holiday. Examples would be Edinburgh, London, York and Bristol in the UK; Rome, Madrid and Moscow in Europe; Boston, San Francisco and Dallas/Forth Worth in the USA and Tokyo, Beijing and Hong Kong in Asia.

Companies offering this type of holiday are Regent Holidays, Bridge Travel, Cox & Kings and Citalia.

Specialist activities

These include activities like cooking and dancing which can be held anywhere in the world but, for example, areas of common interest for cooking would be the UK, The Far East and Indonesia, Europe and South America — this is significant in the fact that these are the areas from which our international restaurant scene has developed. People are becoming more adventurous with their food and it is now not uncommon to have Italian, Indian and Chinese dishes in our own homes along with more unusual UK food, on a regular basis. With this in mind, many of us feel the urge to experiment with what we eat. In the UK short breaks of this nature are popular, especially those which might include a meeting with the celebrity chefs who have shot to fame through the media.

A company offering this type of holiday is Exodus Holidays

Health and Fitness

These holidays are becoming more popular as this generation, certainly in the UK and the USA, have more leisure time and are more conscious of health and fitness with reality TV shows, magazines and adverts constantly telling us how to look good and feel great. Most top class hotels and country house establishments, throughout the world, have health and fitness suites and it is these that provided the base for this type of activity. There have also been a number of specific health spas and health farms built to accommodate the more intense participants. Notable areas which provide special treatments in their spa facilities are Egypt, Turkey, Bulgaria and Goa. These areas are big in Thalassotherapy, Hydrotherapy, mud baths and saunas mainly due to the natural minerals and salts which occur in the ground/sea which are said to have relaxing or medicinal qualities.

Companies offering this type of holiday are Jewel in the Crown, Balkan Holidays and Superbreaks.

Working Holidays

These holidays traditionally attracted young people but the market is now expanding and a wide range of age groups and people are now becoming more interested in working holidays. In years gone by, young people stayed on the Kibbutz in Israel or worked in summer camps. Nowadays, these types of holidays attract holidaymakers to the likes of Africa, South America and Asia in a bid to either help people or animals. The plight of the population, particularly in third world areas, has touched the hearts of many people who now dedicate their spare time to helping others. Another type of working holiday is ranching — often in the USA or Australia.

Working holidays are closely linked to holidays which revolve around conservation as in a bid to help other people and animals, very often some form of conservation takes place. Other likely conservation projects take place where there is particular historical and archaeological value such as Egypt and there are a number of sites in the UK which fit the bill for conservation holidays.

A company offering this type of holiday is Ramblers Holidays which are holidays that include walking and rambling.

Holidays involving Travel during the Stay

These holidays will involve spending nights in different locations during the stay. There are 2 main types — those where you use a form of travel to go from point to point and the accommodation stops are normally pre-planned, pre-booked and pre-paid such as a cycling holiday; and those where the form of transport is your accommodation such as a cruise.

Trekking

Walking or horse-riding are examples of this type of holiday. The Swiss and Austrian Alps provide good locations for walking holidays whilst the rough terrain of the Spanish Pyrenees, the Moroccan Atlas Mountains and areas of North and South America facilitate good trekking on horseback. As people become more adventurous, there are markets opening up for trekking in more remote locations such as China and Mongolia. Accommodation, facilities and general accessibility are likely to be more basic in these locations than for those in perhaps Europe. This is because distances between towns or villages within the countries are much greater in Asia than they are in Europe. Local services will be more restricted and in these remote areas it will be essential that any trekking groups have well-trained guides, perhaps from the local community, to help trekkers reach their destination safely.

Companies offering this type of holiday are Explorers and Exodus Holidays. They include many of the holidays highlighted above.

Cycling

The UK and Netherlands are key areas for cycling, as the countryside is relatively flat making it ideal for leisurely cycling. However, not everyone wants the ease of flat areas as there are many holidays which involve cycling across extremely rugged terrain. This would be more challenging and only for accomplished cyclists. Holidays offering the more challenging rides would be located where there are desert or mountainous areas. As with the trekking holidays, the further from Europe you go, the more likely it is that the terrain will be more punishing and remote from civilisation.

See map.

A company offering this type of holiday is Exodus Holidays and Bridge Travel.

Cruising

Cruising takes several forms. In the UK it would normally be in the form of a self — piloted yacht, cabin cruiser or longboat on the inland waterways — rivers, canals, lochs and lakes. Once you leave the UK, there are famous cruises on the rivers of Europe such as the Rhine, Nile and Danube; the fjords of Norway and then we could also extend to worldwide destinations and include the Amazon.

It is the original 'all inclusive holiday' as the price of the cruise would normally include all food, entertainment and a good range of facilities and accommodation. Extras would be for shore excursions, tipping, port taxes and personal expenditure such as drinks and souvenir shopping.

Mini Cruises are quite popular for short breaks. From the UK it is easy to go to Scandinavia, the Netherlands, Germany, Belgium, Spain and France. Cruising of this type tends to be more a way of going from A to B rather than using it to see several destinations in one trip. The same type of cruise can be taken from Miami to the Bahamas.

The larger cruise companies offer opportunities to join the ship here in the UK and sail to all of the points on the itinerary or to fly from the UK to then join the ship in a foreign port. Typical cruising areas are the Mediterranean, the Caribbean, the Far East and Alaska. In addition, one can go on a full world cruise. It is common to cruise to the Caribbean in the winter as it is a chance for the British to escape to the sun during our colder months.

There are specialist cruises operating in addition to the standard type of cruise. Cruise companies will often operate newcomers' cruise, Disney themed cruises or cruises with additional special interest like painting, cooking or history where the participants can learn about their topic and then practise it either on board or at the ports of call they visit. This additional special interest cruise often takes place when it is a longer duration at sea.

See map for a range of popular river and ocean cruising areas.

Companies offering this type of holiday are Blakes holidays offer boating holidays such as boating on the Norfolk Broad. Scandinavian Seaways offer mini cruises such as Newcastle to Amsterdam for a three day mini break. RCCL, Princess Cruises, Cunard, NCL and Swan Hellenic offer cruising such as the Med or the Caribbean. Some are very luxurious.

Safaris

The word 'safari' means 'to see or hunt wild animals' according to one dictionary. When I think of safaris, I think of Africa where you can see Big Game, in particular Kenya, Tanzania, South Africa and Botswana. However, if we take the definition literally, then we could also include expeditions to see the orangutans in Borneo, the varied species in the Galapagos Islands and whale watching in the Caribbean or Pacific Oceans. Furthermore, trips into the South American or Australian rainforests could also provide safari opportunities. Some safaris are for the full duration of a holiday, whereas others may just be a few days.

A variety of transport could be used for safaris – hot air balloons boats, jeeps and elephants. It is common to use a local game-keeper as a guide. These people are often armed — not just as a defence from animal attacks but also from guerrillas who occasionally have been known to attack foreigners on safari.

Accommodation is likely to be in specially built camps in the game reserves. It is usually of a fairly basic nature, built to blend in with the landscape.

Companies offering this type of holiday are Hayes and Jarvis, Kuoni, Somak Holidays and Jetset Tours.

Rail Journeys

Most countries have a relatively decent rail network but some countries are better than others or are required because there are vast distances to cover or a widely varied landscape to enjoy. Trains are well-equipped with panoramic windows to allow easy viewing of the scenery. Commonly these tours are part of a fully escorted tour from the UK where flights, transfers, portage and the rail journey itself are all included. However, it is possible to arrange these as 'tour only' and make your own way to join at the starting point of the tour.

Famous rail journeys for scenery would be the cross – Canada journeys and the Australian journeys. Well-known rail journeys which link several interesting places and are an experience in themselves are the Blue Train in South Africa, the Trans-Siberian Express, the Orient Express and the Bullet Train in Japan.

Companies offering this type of holiday are Bales Tours, Thomas Cook Tours, Orient Express and British Airways Holidays and Exodus Holidays.

Overland Adventure

These holidays are popular with the young and tend to be over a fairly long duration as they are usually by a motorised-vehicle perhaps a bus or a campervan. They often operate where there are few established road networks — examples would be across the desert areas like the Sahara, across the bleak expanses in Egypt, or the wilds of North and South America, Canada and Australia, or maybe the Steppes of the Himalayas. As with trekking and cycling holidays, it is essential that the group have a good guide who knows the area well.

There are few facilities at the stop off points and nothing much in the way of organised entertainment. However, these holidays give the holidaymaker the ideal chance to sample local culture and heritage.

Companies offering this type of holiday are Exodus, Guerba and Journey Latin America.

Independent Travel

Backpacking is a typical example of independent travel. Many university students take a gap year from their studies to travel the world, taking little luggage and trying to see as much of the world in the space of a year. A usual itinerary would be to go from here to somewhere in Europe, on to maybe India and Thailand, down to Australia and New Zealand and back across the Pacific Ocean through the Polynesian Islands and onwards to the west coast of the USA, crossing the USA to the east coast and then back to their point of origin in the UK. Accommodation will often be in youth hostels and dormitory style rooms in order to keep the cost of the trip down. Scheduled flights provide the means of travel from country to country as they offer special round the world fares. Sometimes the backpackers will look for local work to help their financial situation.

Another common area where backpacking takes place is around the Greek Islands. This is relatively easy with the gateway into Greece often being the capital city of Athens, good road connections down to the port of Piraeus and then a range of ferry and hydrofoil services around the islands. Accommodation is relatively inexpensive and locals wait at the ferry ports on the islands to offer rooms to the travellers.

Independent holidaymakers generally wish to sample the local culture of a destination and are not usually likely to want organised entertainment, preferring to mix with the locals or with like-minded travellers to create their own entertainment.

Climate may not be a deciding factor as to whether an independent traveller makes the trip or not, especially those who opt to travel around the world. However, it may be advantageous to try to plan a trip of this nature so that they avoid extremes of climatic conditions, such as hurricanes of the Caribbean and monsoons and cyclones of the Far East and Africa. It is common to travel to Australia during our winter in order to benefit from the Australian summer. It is also common to take in wintersports in the USA and Canada on a trip of this nature.

Companies offering this type of arrangement are Travel 2 and Travel 4, Qantas Holidays/Jetabout, Trailfinders, Lonely Planet and British Airways Holidays.

Specialised Tours

These are tours for which the purpose is the specific activity. This may include tours for wine tasting at different vineyards in a given country; perhaps cultural or heritage tours; photography and visiting football stadiums. As previously mentioned, these very specialised tours could take place in a small area where there is an abundance of opportunity to experience the activity and therefore there may be no necessity to stay away from a base overnight and as the activity may be close enough to travel to each day and return from each night.

Frequently, especially in the case of wine tasting, this activity will be on a tour which includes other activities such as visiting wildlife sanctuaries, natural or man-made attractions.

See Map.

Companies offering this type of holiday are Exodus and Explorer Holidays

Assessment feedback

Student name: XXXXXXXXXX

a maps showing the geographical distribution of different types of special interest holidays and a description and explanation of the geographical distribution and providers of a range of special interest holidays			
1-6	7-9	10-12	11
<p>Location of destinations for a limited range of special interest holidays will be described with little reference to the geographical distribution. A limited range will be provided. Some maps may have inaccuracies in selection of destination and location although some appropriate destinations are located. The explanation of geographical distribution will be mainly descriptive.</p> <p>Some providers of special interest holidays are stated but their link to different types of special interest holidays may be limited.</p>	<p>The locations of a range of special interest holidays are described in some detail with clear reference to their geographical distribution. Maps are presented for appropriate destinations that are located accurately. There will be some detail. There is an explanation of the geographical distribution of a range of special interest holidays that makes reference to key features.</p> <p>A range of different types of providers of special interest holidays is identified, some of them exemplified.</p>	<p>The locations of a wide range of special interest holidays are described in detail with clear reference to their geographical distribution. Maps show the appropriate worldwide destinations for a wide range of special interest holidays and their location and key features. Maps are detailed, fully labelled and accurate. A clear and comprehensive explanation is given of the geographical distribution of a wide range of special interest holidays that makes clear links between key features and the geographical distribution.</p> <p>A wide range of providers of a great variety of special interest holidays is stated with examples of specific named products.</p>	

<p>Maps Two categories Range covered Key features</p>	<p>You have located a wide range of special interest holidays covering both categories. The map shows a good range of destinations and all include the key features for the type of specialist holiday. All features and locations are accurate.</p>
<p>Description of the geographical distribution Two categories Range covered Key features</p>	<p>You have described in detail a wide range of special interest holiday types demonstrating a very good level of knowledge. You have included a description of the types of special interest holidays that are available — passive, adventurous, educational and active. For each example of special interest holiday you have given a wide range of places that could be visited and the type of activities that would be carried out. Most types of holidays are described in detail.</p>
<p>Explanation of the geographical distribution Two categories Range covered Key features</p>	<p>You have given a clear and comprehensive explanation of why each type of destination is classed as the special interest holiday described. You have used examples to support your explanations. You have made clear links from the features of the destinations to the type of special interest holidays. This was specifically detailed for the sport special interest holidays you covered.</p>
<p>Providers Range</p>	<p>For each type of destination you have given an appropriate range of companies that offer each type of holiday. You have described the type of holiday they feature and explained why the majority of providers were classed as the type of holiday stated.</p>
<p>Summary An assignment that demonstrates a high level of knowledge and understanding of the different types of special interest holidays and their locations. The examples throughout showed good research and they were presented logically. Mark band 3 is clearly best fit as both the descriptions and explanations showed detail. Work gives clear and comprehensive explanations throughout. The maps were all accurate and showed a wide range of special interest holidays covering a good range of appropriate destinations. Work showed good links between the key features and the geographical distribution. A wide range of providers was also given for all the types of special interest holidays. To improve this assignment further you could have expanded on the products in more detail for each of the providers.</p>	

Assessor: xxxxxxxx

Signature:

Date: xx/xx/xxxx

Student: xxxxxxxx

Signature:

Date: xx/xx/xxxx

Assessment criteria B

Exemplar material

Exemplar material

Unit 11 – Special Interest Holidays

Assignment 2: Introduction (Task B)

This is the second of the three assignments for this unit. This is an individual assignment.

Scenario

You work for an established tour operator 'Perfect Holidays'. The organisation is a special interest tour operator based in the UK which deals with a wide range of special interest holidays from safari holidays in Kenya to flamenco dancing in Argentina.

The owner, Jo Freedom, insists that staff experience working in different departments of the organisation. Jo thinks this helps staff to understand the packaging of special interest holidays as well as developing their knowledge of the products and services they offer.

You are currently working in the reservation department.

Tasks

You have just received an email from an American customer. They want you to suggest an itinerary that meets all their needs.

RE: Holiday - Message (HTML)

File Edit View Insert Format Tools Actions Help

Send Attach as Adobe PDF Options...

To: perfectholidays@internet.com

Subject: RE: Holiday

Hi

I understand that you arrange special interest holidays. Could you suggest a holiday to meet my family's requests? Our details are as follows:

We would like to go on a special interest holiday to the East. We will be touring the UK so we can travel from any UK destination.

There are four of us - myself James Crompton aged 49, Annabelle Crompton 48 and our two children - Adam 17 years and Mary 15 years.

My wife and myself are teachers so we are able to travel from 14th July through to mid August. Ideally we are looking at a two-week break, as we would like the children to go to summer school in the US at some point.

Both Annabelle and myself are keen historians and think it would be good to educate the children whilst on holiday. Annabelle also has a keen interest in wine.

We are all keen cyclists and enjoy the outdoors. Adam and Mary are very energetic - they love the outdoors especially watersports - weather permitting though!!

I would be grateful if you could put an itinerary together - don't worry about the cost. This is our first trip to this part of the World so would like it to be memorable.

One final request - we would prefer to be based in one centre rather than touring around spending nights in different hotels. Not my idea of a break.

I look forward to hearing from you soon.

Regards

James Crompton

Office Microsoft 4:17 pm

- 1 Produce an itinerary for a special interest holiday based at one destination for the Crompton family. You must ensure the itinerary is presented in an appropriate format and includes all essential information.
- 2 Produce a written explanation for how the itinerary meets the needs of the customers. This can be presented as an email, memo or any other written document.

Assessment evidence

- ✓ Itinerary
- ✓ A written explanation of how the itinerary meets the needs of the customer

Assessment

On completion of this task, you will be awarded a number of marks. These will contribute towards the marks for this unit. The quality of your work will determine the marks awarded. Your work will be assessed against the following criteria:

1-7 marks

An itinerary is submitted that may have some inaccuracies or omissions and limited detail. It is appropriate to tourists' needs as provided in the pen portrait. There may be evidence to suggest that an existing itinerary or package has been used. The style of presentation may lead to information lacking clarity.

The explanation about appeal will be mainly descriptive and make limited links to tourists needs. Emphasis will be on their basic needs.

8-12 marks

The itinerary will be realistic and appropriate to tourist needs. The itinerary will include all appropriate information, much of it described in detail. The itinerary will include many original elements. The itinerary will be presented in a style that is clear and easy to interpret. There is an explanation of how the itinerary meets the needs of the tourist with clear links to specified needs, many of which are complex.

13-15 marks

The itinerary will be realistic and clearly appropriate to tourists' needs. There will be no inaccuracies or omissions. Information provided will be detailed and specific. The itinerary will be original. It will be presented clearly and in a style that is appropriate for the task. There is a comprehensive explanation of how the entire itinerary meets the needs of the tourist with clear links to their complex needs.

Submission

Your evidence must be submitted by xx/xx/xxxx. Note requirements in your course handbook related to late submission.

Exemplar material

Advanced GCE Travel and Tourism

Unit 11 Special Interest Holidays

Assignment 2

Student XXX

Exemplar material

Assignment 2

Itinerary for a Special Interest Holiday

Northern Treasures Cycling

Itinerary for the Crompton Family

Sunday 15th July

Check in at the British Airways Desk Memphis Airport no later than 20.00hrs
Depart from Memphis Airport on flight BA156 at 23.00hrs

Monday 16th July

Arrive London Heathrow Airport Terminal 4 at 06.50hrs
On arrival transfer directly to the British Airways Desk Terminal 1 to check in for the domestic flight no later than 08.15hrs
Depart London Heathrow terminal 1 on flight BA4242 at 09.15hrs
Arrive Newcastle at 10.25hrs

On arrival, proceed to the taxi rank outside the main terminal and take the pre-booked Phoenix Taxi from the airport to the Northumbria Hotel, Jesmond. Check in available from 14.00hrs.

Accommodation reserved in 1 x double room and 2 x single rooms all with bath and wc for 2 nights at the Northumbria Hotel on a room and full English breakfast basis.

Remainder of day at leisure.

Tuesday 17th July

Morning at leisure.

Take Metro system transport from Jesmond Metro Station to arrive at Newcastle Monument Metro Station by 13.00 hrs.

On arrival look for the Newcastle City Tour Guider who will be waiting at the south side of the Grey's Monument.

Commence walking tour of Newcastle at 13.15hrs
In order of visiting, sights include Grey's Monument, Theatre Royal, St Nicholas Cathedral, the Castle, Newcastle Central Station, Centre for Life, Bridges over the River Tyne and the Quayside, stopping for refreshments along the Quayside. You will cross the Millennium Bridge on foot to the south side of the river to visit the Baltic Art Centre and the Sage Music and Arts Centre.

Total Tour time 4 Hours. Arrive back at Monument Metro Stations at 17.15hrs

At leisure in Newcastle or back at the hotel to return to the Newcastle Theatre Royal for the evening performance of Ensuring that you are seated by 19.25hrs

Wednesday 18th July

Cycle from Jesmond to Alnwick via the Coastal Route

Meet local representative from Colin's Cycling Tours in hotel reception at 08.45hrs where you will be given your route map, bicycles, equipment and accommodation details for your holiday based in Alnwick with pre-arranged cycling excursions.

Cycle ride from Jesmond to Alnwick at own leisure to arrive no later than 6pm. At accommodation at the Hotspur Hotel, Alnwick for 11 nights on a bed, breakfast and evening meal basis. 1 x double and 2 x singles with shower and wc.

Thursday 19th July

Day at leisure in Alnwick to visit Alnwick Castle and Gardens (Tickets valid for entry from 10am).

Friday 20th July Cycle from Alnwick to Warkworth

Visit to Warkworth Castle (Tickets valid for entry from 10.00hrs)

Opportunity to cycle to Amble (2 miles) to visit the Marina and take part in watersports — weather permitting.

Saturday 21st July Cycle from Alnwick to Bamburgh via Seahouses

Visit to Bamburgh Castle (Tickets valid for from 10.00hrs) and visit to the Grace Darling Lifeboat Museum and Memorial in Bamburgh. (Last entry to museum is 16.00hrs)

Sunday 22nd July Cycle from Alnwick to Craster and Dunstanburgh

Craster, a fishing village, is on the coast overlooked by the wild ruins of Dunstanburgh Castle. Dunstanburgh Castle is reached from Craster on foot (distance approx 1 mile each way). Tickets for Dunstanburgh Castle valid from 10.00hrs.

Monday 24th July Day at leisure in Alnwick or optional cycle tour to the small coastal town of Alnmouth

Tuesday 25th July Cycle from Alnwick to Holy Island (also known as Lindisfarne)

This morning it is essential that you leave Alnwick by 05.00hrs as you must have crossed the causeway to reach Holy Island by 08.00hrs as the incoming tide blocks access to the island after this time.

Pre-arranged visit to Lindisfarne Priory and Castle. (Tickets valid for entry from 10.00hrs)

Because of the tide times and the safe crossing times, the earliest you can depart from Holy Island is 21.00 hrs

Wednesday 26th July Day at leisure in Alnwick

Thursday 27th July Cycle from Alnwick to Kielder via Otterburn and Rothbury

An early start is recommended in order to be able to appreciate and partake in the leisure activities at Kielder which include walking, cycling, sailing, windsurfing, canoeing and horse-riding.

Friday 27th July Day at leisure

Saturday 28th July Cycle from Alnwick to Wall and Hadrian's Wall sites nearby.

Today you set off to experience the famous Hadrian's Wall built by the Roman Emperor, Hadrian (hence its name). There have been a number of Roman Forts preserved which house museums and where you will be able to obtain details on the best parts of the wall to visit. Pre-paid entry has been arranged on production of your entrance voucher (valid for up to 3 Roman Fort sites)

Monday 29th July Cycle from Alnwick to Jesmond via Morpeth

The cycle home is via Morpeth, a bustling and pretty market town which is a good intermediate stopping off point between today's start and finish point.

Accommodation for one night on a bed breakfast and evening meal basis at the Northumbria Hotel, Jesmond. Rooms available from 14.00hrs.

Tuesday 30th July

Take pre-booked taxi from Jesmond to Newcastle Airport at 13.00hrs

Check in at the British Airways Desk Newcastle Airport no later than 13.30hrs

Depart Newcastle on flight BA5646 at 14.30hrs

Arrive London Heathrow Terminal One 15.35hrs

On arrival transfer directly to the British Airways Desk in Terminal Four to check in for the flight to Memphis by 16.25hrs

Depart London Heathrow on flight BA993 at 20.15hrs

Wednesday 31st July

Arrive Memphis at 06.10hrs

I have chosen the UK for the Compton family as they have holidays in July when the weather should be reasonable. I felt that the combination of cycling around Northumbria and visiting the magnificent historical sites would be just right as there is a wealth of history in beautiful countryside which I thought the family would appreciate as they enjoy the outdoors. Whilst some of the distances are relatively short, I decided that this was warranted as they could fit more sightseeing in on a daily basis.

The whole family like cycling and the routes give them the opportunity to experience both the wonderful Northumbrian Coast and the breathtaking countryside inland. Initially as they come out of the city they will head for the coast to cycle what is called the Coastal Route which is designated as such as far as Bamburgh which they will visit early in their holiday. Having visited Holy Island, the remaining days of their holiday involve going west from Alnwick. Some of the terrain on this stretch of the journey will be quite challenging, as there are hills to negotiate and rougher countryside sectors to travel over. The route to Wall is also countryside and interesting. The cycle from Alnwick, via Morpeth, back to Jesmond is more direct and although the main road from Scotland to Newcastle follows this route, the cycling will be on adjacent country roads so it still has a countryside feel. I felt that the routes and miles cycled each day were sufficiently varied as the route included coastal, countryside, hills and flatter areas and the family could enjoy the attractions in the towns without being too tired from the cycling. I also added in days at leisure where the family had experienced busier days on the previous cycle ride.

The reason for including Kielder was that it is an eco-friendly area deep in the countryside on the Kielder Reservoir. There are parts of the area which do not allow cars and travellers are encouraged to use cycles as the mode of transport. The banks and forests of the reservoir are full of wildlife and plant life living in a natural habitat and the lake is filled with fish. There are a variety of watersports available on the reservoir as well as land based activities such as horse-riding. I thought that this part of the trip would meet everyone's needs but in particular, would meet the needs of the two teenagers who enjoy watersports. Equipment is for hire for most of the activities — ideal for our cyclists who will not be carrying much luggage with them because they arrive on bicycles.

There are restaurants, cafes and bars and site shops placed strategically in various points around the reservoir at the locations where there are also clusters of accommodation. The shops sell basic provisions.

Highlights of the Locations visited

Jesmond and Newcastle

When our family first arrived in Newcastle, I purposely placed their base just over a mile from the city centre in a place called Jesmond, as I thought that this would give the family easy access to the sights in the city centre but would also be a suitable location from which to start their tour so they would not have to negotiate the busy one way system.

The hotel is within easy walking distance of the Metro system which is one only one stop from the city centre although we have suggested that they go one stop further to meet their tour guide for the walking tour around the sights. The walking tour will give them the chance to appreciate the many historical and cultural aspects of the city and will meet the needs of all of the family. The sights are all easy to see in a relatively condensed area of the city allowing them to visit the older part with the historical monuments and buildings, along with the more recent re-developments along the Quayside on the north side of the river. They can then cross over to the south side which now houses the art and music buildings. This will again help to meet the needs of the whole family. In addition, an evening in Newcastle, with a trip to the Theatre Royal, will allow the family to experience the varied nightlife on offer in this vibrant city.

Alnwick

Alnwick, a large market town with a history associated with Harry Hotspur. Its huge castle is open to the public and is sometime used by the Royal Family. It is well kept and holds many thousands of interesting pieces of art, furniture and items gathered throughout its turbulent history. More recently, a large garden area, called the Alnwick Garden, has been constructed within the castle grounds. It has been built to show what a Victoria garden area may have looked like with plants, herbs and vegetables all being grown in the grounds. Most recently a large tree house has been built and the fountains have been added to.

In Alnwick itself, there is a historic archway which was once thought to be the entrance to Northumberland and there is a pub which has a little leaded window in which lies the 'Alnwick Dirty Bottles'. It is said that whoever removes these bottles will have bad luck fall upon them — so consequently they have never been touched over hundreds of years and are very dusty — hence the name.

Warkworth

This is a town just a mile or so inland which is reached by following the Coastal Route through Amble which has a good range of shops and a yachting marina. Warkworth, still classed as being on the Coastal Route, lies on a river and is a small, pretty town which is dominated by the ruins of Warkworth Castle.

Bamburgh

As you leave Seahouses you follow the coastal road past the sand dunes. Suddenly, in your sights you see the magnificent Bamburgh Castle perched high on a cliff right next to the sea. This castle is furnished and houses many artefacts related to Northumbrian History

Seahouses

Seahouses is a large fishing port and is also the point from which ferry trips go out to the Farne Islands, made famous in history by the attempts of a young girl called Grace Darling who attempted to rescue stricken sailors near Longstone Lighthouse. Sadly she perished in stormy seas.

Craster

Craster is a tiny fishing village which has enormous visitor numbers using its limited facilities as tourists park and walk through to visit Dunstanburgh Castle. Its own claim to fame are the smoking sheds which produce the famous Craster Kippers (a smoked fish).

Dunstanburgh

This is no more than an area which houses the ruins of Dunstanburgh Castle. It can only be reached on foot from Craster. The castle lies on at the top of an incline, posing magnificent views of the surrounding countryside and the coastline.

Alnmouth (Optional)

This town is in similar size to Warkworth but lies on a huge bay right beside the sea. It is almost cut off when the tide comes in and the town can only be accessed from the north side.

Holy Island (Lindisfarne)

This island is reached via a causeway which floods twice a day and completely cuts the island off from the mainland. Its ancient name is Lindisfarne and was originally inhabited mainly by monks who made a sweet drink, from honey, called Mead. It is said that it was here that the world famous Lindisfarne Chronicles (a religious account of life in the area) were written. Holy Island has a priory and a small castle reached by a walk from the town. The castle is a National Trust property and is furnished throughout.

Rothbury

This is a medium sized town lying on the River Coquet. It is well worth a visit as it is very pretty and has magnificent views along the river and across the countryside.

Otterburn

Otterburn has grown from a village over the years but is famous for its woollen mills. It is here that you can buy examples of tweeds and tartans associated with the area.

Kielder

A large reservoir with eco-friendly appeal in its surrounding area. (See previous description)

Wall and Hadrian's Wall

Wall is an historic town which is ideally placed from which to visit the famous Hadrian's Wall (Roman Wall) which was built by Emperor Hadrian's time. It is around this area that there are a number of visitor centres beside the forts and walks beside the wall itself are allowed.

Assessment feedback

Student name: XXXXXXXXXXXX

b an itinerary for a special interest holiday based at one destination and an explanation of how the itinerary meets the needs of tourists as provided in the pen portrait			
<p>An itinerary is submitted that may have some inaccuracies or omissions and limited detail. It is appropriate to tourists' needs as provided in the pen portrait. There may be evidence to suggest that an existing itinerary or package has been used. The style of presentation may lead to information lacking clarity.</p> <p>The explanation about appeal will be mainly descriptive and make limited links to tourists' needs. Emphasis will be on their basic needs.</p>	<p>1-7</p>	<p>The itinerary will be realistic and appropriate to tourist needs. The itinerary will include all appropriate information, much of it described in detail. The itinerary will include many original elements. The itinerary will be presented in a style that is clear and easy to interpret.</p> <p>There is an explanation of how the itinerary meets the needs of the tourist with clear links to specified needs, many of which are complex.</p>	
<p>The itinerary will be realistic and clearly appropriate to tourists' needs. There will be no inaccuracies or omissions. Information provided will be detailed and specific. The itinerary will be original. It will be presented clearly and in a style that is appropriate for the task.</p> <p>There is a comprehensive explanation of how the entire itinerary meets the needs of the tourist with clear links to their complex needs.</p>	<p>8-12</p>		
	<p>13-15</p>		<p>10</p>

Itinerary	Your itinerary is realistic for the situation in terms of time, distances to travel and activities. It included the appropriate information for the customers and was presented in a logical, easy-to-read style. Contact details were missing.
Explanation how the itinerary meets the needs of tourists	There was an explanation rather than a description of how the itinerary meets the needs of all of the family. It was clear how the specified needs were met. Most of the customers' needs were addressed.
Summary A lovely itinerary but a shame you did not explore other destinations. Perhaps the Loire Valley or parts of Italy could have incorporated Mrs Crompton's interest in wine as unfortunately this need/interest was not met. Your itinerary is based in one area; however, the type of destination you selected was not realistic for meeting their cycling needs due to the weather and landscape. Parts of France may have met their needs better. Mark band 2 is best fit for this piece of work as although you have presented a realistic itinerary, the choice of location selected restricted meeting all the customers' needs. Although you did include appropriate information you omitted to include contact details. You gave some explanations of how the itinerary selected met the customers' needs. This was more detailed for the historic links rather than the other factors.	

Assessor: xxxxxxxx

Signature:

Date: xx/xx/xxxx

Student: xxxxxxxx

Signature:

Date: xx/xx/xxxx

Exemplar material

Assessment criteria C and D

Exemplar material

Exemplar material

Unit 11 – Special Interest Holidays

Assignment 3: Introduction (Task C)

This is the third assignment for this unit. This is an individual assignment, in which you will compare features, tourist types and popularity in two destinations.

Scenario

You work for a travel newspaper and have just been appointed as a travel and tourism correspondent for the monthly magazine 'Travel Which Place'. This is a newly created position and you have been asked to produce the first article, which focuses on special interest holidays.

Task

You are to produce a newspaper article for 'Travel Which Place' that compares the features, tourist types and popularity of special interest holidays. You can select the types of holiday to be compared, but one must involve a tour and the other must be based in one destination.

Your article must draw on information you have researched, including statistical data.

Assessment evidence

- ✓ Comparison of features, tourist types and popularity of two different types of special interest holidays, one involving a tour and one based in one destination

Assessment

On completion of this task, you will be awarded a number of marks. These will contribute towards the marks for this unit. The quality of your work will determine the marks awarded. Your work will be assessed against the following criteria.

1-7 marks

Some research has been undertaken and evidence may be provided in a bibliography. The appeal and popularity of two different types of special interest holidays have been included but there is limited comparison. The conclusions are mainly subjective with little use of information or statistical data used in support.

8-12 marks

Research has been undertaken using different sources, some of which are referenced. The appeal and popularity of two different types of special interest holidays have been compared. Conclusions are drawn from information and statistical data. Some findings are substantiated.

13-15 marks

Independent research is evident and there is evidence from a range of sources of information, which are referenced. There is a comprehensive comparison of the appeal and popularity of two different types of special interest holidays that draws on information and statistical data obtained as a result of research undertaken. Findings are substantiated.

Submission

Your evidence must be submitted by xx/xx/xxxx. Note requirements in your course handbook related to late submission.

Unit 11 – Special Interest Holidays

Assignment 4: Introduction (Task D)

This is the final assignment for this unit. This is an individual assignment, in which you will need to consider the factors that influence the popularity of two types of special interest holiday.

Scenario

You are still working for 'Travel Which Place' and this month's article is on the factors that affect popularity of special interest holidays.

Task

Produce a newspaper article for 'Travel Which Place' that makes an assessment of the factors influencing the popularity of the two types of special interest holidays. You have the choice to use the same types of special interest holidays featured in (Task a) or you can select two new types of special interest holidays. The magazine feature is to include one special interest holiday involving a tour and the other based in one destination.

You have been given guidance of the factors you could include. They are:

- life-work changes
- accessibility
- availability of attractions and other tourist facilities
- changing attitudes
- increased awareness of cultural, environmental and health issues
- increased health, wealth and fitness of retirees
- increased interest in national sports, education, adventure
- changing holiday patterns – increased demand for short breaks.

Your article must draw on information researched and include statistical data.

Assessment evidence

- ✓ An assessment of the factors influencing the popularity of two types of special interest holidays, one involving a tour and one based in one destination

Assessment

On completion of this task, you will be awarded a number of marks. These will contribute towards the marks for this unit. The quality of your work will determine the marks awarded. Your work will be assessed against the following criteria.

1-9 marks

There is an assessment of the factors affecting the popularity and appeal of two different types of special interest holidays. This will be mainly subjective and descriptive with little supporting evidence and detail. Generalised comments are likely.

10-14 marks

An assessment is made that considers a range of factors influencing the popularity of two types of special interest holidays. Evidence obtained through research is used to support the assessments made, some of which are in depth.

15-18 marks

A detailed assessment is made of a wide range of factors influencing the popularity of two types of special interest holiday. Statistical data and other evidence are used to substantiate assessments made.

Submission

Your evidence must be submitted by xx/xx/xxxx. Note requirements in your course handbook related to late submission.

Advanced GCE Travel and Tourism

Unit 11 – Special Interest Holidays

Assignment 3/4

Student XXX

Exemplar material

Assignment 3/4

Comparison and Popularity of Two Different Types of Special Interest Tour

Holiday involving a Tour

17 day USA Western Triangle Escorted Coach Tour.

This holiday includes flights from the UK to the tour start city and points of Los Angeles, San Francisco and Las Vegas, visiting a variety of attractions in each place and along the way. Entrance fees are not included at any location.

Accommodation for this particular tour is pre-booked in medium grade hotels on a room and breakfast basis.

The services of a tour guide are available throughout.

The holiday is available on a variety of set dates operating over approximately 8 months of the year.

The holiday, although not cheap is a more budget priced escorted tour as there are similar ones on the market which include the same major destinations but which are considerably more expensive because they use higher grade accommodation or include entrance fees to attractions and events.

This particular tour, would therefore appeal to clients who had a reasonable amount of leisure time available and who wanted to see as much as possible on a value for money lower budget. The tour does not allow young children, so may appeal to those families with older children. In addition, tours are commonly taken by older clients although this is changing as people have more leisure time available and are trying out new holidays. Tours of this nature appeal to single travellers as it is an easy way to make new friends and, in this case, they actually encourage single travellers by offering male or female 'share' rooms which means that they do not have to pay a single supplement.

Holiday based at one destination

Short break package to attend a Wimbledon Tennis match with pre-booked accommodation and pre-paid tickets.

Short break package which allows the combination of a number of hotels of various grades and modes of travel to the city (if required) with the pre-booked tickets for a specific Wimbledon Tennis match. The hotels are on bed and breakfast. Transport to the sporting venue is not included in the cost of the package and there is no guide or representative. The holiday can only be taken on dates over a period of the two weeks during which Wimbledon is played. There is no age restriction placed on the conditions of participation.

Comparison and Popularity

Both holidays are classed as a special interest holiday and have the option of using pre-arranged transport in order to participate in the holiday but equally clients can make their own way to the required location. In the accommodation the meal basis is bed and breakfast for both holidays.

These two holidays are very different; the first major difference is that UK residents would have to fly to the USA in order to take the escorted tour whereas they could choose a number of methods of transportation in order to go to Wimbledon which could include air, rail or road.

For the escorted tour, clients follow a set itinerary from which no deviation can be made — they stay in pre-selected hotels with no choice in grade or location but those going to Wimbledon are given a range of hotels of differing grades from which to choose.

The cost of entrance to attractions is not included on the escorted tour but the cost of the Wimbledon ticket is pre-paid.

The tour is taken over a 17 day long period of time and is available over several months of the year, but the Wimbledon break is only for a night or two and can obviously only be taken when the event is being played which is normally very late June and into July or very early in July. One reason why the tour is only operated the spring, summer and autumn months, is because of the climate as it can get very cold over the winter months, in California. Whilst the weather can affect play at Wimbledon, there is no consideration as to whether or not to offer breaks to Wimbledon because of the weather as the event will go ahead regardless of the weather although there may be interruption in play which has been known to extend the overall duration of the tournament. This could cause problems for the people who have booked the short break as their match may be cancelled or changed to another day which can result in them not seeing the end of the match and no refund being due because the match had started or, alternatively if they have only booked a 2 night break and the match is continuing into another day, whilst their tickets may be valid there may be issues with the accommodation. The escorted tour will also go ahead regardless of the weather but is unlikely to be affected by the weather and therefore the strict schedule will be adhered to, therefore there is little chance that passengers will have their tour cut short and therefore the financial risk will be less.

There are a number of factors which influence the popularity of special interest holidays.

One of these is grouped into **‘INDUSTRIAL FACTORS’**:

- Demographics
- Developing attraction and appeal of events and pursuits
- Sports and destinations
- Social change and trends
- Consumer behaviour
- New locations
- Tailored packages

The second group is headed **‘PARTICIPANT FACTORS’**:

- Socio-economic factors
- Status
- Image
- Motivation
- Disposable income — money left over after necessary expenditure.
- Rising — rose over 55% between 1971–1996
- Time
- New Challenges
- Increased security and quality
- Political stability
- Motivation eg: MASLOW’s hierarchy of needs
- Fashion
- Trends

Market segmentation — Successful marketing depends upon companies correctly segmenting the market by grouping people with similar characteristics together. By segmenting the market, companies will be able to decide which group of people to target. The terms used here are ‘targeting’ and ‘target market’. Targeting one market and specialising in one product is called ‘niche marketing’. An example would be offering ballooning holidays to balloonists. In reality, companies who usually have more than one product and tend to aim each product at a particular market.

Demographics are used to determine changes in the make up of the population. Census checks every 10 years play a major part in establishing what is happening. The number of babies being born and people living for longer are the main factors in our changing population.

People are grouped according to age, sex, race, family life cycle (categorised into stages in a life)

Socio — economic segmentation — People are divided according to SEG based on occupation not income. This is used a lot in research for advertising

Geographic — Companies have records of names and addresses as it is useful to establish where its' customers come from for a particular product. Tourist Boards find this useful. The Scottish Tourist Board advertises in our area as we are quite close to Scotland and therefore it is relatively easy access, particularly by road and rail.

ACORN — This is a sophisticated method used for profiling buyer behaviour in residential neighbourhoods. For example, the category 'Thriving' are considered wealthy achievers living in suburbia and the category 'Aspiring' care new home owners, white collar/better off ethnics.

Clients taking the Wimbledon break are clearly interested in the sport and are likely to spend the majority of their time away at the event as this is the purpose for their going. It is less likely that they will include any other particular event during their trip and will not be going to visit the sights and do not have/require the services of a representative of tour guide. As this is a well know event, it is unlikely that there will be much need to market the event, more that the company offering the packages will need to advertise its inclusion in its product. Clients taking the escorted tour are hoping to see as much as possible in their time on holiday by the very fact that they have opted for this type of holiday where everything is planned for them and they are directed as to what to see by their our guide. A Wimbledon match can go on for many hours and extend beyond an expected time. Provided that conditions allow, play will continue to the end. Clients on the tour of the USA only have a set amount of time to visit the recommended attractions in their stop off locations as they have an itinerary to follow. There is much more competition on the market for escorted tours as these can be found all over the world. It is important to ensure the product is marketed to the correct age groups and client types for a particular tour. For example it would be unwise to market the escorted tour to the USA to a packager for weddings as clearly it would be difficult to fit in getting married on an escorted tour with a tight schedule.

There is little variation in the price of the escorted tour as the price increases and decreases merely reflect the seasonal changes but do not take into consideration any other aspects as there is no choice of accommodation or changing elements of the tour. Whilst decisions are made well in advance for escorted tours, there are many more on the market and more choice of dates so booking later will not necessarily mean disappointment. The Wimbledon break allows passengers to decide what price they can afford as they can choose the grade of their accommodation and maybe able to select different courts which have price variations. In reality, many tickets for the Wimbledon matches are sold well in advance of the matches being played and clients are often just pleased to be able to get a ticket at all. People will book many months in advance for this type of sporting package in order to ensure availability and choice.

The escorted tour appeals to all ages of people but is particular interest to older people who have more time on their hands and to single travellers. As previously mentioned the tour does not accept children under 14 years old. This is probably due to the lengthy time spent travelling on the coach and the younger children could become bored and cause discomfort for the other passengers. Because of the relatively high cost of the escorted tour, it will be unlikely to attract large groups of people travelling together making it ideal for couples or small groups of friends of 3 or 4 persons. Holidaymakers will be marketed from all around the world for these tours as the ground arrangements are usually out together by a coach tour company who then further market their product to tour operators and individuals.

The trip to Wimbledon will appeal to anyone interested in tennis, although it is quite prestigious and this sort of event does sometimes attract people who are not so interested in the event as being seen at the event or being able to talk about it later. This is linked with people's changing attitudes and materialistic approach to life, following trends and fashion. The clientele age range will be varied and will attract late teens through to retired people. Spectators will be made up of singles, single sex couples and groups, mixed sex couples and groups and the event/break will also attract groups from tennis clubs. In terms of the short break package, the clientele will be from the UK although the event itself will attract from around the world. Those coming from abroad will probably take package from their part of the world or make their own independent arrangements.

Patterns of holidaying are changing and many people look to take short breaks in between their main holidays. There is an increase in the participation of many sporting activities and in particular there is a government initiative to encourage more people into sport. In addition to this, there are tennis partnerships being set up with schools across the country which is to encourage more active participation in tennis from an earlier age. Wimbledon is a prestigious event but there is a great deal of competition from other sporting events and with the increase in low cost airline routes to Europe. With the advances in technology, it is now easier for individuals to make their own independent flight and accommodation arrangements using the internet to meet their needs, thereby cutting out the travel agent and the tour operator. The escorted tour is an organised special interest holiday in which participation would be unlikely to be influenced by the low cost airlines as the major scheduled airlines are used in the packages and are more reliable. Even though the tour alone can be purchased, being at the starting point of the tour at the correct day/time is important to the smooth running of the tour. Customers would have added protection having booked a package holiday as the tour operator would be able to sort out problems of the flights were late or cancelled. Travellers are more likely to book this sort of holiday through a tour operator as it is not as easy as booking low cost flights. Passengers are also more likely to use a travel agent to make their booking for them. In the UK, passengers have the choice of how they travel to London where their package for Wimbledon is based. The transportation

in this package is seen as of secondary importance to the location of the accommodation in relation to the event.

People have more disposable income and more leisure time and this links with the pattern for short breaks. In addition, for those taking the longer tour holiday, this factor would also be relevant. In recent years, the government have been encouraging early retirement and this would mean that people from roughly the age of 55 or 60 years who are still quite fit, have been spending their money on holidays. The longer escorted tour is a key special interest holiday for the retired customer as they have more time on their hands, possibly substantial savings and may have been given a lump sum on leaving work. More retired people are living to an older age. However, because of the escorted tour holiday will have to market well as there are a number of other holidays which are aimed at their main target group, these holidays being the likes of cruises and exotic locations.

To summarise, there is competition for both types of holiday but whereas one has competition from other venues or other sporting events, the other has competition from a wide range of similar products offered in the same location and throughout the world.

They have 2 very different target markets — the tennis break is very specialised because of the location of the event, whilst the escorted tour, although aimed at a particular type of client is of special interest because of the method of travel and the nature of travelling to see several places en-route. Its specialism is not particularly related to where the tour is as the destination area is merely the personal preference of the client. Escorted tours can be operated almost anywhere in the world where there are reasonable road links but Wimbledon is unique.

Exemp

Sources of reference

Brochures

Bales Tours 2005
Balkan Holidays 2005
Blakes Boating Holidays 2005
Bridge Travel 2005
British Airways Holidays 2005
Citalia 2004/2005
Cox & Kings 2005
Cresta Citybreaks 2005
Crystal Holidays 2005
Culturalbreaks 2005
Cunard Cruises 2005
Exodus Holidays 2005
Explorers 2005
Guerba Holidays 2005
Hayes & Jarvis Worldwide 2005
Jetset Tours 2005
Jewel in the Crown 2005
Journey Latin America 2005
Kuoni Worldwide 2005
Libra Holidays 2004/5
NCL Cruises 2005
Orient Express 2005
Page & Moy 2005
Princess Cruises 2005
Qanats/Jetabout 2005
RCCL 2005
Regent Holidays 2005
Sandals 2005
Scandinavian Seaways 2005
Somak Holidays 2005
Superbreaks 2005
Skibound 2004/5
Swan Hellenic 2005
Thomas Cook Escorted Tours 2005
Thomson Holidays City Breaks 2005
Thomson Lakes and Mountains 2005
Thomson Wintersports 2004/5
Thomson Worldwide 2005
Trailfinders
Travel 2 2005
Travel 4 2005

Exemplar material

Websites

www.lonelyplanet.co.uk
www.visitlandbudha.com
www.toursforchurches.co.uk
www.spiritoflife.co.uk
www.its.pilgrimages.com
www.tangneytours.com
www.abta.com
www.gazeteers.com
www.aito.co.uk

Other publications

Columbus World Travel Guide (2004) Columbus Press
Dale G and Oliver H. Travel & Tourism: Vocational A-Level. (2000). (2005 edn) Hodder and Stroughton. London.
Faulkner B, Moscardo G and Laws E. Tourism in the Twenty-first Century (2001) Continuum. London and New York.
The Mini Oxford School Dictionary (1994) Oxford University Press

Exemplar material

Assessment feedback

Student name: XXXXXXXXXXXX

c a comparison of features, tourist types and popularity of two different types of special interest holidays, one involving a tour and one based at one destination				
<p>Some research has been undertaken and evidence may be provided in a bibliography. The appeal and popularity of two different types of special interest holidays have been included but there is limited comparison. The conclusions are mainly subjective with little use of information or statistical data used in support.</p>	<p>1-7</p>	<p>Research has been undertaken using different sources, some of which are referenced. The appeal and popularity of two different types of special interest holidays have been compared. Conclusions are drawn from information and statistical data. Some findings are substantiated.</p>	<p>8-12</p>	<p>Independent research is evident and there is evidence from a range of sources of information, which are referenced. There is a comprehensive comparison of the appeal and popularity of two different types of special interest holidays that draws on information and statistical data obtained as a result of research undertaken. Findings are substantiated.</p>
			<p>13-15</p>	<p>7</p>

<p>Features</p> <ul style="list-style-type: none"> • Climate • Landscape • Transport routes and accessibility • Accommodation • Local services • Natural and built attractions • Events and entertainment • Local culture and heritage • Activities and facilities 	<p>Some features are compared; however, there was limited detail given. Appropriate types of special interest holidays were selected — a tour of the USA for touring and Wimbledon for the one centre. You have limited depth in your comparison and limited features are compared.</p>
<p>Tourist types</p>	<p>You showed some detail of the tourist types. There was an opportunity to include statistical evidence to support your facts; however this was not given, instead you were subjective in your conclusions.</p>
<p>Popularity</p>	<p>Very limited supporting evidence given. Limited in terms of statistical evidence used.</p>
<p>Research</p>	<p>There was limited research used. Some conclusions were drawn; however, these were basic. You included a bibliography; however, there was limited referencing throughout your work.</p>
<p>Summary</p> <p>The assignment shows some comparison of two types of special interest holidays. Each special interest holiday was appropriate for the category. There was some basic detail; however, conclusions drawn were mainly subjective and did not have any supporting evidence. There is some research but this is mainly from the internet and class notes.</p> <p>Mark band 1 is best fit for this piece of work. The higher end of the mark scale has been awarded, as although the work did not compare throughout, there are some details when comparisons are made. Although conclusions are mainly subjective and not substantiated, there is an attempt to use research. Work is not referenced.</p>	

Assessor: xxxxxxxx

Signature:

Date: xx/xx/xxxx

Student: xxxxxxxx

Signature:

Date: xx/xx/xxxx

Assessment feedback

Student name: XXXXXXXXXXXX

d an assessment of the factors influencing the popularity of two types of special interest holidays, one involving a tour and one based at one destination						
There is an assessment of the factors affecting the popularity and appeal of two different types of special interest holidays. This will be mainly subjective and descriptive with little supporting evidence and detail. Generalised comments are likely.	1-9	An assessment is made that considers a range of factors influencing the popularity of two types of special interest holidays. Evidence obtained through research is used to support the assessments made, some of which are in depth.	10-14	A detailed assessment is made of a wide range of factors influencing the popularity of two types of special interest holiday. Statistical data and other evidence are used to substantiate assessments made.	15-18	5

<p>Factors</p> <ul style="list-style-type: none"> • Life-work changes • Accessibility • Availability of attractions and other tourist facilities • Changing attitudes • Increased awareness of cultural, environmental and health issues • Increased health, wealth and fitness of retirees • Increased interest in national sports, education, adventure • Changing holiday patterns- increased demand for short breaks 	<p>A limited number of factors was included and assessed. The work was descriptive rather than an assessment of the factors. There was some basic reasoning but often it was generic and simplistic.</p>
<p>Research</p>	<p>There was limited research used. Some conclusions drawn, however these were basic. You included a bibliography however there was limited referencing throughout your work. No statistical data used.</p>
<p>Summary</p> <p>There was a limited number of factors addressed and these were described rather than assessed for each special interest holiday. Although the two types of special interest holidays were appropriate, the assessment conclusions were generalised and not specific to each type of holiday.</p> <p>Mark band 1 is the best-fit option. There were some valid conclusions which did link to the destinations; however, no additional marks were awarded as the work did not make an assessment but rather gave a description of the factors. Conclusions were subjective and generalised comments were given.</p>	

Assessor: xxxxxxxxxxxxxxxxxxxxxx **Signature:** **Date:** xx/xx/xxxx

Student: xxxxxxxxxxxxxxxxxxxxxx **Signature:** **Date:** xx/xx/xxxx

Internal verifier: xxxxxxxxxxxxxxxxxxxxxx **Signature:** **Date:** xx/xx/xxxx

GCE Travel and Tourism – Mark record sheet

Centre number:

Centre name:

Candidate number:

Candidate name:

Unit 12: Special Interest Holidays						
Assessment requirements	Comments	Mark and			Edexcel use only	
		1	2	3		Centre mark
a Maps that show the geographical distribution of different types of special interest holidays and a description and explanation of the geographical distribution and providers of a range of special interest holidays	Assignment 1. Evidence includes maps and written description and explanation			11	11	7
b An itinerary for a special interest holiday based at one destination and an explanation of how the itinerary meets the needs of tourists as provided in a pen portrait	Assignment 2. Evidence includes an itinerary and written evidence of how itinerary meets the pen portraits needs		10		10	8
c A comparison of features, tourist types and popularity of two different types of special interest holidays, one involving a tour and one based at one destination	Assignment 3. Written comparison	7			7	5
d An assessment of the factors influencing the popularity of two types of special interest holidays, one involving a tour and one based at one destination	Assignment 3. Written evidence	5			5	5
Final total					33	25

I confirm the evidence presented and marked is the authentic work of the candidate stated above.

Assessor's name and signature:

Candidate signature:

Date: xx/xx/xx

Moderator's commentary on student-assessed work

Task (a)

The assignment is set in a realistic vocational context. The tasks set are appropriate to the assessment evidence requirements. The task relating to the geographical distribution and providers directs the candidate to a written piece of evidence. It is easier to allow differentiation if the assignment is structured to allow other ways of presenting work.

Maps are submitted showing a range of special interest holidays and destinations. The maps are accurate and fully labelled. The features of the types of special interest holidays are described; however, there is very limited explanation as to the geographical distribution of the special interest holidays selected. There were some providers identified; however, the candidate did not exemplify these.

The assessor has used Edexcel documentation. They have provided the candidate with clear and detailed feedback. The statements aim to justify the mark awarded by making reference to the best-fit choice of mark band and the award of marks from within the range.

Overall there are no significant elements of mark band 3 in the evidence and the mark band 2 descriptor is overall best fit. Mid point is 8. There are significant weaknesses in the geographical distribution and the exemplified providers, therefore justifying adjusting the marks down.

Centre mark: 11

Moderator mark: 7

Task (b)

The assignment is set in a realistic vocational context; however, it could have provided more opportunities to demonstrate understanding of special interest knowledge of worldwide destinations. The scenario was not complex and therefore restricted the marks available; for example it did not have a clash of interest eg the whole family enjoyed historic sites. The situation would have been more complex if there had been the scope for conflict of interests. The scenario also encouraged students to focus on European destinations due to the needs of the group. The duration of two weeks limited the choice of destination and type of special interest holiday. Candidates may find diving holidays in the Red Sea or ranch holidays in Texas more interesting and appropriate.

The candidate provided a well-presented itinerary. However, not all of the customers' needs were met, for example Annabelle's keen interest in wine. All the other requirements showed some detail of how the itinerary met their needs. The scenario was not complex and therefore restricted the marks available.

The assessor has used Edexcel documentation. They have provided the student with clear and detailed feedback. The statements give some justification as to the mark awarded by making reference to the best-fit choice of mark band and the award of marks from within the range.

Overall mark band 2 descriptor is overall best fit. Mid point is 10. There are significant weaknesses in that not all the needs of the tourist are met and the needs given are straightforward, therefore the mark has been adjusted down to the lower end of this mark band.

Centre mark: 10

Moderator mark: 8

Task (c)

Although the assignment split tasks c and d, the candidate grouped the tasks together. Clear guidance on assignment briefs to separate tasks is suggested.

The candidate selected the single-centre holiday based around a special interest in tennis. The other special interest holiday selected was the 17-day western triangle US tour. Whilst this second choice showed the potential to be a special interest holiday, it was presented as a regular coach tour with no focus on any specific specialist interest. There was a comparison of these two holidays but the statistical evidence was very brief and subjective.

Overall there were no significant elements of mark band 2 descriptor and therefore mark band 1 is overall best fit. Mid point is 3. However, there are strengths in the comparisons and hence the mark is adjusted up to 5. The fact that the American tour cannot be seen as a special interest tour has limited the amount of marks within this mark band.

Centre mark: 7

Moderator mark: 5

Task (d)

The assignment was relevant and in vocational context. However, the candidate grouped it with task c. Tasks should be clearly separated so that the candidate is fully aware of the different requirements of each task.

The candidate showed a range of research undertaken through the bibliography. Some factors have been assessed; however, there were some factors beyond the requirements of the unit. Generalised comments were evident rather than linked to the research used.

Overall there are no significant elements of mark band 2 in the evidence and the mark band 1 descriptor is overall best fit. Mid point is 5. There are weaknesses in the statistical data used but there is an assessment of factors affecting the popularity and appeal. Overall, strengths compensate for weaknesses and 5 is the appropriate mark.

Centre mark: 5

Moderator mark: 5

Exemplar

Annexe C

Exemplar forms

Guidance notes

This annexe contains exemplar forms that are suggested for use in tracking and recording assessment. Electronic versions of these forms for each of the internally assessed units are available on the Edexcel website. The following exemplar forms are included for reference and have been adapted for *Units 9: Working in Travel and Tourism and Unit 12: Travel Organisations*:

- mark record sheet
- exemplar assessment feedback sheets
- exemplar assessment checklist
- exemplar witness testimony form
- exemplar observation forms.

Mark record sheet

This can be used to record marks given for each task and the total mark for the unit. It would accompany coursework submitted within a sample for moderation and would be held by Edexcel.

Each mark record sheet should be completed with the details of the centre and the candidate. There is also space for the assessor to indicate where the appropriate evidence can be found or to make comments for the moderator.

Guidance on authenticity of coursework can be obtained from the Joint Council for General Qualifications website (www.jcgq.org.uk).

Exemplar assessment feedback sheets

There is a feedback sheet for each task for each internally assessed unit. They have been designed to focus the assessor on the key requirements of the task and the key quality indicators in the mark bands. Assessors could use the comments section to indicate where there is evidence of having met the requirements, as summarised in the left-hand column. Assessors can also amend this form to suit their own assessment purposes.

These forms should also be used to record marks awarded for each task. The marks available for each mark band are shown. The mark awarded can be inserted in the relevant box once the mark band has been determined. There is also space for the assessor to justify their selection of mark band and mark awarded.

The candidate's name should be inserted and ideally both the assessor and the candidate would sign the form.

Exemplar assessment checklist

This sample relates to *Unit 9: Working in Travel and Tourism* and has been designed to assess task (a) where candidates demonstrate their ability to work in a team. The checklist is prepared in advance so that it can be used to standardise assessment for the task. This approach could be used for any task where the candidate is demonstrating their ability practically or through oral communication. Such checklists should give a description of the scenario, highlight key points the assessor would need to look for and have space for comments to be made on performance. There should be a box for summative statements to be made. Finally, there should be a signature by the candidate and the document should be dated.

Exemplar witness testimony form

This is devised for use by a non-assessor who observes the candidate participating in an activity that could be used to demonstrate they have met the assessment requirements eg they dealt with customers in a real travel and tourism situation. The candidate, completing this as a personal statement, can also use it. As it is initially completed by a non-assessor, there are unlikely to be any judgements made and the content will be mainly descriptive. The situation would be described together with what the candidate was observed to be doing. The witness testimony would then have comments from an assessor indicating how they have confirmed authenticity and sufficiency of evidence and how they have used this evidence to make assessment judgements and decisions. The form should be signed and dated by the witness, the assessor and the candidate.

Exemplar observation forms

This is to be used by the assessor to give feedback to the candidate and provide evidence when a practical task has been undertaken. Examples of assessment activities that could be evidenced with this form include presentations and customer service simulations. The observation form should be signed and dated by the assessor and presented along with any supporting evidence such as presentation notes.

Mark record sheet

GCE in Travel and Tourism – Unit 12: Travel Organisations

Centre no:		Centre name:		Internal moderator name:	
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Candidate no:		Candidate name:		Resubmission of work	All/mostly amended
---------------	--	-----------------	--	----------------------	--------------------

Series number:				Some amendments	
				No amendments	

Unit 12: Travel Organisations						
Assessment evidence	Annotation and page number	Mark band			Centre mark	Edexcel use only
		1	2	3		
Final total						

Edexcel moderator use only	
Number:	Name:
	Signature:

GCE Travel and Tourism – Assessment feedback

Unit 12: Travel Organisations

Candidate name: _____

Candidate signature: _____

	MB1 (1-6)	MB2 (7-9)	MB3 (10-12)
<p>a A description of a selected organisation from within your chosen sector of the industry. The description should include the type, scale and structure of the organisation, as well as a description of its products and services. You should also explain how the products and services meet the needs of its customers, identifying gaps in provision.</p>			
<p>Description of organisation within chosen industry.</p> <p>Type</p> <p>Scale</p> <p>Structure</p> <p>Current</p> <p>Accurate</p> <p>Range of products and services</p>			
<p>Explanation</p> <p>Explanation</p> <p>Linked to customer type</p> <p>Gaps identified</p> <p>Summary</p> <p>Justification for selected mark band</p> <p>Justification for selected mark</p>			

Assessor: _____

Signature: _____

Date: _____

GCE Travel and Tourism – Assessment feedback

Unit 12: Travel Organisations

Candidate name: _____ Candidate signature: _____

b Your proposal for a new or adapted product, service or facility for your selected organisation to fill the identified gap(s) in provision. It should include a detailed description of your proposal and an explanation of how it meets customer needs.			
	MB1 (1-7)	MB2 (8-12)	MB3 (13-15)
Proposal New or adapted product, service or facility Appropriate Description clear and comprehensive			
Explanation Clear Links gaps and meets customer need			
Summary Justification for selected mark band Justification for selected mark			

Assessor: _____ Signature: _____ Date: _____

GCE Travel and Tourism – Assessment feedback

Unit 12: Travel Organisations

Candidate name: _____ Candidate signature: _____

c Research undertaken to complete all tasks and an analysis of the extent to which legal and regulatory requirements have affected the operation of the chosen sector of the industry.				
	MB1 (1-7)	MB2 (8-12)	MB3 (13-15)	
Research Range of sources Obtained independently Referenced in text and in bibliography				
Analysis Clear Wide range Appropriate Relates link clearly Well-exemplified Clearly presented				
Summary Justification for selected mark band Justification for selected mark				

Assessor: _____ Signature: _____ Date: _____

GCE Travel and Tourism – Assessment feedback

Unit 12: Travel Organisations

Candidate name: _____

Candidate signature: _____

	MB1 (1-9)	MB2 (10-14)	MB3 (15-18)
<p>d An evaluation of the degree of influence held by key organisations in the sector and the connections between the sector and others in the travel and tourism industry.</p>			
<p>Evaluation Comprehensive Key organisation included Reference to other organisations in support of conclusions made Range of current statistical data used Data interpreted accurately Data used appropriately</p>			
<p>Connections between chosen sector and others in travel and tourism industry Comprehensive Clear reference to all sectors</p>			
<p>Judgements Reasoned Substantiated</p>			
<p>Summary Justification for selected mark band Justification for selected mark</p>			

Assessor: _____

Signature: _____

Date: _____

Assessment checklist

Unit 9: Working in Travel and Tourism

Name:

Date:

Details of the team activity

Assessment criteria – mark band 1

Criteria	Tick	Comment
Student undertook a role within a team		
Role was agreed by other team members		
Participation in the team was effective		
The contributions of others in the team were recognised		

Feedback on performance

Signature of assessor:

Date:

Signature of candidate:

Date:

Exemplar witness testimony form

Candidate name:	Candidate number:
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Unit title:

Activity context:

Assessment evidence:

Observation notes:

Witness: Signature:

Job role: Date:

Assessor comments:

Assessor: Signature:

Date:

Exemplar observation record

Candidate name:

Unit title:

Activity context:

Assessment task(s):

Activity:

Supporting evidence:
Enquiry sheet completed.

Assessment summary:

Assessor: _____

Signature: _____ Date: _____

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