
Unit 4: International Travel

[AS level, double award, mandatory, externally assessed]

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1 UNIT OVERVIEW

The substantial growth of tourism activity clearly marks tourism as one of the most remarkable economic and social phenomena of the past century. The number of international arrivals shows an evolution from a mere 25 million international arrivals in 1950 to over 700 million in 2002, corresponding to an average annual growth rate of 6.6%. Europe and the Americas were the main tourist-receiving regions between 1950 and 2000. Both regions represented a joint market share of over 95% in 1950, of 87% forty years later and of 76% in 2000.

There has been a great increase in both the numbers of visits to the United Kingdom by overseas residents and overseas visits by UK residents over the last few decades. This is primarily due to the increase in holidays taken abroad, although business visits are also important. The most popular method of travel to and from the United Kingdom is by air – two-thirds of all visits are by air. The numbers of air passengers and flights are rising.

Between 2002 and 2003, visits to the UK rose by 2.2% from 24.2 million to 24.7 million. Spending associated with these visits increased by just £0.1 billion (1.0%) to £11.9 billion. In 2003, visits abroad by UK residents rose by 2.0 million (3.4%) on the previous year to 61.4 million. Spending by UK residents reached record levels of £28.6 billion during 2003, an increase of 5.9%. This growth was mainly due to a 3.2% increase in the number of holidays taken abroad, and an 8.3% increase in visits to friends or relatives.

The Department for Transport forecasts that demand for air travel is set to continue well into the 21st century. Mid-range estimates suggest that between 2005 and 2020, the number of terminal passengers at UK airports will grow from 229 million to 401 million. The growth in international passengers is forecast to outstrip that in domestic, with growth of nearly 80%, compared with nearly 70%.

The Channel Tunnel has been fully operational since mid-1995. In 1998 the Tunnel accounted for 12 per cent of overseas visits (to or from the United Kingdom). Half of these visits were for holidays, while almost a fifth were for business. It is not easy to gauge the impact of the Channel Tunnel since no one can say what would have happened without it. However, total air traffic has continued to grow since the Channel Tunnel's introduction, while sea traffic has seen less growth than before it opened.

		1981	1991	1996	2000	2001	2002
Visits abroad by UK residents (millions)	Air	11.4	20.4	27.9	41.4	43.0	44
	Sea	7.7	10.4	10.7	9.6	9.7	10.0
	Channel Tunnel	-	-	3.5	5.8	5.6	5.3
	All visits abroad	19.0	30.8	42.1	56.8	58.3	59.4
Visits to UK by overseas residents (millions)	Air	6.9	11.6	16.3	17.8	16.1	17.1
	Sea	4.6	5.5	6.2	4.3	4.0	4.4
	Channel Tunnel	-	-	2.7	3.1	2.8	2.7
	All visits to UK	11.5	17.1	25.2	25.2	22.8	24.2

The above figures clearly demonstrate that international travel to and from the UK is growing and that appropriate knowledge about the various contexts in which it takes place will be important for anybody hoping to work in the travel and tourism industry. Unit 4: *International travel* is thus mandatory for all GCE Travel and Tourism candidates following an AS or A2 Double Award programme. The unit requires candidates to develop key vocational skills such as researching the features of particular types of travel, matching the needs of potential customers with potential providers and evaluating their suitability. It also allows candidates to consider the importance of selected organisations, the effects of legislation and the range of factors that influence the increasing numbers of international travellers that enter and depart from the UK.

2 WHEN TO TEACH THE UNIT AND ENTER FOR THE EXAMINATION

Centres need to review their curriculum planning to see if they can take most advantage of the various links that exist between the various units within the AS specification. However, much will depend on whether some or all of the candidates are following a single or double award programme. There are clear links between the content of this unit and the content of:

- Unit 1: Introducing travel and tourism
- Unit 3: Travel destinations
- Unit 6: Organising travel

It is hoped that Unit 4: *International travel* can be delivered in conjunction with these other AS units to maximise learning outcomes. It is for centres to decide on the most suitable and appropriate time to teach this unit within the overall delivery of their courses. It may be to the individual candidate's advantage to be entered for this unit's external assessment at the end of the programme, when the content covered in the other units will be able to inform and support the material specified in the [What You Need To Learn](#) section of the Unit Specification.

3 DELIVERY PLAN

The Unit's [Guidance for Teachers](#) section offers in outline one of the ways in which the content of the What You Need To Learn can be covered. A good starting point would be an introductory exercise based on the following activity.

Objective	Activity	Resources
To understand that there is considerable global variation in the pattern and demand for international travel and to understand some of the characteristics of tourism generating and receiving countries.	<p>Compile a list of the top 20 nations for tourist and visitor arrivals.</p> <p>Compare statistics for previous years and identify “winners” and “losers”.</p> <p>Obtain spending figures to identify the value of tourism to these destinations.</p> <p>Find out key level of economic development statistics for each nation e.g.:</p> <ul style="list-style-type: none"> • population size and % of children • per capita GNP • birth and death rates • population doubling time • employment structures • % urbanised 	<p>www.world-tourism.org/facts/tmt.html</p> <p>In 2001, the majority of international tourist arrivals corresponded to trips for the purpose of leisure, recreation and holidays (54%) reaching a total of 367 million. Business travel accounted for some 19% of the total. Another 24% covered travel for other motives, such as visiting friends and relatives, for religious purposes/pilgrimages, for health treatment etc., while for the remaining 4% the purpose of visit was not specified.</p>

Candidates should make a study of the different types of international transport available to and from the UK. It is suggested that for air transport they be familiar with at least one of the UK's major international airports, such as the ones listed below.

Airport (code)	Number of Passengers
London Heathrow (LHR)	63,200,000
London Gatwick (LGW)	29,895,000
Manchester (MAN)	19,527,000
London Stansted (STN)	18,712,000
Birmingham (BHX)	9,083,000
Glasgow (GLA)	8,117,000
Edinburgh (EDI)	7,477,000
London Luton (LTN)	6,807,000
East Midlands (EMA)	4,269,000
Newcastle (NCL)	3,684,000

Further research could then be undertaken via the Internet or an educational visit to examine destinations served, numbers of carriers and a breakdown of passenger

statistics. Completion of this investigation will mean that candidates have a clear idea of the relative importance of the UK's airports in terms of international travel.

A similar approach could be taken with international sea transport to and from the UK. Candidates should investigate the routes offered by the main companies and this will allow them to judge relative importance. The main companies are:

- Brittany Ferries
- Condor Ferries
- DFDS Seaways
- Hoverspeed
- Irish Ferries
- Norfolkline
- P&O Ferries
- Sea France
- Stena Line

A study of one major port such as Dover would allow for cruise operations from the UK to be investigated at the same time.

Eurostar carries more passengers between London and Paris than all of the airlines put together. The following figures show the impact that the rail services have had on cross-channel international travel.

	July 2004	July 2003
Eurostar	65.88%	60.23%
Air France	12.58%	14.02%
British Airways	12.33%	15.62%
bmi	4.59%	4.91%
easyJet	4.42%	4.89%
other	0.19%	0.33%

Eurostar and Eurotunnel are two different companies. However, Eurostar is Eurotunnel's largest customer. Eurotunnel manages the infrastructure of the Channel Tunnel and operates accompanied truck shuttle and passenger shuttle (car and coach) services between Folkestone, UK and Calais/Coquelles, France. It is market leader for cross-Channel travel. Candidates should be asked to consider why this is the case.

International travel by coach from the UK is dominated by Eurolines. The brand name Eurolines groups more than 30 independent coach companies operating together to form Europe's largest regular coach network. These scheduled services boost Eurotunnel's passenger statistics and contribute to the 2.6 million overseas trips made by coach from the UK each year. Candidates should research the more important services and compare what is on offer with one of the holiday products sold by companies such as Shearings or Wallace Arnold.

There are many ways in which the different transport products to and from the UK can be investigated. Different types of international traveller have different requirements.

Centres may wish to adopt a variety of approaches when delivering this section and the following provide some appropriate suggestions.

Objective	Activity	Resources
<p>To understand that international travel products may contain a variety of components.</p>	<p>Compare three types of holiday product that are available from your local area. Research an example of each of the following:</p> <ul style="list-style-type: none"> • a typical short haul family package holiday • a long haul all-inclusive holiday • an independent long haul trip including return flight, accommodation for ten nights in two locations and car hire <p>Provide named details of what each will involve, the relative costs and come to a conclusion as to which offers the best value for money.</p>	<p>Use materials available from a local travel agency or from the internet. Collect images to help illustrate each product.</p> <p>If brochures are not readily available look at major websites. E.g.:</p> <ul style="list-style-type: none"> • www.emirates-holidays.com • www.clubmed.com • www.sandals.com <p>Remember that travel will be from your local area to destinations of your choice for each of the three categories.</p>
<p>To understand the variations in air transport products and services that are currently available.</p>	<p>Choose an important international carrier serving the UK market and identify its route network.</p> <p>Investigate frequency of service on these routes.</p> <p>Provide details about what is available for First, Business and Economy class passengers on such routes.</p> <p>Compare the chosen carrier with both a charter airline and a 'no frills' operator.</p> <p>Suggest reasons for the various differences that you identify.</p>	<p>Route maps from promotional brochures or in-flight magazines.</p> <p>Airline promotional materials.</p> <p>Airline Websites.</p>

Objective	Activity	Resources
<p>To understand the variations in sea transport products and services that are currently available.</p>	<p>Choose an example of an important international ferry route from the UK and also an example of an international cruise currently available for UK passengers. For each:</p> <ul style="list-style-type: none"> • Identify the main service operators • Provide details of the vessels used • Describe the products and services available on-board <p>Explain the range of passenger facilities available in the home ferry port and terminal.</p>	<p>For example, Brittany Ferries' vessel Pont-Aven on the Plymouth/Santander route boasts cruise-style facilities (www.brittanyferries.com).</p> <p>This could be compared with any regular UK cruise option to highlight similarities and differences.</p>
<p>To understand the variations in international rail transport products and services that are currently available.</p>	<p>Compare the different types and classes of service provided for passengers travelling to or from the UK on:</p> <ul style="list-style-type: none"> • Eurostar • Heathrow Express • Orient Express 	<p>Brochures featuring each service and related websites.</p>
<p>To understand the variations in international coach transport products and services that are currently available.</p>	<p>Compare the different types of product and service provided for passengers travelling to or from the UK on:</p> <ul style="list-style-type: none"> • Eurolines • a coach tour package 	<p>Brochures featuring each service and related websites.</p>

The provision of ancillary products and services can be looked at during an investigative visit to any of the suggested outlets. Centres may wish to plan a study based on the following format.

Objective	Activity	Resources
To appreciate that ancillary services can be supplied to international travellers by a variety of providers	Compare the range of ancillary services made available by each of the following: A large hotel within your local area Your local tourist information centre or office A major transport terminal A local travel agency A local destination venue A local tour operator Suggest reasons for the variations in your findings.	You will need to investigate provision at your chosen examples. Ideally, this will have involved a personal visit so that a range of services can be accurately identified. Centre's may wish to design a data recording sheet that students can use in each location

To illustrate the level of detail that is expected, the investigation of a large high street travel agency would be likely to identify the following pre-bookable extras:

- return taxi transfers to point of arrival;
- car hire;
- crèches;
- welcome packs for apartments (including special occasion packs with flowers, champagne or cake and kids' beach packs);
- hotel accommodation for the night before the journey;
- theme park tickets (Disney, Terra Mitica, Port Aventura);
- walking tours;
- pre-booked seats, upgraded meals, increased baggage allowances;
- travel insurance;
- hotel vouchers for fly-drive customers;
- VIP airport lounges before departure in the UK;
- chauffeur-driven car to airport;
- airport parking or 'meet & greet';
- city break excursions, dinners, theatre trips;
- coach tickets;
- rail tickets;
- foreign exchange.

Travel agents are now offering even more services to their customers in their attempt to boost their incomes. It is becoming increasingly common to see the following more specialised services being offered to clients, where and when appropriate. For example:

- balloon flights and helicopter rides;
- Ibiza club passes;
- swimming with dolphins/manatees;
- spa days and massage packages;
- diving packages;
- wedding planner services;
- Broadway show tickets;
- New York 'Sex and the City' tours;
- USA cell phone hire.

The extra detail about travel agency ancillary service provision has been included simply to emphasise the significance of such outlets to the UK international travel market. Furthermore, it also helps to contextualise sections 4.2.4 and 4.2.5 of the What You Need To Learn. It is suggested in the Guidance For Teachers that candidates become familiar with the various legal constraints that affect many aspects of international travel product and service provision and that each named organisation impacts on international travel in different ways. One convenient way to explore both aspects is to undertake an in-depth investigative study of a local travel agency. This would allow centres to maximise the links that exist not only within sections of this unit but also with aspects of Units 1, 2 and 6. The following are suggested activities that can help set the content specified in 4.2.4 and 4.2.5 within appropriate wider contexts.

Objective	Activity	Resources
<p>To understand the role of tour operators.</p>	<p>Provide definitions and named examples of each of the following types of operator:</p> <ul style="list-style-type: none"> • mass market; • specialist; • domestic; • incoming; • direct sell; • independent. <p>Choose any one product provided by a particular operator and explain how:</p> <ul style="list-style-type: none"> • it has been put together; • it has been influenced by integration and economies of scale; • it varies in price on a seasonal basis; • consumer protection is offered. 	<p>When researching examples of each category, collect a sample brochure from each type and compare their booking terms and conditions.</p> <p>The brochures' contents may provide opportunities to consider</p> <ul style="list-style-type: none"> • ATOLs and CAA; • consumer protection issues; • Data Protection; • EU package directives.

Objective	Activity	Resources
<p>To understand the role of retail travel agents.</p>	<p>This session should be based around the findings of an investigation into a local agency. Key aspects include:</p> <ul style="list-style-type: none"> • range of products available; • variety of services available; • job roles and responsibilities; • operational procedures; • involvement with professional/trade organizations. 	<p>This session can be viewed as an extension to the previous exercise about ancillary service provision. This will allow for consideration of:</p> <ul style="list-style-type: none"> • ABTA; • IATA; • Health & Safety at Work; • Data Protection; • consumer issues.
<p>To appreciate how to deal with customers and colleagues.</p>	<p>An investigative study visit could be made to a local agency to gain first hand knowledge of appropriate operational procedures. On the basis of such a visit, a report on the company investigated should be produced covering:</p> <ul style="list-style-type: none"> • company aims & objectives, including mission statement etc.; • structure, covering internal organisation and operational segments; • job description for a particular job role under consideration; • working conditions; • methods of communication for both internal and external customers. 	<p>Ideally the visit should contain opportunities to:</p> <ul style="list-style-type: none"> • see a variety of job roles; • identify customer care policy; • see how job(s) are organized; • obtain clarification about what is expected of employees; • understand the reasons for these policies and to assess how legislation has affected working practices. <p>On the basis of the information gathered, it should be clear how the company/organisation expects any given employee to:</p> <ul style="list-style-type: none"> • follow customer care policy; • work as part of a team; • be polite and diplomatic when dealing with customers; • handle complaints.

Familiarity with the above aspects of agency operation will highlight the almost all the content specified in sections 4.2.4 and 4.2.5. Further details can be researched as appropriate.

The last section of the unit deals with the factors that influence international travel. It is suggested that by following the previous coverage/delivery plan candidates will have seen many illustrations of the section 4.2.6 content. Research undertaken for

Unit 3: *Travel destinations* will have indicated the vast array of long and short haul destinations currently available to leisure travellers. This will have been reinforced by looking at the flight routes available from the studied UK airport. Similarly, research into travel products will have highlighted the increased variety currently available. For example, a quick look at the weekend papers' travel pages will reveal a stream of advertisements for special travel offers such as:

- Business and Economy flights to various worldwide destinations
- five-night city breaks to Cape Town
- seven-night fly drive package to California
- Qantas Australia flights with stopover options
- Cathay Pacific New Zealand flights with a Hong Kong stopover
- Dubai mini-breaks
- three types of Bermuda package
- round-the-world offers

New routes and services are being introduced all the time and these products are being made available via ever widening distribution channels. Competition is strong and consumers of international travel products and services have many options available to them. Candidates will be expected to be able to express valid opinions as to why these trends are developing.

Centres could use an exercise such as the following to help with the above.

Objective	Activity	Resources
<p>To understand that providers of international travel products and services can use a variety of presentational and promotional methods.</p>	<p>Students should investigate their local area and provide examples of the following for a variety of international travel providers:</p> <ul style="list-style-type: none"> • window displays – what is on offer; • adverts – local press, guides & tourist publications; • promotional leaflets and flyers; • brochures; • website pages. <p>Provide an evaluation of each method investigated and decide which types of provider benefit most from particular methods.</p>	<p>Record of personal investigations.</p> <p>Local press, guides, Destination Manual and other printed sources of information.</p> <p>Internet</p>

4 RESOURCES

In addition to the extensive list provided in the section [4.3.3 of the Unit Specification](#) it is suggested that centres will find the following of particular help:

Title: GCE AS Travel and Tourism for OCR double award

Publication date: Spring 2005

Publisher: Heinemann Educational

Authors: Hilary Blackman, Ann Rowe, John Smith & Sue Stewart

Extent: 352pp

Price: £19.99

Centres are **strongly advised** to subscribe to a trade publication such as the Travel Trade Gazette or Travel Weekly.

Details of the UK Cruise market can be explored via the following websites:

www.carnivalcruise.co.uk

www.celebritycruises.com

www.costacruises.co.uk

www.crystalcruises.com

www.cunard.co.uk

www.fredolsencruises.co.uk

www.hebridean.co.uk

www.hollandamerica.com

www.islandcruises.com

www.msccruises.com

www.norwegiancoastalvoyage.com

www.uk.ncl.com

www.oceanvillageholidays.co.uk

www.orientlines.com

www.orient-express.com

www.pocruises.com

www.cruisecollection.com

www.peter-deilmann-river-cruises.co.uk

www.princess.com

www.rssc.co.uk

www.royalcaribbean.com

www.seabourn.com

www.seadreamyachtclub.com

www.silversea.com

www.rms-st-helena.com

www.starcruises.com

www.swanhellenic.com

www.Thomson-Cruises.co.uk

www.windstarcruises.com

Coach holidays can be researched at the following:

www.grandukholidays.com

www.contiki.com

www.wallacearnold.com

www.shearingsholidays.com

www.cosmostourama.co.uk

www.leger.co.uk

www.insightvacations.com

www.titanhitours.net

Airport information can be obtained from:

www.bhx.co.uk

www.london-luton.co.uk

www.nottinghamema.com

www.manchesterairport.co.uk

www.baa.co.uk/main/airports/glasgow

www.baa.co.uk/main/airports/aberdeen

www.baa.co.uk./main/airports/edinburgh

www.newcastleinternational.co.uk

www.liverpooljohnlennonairport.com

www.lbia.co.uk

www.bristolairport.co.uk

www.cardiffairportonline.com

www.teessideairport.com

www.norwichairport.co.uk

www.flybournemouth.com

www.gpia.co.uk

www.baa.co.uk/main/airports/southampton

www.bial.co.uk

www.belfastcityairport.com

www.hial.co.uk/inverness-airport.html

www.theaviationwebsite.com/cvt

www.exeter-airport.co.uk

Centres are advised to make frequent reference to the website of UK National Statistics at www.statistics.gov.uk

Finally, centres should make every effort to make use of the various news archives relating to coverage of the tragic events in SE Asia on 26th December 2004.