

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Travel and Tourism
Advanced Level**

Scheme of Work

5261
Core Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

The online resources are intended to supplement, not repeat, the information contained in the CIE Syllabus and Tutor Support Materials. It is intended that they:

- give teachers who may be new to the syllabus, or indeed the subject, a step-by-step guide as to how the module could be taught
- give more experienced teachers new ideas and resources

The Scheme of Work

The scheme of work is divided into five columns:

- column one contains the relevant sub-section letter of the assessment objective. It also contains the learning objective for that particular section, which is closely related to information in the syllabus
- column two suggests teaching ideas for each learning objective
- column three suggests various resources, which can be used in the teaching of the module
- column four contains notes on the importance or relevance of certain sections of the course and also some homework suggestions

Teaching Ideas:

The main methods of teaching suggested include brainstorming, class discussions, teacher-led input, individual and group research work etc. The method of teaching used will vary considerably according to the size of the group, the general ability and extent of previous knowledge of the students, the personal qualities of the teacher etc. The availability of textbooks, access to computers and the Internet will also vary considerably from centre to centre. For many sessions it is suggested that the teacher should provide handouts of notes and information. In some centres teachers may choose to allow students to work more independently and use textbooks to make their own notes. However, as this module is examined by a written examination it is important that by the end of the study period that each student has a written record of all the work covered from which to revise.

Case studies:

The scheme of work suggests the choice of one LEDC for use as a case study by each student. This enables the student, during the course of the module, to gradually build up a good picture of the travel and tourism industry in that country, rather than many unrelated smaller case studies, which are often then considered out of context. There is also a suggestion that one National Park in the home country is chosen as a point of focus in certain sections of the syllabus.

Resources:

- these include tourist brochures and pamphlets. A teacher new to the course may like to build up a library of these before beginning, or at an early stage in, the course. Access to such resources will of course vary with the location of the centre
- it is assumed that students will have the use of at least one of the many available standard textbooks. A list of some of these can be found in the Resources section. There is also a list of suggested book titles at the end of the printed syllabus. A very useful reference book here is the A-Z of Leisure, travel and tourism, which is ideal for defining and explaining the main terms used
- another main resource is the Internet, as there is a vast amount of information available there for students to use, they enjoy looking for it and it is a skill which will be useful to them if they are going to pursue a career in this industry. The websites listed are ones that have been selected as sources of appropriate, relevant information but there are obviously many more that teachers may wish to add to the list. Access to computer and Internet facilities will vary considerably according to the location and, if limited, the teacher may have to rely on doing much of the basic research needed for some of the sessions
- there are many videos, which could be shown to illustrate various parts of the course. A short list of suggestions is given in the resources section
- visiting speakers are often a very useful resource, although the numbers of these who are available and willing to come to talk to students will vary from area to area. It is usually advisable to spend some time, in the session before a visiting speaker comes, preparing for the visit, by thinking of questions for the group to ask etc. and also spending some time after the visit in a follow-up session discussing the information gained. The scheme of work included here refers to one visit with preparation and follow-up time. Although other visits are suggested it is left to individual staff to slot in such preparation and follow-up sessions as and when needed
- it is suggested that there is one 'fieldwork visit' to a National Park, although other suitable visits can also be included at certain points during the course, where appropriate
- the study of travel and tourism involves, wherever possible, a 'practical element'. Some students may be working in one branch of the industry and the teacher should try to include their experience and knowledge

where appropriate during the teaching sessions. Visits from people involved with the industry should be encouraged as much as possible

Assessment

The Advanced Core module is assessed by means of a terminal examination. Past papers can be obtained from CIE. At the end of sections A and B in the scheme of work there is a short period of time set aside for revision of that section and for the completion of an examination question under timed conditions. There is also one session after each of these two assessments for the students to go over the answers and for the teachers to give feedback. It is hoped that these two periods of time will improve the examination skills of the students and help them to achieve their full potential in the final examination.

Summary of Course

Section A: Travel and tourism development

A1: To understand and explain objectives of travel and tourism development

- a) objectives
- b) economic factors
- c) employment creation and improved infrastructure

A2: To investigate the benefits of travel and tourism development in economic, environmental, social and cultural terms

- a) economic benefits on an international scale
- b) infrastructure improvements
- c) financial assistance
- d) environmental issues - both positive and negative
- e) pollution control and pressure groups
- f) social and cultural features - positive and negative impacts

A3: To identify methods used to maximise travel and tourism development

- a) maximising visitor spending - marketing etc.
- b) sustainable tourism
- c) tourism training
- d) access for all sections of society e.g. wheelchairs etc.
- e) staff awareness and customer relation skills
- f) investing income - role it has to play

A4: Describe role of national and foreign organisations in tourism development

- a) general role described
- b) role of national organisations
- c) role of commercial enterprises

Section B: Marketing and Promotional Techniques

B1: Reasons why marketing and promotional activities are of importance to travel and tourism organisations

- a) importance and concept of marketing
- b) need to increase customer awareness
- c) importance of informing customers of benefits of one product over another recognised
- d) necessity to stimulate demand
- e) need to provide incentives for use or purchase of travel and tourism products
- f) importance of reminding customers of the existence of a product

B2: Investigate the advantages and disadvantages of marketing and communication methods used in travel and tourism

- a) features of AIDA: attention, interest, desire, action re marketing and promotion
- b) advertising: two ways
- c) types of advertising media
- d) role and benefits of advertising agencies
- e) direct marketing
- f) public relations
- g) sales promotion

- h) personal selling (5Ps)

B3: To explore the roles of different marketing strategies used in travel and tourism organisations and to analyse their effectiveness

- a) types of strategies
- b) implementation of different strategies

Section C: Destination Management

C1: To understand the reasons for the demands of incoming and domestic tourists on world wide tourist destinations

- a) factors affecting tourism demand
- b) reasons for motivation to travel

C2: Reasons why different countries are able to generate tourism

- a) social factors
- b) economic factors
- c) political factors
- d) geographic factors

C3: Identifying the characteristics of success in destination management

- a) characteristics
- b) other economic activities to complement tourism
- c) factors affecting a host community
- d) role of local council or public authority
- e) awareness of role-played by an active private sector

C4: To identify, and describe the roles of public, private, and voluntary sectors in destination management

- a) public sector roles explored and identified
- b) private sector roles understood
- c) partnership between sectors
- d) role of tour operators - promoting and selling
- e) voluntary sector roles understood

C5: Identify and describe the factors which are used to sustain tourism in world wide destinations

- a) factors etc. see syllabus
- b) influences - good/bad

OVERALL PLANNING TABLE FOR CORE MODULE.

A.O.	Page No.	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	Total
A1	10	3	2	2						7
A2	10	3	1	1	3	2	2			12
A3	11	2	2	2	1	1	1			9
	R	E	V	I	S	I	O	N		1
A4	11	2	1	1						4
	R	E	V	I	S	I	O	N		2
A	S	S	E	S	S	M	E	N	T	2
B1	12	1	--- 1	-----	-----	1	-----			3
B2	12	1	3	1	1	1	2	1	2	12
B3	13	1	2							3
	R	E	V	I	S	I	O	N		1
A	S	S	E	S	S	M	E	N	T	1
C1	14	4	1							5
C2	14	1	1	1	1					4
C3	14	3	1	1	1					6
C4	15	6	2	1	2					11
C5	15	1	3							4
	R	E	V	I	S	I	O	N		1+

A.O. = assessment objective

Total Time = 86 HOURS

Page No.= relevant page in syllabus

Figures are in unit hours

Scheme of Work

Section A: Travel and tourism Development

Assessment Objective A1: Understand and explain the objectives of travel and tourism development

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan One			
<ul style="list-style-type: none"> to study the objectives of travel and tourism development (a) to introduce the core module 	<ul style="list-style-type: none"> introduce the course with a basic outline of the content, time scale, assessment criteria to be met etc. brainstorming session on the main objectives of travel and tourism: <ol style="list-style-type: none"> why would an area want to develop Travel and tourism? <ul style="list-style-type: none"> to attract visitors to earn money/increase visitor spending to preserve the assets to increase its assets would the reasons vary in different places? (LEDCS/MEDCS)* explanation of commercial interest in the development of travel and tourism 	<ul style="list-style-type: none"> handout of course outline and details of assessment objectives etc. visual aids e.g. photographs of destinations, local hotels before and after development 	<ul style="list-style-type: none"> tourist destinations include: USA - Florida, California, Rockies, New York; Bahamas; West Indies; Africa - Kenya, Egypt; Asia - China; South America - Brazil. There are many more of these - look at any tourist brochure or website *LEDCS: Less Economically Developed Countries; MEDCS: More Economically Developed Countries

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Two			
<ul style="list-style-type: none"> • to study the first two of the main objectives of the development of travel and tourism (a) <ul style="list-style-type: none"> - to attract visitors - to increase visitor spending 	<ul style="list-style-type: none"> • quick revision of the four main objectives • teacher-led explanation and exemplification of how tourism development affects an area • student exercise, working in pairs, and using Internet resources, to investigate the growth of tourism in an LEDC over the last 30 years and the effects on its economy • each pair will study a different country, e.g. Jamaica, Nepal, St. Lucia, Kenya, China, Peru, Brazil, Mexico, Indonesia • details of increases in visitor numbers, visitor spending, changes in GDP etc. should be researched. Good web addresses provided by the teacher and noted down 	<ul style="list-style-type: none"> • some websites are on the list provided • otherwise students should use a search engine such as Yahoo or Google and type in Tourist Growth in X • teachers could have prepared study material available as a model to work from • textbook: Godfrey and Clarke, Tourism Development Handbook 	<ul style="list-style-type: none"> • each session for the first assessment objective will involve a build-up of information on tourism in one LEDC. Students should be informed of the relevance of this work • a detailed study of one LEDC will provide a useful named example for use when answering exam questions

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Three			
<ul style="list-style-type: none"> • to study the two other objectives of travel and tourism development (a) <ul style="list-style-type: none"> - to preserve the assets of the area - to increase the assets of the area 	<ul style="list-style-type: none"> • teacher-led discussion on the meaning of these two objectives • how could they be assessed? • how would we know that they were being met? • continue the study of the chosen LEDC to evaluate to what extent tourism has preserved and/or increased assets in their selected country • notes to be made available on: <ul style="list-style-type: none"> - examples of the creation of national parks, conservation areas, growth of ecotourism, etc. (to show people are preserving the assets) - any improvements to the infrastructure, services etc. (to show the assets are increasing) - case studies of contrasting TD models provided by the teacher and comprehension exercises 	<ul style="list-style-type: none"> • Internet sites on countries as listed or used above • handouts on topics listed* 	<ul style="list-style-type: none"> • exemplify and clarify the meaning of these two objectives as confusion sometimes arises when students are asked to write about them in exam questions • *teachers may prefer to have material available for study

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Four			
<ul style="list-style-type: none"> to understand the economic aspects, and advantages of, travel and tourism development within an area (b) 	<ul style="list-style-type: none"> teacher-led discussion to consider the economic advantages of developing tourism in an LEDC, including: <ul style="list-style-type: none"> - earning foreign currency for the country - earning money for commercial operators - money can be spent improving local facilities - creating jobs (see next session) direct and indirect development and the multiplier effect should be explained here 	<ul style="list-style-type: none"> a handout on the meanings of direct and indirect development and the multiplier effect may be useful here see websites above textbook: see the relevant sections for general information and the A-Z book for definitions of terms 	
Session Plan Five			
<ul style="list-style-type: none"> to research the economic effects of tourism in an LEDC (b) 	<ul style="list-style-type: none"> brief revision of the main economic advantages of tourism in an LEDC a session of individual work where students research any of the economic developments studied during the last session that have occurred in their chosen country as a result of tourist activity 	<ul style="list-style-type: none"> websites for the chosen LEDC textbooks as listed 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Six			
<ul style="list-style-type: none"> to appreciate the significance of the creation of jobs that are linked with the development of travel and tourism (c) 	<ul style="list-style-type: none"> class discussion/brainstorm of the types of jobs that can be created by travel and tourism development draw up a list on the board or a flip chart and then try to categorise them into basic groups: hotels and catering, shops, banking etc. services, farming, transport, building etc. choose any tourist facility, e.g. a hotel, and list the types of jobs that would be created by its development - both directly and indirectly 	<ul style="list-style-type: none"> textbooks: study the relevant sections visiting speaker from the travel and tourism industry 	
Session Plan Seven			
<ul style="list-style-type: none"> to complete research on the chosen LEDC 	<ul style="list-style-type: none"> students continue to do research and produce a short set of notes on their findings for session two for their selected country 	<ul style="list-style-type: none"> Internet sites as above 	

Assessment Objective A2: Investigate the benefits of travel and tourism development in economic, environmental, social and cultural terms

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eight			
<ul style="list-style-type: none"> to appreciate the scale of the numbers employed in travel and tourism (a) 	<ul style="list-style-type: none"> class study of the handouts on travel and tourism data <ul style="list-style-type: none"> study, interpret and analyse data for the world compare MEDCS and LEDCS consider the importance of tourism in the employment structure of different countries students could use the websites listed to research data for their chosen LEDC. They could represent this data using various graphs 	<ul style="list-style-type: none"> staff will need to prepare handouts of selected relevant data from the three websites listed students need information for the world as a whole and a selection of LEDCS and MEDCS 	<ul style="list-style-type: none"> it may be useful to point out to students the types of data available, problems of collection in different countries homework: represent some of the data in graphs

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Nine			
<ul style="list-style-type: none"> to identify the positive financial contribution of travel and tourism to the economy 	<ul style="list-style-type: none"> class study and interpretation of the data for international tourism receipts consider and explain, using examples: <ul style="list-style-type: none"> scale of world wide investment contribution to world GDP contribution to world taxes summarise the data for the world as a whole, the chosen LEDC, and any other relevant examples as appropriate 	<ul style="list-style-type: none"> staff will need to prepare handouts containing relevant data as listed in the syllabus for the students to study see list of websites 	
Session Plan Ten			
<ul style="list-style-type: none"> to identify the negative financial impacts of tourism 	<ul style="list-style-type: none"> explanation of the negative financial impacts of travel and tourism <ul style="list-style-type: none"> inflation opportunity costs over-dependence on tourist income these need to be defined, discussed, and understood 	<ul style="list-style-type: none"> staff may like to provide notes on this topic as it is quite complex. The A-Z book contains good basic definitions of all terms used 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eleven			
<ul style="list-style-type: none"> • to understand the effects of tourism on infrastructure (b) 	<ul style="list-style-type: none"> • teacher to provide input on the following main points: <ul style="list-style-type: none"> - what is meant by infrastructure? - what does the term include? - how does it vary from place to place? - why and how it changes/develops with tourist growth (new schemes demanded/needed by tourists) - how developments benefit the local/host community • briefly mention the negative effects of increased infrastructure • if possible study past and present maps of the chosen LEDCS or other countries, to compare transport patterns, road provision/density, numbers of airports etc. 	<ul style="list-style-type: none"> • handouts containing notes and examples • websites as used before for the chosen LEDCS • textbook: this should contain information on this topic 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twelve			
<ul style="list-style-type: none"> • to explore/study financial assistance to the tourist industry from TNCS and worldwide organisations (c) 	<ul style="list-style-type: none"> • teacher-led discussion with information provided on the types of organisations that could provide such assistance, such as: <ul style="list-style-type: none"> - governments in MEDCS and in LEDCS - international organisations such as the UN, World Bank etc. or large banks in LEDCS - role of TNCS • what is the financial assistance for? • why don't they have enough money themselves?* • the students could research any such financial help to their chosen LEDC 	<ul style="list-style-type: none"> • staff to provide handouts including general points here and maybe one or two case studies or examples. See list of websites for several good references 	<ul style="list-style-type: none"> • *it will be necessary to take into account here the details of the local area in which the course is being delivered

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirteen			
<ul style="list-style-type: none"> to study the negative environmental impacts of tourism (d) 	<ul style="list-style-type: none"> teacher-led input on the negative impacts of tourism on both the physical and built environment to include: <ul style="list-style-type: none"> all types of pollution effects on flora and fauna graffiti, traffic etc. use the Internet/study examples in textbooks to find examples of negative environmental impacts on both the physical and built environments. Look at these in their chosen LEDC if there is to be a visit it may be advisable to discuss some of the questions that the students could ask at the end of this session 	<ul style="list-style-type: none"> websites as listed or used before case study material from available textbooks 	<ul style="list-style-type: none"> try to arrange a visit from someone who works at a tourist attraction to discuss environmental issues at this point homework: write 100-200 words about each of the schemes
Session Plan Fourteen			
<ul style="list-style-type: none"> to try to appreciate the environmental impacts of tourism (d) 	<ul style="list-style-type: none"> talk/lecture by a worker in tourism about environmental impacts students should note down the main points and problems that the worker deals with on a day-to-day basis 	<ul style="list-style-type: none"> if no visit is possible there may be a suitable video available about such impacts 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifteen			
<ul style="list-style-type: none"> to consider the benefits to the environment of tourism on an international basis (d) 	<ul style="list-style-type: none"> teacher-led input of ways in which tourism can benefit both the physical and built environment, such as: <ul style="list-style-type: none"> conservation protection of rural areas or historic buildings enhancement - landscaping/cleaning rivers restoration and cleaning of buildings tourism also increases awareness and encourages the formation of environmental groups etc. (next session) consider examples in the UK, Europe and the chosen LEDC. Students could use the Internet to find examples of positive effects 	<ul style="list-style-type: none"> staff may like to provide handouts with a list of the terminology and main issues involved, with space for adding comments during class discussion, and relevant examples 	<ul style="list-style-type: none"> homework: write about 100-150 words about three or four different schemes

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixteen			
<ul style="list-style-type: none"> to control pollution (e) 	<ul style="list-style-type: none"> teacher-led input about the necessity for pollution control and pressure groups, e.g. Friends of the Earth, Tourism Concern, Green Peace; WWF etc. students work in small groups to produce a short presentation on the work of one of these groups. There should be a short handout with a tourism focus produced by each group as information for the others 	<ul style="list-style-type: none"> information about the necessity for pollution control and the motives and actions of various pressure groups for the students to use websites for the various groups there are also videos produced by the groups - see list 	<ul style="list-style-type: none"> students will gain an in-depth knowledge of the workings of one pressure group, which they could use as an example in exam questions
Session Plan Seventeen			
<ul style="list-style-type: none"> to give a presentation about various environmental pressure groups (e) 	<ul style="list-style-type: none"> the groups of students give a short account of their chosen pressure group to the other members general discussion at the end of the presentations about the similarities, differences, effectiveness, value etc. of the groups mentioned 		

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighteen			
<ul style="list-style-type: none"> to consider the positive effects of travel and tourism on social and cultural features - on an international scale (f) 	<ul style="list-style-type: none"> teacher-led discussion as to what these effects could be - <ul style="list-style-type: none"> population changes service retention revitalisation of local arts and craft industries, traditions, customs, history, festivals, religious ceremonies increased national pride and identity try to use personal knowledge from holidays if possible use local examples of positive effects on social and cultural features if possible continue research on chosen LEDC for any examples of these impacts 	<ul style="list-style-type: none"> handouts to be provided containing details of the effects using a range of case studies use websites as before videos of chosen sites may be useful 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Nineteen			
<ul style="list-style-type: none"> to consider the negative effects of travel and tourism on social and cultural features - on an international scale (f) 	<ul style="list-style-type: none"> teacher-led discussion/explanation - again try to use students' personal knowledge here. Include: <ul style="list-style-type: none"> morals health culture and traditions employment structure changes loss of national identity research chosen LEDC for any evidence of these effects 	<ul style="list-style-type: none"> the main textbook should have general information on this topic websites as before see videos as for last session 	

Assessment Objective A3: Identify the methods used to maximise travel and tourism development

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty			
<ul style="list-style-type: none"> to understand how to maximise visitor spending by effective marketing (a) 	<ul style="list-style-type: none"> group exercise to consider the development of a hypothetical example of a visitor attraction in the local area, e.g. theme park based on local historical character (to be chosen by the group), wildlife park, nature reserve etc. for half of the session explanation of basic principles of marketing a tourist attraction each group should discuss ways of marketing the proposed attraction effectively to maximise visitor numbers. Study resources from other similar attractions to decide on an outline marketing strategy. Consider factors such as admission and advertising costs, timing etc. Ideas to be written down on paper by each group class discussion of the various ideas with effective marketing demonstrated 	<ul style="list-style-type: none"> the teacher needs to collect brochures, pamphlets, Internet information etc. about examples of visitor attractions for the students to use 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty One			
<ul style="list-style-type: none"> to understand how to maximise visitor spending by human resource management, financial control, secondary spending (a) 	<ul style="list-style-type: none"> brief class discussion of the three other methods of maximising visitor spending what is meant by each of these terms? Teacher to use local examples where available to exemplify terms. Group work as in last session to consider these three ideas each group then again reports back their ideas in a class discussion session 	<ul style="list-style-type: none"> material used in last session case-study material to be included 	<ul style="list-style-type: none"> homework: write a brief account of the ways in which you would maximise visitor spending for the hypothetical theme park using the four main methods discussed

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Two			
<ul style="list-style-type: none"> what is meant by the term sustainable tourism? (b) 	<ul style="list-style-type: none"> teacher-led input on the meaning and main features of terms sustainable tourism and ecotourism discuss areas where they can be found and why they are necessary there start a short piece of research about one area e.g. Brazil. Make notes on the physical environment, accommodation types, activities, facilities, differences from usual holidays or teacher to provide examples 	<ul style="list-style-type: none"> hand-outs provided by staff on these terms, features and examples holiday brochures from travel agents, Internet information, (see list of sites) videos of countries such as Brazil, where ecotourism and sustainable tourism are found 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Three			
<ul style="list-style-type: none"> to continue with the case study 	<ul style="list-style-type: none"> research project from last session is continued 		
Session Plan Twenty Four			
<ul style="list-style-type: none"> to appreciate the value of all types of tourism training (c) 	<ul style="list-style-type: none"> class discussion of three main types involved: <ul style="list-style-type: none"> training and use of local people tourism education staff training training of the local population: where? who? what courses? advantages/disadvantages of using local population in a local tourist industry. Comparison of the training of local population in an MEDC and an LEDC 	<ul style="list-style-type: none"> obtain information on the types of courses available, local college prospectuses etc. 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Five			
<ul style="list-style-type: none"> • tourism education (c) 	<ul style="list-style-type: none"> • teacher-led discussion about why this is important. Discuss a list of basic principles: <ol style="list-style-type: none"> 1) save resources 2) support local trade/industry 3) ask permission to look/take photos 4) do not give to beggars but to a project/cause 5) respect local customs about dress, food and drink etc. 6) learn about the country • discuss any examples that students have seen/experienced. Note any examples in chosen LEDC 	<ul style="list-style-type: none"> • handouts with information on tourism education • websites as used before 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Six			
<ul style="list-style-type: none"> to appreciate the importance of high quality staff and the value of staff training schemes (e) 	<ul style="list-style-type: none"> teacher-led discussion to list the customer relation skills needed by staff in the travel and tourism industry. Compare these with other jobs group work to research the types of training available for the various travel and tourism jobs 	<ul style="list-style-type: none"> handouts listing the basic skills as a focus for discussion see the list of websites staff could collect details of courses offered by BTEC - AVCE, HNC, HND, GNVQ, TTC ABTAC, C&G etc. if in the UK, relevant international examining boards such as CIE, LCCIEB etc. or national boards of other countries 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Seven			
<ul style="list-style-type: none"> • to understand the needs of tourists from all parts of society (d) 	<ul style="list-style-type: none"> • brainstorming session as to the types of tourist groups who have special needs: <ul style="list-style-type: none"> - mobility problems: wheelchairs, elderly with sticks/zimmer frames - learning difficulties - sensory disabilities - impaired speech, hearing or vision - dietary problems - religion, allergies etc. - people with young children • study of handouts on recent government policies from a range of countries • consider the proposed local visitor attraction studied in session twenty. Suggest ways in which it could be made suitable for the use of all sectors of the community 	<ul style="list-style-type: none"> • staff could provide handouts of recent government policies etc. using the websites listed for the UK and other countries 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Eight			
<ul style="list-style-type: none"> to study the role of investment in maximising visitor spending (f) 	<ul style="list-style-type: none"> brainstorming session as to how investment from either government or private sources in public or social projects can help to maximise the tourist development of the area draw up a list of some of the types of investment in projects, which could help in this way 	<ul style="list-style-type: none"> the main textbook should provide information on this topic e.g. investment by travel and tourism companies, local and national governments 	
Session Plan Twenty Nine			
<ul style="list-style-type: none"> to understand the form of assessment for the module 	<ul style="list-style-type: none"> class discussion about the assessment that will be held in session 36. Students should study past questions and be advised on ways in which to revise for it and provided with model answers students could test their skills by completing a plan for one of the questions 	<ul style="list-style-type: none"> exam questions for this module from past papers and the specimen paper. Model answers to be provided for some or all of the questions used 	<ul style="list-style-type: none"> many good students do not do themselves justice in an exam. Practice of questions in three assessments should help

Assessment Objective A4: Describe the roles of national and foreign organisations in tourism development

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty			
<ul style="list-style-type: none"> • to study the variety of types of organisations involved in tourist development at a destination (a) 	<ul style="list-style-type: none"> • teacher-led discussion to identify the three main groups: Public, Private and Voluntary and to list their main roles in the development of tourism: <ul style="list-style-type: none"> - to encourage and control the use of, and access to resources - to provide/control funding - to plan and construct - to promote and market • each type of organisation compliments the others in the overall development • research the work of one private group and one voluntary one in either the local area or an appropriate area chosen by the teacher 	<ul style="list-style-type: none"> • most textbooks will have the basic information required here • see list of websites provided 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty One			
<ul style="list-style-type: none"> • to study the roles of national organisations, i.e. those within the host country, in tourist development (b) 	<ul style="list-style-type: none"> • teacher-led discussion using a handout and/or a textbook about the range of types of public sector organisations e.g. <ul style="list-style-type: none"> - central government - regional development agencies - local authorities - national and regional tourist boards • the number and names of these will vary from country to country • comment on the work done by these bodies 	<ul style="list-style-type: none"> • this is quite a complex topic and it may be advisable to have a handout containing information that refers to the country in which the students are working • most textbooks seem to have a good reliable informative section on this 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Two			
<ul style="list-style-type: none"> to study the role of national organisations within the local area (b) 	<ul style="list-style-type: none"> teacher-led discussion on the tourist policies for the students' local area what are the main concerns/considerations for the area? refer back to the development of the local attraction in session 20, and consider the ways in which local and regional authorities could be involved 	<ul style="list-style-type: none"> staff should contact the relevant authorities to obtain copies of plans, proposals and strategies which can be used to make handouts outlining the basis ideas of local policies. These can also often be obtained from relevant websites 	<ul style="list-style-type: none"> a visit from a local or regional officer may be possible at this point to explain major plans and proposals for the area
Session Plan Thirty Three			
<ul style="list-style-type: none"> to study the role of commercial enterprises involved in promoting new destinations and facilities (c) 	<ul style="list-style-type: none"> class discussion based on the question: who/which groups of people/types of occupations are involved in promoting destinations? To establish some ideas of the roles of tour operators, advertising people, developers, promoters etc. group work where each group considers the role of one type of worker at the tourist attraction as mentioned in session 20 	<ul style="list-style-type: none"> handouts on the roles of the various types of people involved in promotion to be used as the basis of group work 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Four			
<ul style="list-style-type: none"> revision 	<ul style="list-style-type: none"> revision session where the class can take an overall look at what they have studied so far in this core module. The type and amount of information that is required to answer an exam question can be discussed and explained. Important terms and concepts can be emphasised 		
Session Plan Thirty Five			
<ul style="list-style-type: none"> revision 	<ul style="list-style-type: none"> class revision of topics chosen by the students, which they have found difficult to understand so far in the course 		
Session Plan Thirty Six			
<ul style="list-style-type: none"> assessment 	<ul style="list-style-type: none"> class complete an examination question 	<ul style="list-style-type: none"> use one question from past papers 	
Session Plan Thirty Seven			
<ul style="list-style-type: none"> to develop skills required to answer examination questions 	<ul style="list-style-type: none"> class discussion of the answers to the question and marks obtained for the question 	<ul style="list-style-type: none"> staff may like to give out a model answer, the mark scheme or a plan for the question 	

Section B: Marketing and Promotional Techniques

Assessment Objective B1: Explain why marketing and promotional activities are of importance to travel and tourism organisations

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Eight			
<ul style="list-style-type: none"> to explore the importance and concept of marketing (a) 	<ul style="list-style-type: none"> brainstorming session about the Institute of Marketing definition: 'identifying, anticipating and satisfying customer requirements profitably,' and this quote: 'Getting the right product to the right people in the right place at the right time at the right price using the right promotion' comparison of marketing methods for different types of products: new brand of coffee, new magazine, train services, tissues etc. idea of brand loyalty, essential goods, trying something new, tried and tested etc. Discussion of how these will vary from country to country 	<ul style="list-style-type: none"> the relevant textbook should be useful here as will the A-Z it may be possible to invite a visiting speaker here 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Thirty Nine			
<ul style="list-style-type: none"> • to study the differences between marketing the travel and tourism industry and other products (b) and (c) 	<ul style="list-style-type: none"> • class discussion on how buying a holiday differs from buying other things <ul style="list-style-type: none"> - cannot see it, take it away etc. intangible - where it is bought differs - special trip to travel agent etc. - it is a supply-led service • list the differences between marketing a holiday and other goods/services in terms of: <ul style="list-style-type: none"> - place - cost - product knowledge/awareness - knowledge of available competition/alternatives etc. - create a desire 	<ul style="list-style-type: none"> • the textbook should provide useful support information to support the class discussion • brochures to use as examples of marketing tourism products 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty			
<ul style="list-style-type: none"> to understand the necessity for stimulating demand for the travel and tourism product and using incentives (d), (e) and (f) 	<ul style="list-style-type: none"> brainstorming session about - why is marketing so important to travel and tourism? <ul style="list-style-type: none"> luxury product/service - opportunity cost here not essential etc. very important decision as it is a major annual financial outlay supply led activity/service class discussion on the use of incentives, what are they? who uses them? why are they important? study a range of holiday brochures and consider the range of incentives available 	<ul style="list-style-type: none"> staff need to provide a range of holiday brochures containing a range of holiday incentives to possible tourists 	

Assessment Objective B2: Investigate the advantages and disadvantages of marketing and communication methods used in travel and tourism

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty One			
<ul style="list-style-type: none"> to understand the general features of AIDA in marketing communication/promotion of a tourist product (a) 	<ul style="list-style-type: none"> class discussion of the meaning of the four elements of AIDA - a method to ensure effectiveness of promotion Attention, Interest, Desire, Action Attention: choose two or three posters for the class to study and discuss work in pairs or small groups to study a range of brochures and pamphlets. Decide which is the best and why? comment on the use of colour, fonts, print sizes and types, (bold etc.) headlines and titles, drawings and pictures, (e.g. use of celebrities), overall layout 	<ul style="list-style-type: none"> two or three large travel posters a selection of brochures and pamphlets available textbooks to make notes on AIDA class handout 	<ul style="list-style-type: none"> a set of suitable resources can be obtained/built up over time to illustrate the various elements of AIDA

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Two			
<ul style="list-style-type: none"> to continue the study of AIDA (b) 	<ul style="list-style-type: none"> class revision of the four elements of AIDA. Class to work in pairs/groups to study the other elements of AIDA in the selection of brochures and pamphlets: <ul style="list-style-type: none"> Interest: what helps to create/stimulate interest in the adverts-style of writing, humour etc. Desire: choice of vocabulary, style of writing etc. discounts/offers Action: how easy is it for people to buy the product; maps/access; contact information etc. consideration of these elements in an international context 	<ul style="list-style-type: none"> if the homework exercise is limited by lack of access to a TIC the teacher could provide a selection of appropriate material for use 	<ul style="list-style-type: none"> homework: ask the students to go to the local tourist information centre and choose the first three leaflets which attract their attention and then to write a list of at least ten features which they found attracted them to the pamphlets

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Three			
<ul style="list-style-type: none"> to use AIDA in the promotion of a local attraction (b) 	<ul style="list-style-type: none"> the class should work individually or in pairs to create A4 posters for a local tourist attraction/event chosen by the teacher. Students use IT skills to produce these. After completion students can compare their work in terms of AIDA and vote for the 'best' three. Why are these three the most effective? 	<ul style="list-style-type: none"> A4 paper or card for posters. Use access to computers where appropriate 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Four			
<ul style="list-style-type: none"> to understand and appreciate some of the basic principles and terms used in advertising (b) 	<ul style="list-style-type: none"> class discussion on the different advertising methods and terms, their general advantages and examples of each of them <ul style="list-style-type: none"> above the line (commission paid to agency) and below the line (fee paid to agency) consumer advertising (direct to public) and trade advertising (business to business) research project: what is an advertising agency? This could be individual or teacher-led. Research the types of work they do/people who work there, names of leading UK, European and world agencies. Which are linked with travel and tourism? 	<ul style="list-style-type: none"> textbooks or handouts can be used for the main ideas and terms. Information for research project list of websites for research 	<ul style="list-style-type: none"> homework: for an individual project-research on advertising agencies which will be discussed in the lesson after next

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Five			
<ul style="list-style-type: none"> to study different types of advertising media (c) 	<ul style="list-style-type: none"> brainstorming session as to the methods of advertising that can be used by travel and tourism. TV, radio (local), cinema, outdoor (billboards), transport, Internet, printed material (posters, pamphlets, handouts in street, flyers etc.) list of these made. Students then choose several types of travel and tourism products and draw a table to compare which type of advertising is best/unusable for which type of holiday discussion of optional homework if it is to be completed 	<ul style="list-style-type: none"> for optional homework - information/examples of market research methods 	<ul style="list-style-type: none"> optional homework: which is the best way of advertising something? perhaps in college etc. discussion of methods to use, ideas of market research etc.

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Six			
<ul style="list-style-type: none"> to understand the role and benefits of using advertising agencies (d) 	<ul style="list-style-type: none"> class discussion from last but one session on advertising agencies what are their main roles in general and in the travel and tourism industry? what are the benefits/drawbacks of using them? 	<ul style="list-style-type: none"> textbook: this should have information in the relevant sections 	<ul style="list-style-type: none"> ask students to collect all their direct marketing for one week - pamphlets, double glazing phone calls etc. in preparation for next session
Session Plan Forty Seven			
<ul style="list-style-type: none"> to explore the advantages, disadvantages, effectiveness etc of direct marketing methods (e) 	<ul style="list-style-type: none"> teacher explanation of direct marketing - meaning and examples brainstorming session as to the main types of direct marketing, (direct mail, telemarketing, door-to-door, direct response advertising) what types of products are usually marketed in this way? why is it used? what is the rate of success? what is its value to the travel and tourism industry? 	<ul style="list-style-type: none"> selection of direct marketing material collected by the teacher and/or students 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Eight			
<ul style="list-style-type: none"> to study the role, objectives and methods used by public relations (PR) companies (f) 	<ul style="list-style-type: none"> teacher-led explanation and exemplification of the importance of PR in the promotion of travel and tourism list the types of people that the PR officers have to deal with (customers, suppliers, press, funding bodies - council or shareholders - government and local officials, voluntary groups) study the range of tasks: launching new products, repositioning of existing ones, generating interest, publicity, dealing with specific target groups, supporting/defending the organisation, creating/keeping a favourable image 	<ul style="list-style-type: none"> handouts about PR companies reference to relevant sections in textbook used 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Forty Nine			
<ul style="list-style-type: none"> to study a case scenario for a public relations company (f) 	<ul style="list-style-type: none"> group exercise: imagine that you are the PR officer for a tourist attraction e.g. a theme park that is opening a new extension in six months time. List some of the jobs that you would have to do each month until four weeks before the event and then each week until the opening groups report back to others for the last part of the session to compare their ideas 	<ul style="list-style-type: none"> a visit to a local tourist attraction would be of value here 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty			
<ul style="list-style-type: none"> to explore some of the methods of sales promotion (g) 	<ul style="list-style-type: none"> teacher-led explanation and exemplification of methods of sales production brainstorming session to list sales promotion techniques and their value and effectiveness: <ul style="list-style-type: none"> price reductions/discounts free gifts exhibitions competitions extra products, e.g. two weeks for price of one loyalty schemes point of sales materials (POS materials) study a range of travel brochures to determine some of the ideas used how might the effectiveness vary with age and other different characteristics of the potential holiday-maker? 	<ul style="list-style-type: none"> handouts containing information on the methods of sales production range of holiday travel brochures, which offer various deals etc. to holidaymakers also see websites of major companies 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty One			
<ul style="list-style-type: none"> to understand the principles and methods of personal selling (h) 	<ul style="list-style-type: none"> class discussion of the advantages and disadvantages of personal selling (direct contact in person or over the phone) the meanings of the terms: preparation; prospecting; pre-approach; presentation; post-sale support need to be considered and their relative merits compared 	<ul style="list-style-type: none"> the main textbook should contain useful details of this topic 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty Two			
<ul style="list-style-type: none"> to understand the problems of personal selling 	<ul style="list-style-type: none"> role-play exercise where the class is divided into groups each group has to sell a different tourist product (holidays to different locations or different types of holidays) and are asked to discuss how they would do this one representative from each group then tries out his/her personal skills on one of the other groups. The other class members comment on the effectiveness of the methods used or teacher-led explanation of the methods using handouts, videos etc. 	<ul style="list-style-type: none"> a range of brochures about the products on offer would be useful here handouts providing relevant information. Video if possible 	

Assessment Objective B3: Explore the roles of different marketing strategies used in travel and tourism organisations and analyse their effectiveness

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty Three			
<ul style="list-style-type: none"> • to explore and analyse the three main different types of marketing strategies (a) 	<ul style="list-style-type: none"> • revision of the basic ideas of marketing mix, i.e. the four Ps- Product, Price, Place, Promotion • class discussion on the three main types of marketing strategies: <ol style="list-style-type: none"> 1) undifferentiated, where a single marketing mix is offered to all customers - not very good idea 2) differentiated, with different approaches to different types of people, e.g. leisure centres 3) concentrated, where an organisation only competes in one sector of the market, e.g. Eurocamp, Ecotours 	<ul style="list-style-type: none"> • range of travel brochures to show the different types of strategies • textbooks or A-Z for basic definitions, notes and examples 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty Four			
<ul style="list-style-type: none"> to understand and explain the three main methods of implementing different marketing strategies (b) 	<ul style="list-style-type: none"> teacher-led explanation and exemplification on the three main methods: <ol style="list-style-type: none"> defensive - holding on to existing customers developing - giving existing customers a wider range of products attacking strategy - trying to get new business and customers 	<ul style="list-style-type: none"> handouts containing details of the three main methods and relevant case study material 	
Session Plan Fifty Five			
<ul style="list-style-type: none"> to study different types of marketing strategies - practical examples (b) 	<ul style="list-style-type: none"> teacher-led discussion of marketing strategy for a local tourist attraction class work in groups. Each group is asked to devise a marketing strategy for a local tourist attraction/leisure centre/ sports complex etc. to attract as wide a range of visitors as possible and to increase the present number of visitors class discussion at the end of the session to compare thoughts and ideas about the strategy used 	<ul style="list-style-type: none"> handouts containing the main points of the marketing strategy for a local tourist attraction 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty Six			
<ul style="list-style-type: none"> • revision 	<ul style="list-style-type: none"> • as for last revision session at the end of Section A 		
Session Plan Fifty Seven			
<ul style="list-style-type: none"> • assessment 	<ul style="list-style-type: none"> • question set from the relevant part of the examination paper 		

Section C: Destination Management

Assessment Objective C1: Understand the reasons for the demands of incoming and domestic tourists on world wide tourist destinations

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Fifty Eight			
<ul style="list-style-type: none"> to study the demands of tourism (incoming and domestic) on world wide tourist destinations (a) 	<ul style="list-style-type: none"> brainstorming session, what is tourist demand? it includes visitor numbers, age, social class, family status, length of stay, seasonality etc. how does this vary from place to place? start research on two tourist destinations. Work in pairs to look at/research tourist demand for their chosen LEDC, and an MEDC destination such as: <ul style="list-style-type: none"> French Riviera Florida, USA the Lake District, UK etc. 	<ul style="list-style-type: none"> tourist data for a range of types of destinations, both domestic and international. It is impossible to give a list of sites here - students just need to look at sites in their chosen LEDC and select another in an MEDC 	<ul style="list-style-type: none"> students continue to build up a data file for their chosen LEDC and also start to obtain a detailed picture of one area in an MEDC destination for comparison. If the home country is an MEDC it would be advisable to choose that, if not, take either the USA or UK as both are well-documented
Session Plan Fifty Nine			
<ul style="list-style-type: none"> to research the variations in tourist demand 	<ul style="list-style-type: none"> students continue to research for their study of tourist demand 		

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixty			
<ul style="list-style-type: none"> to compare demand in different places 	<ul style="list-style-type: none"> each pair reports back the findings for their MEDC location class discussion to compare findings and make general conclusions 		
Session Plan Sixty One			
<ul style="list-style-type: none"> to consider the three factors affecting incoming and domestic tourism demand on world wide destinations 	<ul style="list-style-type: none"> class discussion to consider the effects of: <ol style="list-style-type: none"> time: how does it affect demand? (amount of paid holidays, school holidays, travel time, etc.) money available: holidays can be very expensive freedom of movement: it is easier to move into and out of some countries than others - why is this? students complete handout either during or after discussion 	<ul style="list-style-type: none"> a class handout based on the points listed to the left with spaces for additional notes could be used here to emphasise the main points for discussion details of holiday prices, perhaps if relevant related to annual incomes could be used here 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixty Two			
<ul style="list-style-type: none"> to study the reasons why people are motivated to travel (b) 	<ul style="list-style-type: none"> brainstorming session to answer the question: why do people travel? five main categories need to be included here: <ol style="list-style-type: none"> 1) holidays 2) VFR 3) business 4) environmental reasons: climate, natural facilities (for health etc. not holidays) 5) cultural reasons: religion, customs, cuisine, sport etc. (separate from holidays) write notes on each of these giving characteristics and examples, for three, four and five in particular 	<ul style="list-style-type: none"> the main textbook should have information on this topic 	<ul style="list-style-type: none"> it is important to ensure that categories four and five are not confused with holiday attractions

Assessment Objective C2: To identify the reasons why different countries are able to generate tourism

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixty Three			
<ul style="list-style-type: none"> to study reasons why countries are able to generate tourism: social factors (a) 	<ul style="list-style-type: none"> teacher-led input to explain and exemplify the three main groups <ol style="list-style-type: none"> 1) social 2) economic 3) political these factors can relate to both the country providing the tourists and receiving them: social factors: linked to social groups, population composition, education, age education, etc. Mainly relevant in the provider 	<ul style="list-style-type: none"> handouts on the three main groups, with additional reference to the main textbook that is being used (see list) 	<ul style="list-style-type: none"> many students do not know the difference between social and economic factors. If referred to in an exam question this can be a real problem
Session Plan Sixty Four			
<ul style="list-style-type: none"> to study reasons why countries are able to generate tourism: economic factors (b) 	<ul style="list-style-type: none"> class discussion continued from last session economic factors are linked to the countries' <ul style="list-style-type: none"> - wealth (standard of living, disposable income) - level of development (infrastructure etc) - level of industrialisation - degree of urbanisation - trade features (balance exchange rates) 	<ul style="list-style-type: none"> as for last session 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Twenty Sixty Five			
<ul style="list-style-type: none"> to study reasons why countries are able to generate tourism: political factors (c) 	<ul style="list-style-type: none"> class discussion of political factors: in the receiving country (mainly LEDCS) issues such as government stability, war, terrorism, safety, issuing of visas, government attitudes, etc. can be relevant in the generating country: freedom of movement, allowing residents to leave 	<ul style="list-style-type: none"> handout of information on political factors 	<ul style="list-style-type: none"> there is often a recent topical issue that can be included as an example here

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixty Six			
<ul style="list-style-type: none"> to study the physical factors/reasons why different countries can generate tourism (d) 	<ul style="list-style-type: none"> brainstorming session to establish, what are these physical factors? ask students to work in pairs to make a list of these, giving examples. Go over their ideas, which should include: <ul style="list-style-type: none"> landscape - mountains, deserts, coasts water features - lakes, rivers waterfalls etc. climate - hot/cold and why important flora and fauna - African safaris etc. bring together all ideas and thoughts on a flip chart or the blackboard. Students add to their own ideas and notes 	<ul style="list-style-type: none"> the main textbook, if needed 	<ul style="list-style-type: none"> most of this session is really basic knowledge and it is important that students appreciate its relevance. They can probably all draw on personal experience of holiday locations here as well homework: make a list of the main physical and human factors that have been responsible for the development of tourism in your chosen LEDC and MEDC area

Assessment Objective C3: Identify the characteristics of success in destination management

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixty Seven			
<ul style="list-style-type: none"> • to study the characteristics of the tourism product (a): <ol style="list-style-type: none"> 1) types of successful holiday destinations 	<ul style="list-style-type: none"> • brainstorming session to list the different types of tourist locations: <ul style="list-style-type: none"> - towns and cities - seaside resorts - purpose-built resorts/centres - countryside areas - walking, skiing - mountainous areas - historic/cultural • name two or three examples of each of the categories above in the UK, Europe, and LEDCS. Use students' holidays if possible to help with compiling the list 	<ul style="list-style-type: none"> • the main textbook should have information on this topic 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixty Eight			
<ul style="list-style-type: none"> • to study the characteristics of the tourism product (a): 2) the multi-dimensional tourist product 	<ul style="list-style-type: none"> • teacher-led input on how the success of most tourist destinations depends on a combination of physical, human and man-made elements <ul style="list-style-type: none"> - physical: landscape and climate - human: culture and heritage - man-made: leisure/entertainment, services, e.g. catering accommodation, shopping, transport • if the home area is a tourist area then why? If not then why not? list the main attractions of their chosen LEDC and MEDC 	<ul style="list-style-type: none"> • handouts providing the relevant information and reference to textbooks where possible. Internet sites of the locations selected 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Sixty Nine			
<ul style="list-style-type: none"> the tourism product for business tourism (a) 	<ul style="list-style-type: none"> class discussion with some teacher input on business tourism - what it is, where it is found, how the needs of business and leisure tourists may differ etc. Make notes on the above using textbooks and resources choose two examples of a specific conference, one in the home country (political one) and one international, e.g. Greenpeace, etc. note their location, numbers who attended, facilities and features 	<ul style="list-style-type: none"> see references on the list of websites or use Yahoo and Business Conferences 	<ul style="list-style-type: none"> if the students are to cover business tourism as one of their optional modules it may be preferable to omit this session

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventy			
<ul style="list-style-type: none"> to study other economic activities needed to support the tourist destination (b) 	<ul style="list-style-type: none"> brainstorming session, what else does an area need to support a tourist industry? answers should include: <ul style="list-style-type: none"> banking, financial services transport provision services emergency services (police, medical etc.) extra food production from local farmers cleaning, printing etc. 	<ul style="list-style-type: none"> a handout to summarise the main points after the brainstorming session could be of value 	
Session Plan Seventy One			
<ul style="list-style-type: none"> to study the ways in which tourism can affect the host community (c) 	<ul style="list-style-type: none"> teacher input on the ways in which tourism has affected the ways of life of host communities: (traffic, pollution, parking, house prices, increased taxes). In which ways are the effects of tourism similar and different in an LEDC and an MEDC. Draw up a table of comparison of <ul style="list-style-type: none"> a MEDC e.g. in the UK - the Lake District; in the USA Florida; in France; The Alps the chosen LEDC refer back to list of services from last session 	<ul style="list-style-type: none"> brochures and pamphlets from the relevant areas where possible websites listed for some LEDCS 	<ul style="list-style-type: none"> teachers should try to choose an area that can be used as an example in session 75 and if possible is visited

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventy Two			
<ul style="list-style-type: none"> to study the different groups involved in destination planning and management (d) and (e) 	<ul style="list-style-type: none"> class discussion about who will be involved here etc. Refer back to the last session and research who was involved and the type of work that they did there 	<ul style="list-style-type: none"> resources from last session 	<ul style="list-style-type: none"> this session is primarily an introduction to the more detailed work in the next few sessions

Assessment Objective C4: Identify and describe the roles of the public, private and voluntary sectors in destination management

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventy Three			
<ul style="list-style-type: none"> to identify and explore the roles of the public sector Central Government (a) 	<ul style="list-style-type: none"> teacher-led discussion on what is the public sector (no profits) and the relevant tourism bodies: For example: <ul style="list-style-type: none"> central government - list of the government departments and bodies that affect tourism other tourist groups students could produce an account of one or two of these groups 	<ul style="list-style-type: none"> handouts on the main public bodies and a brief outline of their work 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventy Four			
<ul style="list-style-type: none"> • to study other public bodies with an influence on tourism (a) 	<ul style="list-style-type: none"> • teacher-led input on the non-governmental bodies and authorities of the home country. Study the work that these public bodies do: <ul style="list-style-type: none"> - developing, marketing, managing tourist attractions - organising events - linking rural and urban tourism - implementing planning controls e.g. to protect the environment - education and training - providing infrastructure e.g. roads, water supply etc. - encouraging private investment through grants etc. - levying taxes - collecting statistics 	<ul style="list-style-type: none"> • handouts with the names of the relevant bodies and list of types of work that they do 	<ul style="list-style-type: none"> • student handouts are probably a good idea here as it is an important factual section of the module

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventy Five			
<ul style="list-style-type: none"> to identify the role of the local council or public authority for planning and management decisions (a) 	<ul style="list-style-type: none"> teacher-led discussion as to the involvement of such groups in destination management case study of either: <ul style="list-style-type: none"> a local example of an issue involving a proposed development and its effects an example in a familiar area preparation work for the visit could include the writing of a questionnaire 	<ul style="list-style-type: none"> handouts containing information about the local area if possible invite the local tourism officer or one from a nearby tourist area to talk to the group 	
Session Plan Seventy Six			
<ul style="list-style-type: none"> to continue with research from last session (a) 	<ul style="list-style-type: none"> students continue to research and study their case study 	handouts containing information about the case study area	
Session Plan Seventy Seven			
<ul style="list-style-type: none"> to explore a case study of a tourist destination 	<ul style="list-style-type: none"> class discussion and consolidation of work done during last two sessions. Students to write up a short account of their findings 		

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventy Eight			
<ul style="list-style-type: none"> • to study the role played by an active private sector in destination management (b) 	<ul style="list-style-type: none"> • teacher-led input to include: <ul style="list-style-type: none"> - what is the private sector (profit-making)? - what role do they have to play in destination management? - the types of firms involved, e.g. hotel and restaurant chains, tour operators - development agencies and the part they play in the overall tourism picture e.g. provision of facilities, (including business-related ones), hospitality i.e. accommodation and catering; attractions, entertainment, transport 	<ul style="list-style-type: none"> • handouts on the role played by the private sector, supported by relevant sections in available textbooks 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Seventy Nine			
<ul style="list-style-type: none"> to develop an understanding of the role of the private sector (a) 	<ul style="list-style-type: none"> teacher-led input to illustrate the significance of the private developer in the tourism industry consideration of the advantages to both the private developer and the tourist industry. Case studies to illustrate the types of support given and work done 	<ul style="list-style-type: none"> hand outs to be provided on the role of the private developer and case studies see list of websites 	
Session Plan Eighty			
<ul style="list-style-type: none"> to develop an understanding of the role of the private developer (b) 	<ul style="list-style-type: none"> study a case study of: Eurodisney, Alton Towers, or Centre Parcs etc. and the role of the private developer this could be done as a group project or the staff could provide handouts with relevant information 	<ul style="list-style-type: none"> staff could collect brochures, leaflets etc. see list of websites there are also videos available of leisure parks (see list) 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighty One			
<ul style="list-style-type: none"> to study the creation of partnerships between sectors (c) 	<ul style="list-style-type: none"> go over the research and discuss the findings study handouts of the work of partnerships between the various sectors. Discuss the types of people who work together and why study the local area or the case studies in the LEDC and MEDC studied earlier to see if there are any such partnerships working there 	<ul style="list-style-type: none"> staff should provide handouts about such partnerships, their advantages and drawbacks, how well they work etc. including examples 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighty Two			
<ul style="list-style-type: none"> • to explore the role of tour operators in the selling and promotion of destinations (d) 	<ul style="list-style-type: none"> • teacher-led input on: <ul style="list-style-type: none"> - leading tour operators in home country and world - types of tour operators (mass market, specialist, domestic, incoming etc) - characteristics - what do they do (buy raw materials - transport, accommodation etc. make into package holiday deals to sell to customers through travel agents or directly) - compare the types of products offered by different companies • all are members of trade associations - give examples in home country and world • what are the advantages of such organisations? 	<ul style="list-style-type: none"> • selection of travel brochures to be studied that available in the local area to illustrate the range of products on offer. Internet sites to be visited for the world picture 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighty Three			
<ul style="list-style-type: none"> to explore the role of travel agents in the selling and promotion of destinations 	<ul style="list-style-type: none"> class discussion/brainstorming session to find the names of leading firms, in the home country, world etc. the work they do etc to include: <ul style="list-style-type: none"> the main leisure tourism firms business tourism specialists types - independent, miniples, multiples what exactly do they do? what kind of services do they offer? what are the advantages of using travel agents compared with direct selling e.g. on the Internet? students could conduct research on the Internet to see the kinds of services that are offered by travel agents who operate there 	<ul style="list-style-type: none"> see list of websites 	<ul style="list-style-type: none"> students could be asked to go to various travel agents to conduct research on the main firms etc. and compare the services offered, in their own time. It may be possible to arrange a visit to a travel agents to be shown how they operate or for a member of staff to visit the college and give a talk to the students

Assessment Objective C5: Identify and describe the factors which are used to sustain tourism in world wide destinations

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighty Four			
<ul style="list-style-type: none"> • to identify and describe the factors and influences which sustain tourism in world wide destinations (a) 	<ul style="list-style-type: none"> • teacher-led input/revision on: <ul style="list-style-type: none"> - the meaning of sustain in this context: development to preserve both the physical and human features of the area, i.e. to minimise environmental and cultural damage and maximise economic growth of the area - the two main important issues in order to 'sustain' tourism: <ol style="list-style-type: none"> 1) to set long-term goals and make long-term plans 2) to create a harmonious balance, between the three interested parties here i.e. host community, tourist and environment • discussion of the relevant issues in their chosen LEDCS and MEDCS 	<ul style="list-style-type: none"> • handouts to be provided on the main points. Information to be provided on the example to be studied 	

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighty Five and Eighty Six			
<ul style="list-style-type: none"> to study some of the influences on sustainable tourism 	<ul style="list-style-type: none"> teacher-led input and class discussion an example, local or national, could be chosen of an area, which was to be developed for tourism. This could be a wetland area, wildlife area, special village with historical/ cultural attractions etc. The class could consider how to develop this area in a sustainable way. They could consider how to achieve the following during its development: <ul style="list-style-type: none"> minimise environmental and cultural damage optimise visitor spending increase visitor satisfaction maximise economic growth within the area identify and reconcile differences between communities and tourists 	<ul style="list-style-type: none"> handouts containing maps and information will need to be provided it may be possible to arrange a visit to the area being studied 	<ul style="list-style-type: none"> this exercise could help to bring together much of what has been studied during the module

Learning objectives	Classroom Ideas	Resources	Notes
Session Plan Eighty Seven			
<ul style="list-style-type: none"> to consider the future of tourism 	<ul style="list-style-type: none"> class discussion on the future of tourism based on these questions: <ul style="list-style-type: none"> what does the future hold for tourism? what factors could affect future tourist patterns? where do they think the students' grandchildren will go on holiday? 		<ul style="list-style-type: none"> although not strictly part of the syllabus it is often a good idea to end such a module with a discussion as to the future of the industry
Session Plan Eighty Eight			
<ul style="list-style-type: none"> to revise the module and to practise answering examination questions 	<ul style="list-style-type: none"> the remainder of the time allotted to the module will vary and should be spent on revising the subject content and developing examination skills 	<ul style="list-style-type: none"> past examination questions and model answers 	

Resources

Books

Ray Youell, The A-Z Complete Leisure, Travel and Tourism handbook, Hodder and Stoughton (1996)
0340647892

J.Rodgers, Advanced VCE Travel and Tourism, Heinemann (2001)

Tony Outhart, Lindsey Taylor, Ray Barker, Alan Marvell, Advanced Vocational Travel and Tourism, Collins
(2000) 000329109X

Ray Youell, Advanced GNVQ Optional Units Travel and Tourism, Longman (1996) 0582293375

Advanced Travel and tourism, Cambridge Training Development Ltd., Oxford University Press (2000)

Gary Inkpen, Information Technology for Travel and Tourism, Longman (1998)

Helen Oliver and Gillian Dale, Travel and Tourism: Advanced GNVQ, Hodder and Stoughton Educational (2000)

S.Thorp, Travel Matters, Carel Press (2000)

Ray Youell, Vocational A level: Travel and Tourism, Longmans (2000)

Ray Youell, Vocational A level Travel and Tourism Options, Longmans (2001)

Videos

There are a large number of travel videos available, although many are aimed specifically at potential holidaymakers and have a limited educational purpose.

Recorded relevant TV programmes can also be very useful, including the various holiday magazine programmes.

Lake District:

Video Visits: The Lake District - A Bird's Eye View

A Walk through the countryside- Lake District - Quantum Leap Group

Cornwall:

Cornwall on Camera - Quantum Leap Group

Disneyland:

Let's Go to Disneyland Paris (1996) - Disney

Disney Souvenir Video Guide - Disney (www.mouseshoppe.com)

Destination Videos:

Destination - Jamaica - Travel Television Ltd (many more 'destinations' in the series)

Career Best - Hotels and Catering - The Travel Industry - Global Communications

Tourism Concern:

Responsible travel - your place or mine (aimed at 16+) - Tourism Concern

Looking Beyond The Brochure - Tourism Concern

Goa under siege - Tourism Concern

General:

Tourism Tactics (on management) - English Heritage

Useful sites for ordering resources:

- www.CollinsEducation.com
- www.hodderheadline.co.uk
- <http://www.longman.co.uk/>
- www.tourismconcern.org.uk/resources/resources_audio_visual.htm

Useful Websites

Excellent general directory of travel and tourism information:

<http://bubl.ac.uk/link/w/worldtravelandtourism.htm>

Ambleside, Lake District, UK	www.ambleside.u-k.org/database/topical/index.html
<u>Business Tourism:</u> see web site list for Business Tourism optional module	
Blackpool Conference Bureau:	www.blackpooltourism.com/conferences/
<u>Disabled Access:</u>	
Alton Towers (go to park information, maximise your day and disabled)	www.alton-towers.co.uk
London Theatres (go to disabled access)	www.officiallondontheatre.co.uk/
Theatre Royal in York	www.theatre-royal-york.co.uk/
UK Government Site	www.tourismforall.org.uk/
English Tourist Council Disabled Site	www.accessibletourism.org.uk
<u>Financing Tourism:</u>	
World Bank's International Finance Corporation	http://www.ifc.org/
World Tourism Organisation (go to regional activities on the right or business council at the top or quality in tourism development and sustainable development of tourism on the left)	www.world-tourism.org/
Canadian International Development Agency (8 pages of good general information)	www.acdi-cida.gc.ca/xpress/dex/dex9405.htm
Inter-American Development Bank	www.iadb.org/cont/poli/OP-726E.htm
African Development Bank Group	www.afdb.org/knowledge/pressreleases2001/adb_40_2002e.htm
Specific examples:	Use a search engine such as Yahoo or Google and ask for Loans to X for tourism
<u>Jobs In Travel and tourism</u>	
TTC Training subsidiary of ABTA	www.ttctraining.co.uk/travelsector.html
Hospitality Careers	www.hcareers.co.uk/
ABTA (Association of British Travel Agents)	www.abta.com
AITO(Association of Independent travel Operators)	www.aito.co.uk/

Advertising Agencies:	www.i-find.co.uk/agencies.htm
<u>LEDC Case Studies</u>	
There are so many sites here. Simply use a search Engine such as Yahoo or Google and type in Tourism in X or Growth of Tourism in X or Problems of tourism in X. The sites below are just a few to show you the type of detail that is available.	
Propoor General Tourism in LEDCs	www.propoortourism.org.uk/
Global Eye Sites (<i>if problems with finding sites go to main site and work from there</i>)	http://www.globaleye.org.uk/
Good general information and case studies of Zimbabwe and Belize	www.globaleye.org.uk/secondary_spring2002/focuson/
More general facts and figures. Nepal and Gambia	www.globaleye.org.uk/archive/pdfs/GE3.pdf .
More LEDC Tourism information. Tourism in Burkina Faso	www.globaleye.org.uk/archive/GE10.pdf .
Kenya: Good overall view	http://www.martin.doran.com/tour.htm
Kenya - detailed UN report of growth, problem etc	www.un.org/esa/agenda21/natinfo/niau/kenyanp.htm
Caribbean site (download full chapter in pdf) A very good site with a great deal of detailed facts and figures.	http://www.wri.org/trade/tradenv.html
<u>Partnerships:</u>	
Scotland	www.greentourism.org.uk/
Lake District	www.planningcumbria.org
Heart of England: (refers to six partnerships at foot of this home page)	http://www.hetb.co.uk/non-member/policy/reg_tourism_policy.asp
<u>Statistical Information:</u>	
World Travel and tourism Council	www.wttc.org/
Go to economic resources section - up to date world, regional and country reports with very detailed statistics. Also each report has a section with details of the effects of September 11 th . It is advisable that staff to try look at one of these before using them with the students as they are very detailed.	
Tourist arrivals, departures and expenditure	http://www.world-tourism.org/market_research/facts&figures/menu.htm
UK National Statistics	http://www.statistics.gov.uk/CCI/nscl.asp?ID=8141&x=121&y=15
Official site of UK Tourism liaison group	www.staruk.org.uk
World Travel and tourism Tax Policy centre (go to Introduction to Tax Policy Section)	www.traveltax.msu.edu/
<u>Sustainable Tourism:</u>	
Go to case studies - many examples available	www.wisegrowth.org.uk/
General Site	www.leisuretourism.com/Ecotourism/Links/index.asp
UK Countryside and Nature Conservation	www.naturenet.net/
Organisation concerned with tourism issues	http://www.tourismconcern.org.uk
Commercial firm offering Ecotourism etc. holidays	www.responsibletravel.com
Links to consequences of tourism	www.freedomtofly.org.uk/tourism.htm
Go to list for 1999	www.un.org/esa/sustdev/success.htm
Good list of UK websites here	www.culture.gov.uk/tourism/sustainable.html

<u>Theme Parks:</u>	
Eurodisney:	http://www.disneylandparis.com/uk/introduction.htm?anim=oui
Center Parcs	www.dlp-guidebook.de/ www.centerparcs.com
<u>TOURIST AUTHORITIES:</u>	
English tourist council (list of top attractions in 2000) Regional Tourist Boards - search - choice number two for list of sites	www.english-tourism.org.uk
British Tourist Authority	www.visitbritain.com
Excellent list of addresses and sites	www.tourist-boards.com/england.htm
Dept for Culture, Media and Sport and Tomorrow's Tourism	http://www.culture.gov.uk/tourism/index.html
TIPS Tourist Industry Professionals Site	www.tourismtrade.org.uk/home.htm
United Nations site – has information linked with tourism in LEDCS	http://www.un.org/index.html
<u>Tour Operators:</u>	
Thomson Holidays	www.thomson-holidays.com
First Choice	www.firstchoice.co.uk
Lunn Poly	www.lunnpoly.co.uk
Thomas Cook	www.thomascook.co.uk
<u>Voluntary:</u>	
National Trust	www.nationaltrust.org.uk
Student Site	www.nt-education.org
English Heritage Organisation	www.english-heritage.org.uk

List of the Top Twenty LEDCs by Numbers of Tourist Visitors per year.

	Country	Numbers of tourists per year (in millions)
1	China	27
2	Mexico	19.2
3	Thailand	8.6
4	Malaysia	7.9
5=	Singapore	6.2
5=	South Africa	6.2
7	Brazil	7.1
8	Tunisia	4.9
9	Indonesia	4.7
10	South Korea	4.6
11	Egypt	4.5
12	Morocco	3.9
13	Puerto Rico	3.0
14	Argentina	2.9
15	Dominican Republic	2.6
16	Dubai	2.5
16	India	2.5
18	Taiwan	2.4
19	Zimbabwe	2.3
20	Philippines	2.1