



# **WJEC LEVEL 1/2 AWARD IN TOURISM**

## **TUTOR SUPPORT MATERIALS**

**For first teaching from September 2014**

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## Level 1/2 Award in Tourism Teachers' Guide

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# 1 INTRODUCTION

Welcome to your WJEC tutor support pack, which has been designed to assist you in the delivery of the Level 1/2 Award in Tourism.

It is the intention of this guide to be but one of several ways in which WJEC provides assistance to teachers delivering the specification, sitting alongside the specimen papers and CPD.

WJEC provides the following as part of its support for all specifications:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to the specification and other key documents on the main website
- CPD
- Easy access to both the Subject Officer and to administrative sections.

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## 2 MAKING TEACHING APPLIED AND PURPOSEFUL

Ofqual defines applied learning as 'the acquisition and application of knowledge, skills and understanding through tasks set in sector contexts that have many of the characteristics of real work or are set within the workplace. Most importantly, the purpose of the task must be relevant to real work in the sector'. Source: <http://www.ofqual.gov.uk/501.aspx>

It is important that learners recognise the knowledge, understanding and skills they develop are vocationally relevant. Applied learning can give learners 'real-life' purposeful experiences within and outside the school/college environment.

The activities within this tutor support pack where possible adopt an applied and purposeful approach to learning.

## 3 MAXIMISING EMPLOYER LINKS

The suggested approaches and activities are designed to enable learners to work on 'live' projects. Links with tourism organisations are recommended to enhance the learning experience. Learning involving different types of organisations and tourism sectors will support the learners' development of knowledge of the wider tourism industry. The 'live' projects benefit the learners, the school/college and the employer. The table below gives some example of the benefits of working with employers for this qualification.

Benefits to the learner	Benefits to the school/college	Benefits to the employer
<ul style="list-style-type: none"> <li>• More enjoyable and purposeful</li> <li>• Improved aspirations</li> <li>• Ability to apply skills, knowledge and understanding in future contexts and situations</li> <li>• Prepared for future research</li> <li>• Better prepared for the assessment</li> <li>• Develops employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• More motivated learners</li> <li>• Improved attainment and achievement</li> <li>• Better links with employers</li> <li>• Community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Free research</li> <li>• Can improve the flow of young people into the tourism sector</li> <li>• Cuts recruitment costs</li> <li>• Become the employer of choice</li> <li>• Brand awareness</li> </ul>

## **4** ***FORMATIVE AND SUMMATIVE ASSESSMENT***

**Formative** – assessment **for** learning. This should be used throughout the learning process to analyse the learning and feedback progress to learners.

**Summative** – assessment **of** learning. This is used once learning of the unit is complete. This assessment certifies the individual achievement of learners. Each unit is assessed using one summative assignment.

# 5 UNIT 1: CUSTOMER EXPERIENCE

## 5.1 Introduction to the unit

The applied purpose of the unit is to investigate the quality of the customer experience in tourism organisations. The suggested activities in the specification are designed to develop knowledge about the principles of customer service. Learners are required to develop research skills so that they can investigate the quality of the customer experience, analysing and presenting their findings. The approach supports the development of research skills required to investigate the quality of customers experience in tourism.

## 5.2 Unit guidance

The Model Assignment has been designed to cover the assessment requirements of Unit 1 of the WJEC Level 1/2 Award in Tourism.

It is imperative that centres read the specification and all sections of the Model Assignment. In particular, centres need to be aware of the task setting, task taking and task marking requirements.

It is strongly recommended that the centre collaborates closely with a suitable attraction in the delivery of this model assignment and invites staff from the attraction to be actively involved.

One or more visit to the chosen attraction would be beneficial in the preparation for the assignment to allow learners to investigate customer service situations and to undertake their research. It is recommended that interviews with customers at the attraction should not be undertaken by learners but that data should be collected through observation. However, interviews and questionnaires can be undertaken with customers of the organisation off site e.g. peer groups, friends and family, focus groups.

### Assignment Tasks

1. Review the customer service standards of an appropriate attraction.
2. Review how the needs and expectations of the customers of the organisation are met.
3. Investigate the quality of the customer experience of the attraction.

Centres may base this assignment on an attraction of their choice. It is advised that centres select an appropriate organisation in order to meet the task requirements and in particular the applied purpose, to review the customer service provision at a chosen attraction. The applied purpose should be clear and meaningful. Centres are strongly encouraged to work with organisations from the tourism industry to increase the vocational relevance of the assignment and should consider the '**Suggested Assessment Plan**' found within the assessor information.

Learners are allowed access to the internet to conduct their initial research. Centres are advised to provide learners with a list of websites which can be accessed to research their chosen organisation and/or the principles of customer service.

Centres will need to collaborate with the chosen organisation and gain consent to carry out on site research into customer service standards. Such research and investigation might be in the form of observation rather than questionnaires/interviews.

Suitable attractions could include an attraction that is popular with local people as well as tourists e.g. a local leisure centre, a theme park, a country park, an activity centre, a natural attraction e.g. commercial caves. The size of the organisation should be considered as if it is too small then there might be an insufficient range of customer service practices available to investigate. On the other hand if the organisation is too big the scale of investigation may be too wide for learners to cope with and the applied purpose might be lost.

It is important that centres understand that learners will need to interview people who have been customers of the chosen attraction. This will probably take place away from the chosen attraction.

Learners should be fully conversant with the grading of the assignment and be aware that:

- They cannot achieve higher grades until all of the Pass requirements have been met
- Each section of the three tasks indicates the grade achievable, i.e. a Pass, Merit or Distinction at level 2.

Centres are reminded that this assignment represents the assessment of the 30 GLH unit: Customer Experience. Centres should develop a scheme of work which ensures that all of the content of the unit, detailed in the specification, has been taught and exemplified where necessary. Learners will need to make extensive use of their class notes to complete the assignment.

In delivering the unit, centres should encourage learners to understand the value and importance of good customer service. Learners need to appreciate that a positive customer experience is vital to the success of a tourism organisation.

Learners need to understand the customer service standards of their chosen organisation. It would be beneficial if centres could gain access to the organisation's customer service policy. Learners could then evaluate this with their investigation.

When investigating how the needs and expectations of the organisation's customers are met, learners would benefit from visiting the chosen organisation and observing the different customer service situations on site. It would be of even greater benefit if it was possible to have industry input; perhaps inviting one of the organisation's managers to speak with the learners is deemed extremely valuable and worthwhile. This again is why it is important to select the organisation carefully. Centres are encouraged to try to build a good relationship with its industry link.

When investigating the quality of the customer experience at the chosen organisation learners will need to design research materials that will enable them to review the quality of the customer experience. If they have chosen an organisation that is popular with young people they will be able to discuss with friends and peers the quality of the customer experience.

### 5.3 Task 1

Learners will have studied the principles of customer service in preparation for this assignment and will be aware of what customer service standards are.

#### **Assignment task 1 – Review customer service standards of an appropriate tourism attraction.**

This task could be sub divided into three different aspects to cover the relevant Assessment Criteria:

- Describing the principles of customer service as shown within the chosen tourism attraction
- Describing situations where customers interact with the chosen tourism attraction
- Describing how customer service differs across different mediums at the chosen tourism attraction.

#### **Describing the principles of customer service as shown within the chosen tourism attraction**

Learners will be required to write a report which describes the principles of customer service in the chosen attraction. In this section learners will need to:

- Describe situations where the customers are greeted by staff of the attraction
- Describe situations where staff have to build a rapport with customers
- Identify the major needs of customers of the attraction
- Describe how the attraction collects and responds to feedback from customers
- Describe situations in which the attraction meets its legal requirements relating to equalities of health, safety and security.

#### **Guidance**

Learners should have access to appropriate resources such as notes made during the teaching of the content, the chosen organisation's website, notes from their visit to the organisation and/or notes made from visiting speakers in order to complete their report on how the attraction applies the Principles of Customer Service.

#### **Describing situations where customers interact with the chosen tourism attraction**

Learners will need to:

- Describe situations where staff at the attraction sell products and services to customers
- Describe situations where staff at the attraction provide advice to customers
- Describe situations where staff at the attraction provide product information
- Describe situations where staff at the attraction receive complaints and compliments.

#### **Guidance**

Learners should have access to appropriate resources such as notes made during the teaching of the content, the chosen organisation's website, notes from their visit to the organisation and / or notes made from visiting speakers in order to complete their report on how the customers interacts with the chosen organisation.

## **Describing how customer service differs across different mediums at your chosen organisation.**

Learners will need to describe situations where customer service is delivered:

- Face to face
- Online and electronically
- By telephone.

### **Guidance**

Learners will need to give careful consideration to the different media used at the chosen attraction to communicate with customers.

## **5.4 Task 2**

### **Assignment task two – Review how the needs and expectations of the customers of the organisation are met**

Task 2 includes:

- Describing the needs of different types of customer
- Explaining how tourism organisations meet the expectations of different types of customer
- Explaining the impacts of customer service on tourism organisations.

### **Describing the needs of different types of customer**

Learners will need to consider the needs of different types of customers who are relevant to the attraction such as:

- Existing
- New
- Individuals
- Groups
- Different age groups
- Different cultures/ethnicity
- Those with additional needs.

Learners will also need to consider customers' needs in terms of:

- Information
- Health, safety and security
- Accessibility
- Communication
- Advice.

### **Guidance**

Learners could give a range of examples of how the chosen attraction meets the needs of different customers in different ways. They could produce their findings in table format rather than a full report.

### **Explaining how tourism organisations meet the expectations of different types of customer**

Learners will need to think carefully about how your chosen organisation meets the expectations of different types of customers. These expectations include:

- Meeting needs
- Quality of service
- Costs of service
- Customer relationships

#### **Guidance**

Learners need to explain how the chosen organisation meets the expectations of its different customer types.

### **Explaining the impacts of customer service on tourism organisations**

Customer service can have a positive or negative impact on tourism organisations. Positive impacts create customer loyalty and other benefits. Negative impacts of customer service might give the organisation a poor reputation.

Learners need to explain what the positive or negative impacts of customer service might be for the chosen organisation.

#### **Guidance**

Learners need to consider a balance between positive and negative impacts of customer service on the chosen attraction. They might consider presenting this diagrammatically.

## 5.5 Task 3

### **Assignment task 3 –Investigate the quality of the customer experience of the attraction**

Learners should have studied the methods by which the quality of customer service provided by tourism organisations can be investigated. For this task they will have to investigate the quality of customer service in the chosen attraction.

For this learners will have to design research tools and use them to collect information. They will have to process and present the information collected and then draw conclusions about the quality of customer service provided by the attraction.

Task 3 includes:

- Designing research tools
- Processing and presenting information
- Analysing and interpreting information
- Drawing conclusions.

#### **Designing research tools**

Learners will need to design research tools to investigate the quality of customer service provided by the chosen attraction. They will also need to collect information from secondary sources.

#### **Guidance**

Learners will need to consider what type of research tools to design. These may be:

- Mystery shopper checklists
- Questionnaires
- Preparatory notes for interviews
- Secondary research logs, notebooks, observations

Learners will need to think about what is/are the most appropriate research tools to use.

# 6 UNIT 2: THE BUSINESS OF TOURISM

## 6.1 Introduction to the unit

The purpose of this unit is to enable learners to review options for business solutions for a range of issues faced by tourism organisations. Through this unit the learners will learn about the issues faced by tourism organisations in today's highly competitive market. They will gain knowledge of how they organise their businesses to respond to change. Using the knowledge and understanding they will have accrued of the tourism industry the learners will be able to recommend how organisations can respond to issues facing this dynamic industry.

The activities in this tutor support resource are suggestions only. Each centre will have to decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adapted. However, it is strongly recommended that learning involves different types of tourism organisations supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' tourism business environment. As this unit is assessed through an examination centres will also need to ensure that their learners are thoroughly prepared and are able to apply their knowledge and understanding in an applied context.

The following suggestions include a wide range of activities which involve employer involvement. However, many are designed to take place within the classroom. The GLH of 30 hours means that it is unlikely that centres will use all the suggested activities and therefore each centre will have to decide which activities are best suited to their learners and the centre's policy regarding centre visits. The suggestions include a number of individual activities which will enable the learners to gain the knowledge and understanding required for the examination however some centres might prefer a more holistic project approach.

## 6.2 Planning suggestions

1. Use your links with tourism organisations in the local area whether they be friends, school staff or governor contacts or previous contacts through work experience or careers evenings.
2. Do your homework and ensure that your chosen employer contacts can provide the information and support your learners will need.
3. Ensure that your chosen employer contacts have a clear understanding of what you require for your learners.
4. Where appropriate, promote the idea that the employer may well benefit from supporting the learners.
5. Gather articles from local and national newspapers, travel magazines and websites which are relevant to the course.
6. Liaise with the school's Business Studies department as they may well have useful textbooks, DVDs and other resources.
7. Gather video clips from websites such as YouTube and TV programmes.

- 8.** Make it exciting! Although this is an examined unit the learners will be best prepared if they can apply their knowledge and understanding to 'real-life' tourism situations.
- 9.** It is suggested that the activities be allocated around 24 hours, which would leave a further six hours for revision purposes.

## 6.3 Possible scheme of work

Learning outcomes	Assessment criteria	Content/Guidance	Resources/Activities
<p><b>LO1</b> Understand tourism organisations' objectives</p>	<p><b>AC1.1</b> Describe <b>forms of ownership</b> for tourism organisations</p>	<p><b>Forms of ownership:</b></p> <ul style="list-style-type: none"> <li>• Sole traders</li> <li>• Partnerships</li> <li>• Limited companies</li> <li>• Not for profit.</li> </ul> <p><b>Tourism organisations:</b></p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• Accommodation</li> <li>• Attractions</li> <li>• Travel agents</li> <li>• Tour operators</li> <li>• Support services e.g. VisitBritain</li> <li>• Events</li> <li>• Pressure groups e.g. Tourism Concern.</li> </ul>	<ul style="list-style-type: none"> <li>• See pages 29 – 31 of the specification.</li> <li>• <a href="http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busownership2_map.htm">http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busownership2_map.htm</a> - a mind map of forms of ownership.</li> <li>• <a href="http://www.bized.co.uk/virtual/bank/business/planning/types/expl.htm">http://www.bized.co.uk/virtual/bank/business/planning/types/expl.htm</a> - an explanation of forms of ownership.</li> <li>• Millennium Stadium ownership - <a href="https://hwb.wales.gov.uk/Find%20it/Pages/Home.aspx">https://hwb.wales.gov.uk/Find%20it/Pages/Home.aspx</a> <a href="https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/ngfl/2007-08/leis_tour/mill_stad/index02.html">https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/ngfl/2007-08/leis_tour/mill_stad/index02.html</a></li> <li>• Various Tourism/Business Studies textbooks.</li> <li>• WJEC eBook (free).</li> </ul> <p><b>Suggested activities:</b></p> <p>An introductory lesson in order to gauge their knowledge and understanding of tourism organisations and their ownership.</p> <p>A visit to a local Tourist Information Centre to gather information about the range of tourism organisations within the area. An alternative approach would be for the learners to search the internet. The learners could present their findings in one or more of the following ways:</p> <ul style="list-style-type: none"> <li>• Small group work - photographs and leaflets could be used in a wall presentation which would show a range of tourism organisations and their form of ownership. Numerical data could be produced and interpreted on the range of tourism organisations and their forms of</li> </ul>

		<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify different forms of ownership – public, private and voluntary organisations</li> <li>• give examples of forms of ownership using a range of tourism organisations</li> <li>• describe characteristics of each form of ownership</li> <li>• identify and describe forms of ownership within their own town /area</li> <li>• explain advantages and disadvantages of each form of ownership.</li> </ul>	<p>ownership – tables, charts and percentages.</p> <ul style="list-style-type: none"> <li>• Individual written reports on their findings.</li> <li>• A mind map of tourism organisations and their form of ownership – individual work</li> </ul> <p>Learners to be given individual feedback on the quality of their contribution to the group work and the accuracy, depth and clarity of their individual reports.</p> <p>The above group activities could be supported with revision notes in preparation for the exam – worksheets, notes, mock questions.</p> <p>Short test (10/15 minutes) – peer marked.</p> <p><b>Suggested GLH: 4 hours.</b> Centres should always check that the suggested GLH is appropriate for their learners.</p>
	<p><b>AC1.2</b> Explain <b>objectives</b> of tourism organisations</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Economic e.g. increase profit/turnover growth,</li> <li>• Social e.g. ethical aspects, community</li> <li>• Political e.g. employment creation, image, destination identity</li> <li>• Environmental e.g. impacts, sustainability.</li> </ul> <p><b>Learners should be able to:</b></p>	<ul style="list-style-type: none"> <li>• See page 29 – 31 of the specification.</li> <li>• <a href="http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busobjectives2_map.htm">http://www.bized.co.uk/educators/16-19/business/strategy/presentation/busobjectives2_map.htm</a> - a mind map of retail business objectives.</li> <li>• <a href="http://smallbusiness.chron.com/examples-business-goals-objectives-4698.html">http://smallbusiness.chron.com/examples-business-goals-objectives-4698.html</a> - an explanation of some objectives.</li> <li>• <a href="http://www.bized.co.uk/search/node/business%20objectives%2523">http://www.bized.co.uk/search/node/business%20objectives%2523</a> – business objectives.</li> <li>• <a href="http://www.travelweekly.co.uk">http://www.travelweekly.co.uk</a></li> <li>• <a href="http://www.ttgdigital.com">http://www.ttgdigital.com</a> – Travel Trade Gazette.</li> <li>• <a href="http://www.goodfellowpublishers.com/free_files/Chapter%2011-41cd513778807bc53c7cae7c41f6785d.pdf">http://www.goodfellowpublishers.com/free_files/Chapter%2011-41cd513778807bc53c7cae7c41f6785d.pdf</a></li> </ul>

		<ul style="list-style-type: none"> <li>• explain the main objectives of different tourism organisations</li> <li>• differentiate between economic, political, environmental and social objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.responsibletravel.com">http://www.responsibletravel.com</a></li> <li>• Various Business Studies / Tourism textbooks.</li> <li>• WJEC eBook.</li> </ul> <p><b>Suggested activities:</b></p> <p>A discussion lesson on the objectives of different tourism organisations. This could be followed by linking with one of the tourism organisations described in AC1.1. The learner's would need to explain the different objectives for a range of tourism organisations / forms of ownership. Working in pairs the learners could produce flashcards which would be used to present their findings to the rest of the group.</p> <p>The above group activities could be supported with revision notes in preparation for the exam – worksheets, notes, mock questions.</p> <p>Short test of <b>ACs 1.1</b> and <b>1.2</b> (15 minutes) – peer marked.</p> <p><b>Suggested GLH: 4 hours.</b></p>
	<p><b>AC1.3</b> Explain <b>methods</b> used by tourism organisations to achieve objectives</p>	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Marketing initiatives e.g. local loyalty schemes, websites, trade shows, pricing policy</li> <li>• Diversification</li> <li>• Staff training</li> <li>• Use of new technologies</li> <li>• Improvements to facilities</li> <li>• Expansion.</li> </ul>	<ul style="list-style-type: none"> <li>• See page 29 – 31 of the specification.</li> <li>• <a href="http://businesscasestudies.co.uk/business-theory/strategy/aims-and-objectives.html#axzz2bOTtIKbK">http://businesscasestudies.co.uk/business-theory/strategy/aims-and-objectives.html#axzz2bOTtIKbK</a> – case studies and worksheets.</li> <li>• <a href="http://www.channel5.com/shows/the-hotel-inspector">http://www.channel5.com/shows/the-hotel-inspector</a> - also on YouTube</li> <li>• <a href="http://www.travelweekly.co.uk">http://www.travelweekly.co.uk</a></li> <li>• <a href="http://www.ttqdigital.com">http://www.ttqdigital.com</a> – Travel Trade Gazette</li> <li>• <a href="http://www.premierinn.com">http://www.premierinn.com</a></li> <li>• <a href="http://www.travelzoo.com/uk">http://www.travelzoo.com/uk</a></li> </ul>

		<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify the methods used by tourism organisations to achieve their objectives</li> <li>• explain the methods used by tourism organisations to achieve their objectives</li> <li>• explain the advantages and disadvantages of methods used by tourism organisations to achieve their objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.ryanair.com">http://www.ryanair.com</a></li> <li>• Millennium Stadium – National Museum of Wales <a href="https://hwb.wales.gov.uk/Find%20it/Pages/Home.aspx">https://hwb.wales.gov.uk/Find%20it/Pages/Home.aspx</a></li> </ul> <p>Various Tourism / Business Studies textbooks.</p> <p><b>Suggested activities:</b></p> <p>A guest speaker from a local tourism organisation such as a hotel, attraction or nature reserve could visit the centre or a visit could be arranged to the organisation. The guest speaker could outline his/her organisation's methods used to meet their objectives. This could be followed with a workshop activity where the learners identify and explain methods used, by real and mock tourist organisations, to achieve their objectives. Internet research - How do Ryanair, <a href="http://www.responsibletravel.com">www.responsibletravel.com</a> or Pembrokeshire County Council achieve their objectives?</p> <p>Learners to be given individual feedback on the quality of their contribution to the group work.</p> <p>The above group activities could be supported with revision notes in preparation for the exam – worksheets, notes, mock questions.</p> <p>Short test of <b>ACs 1.1, 1.2 and 1.3</b> (20 minutes). Tutor marked with appropriate feedback.</p> <p><b>Suggested GLH: 4 hours.</b></p>
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<p><b>LO2</b> Understand the business environment in which tourism organisations operate</p>	<p><b>AC2.1</b> Explain how the <b>UK business environment affects</b> tourism organisations</p>	<p><b>UK business environment:</b></p> <ul style="list-style-type: none"> <li>• Economic factors <ul style="list-style-type: none"> <li>• Disposable income</li> <li>• Tax rates</li> <li>• Inflation</li> <li>• Exchange rates</li> </ul> </li> <li>• Environmental factors <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Legal requirements</li> </ul> </li> <li>• Social factors <ul style="list-style-type: none"> <li>• Demographic changes</li> <li>• Employment levels</li> </ul> </li> <li>• Technological factors <ul style="list-style-type: none"> <li>• Internet</li> <li>• Transport technology.</li> </ul> </li> </ul> <p><b>Affects:</b></p> <ul style="list-style-type: none"> <li>• Financial e.g. profitability, sales</li> <li>• Visitor/Passenger numbers</li> <li>• Seasonality</li> <li>• Marketing/Promotions</li> <li>• Employees.</li> </ul>	<ul style="list-style-type: none"> <li>• See page 29 – 31 of the specification.</li> <li>• <a href="http://www.bized.co.uk/educators/16-19/business/external/presentation/global1_map.htm">http://www.bized.co.uk/educators/16-19/business/external/presentation/global1_map.htm</a> - a mind map of factors affecting businesses / tourism organisations.</li> <li>• <a href="http://www.hotelnewsnow.com/Article/9312/5-key-issues-facing-travel-and-tourism">http://www.hotelnewsnow.com/Article/9312/5-key-issues-facing-travel-and-tourism</a> - useful but needs simplifying.</li> <li>• Various Tourism / Business Studies textbooks.</li> <li>• Introducing Travel &amp; Tourism. Bob Holland &amp; Ray Youell. Tandt publishing. Section 2.</li> </ul> <p><b>Suggested activities:</b></p> <p>An introductory lesson in order to gauge the learner's understanding of the UK business environment. The lesson could result in the learners producing their own mind map of the key factors.</p> <p>A guest speaker from the likes of the local council, tourism alliance or tourism partnership could outline the issues being faced by tourism organisations in the area. The speaker / assessor could present the learners with information highlighting possible issues facing different tourism organisations and ask them to suggest ways the organisations may respond to the issues. Each small group of learners are to present their options to the rest of the class and receive feedback on their suggestions from their peers and guest speaker.</p>
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		<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the economic, social, environmental and technological factors affecting the <b>UK's</b> tourism organisations</li> <li>• explain how economic, social, environmental and technological factors affect tourism organisations in their local town/area.</li> </ul>	<p>Learners to be given individual feedback on the accuracy of their mind map and their contribution to the group work.</p> <p>The above group activities could be supported with revision notes in preparation for the exam – worksheets, notes, mock questions.</p> <p>Short test (15/20 minutes) – peer marked.</p> <p><b>Suggested GLH: 6 hours.</b></p>
	<p><b>AC2.2</b> Explain effects of employment <b>rights and responsibilities</b> on tourism organisations</p>	<p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Types of employment contracts</li> <li>• Working hours</li> <li>• Rates of pay</li> <li>• Holiday entitlement</li> <li>• Health and safety</li> <li>• Equal Opportunities</li> <li>• Maternity leave.</li> </ul> <p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify rights and responsibilities relevant to tourism organisations</li> <li>• explain how rights and responsibilities affect the operation of tourism organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• See page 29 – 31 of the specification.</li> <li>• <a href="http://www.worksafe.vic.gov.au/laws-and-regulations/employer-rights-and-responsibilities">http://www.worksafe.vic.gov.au/laws-and-regulations/employer-rights-and-responsibilities</a> - a useful resource but needs to be simplified.</li> <li>• <a href="http://www.acas.org.uk/index.aspx?articleid=2949">http://www.acas.org.uk/index.aspx?articleid=2949</a></li> <li>• <a href="http://www.xtlearn.net/L/1993/1">http://www.xtlearn.net/L/1993/1</a> - PowerPoint and Fawly Towers video.</li> <li>• Various Business Studies/Tourism textbooks.</li> </ul> <p><b>Suggested activities:</b></p> <p>A visit to a local visitor attraction (any appropriate tourism organisation) could include a talk by one of the attraction's staff on employment rights and responsibilities and their effects on the operation of the organisation.</p> <p>This could be followed up in the centre by a 'Round Robin' activity where the tutor sets 4 or 5 workplace scenarios which require the candidates to identify the rights and responsibilities of the employers and their effect on the</p>

			<p>named tourism organisation. Example scenarios could include different tourism organisations such as coach operators, hotels and activity centres and examples of job descriptions. The groups have 10/15 minutes on each activity. This activity would be suitable for small group work. Each group should note their responses in order to feedback to the rest of the class.</p> <p>The above group activities could be supported with revision notes in preparation for the exam – worksheets, notes, mock questions.</p> <p>Learners to be given individual feedback on the quality of their contribution to the group work.</p> <p>Short test (20/25 minutes) – <b>AC 2.1 and 2.2</b> – tutor marked and appropriate feedback.</p> <p><b>Suggested GLH: 3 hours.</b></p>
<p><b>LO3</b> Be able to review options for solutions to issues</p>	<p><b>AC3.1</b> <b>Analyse</b> issues faced by tourism organisations</p>	<p><b>Analyse:</b></p> <ul style="list-style-type: none"> <li>• Filter information</li> <li>• Synthesize information</li> <li>• Identify salient points.</li> </ul> <p><b>Issues:</b></p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Environmental</li> <li>• Social</li> <li>• Technological.</li> </ul>	<ul style="list-style-type: none"> <li>• See page 29 – 31 of the specification.</li> <li>• <a href="http://www.tourismconcern.org.uk/issues.html">http://www.tourismconcern.org.uk/issues.html</a></li> <li>• <a href="http://www.responsibletravel.com">www.responsibletravel.com</a></li> <li>• <a href="http://www.travelweekly.co.uk">http://www.travelweekly.co.uk</a></li> <li>• <a href="http://www.ttgdigital.com">http://www.ttgdigital.com</a></li> <li>• <a href="http://www.visitbritain.org/insightsandstatistics/topics/countryside.aspx">http://www.visitbritain.org/insightsandstatistics/topics/countryside.aspx</a></li> <li>• <a href="https://www.youtube.com/results?search_query=tourism%20issues&amp;sm=3">https://www.youtube.com/results?search_query=tourism%20issues&amp;sm=3</a></li> <li>• County council strategies</li> <li>• Tourism partnerships</li> <li>• Local and national newspapers</li> <li>• Travel magazines.</li> </ul>

		<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify issues faced by tourism organisations</li> <li>• analyse issues faced by tourism organisations.</li> </ul>	<p><b>Suggested activities:</b></p> <p>Tutor set scenarios – see activity in AC2.1.</p> <p>In small groups learners are to discuss a range of issues faced by tourism organisations. The issues could be presented in the form of newspaper clips, tourism reports and/or YouTube videos. The learners are to write up their own analysis of each issue</p> <p>Learners to be given individual feedback on the accuracy, depth and clarity of their reports.</p> <p><b>Suggested GLH: 1.5 hours.</b></p>
	<p><b>AC3.2</b> <b>Interpret data</b></p>	<p><b>Interpret:</b></p> <ul style="list-style-type: none"> <li>• Manipulates data</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Size of sector</li> <li>• Profitability</li> <li>• Visitor numbers</li> <li>• Sales</li> <li>• Occupancy</li> <li>• Visitor expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.alva.org.uk">http://www.alva.org.uk</a> – Association of Leading Visitor Attractions</li> <li>• <a href="http://www.visitbritain.org/insightsandstatistics">http://www.visitbritain.org/insightsandstatistics</a></li> <li>• <a href="http://wales.gov.uk/topics/tourism/research11/tourisminwales/?lang=en">http://wales.gov.uk/topics/tourism/research11/tourisminwales/?lang=en</a></li> <li>• <a href="http://www.tourismalliance.com/downloads/TA_327_353.pdf">http://www.tourismalliance.com/downloads/TA_327_353.pdf</a></li> </ul>

		<p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify trends/patterns</li> <li>• complete calculations</li> <li>• explain/interpret the significance of data on tourism organisations.</li> </ul>	<p><b>Suggested activities:</b></p> <p>Learners are provided with data such as visitor numbers, visitor expenditure and occupancy. In a written analysis the learners identify patterns and trends and suggest reasons for them. The learners can then be given a number of actions that are taken to increase/maintain visitors and expenditure levels – this could be applied to a tourism destination or tourism organisation. Learners to discuss likely impacts of actions on the data.</p> <p>Learners to be given individual feedback on the accuracy, depth and clarity of their written report.</p> <p><b>Suggested GLH: 2.5 hours.</b></p>
	<p><b>AC3.3</b> <b>Review</b> options for solutions to issues</p>	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Summarise different options</li> <li>• Advantages/disadvantages of different options</li> <li>• Use supporting information.</li> </ul> <p><b>Learners should be able to:</b></p> <ul style="list-style-type: none"> <li>• suggest possible solutions to issues facing tourism organisations</li> <li>• explain the advantages/disadvantages of the suggested solutions.</li> </ul>	<p><b>Suggested activities:</b></p> <p>The learners could be set the task of reviewing their suggestions recommended in AC2.1 and AC2.2. Summative tests - SAM. Tutor set test. Tutor marked with appropriate feedback. Revision.</p> <p><b>Suggested GLH: 6 hours.</b></p> <p>Actual exam.</p>

# 7 UNIT 3: DEVELOPING UK TOURISM DESTINATIONS

## 7.1 Introduction to the unit

It is vitally important that centres and candidates:

- **Do not study Bath** (or any other alternative destination on which the assignment is based) as part of the delivery of the unit
- **Do not make changes** to any of the three tasks.

The three tasks are:

1. **Review how well the current provision appeals to different types of tourist.**
2. **Recommend how Bath could increase its appeal to different types of tourist. Refer to examples of how other destinations have increased appeal to support your recommendations.**
3. **Prepare presentation materials for the workshops.**

These tasks can be sub-divided so as to match the Assessment Criteria. However, although centres may choose to sub-divide the tasks differently, **but the tasks themselves must remain unchanged.**

Each task covers a number of Assessment Criteria.

Some sections of the tasks have been identified as being 'Generic' where learners can use information from their class notes and other sources and exemplify their responses from different destinations where appropriate. Other sections have to be specific to Bath or an alternative chosen destination.

'Presentation Materials' can be in a range of formats which can be decided by centres or learners.

Additionally, centres are reminded of the applied purpose of the assignment, which should be clear and meaningful. Centres are strongly encouraged to work with organisations from the tourism industry to increase the vocational relevance of the assignment and should consider the **Suggested Assessment Plan** found within the assessor information..

Candidates are allowed access to the internet for the first 2 hours of Task 1 in order to undertake their research. After this time they are allowed access to appropriate ICT facilities but not access to the internet.

Centres are advised to provide learners with a list of websites which can be accessed to research Bath or an alternative UK destination.

Candidates should be fully conversant with the grading of the assignment and be aware that:

- They cannot achieve higher grades until all of the Pass requirements have been met.
- Each section of the three tasks indicates the grade achievable, i.e. a Pass, Merit or Distinction at Level 2.

Centres are reminded that this assignment represents the assessment of the 60 GLH unit; Developing UK Tourism Destinations. Centres should develop a Scheme of Work which ensures that all of the content of the unit, detailed in the specification, has been taught and exemplified where necessary. Learners will need to make extensive use of their class notes to complete the assignment.

## **Tourism Development**

In delivering the unit, centres should encourage candidates to understand that tourism development is a continuous process through which destinations change and improve their tourism product so that they continue to provide appeal to tourists and remain competitive. This process is brought about often by small subtle changes more so than multi-million pound investments.

Tourism development is often achieved through two or more organisations working collaboratively, and learners need to appreciate that there are many different relationships between organisations working in different sectors of the industry.

In historic destinations such as Bath, preservation of the fabric of the destination, with its World Heritage Site status is paramount and any development projects have to conform to the character of the destination.

## **The Scenario**

Candidates should be reminded of the context of the scenario at the start of the assignment and be fully conversant of the 'Bath Situation', namely that 2011 saw a drop in visitor numbers to the city. The Destination Marketing Organisation, Bath Tourism Plus, has developed a broad strategy for increasing the number of visitors and has established a number of targets. This information can be found on Pages 2 and 3 of the Student Brief. As part of the strategy, Bath Tourism Plus is hosting an event for tourism organisations at which they can present ideas for increasing visitor numbers.

Centres should ensure that candidates are fully conversant with the scenario before commencing the assignment and that the documents identified through the links have been accessed and understood.

## **7.2 Task 1**

**Assignment task 1 - Review how well the current provision in Bath appeals to different types of tourist.**

This task has been sub-divided into five sections to cover the relevant AC's.

- Describing the features of different types of UK tourist destinations
- Describing the characteristics of different types of tourist
- Explaining how the features of Bath appeal to different types of tourist
- Explain factors influencing tourist decision making
- Describing how destination features of Bath are enhanced to give appeal

### **Describing the tourist features of different types of UK tourist destination**

This section is considered to be **generic**. Candidates should use the notes they made during the teaching of the content and other appropriate resources to describe the features of coastal, city and countryside destinations within the UK which appeal to different types of tourist.

### **Describing the characteristics of different types of tourist**

This section is considered to be **generic**. Candidates will need to describe the characteristics of the different types of tourist listed in the content of the specification.

### **Explaining how the features of Bath appeal to different types of tourist**

This section is focused on **Bath**. Candidates will need to explain how tourist features of Bath give appeal to different types of tourist. Candidates will need to consider the various tourist features of Bath identified in the content of the specification.

### **Explaining factors influencing tourist decision making**

This section is considered to be **generic**. Candidates will need to explain how each of the factors listed in the content influences different types of tourist to visit different destinations.

### **Describing how destination features of Bath are enhanced to give appeal**

This section is focused on **Bath**. Candidates will need to describe how tourist features of Bath can be enhanced to give appeal to different types of tourist.

## **7.3 Task 2**

### **Assignment task 2 - Recommend how Bath could increase its appeal to different types of visitor.**

This task has been sub-divided into four sections to cover the relevant AC's.

- Describing the roles of organisations involved in tourism development.
- Explaining the relationships between organisations involved in tourism development in Bath
- Suggesting how Bath can increase its appeal to different types of tourist
- Justifying how Bath can increase its appeal to different types of tourist

### **Describing the roles of organisations involved in tourism development**

This section is considered to be **generic**. Candidates need to describe roles of organisations involved in tourism development. Learners can choose examples from a range of destinations.

### **Explaining relationships between organisations involved in tourism development**

This section is considered to be **generic**. Candidates will need to explain relationships between some of the organisations involved in tourism development

### **Suggesting how Bath can increase appeal to different types of tourist**

This section is focused on **Bath**. Candidates will need to suggest how Bath can increase its appeal to different types of tourist.

### **Justifying how Bath can increase its appeal to different types of tourist**

This section is focused on **Bath**. Candidates need to justify the suggestions they have made for increasing the appeal of Bath to different types of tourist.

Learners should use examples from other destinations to show how appeal has been increased.

This section of Task 2 could be completed after the presentation materials required for Task 3 have been produced.

## **7.4 Task 3**

### **Assignment task 3 - Prepare presentation materials for the workshops.**

This task is focused on **Bath**. For this task candidates have to present their suggestions for the plan they have devised for increasing tourist appeal in Bath.