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WJEC Level 3 Applied Certificate in
TOURISM

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GUIDANCE FOR
TEACHING

Teaching from 2017
For award from 2019

# WJEC LEVEL 3

# APPLIED CERTIFICATE IN TOURISM

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# Contents

## Introduction

The **WJEC Level 3 Applied Diploma inTourism**, accredited by Ofqual and Qualifications Wales for first teaching from September 2017, is available to:

- all schools and colleges in Wales and England
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands

The qualification will be awarded for the first time in Summer 2019, using grades A*–E.

This specification offers a broad and coherent course of study which allows learners the opportunity to further develop their skills and knowledge of tourism.

The specification allows the study of tourism in the UK and and in a worldwide context.

Key features include:

- opportunities for flexible teaching approaches
- accessibility of materials
- exam questions which demand analysis and extended answers
- high-quality examination and resource materials

## Additional ways that WJEC can offer support:

- specimen assessment materials and mark schemes
- exemplar materials
- face-to-face CPD events
- examiners' reports on each question paper
- free access to past question papers and mark schemes via the secure website
- direct access to the subject officer
- free online resources including practice questions and detailed set work notes
- Exam Results Analysis
- Online Examination Review

## Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the new specification and to offer guidance on the requirements of the qualification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

The guide offers assistance to teachers with possible classroom activities and links to useful digital resources (both our own, freely available, digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

**Learning outcomes, assessment criteria and command words**

Each unit is presented as four columns: learning outcomes, assessment criteria, taught content and exemplification.

- Learning outcomes describe what a learner should know, understand or be able to do as a result of completing the unit
- Assessment criteria describe the standard a learner should achieve
- The taught content illustrate what the learner should know and understand
- Exemplification provides further guidance on what the learner should know and understand.

All assessment criteria start with a command word such as describe, explain. The command word at the beginning of each assessment criteria describes the standard a learner should achieve to achieve the assessment criteria. The following table illustrates how command words are used to target different levels of knowledge or skills and also indicates other command words that might be used to assess knowledge or skills at a similar level.

| Command words used in the specification | Possible alternative command words | Definition of command words |
|---|---|---|
| **Describe** Questions target **knowledge and understanding** of aspects of subject content. Questions typically ask learners to recall knowledge of theories/concepts | Define, identify, outline, summarise, suggest, give | **Define -** Give the meaning of <br> **Identify** - Establish or indicate what something is <br> **Outline** - Write a concise account carefully selecting relevant information and demonstrating the main features or general principles of a topic <br> **Describe** - Give an account of <br> **Summarise -** Present principal points without detail <br> **Suggest -** Present a possible case <br> **Give-** Produce an answer from recall |
| **Explain, justify** Questions target **application** of knowledge and understanding. Questions typically ask learners to explain concepts and apply knowledge to new situations | Compare, contrast | **Explain** - A comprehensive account of a topic, exploring underlying reasons, focusing upon the aspect highlighted <br> **Justify** - Give a satisfactory reason for something <br> **Compare -** Show similarities and/or differences. <br> **Contrast -** Show the differences |
| **Analyse, evaluate, discuss, assess, examine** Questions target **analysis and evaluation** of factors/concepts in tourism. Questions typically ask learners to analyse evidence, evaluate issues or draw together information and/or make judgements/discuss issues and draw conclusions. | Argue, debate, explore | **Analyse/examine** - Examine carefully and in detail so as to identify causes, key factors, possible results, etc. <br> **Evaluate**- Make a reasoned judgement (including an appropriate conclusion), whilst having critically considered a variety of arguments/ideas <br> **Discuss** - Explore the subject by looking at its advantages and disadvantages and arrive at a conclusion <br> **Assess -** Estimate or judge the value or importance of something <br> **Argue-** Present a reasoned case <br> **Debate**- Present different perspectives on an issue <br> **Explore** - Investigate without preconceptions about the outcome <br> **Evaluate** - Judge from available evidence |

**Unit 1 – The UK Tourism Product**

**Introduction**

The UK is one of the ten most visited countries in the world which appeals to a wide range of tourist types as it has wide range of destinations and visitor attractions. The UK is a well-established tourism destination which is serviced by commercial and non-commercial organisations within different sectors. The different sectors combine to provide an effective UK tourism industry which markets its products and services to tourists of all types.

Although the UK is a well-established tourism destination it is important that its' natural and built attractions and facilities are managed effectively so that they continue to meet the needs and expectations of its visitors. This importance is exemplified by the wide range of employment opportunities within the UK tourism industry and its contribution to UK's GDP.

The UK is a successful tourism destination; however there are a number of factors which could impact on the future development and success and some of them are outside the control of the UK's tourism industry.

**Unit Overview**

This unit is externally assessed by a 90 minute examination. The examination will include three scenarios with a combination of short and extended writing questions. The scenarios may be real or fictitious. The questions may relate directly to the scenarios but may also require learners to use their knowledge and understanding of case studies they have researched in the classroom.

Each centre will have to decide the best form of delivery 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 destinations and organisations supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the three scenarios. As this unit is assessed through an examination, centres will also need to ensure that their learners have a thorough knowledge of the unit terminology and are able to apply their knowledge and understanding in an applied context. One way of covering the learning outcomes for this unit are to teach them holistically, using a range of case studies and scenarios which will allow the learners to follow an applied process of learning.

**Explanation of unit content / key terms**

|  | **LO1 – Understand types of tourist** |
|---|---|
| **AC1.1** | **Describe ways in which types of tourist can be classified** |
| **Terms** | **Meaning** |
| **Inbound** | An inbound tourist involves people travelling to a different country from where they live for a holiday, business or other tourism purpose. e.g. a tourist travelling from Spain to the UK for a holiday. |
| **Outbound** | An outbound tourist involves people leaving the country in which they live to take a holiday or other tourism purpose. e.g. a business person from Bristol travelling to Berlin for a conference. |
| **Domestic** | Domestic tourism involves people of one country travelling within that country. A domestic holiday is a holiday spent in the same country and is sometimes referred to as 'staycation'.  e.g. a family from Edinburgh taking a holiday in Inverness. |
| **Business** | A tourist travelling for business purposes is known as a business tourist. Business tourism is part of the business world. Many of the UK's cities feature conference centres that cater to the needs of business tourists. An example of a business tourist is one who makes trips to different places to attend meetings or trade fairs to display and promote his/her own products and services. |
| **Visiting friends and relatives (VFR)** | A VFR tourist travels for the purpose of visiting friends and/or relatives. This could involve staying with friends or relatives or in local accommodation. VFR could be for a specific purpose such as attending a wedding, funeral or anniversary. |
| **Leisure** | Leisure tourists travel with the primary motivation of taking a holiday from everyday life. Leisure travel is often characterised by staying in hotels or resorts, relaxing on beaches or in a room, or going on guided tours and experiencing local tourist attractions. |
| **Special interest** | Special interest tourists have a particular passion such as bird watching, golfing, fishing, classic cars events, food and wine or attending a music festival. Essentially, on a special interest holiday the tourist is likely to spend most of their time engaged in the same activity. |
| **Education** | Education tourists travel to a particular place in another town, city or country for further study in order to improve his or her education. There are also people, who travel to attend workshops in order to upgrade skills. e.g. a group of students travelling to New York as part their Level 3 Tourism course. |
| **Sports** | Sports tourism involves both spectating and playing activities. Learners should be aware of the range of holidays which are available for tourists to watch major sporting events. Some of these, such as following an international cricket tour can last several weeks. Sports clubs often organise a tour for teams to play opposition in another region. Sports fans travelling to away games and returning the same day are also included as sports tourists. |
| **Adventure** | Adventure tourists seek adventurous activities that may be dangerous, such as rock climbing, river rafting, skydiving and bungee jumping. In recent years, the number of companies specialising in adventure tourism activities has increased significantly. In 2016 Visit Wales main promotional thrust was Adventure Tourism. |

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|---|---|
| **Health / Medical** | This type of tourist seeks special medical treatment, which often involves travel away outside their own country. They may need to travel because their own country doesn't provide the expertise needed or the treatment required is too expensive in their own country. Many health or medical tourists also make trips simply to stay for a few days in a healthier climate or in spa resorts. Examples of health / medical tourism include tourist flying to South Africa to undergo plastic surgery, travelling to Hungary for dental treatment or visiting the Royal Turkish Baths and Spa in Harrogate, Yorkshire. |
| **Dark** | Dark tourism is the act of travel and visitation to sites, attractions and exhibitions which have real or recreated death, suffering or the seemingly macabre as a main theme.  e.g. cemetery tourism visits in London. |
| **Cultural / religious** | These types of tourists travel to experience religious or cultural destinations such as Westminster Abbey, St. Paul's Cathedral and Stonehenge and other UNESCO heritage sites. Cultural events such as the Notting Hill Carnival and the Reading Festival also attract many tourists. |
| **Eco tourist** | This includes tourists involved in responsible travel to natural areas that conserves the environment and improves the well-being of local people. Eco tourists might also choose accommodation providers that promote sustainable tourism. e.g. buying from local producers, energy and water saving devices. |
| **Backpacker /youth** | Descriptions of modern backpackers vary. Typically backpacking tourists are understood as those travellers who demonstrate a preference for budget accommodation with a flexible travel itinerary and take longer rather than shorter holidays. However, backpacking has evolved over time and not all fit into this description as they might prefer more upmarket accommodation.<br><br>Another description of backpackers might state that they travel as self-organised tourists on a prolonged, multiple destination journeys with a flexible itinerary that could include temporary or seasonal jobs. |
| **Summary** | Learners need to know:<br>The different types of tourist<br>Their motivation for travel<br>The characteristics of their holiday/visits |

| AC1.2 | Explain the appeal of the UK as a tourism destination |
|---|---|
| **Terms** | **Meaning** |
| **Natural attractions** | Learners should know examples of major natural attractions such as mountains, rivers, forests, lakes and caves and explain why they appeal to different types of tourist. |
| **Built attractions** | Learners should know examples of major built attractions such as castles, cathedrals, abbeys, stately homes and palaces and explain why they appeal to different types of tourist. |
| **Purpose-built attractions** | Learners should know examples of major purpose-built attractions such as gardens, museums, theme parks and zoos and explain why they appeal to different types of tourist. |
| **Transport methods and facilities** | Learners should know examples of key transport methods and business names used by different tourists such as trains, planes, ferry, cruise, coach, tube, tram, sightseeing buses and car hire. |
| | Learners should also be able to explain / discuss the advantages and disadvantages of the different methods of transport, and factors which might influence tourists' choice of transport method. e.g. cost, availability, comfort, frequency, access, journey time and environmental impacts. |
| | The names of major transport facilities such as airports, ferry ports, train stations, bus stations, bridges and motorways should be learnt by learners. |
| **Business facilities** | Business tourism is an important sector of the UK's tourism industry and that modern facilities help to attract business tourists. Business facilities include large conference / trade fair centres, airport facilities (meeting rooms, business lounge and exclusive refreshment areas) and hotel facilities which include meeting / conference rooms, private refreshment rooms, and entertainment and ICT technologies. |
| **Reputation and status** | A destination's reputation is an important factor in tourists' decision making. Reputation can include: safety, security, terrorism, welcoming ethos, human rights, marketing / branding image and facilities (e.g. business, ICT, transport, accommodation). Some destinations are popular for their architecture, night life, wildlife, retail outlets, football teams, etc. |
| **Weather and climate** | Climate and weather are important factors in tourists' decision making and also influence the successful operation of tourism businesses. |
| | Climate is the long term average in a location whereas weather occurs at a specific time and destination. So, while tourists might expect certain climatic conditions when they travel to a place, they will experience the actual weather, which might deviate quite substantially from the average conditions. |
| | Learners should be able to interpret climate charts in order to determine peak times, low seasons and the best times to visit for different types of tourist. |
| | Learners should also know that extreme weather conditions can have short and long term impacts on tourism destinations. |
| **Summary** | **Learners need to know:**<br>• The key reasons why the UK appeals to both domestic and inbound tourists.<br>• Examples of the UK's key attractions and facilities.<br>• How to interpret climatic data.<br>• The possible impacts of extreme weather conditions. |

| | LO2 – Know UK tourism destinations |
|---|---|
| **AC2.1** | **Describe sectors of the UK tourism industry** |
| **Terms** | **Meaning** |
| | Britain's tourism industry is a dynamic affiliation of public and private sector organisations including small-to medium-size enterprises (SMEs); international private businesses (e.g. airlines or large hotel chains), as well as Destination Management Organisations (DMOs) at local and regional level – Visit Britain**.** |
| **Accommodation providers** | There is a wide range of accommodation providers (including timeshare, Airbnb and glamping pods) which provide products and services to types of tourist with different needs and expectations. Within the range of accommodation providers learners should know that some are serviced and other unserviced and that there are advantages and disadvantages of each type for tourists.<br><br>Grading schemes are used to provide tourist with information about the quality of accommodation. E.g. VisitBritain's National Quality Assessment Scheme. Review sites are also used by tourists to assess the quality of accommodation providers.<br><br>Learner should be able to describe the range of accommodation in a named UK tourism destination and explain why it is important for destinations to provide a range of accommodation for different types of tourist. |
| **Attractions** | Learners should be able to differentiate between natural, built and purpose-built attractions and give examples of each. They should also appreciate that some attractions are free and others charge an admission fee. |
| **Tour operators** | Tour operators arrange the transport, accommodation and leisure activities which make up the holiday packages. These packages are usually sold by travel agents.<br><br>Learners should understand the term 'vertical integration' which means that the various products or services involved in a single holiday are all owned by the same parent company. A tour operator acquires a travel agency that makes arrangements for flights, hotels and cruises all owned by the tour operator. e.g. Thomas Cook.<br><br>Learners should be able to give examples of major tour operators and know that there are mass market and specialist tour operators. |
| **Travel agents** | The role of travel agents is to act as agent selling tourism products and services such as holidays, flights, car hire, rail travel, insurance and currency exchange.<br><br>Learners should be able to give examples of major travel agents and know that there are different types of travel agents such as high street (retail) travel agents, online travel agents, specialist travel agents (business or specific destinations). |

| Transport | All tourism involves some form of transport from home to the destination and often more than one method of transport is necessary. An effective transport network is essential for the UK's tourism industry if tourists are to travel to and from tourism destinations easily, quickly and safely. Learners should know the names of major transport organisations: coach operators, car hire companies, train operators, ferry companies, cruise companies and airlines. |
|---|---|
| **Guiding and information services** | These two services are sometimes included in the support services sector. |
| | People working as guides are important in providing tourists with the appropriate information for the attraction / destination they are visiting. Blue Badge Tourist Guides are the official, professional tourist guides of the United Kingdom. They are recognised by local tourist bodies throughout the UK, and by VisitBritain, as Britain's official tourist guides. |
| | Information services in the UK's tourism industry include National Tourist Boards such as VisitWales and VisitBritain and Regional Tourist Boards such as London and North West England. Local Tourist Information Centres and visitor centres provide a range of products and services which help tourists get the most from their visit. |
| | London & Partners is the official promotional company for London. They are a not-for-profit public-private partnership, funded by the Mayor of London and a network of commercial partners. Their aims are to build London's international reputation and create additional jobs and growth for the London economy - by attracting overseas businesses, events, congresses, students and visitors to London and helping London businesses go global. |
| **NGOs** | An NGO is a non-profit organisation that operates independently of any government, typically one whose purpose is to address a social or political issue. However, NGOs may also receive funding from a government. e.g. Visit Britain and Visit Wales. |
| **Charities** | Charities are non-profit organisations. UK charities involved in tourism include:<br>• Youth Hostel Association<br>• National Trust<br>• Travel Foundation<br>• Tourism Concern.<br>The Travel Foundation is a UK based charity which aims to respond to concerns of sustainable travel. They provide tools and assistance to travellers, travel agencies and business to become more sustainable. |
| | The differences between a non-profit (charities) and an NGO are:<br><br>• An NGO's funds may be raised by the government, but it maintains a non-governmental position, with no need for government representation.<br>• A non-profit organisation uses its funds for the purpose of the organisation, rather than dividing it between the shareholders and the owners of the organisation. |

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| **Government** | VisitBritain is the national tourism agency – a non-departmental public body funded by (DCMS) which plays a unique role in building England's / Britain's tourism product, raising Britain's profile worldwide, increasing the volume and value of tourism exports and developing the UK's visitor economy. Working with a wide range of partners in both the UK and overseas, their mission is to grow the volume and value of inbound tourism across the nations and regions of Britain and to develop world-class English tourism product to support growth aspirations.<br><br>Visit Wales is the Welsh Government's tourism team, within the Department for Heritage. The role of Visit Wales is to support the Welsh tourism industry, improve tourism in Wales and provide a strategic framework within which private enterprise can achieve sustainable growth and success, so improving the social and economic wellbeing of Wales. |
| **Summary** | **Learners need to know:**<br><ul><li>The role of each sector</li><li>The different objectives public, private and voluntary sector organisations / businesses (commercial and non-commercial)</li><li>The funding of each sector</li><li>Example organisations / businesses from each sector</li><li>How different organisations / businesses work together</li><li>The advantages of different organisations / businesses working together.</li></ul> |

| AC2.2 | Describe types of UK tourism destinations |
|---|---|
| **Terms** | **Meaning** |
| **Coastal** | The UK's coastal destinations can include:<br><br>• Popular seaside resorts / towns such as Blackpool, Brighton, Skegness and Rhyl.<br>• Areas of Outstanding Natural Beauty (AONBs) and areas of the UK's National Parks such as Pembrokeshire Coast, the New Forest and Exmoor.<br><br>Learners also need to know the key features of coastal destinations such as the range of accommodation and natural and built attractions. |
| **Cultural** | The UK's main cultural destinations can include cities such as Bath, Chester, London, Portsmouth and Liverpool which offer cultural attractions within. Some of the UK's cities have been chosen as a city of culture which has helped to increase their appeal to tourists. e.g. Glasgow and Hull.<br><br>Cultural destinations can also include well known heritage sites such as Stonehenge, Fountains Abbey, Hadrian's Wall and Pembroke Castle.<br><br>Major events can also attract many people to a destination – examples include Glyndebourne Festival Opera, Glastonbury Festival and Hay Festival. |
| **Countryside** | Countryside areas are geographic areas located outside towns and cities. Learners should know the UK's major countryside areas such as National Parks, AONBs, moors, nature reserves, forests/woods and mountainous areas. Although there are many outdoor activities to be enjoyed in the UK's countryside areas they also offer stately homes, iconic gardens, heritage sites, quaint villages, market towns and real ale pubs. |
| **City** | Learners should know the UK's major cities and why they appeal to different types of tourists. Some of the UK's major cities appeal to different types of tourists – some cities have more attractions and appeal to leisure tourists whereas others might appeal more to business tourists. Some of the UK's cities have been chosen as cities of culture which has helped to increase their appeal to tourists. e.g. Glasgow and Hull. |
| **Summary** | **Learners need to know:**<br>• Examples of major UK destinations.<br>• One case study of each destination type. This should include why they appeal to tourists: key attractions, events, range of accommodation, facilities (transport, event / conference centres), leisure activities and location. |

| AC2.3 | Describe how different organisations market UK tourism |
|---|---|
| **Terms** | **Meaning** |
| **Websites** | Websites are used by nearly all tourism organisations to market their products and / or services. Websites are used to attract customers to accommodation providers, attractions, destinations, transport methods etc. Successful websites are likely to include photographs, social media links, a wide range of information and special offers. |
| **Conferences** | Representatives from some UK tourism organisations attend conferences and trade fairs in the UK and throughout the world in order to promote their business. Examples include the World Travel Market (London) and The World's Leading Travel Trade Show (Berlin 2017). |
| **London & Partners** | Some individual cities such as London (Dot London) are now using their own website and other marketing methods to promote their attractions and facilities to the rest of the world. (See AC2.1). |
| **Advertising campaigns** | UK tourism destinations and organisations use a range of advertising campaigns such as TV adverts, TV programmes, magazine articles, newspaper adverts, etc. to market what they provide. |
| **Apps and 'Pop ups'** | ICT is increasingly used by tourism destinations and organisations in order to market their products and services. The use of apps, social media, 'pop ups', are proving to be very popular with tourists as they can help enhance a visit to a tourist destination or organisation. |
| **Campaigns** | Innovative campaigns are used to promote the UK's destinations to both domestic and inbound tourists. For example, Visit England has a Year of Literary Heroes 2017 campaign while Visit Wales is promoting Year of Legends 2017. |
| **Overseas offices** | Major commercial and non-commercial tourism organisations often have overseas offices. VisitBritain has offices in several countries such as China and the USA. This global approach helps organisations to understand international customers' needs and expectations as well as connecting with overseas tourism organisations. |
| **TICs and Visitor Centres** | There are nearly 300 Tourist Information Centres and visitor centres in convenient locations across England and Wales. They have experts on the local area and are the ideal first port of call to help tourists get the most out of their visit. TIC staff has an in-depth knowledge of the area and will not only be able to help you with things like booking the best B&B but give all kinds of insider tips for discovering the area's main attractions and hidden gems. They also provide a range of products and services which help tourists plan and enjoy their visit. |
| **Billboards** | Learners should appreciate that there are other ways of marketing a destination. Billboards can be used to prompt tourists to visit an attraction or destination if they driving or walking in a city. Traditional and digital billboards can be effective marketing tools if well designed – drivers only have 3 – 6 seconds to read a sign! |
| **Summary** | **Learners need to know:**<br>• How different organisations, regions and countries market themselves to domestic and overseas tourists.<br>• The type of information which might be included on a website, app, billboard, etc.<br>• The products and services provided by TICs and visitor centres<br>• How ICT is being used to market tourism destinations and tourism businesses. |

| | LO3 – Understand employment options within the UK tourism industry |
|---|---|
| **AC3.1** | **Evaluate the range of employment opportunities within the UK tourism industry** |
| **Terms** | **Meaning** |
| **Seasonal** | There are different types of seasonal jobs in the UK's tourism industry as different sectors need to recruit staff for: bars, restaurants, hotel housekeeping, cruise ships, ski chalets, theme parks, etc. |
| **Temporary / permanent** | Some jobs in the UK's tourism industry can be full time, part-time, permanent or temporary. Tourism organisations need to be flexible in order to recruit the staff that they need. This could be a combination of full time, part time, temporary and permanent staff. |
| **Management, supervisory, operative** | There are a range of jobs at a higher level. Examples include duty managers, marketing managers, restaurant managers, maintenance managers and events supervisor. Management positions can be gained through academic qualifications, vocational qualifications or tourism industry experience.<br><br>Specific in-house training is likely to be available within the industry and is often encouraged to enhance promotion prospects and knowledge of particular issues such as leadership skills and marketing methods. |
| **Summary** | **Learners need to know:**<br>• The range of jobs available in different sectors of the UK's tourism industry.<br>• The range of jobs available at different levels within the UK's tourism industry.<br>• The advantages and disadvantages of seasonal jobs for employees and employers.<br>• The challenge of recruiting and retaining staff in the UK tourism industry with its peak and low periods. |

| AC3.2 | Describe the skills, qualities and qualifications required to work in the UK tourism industry |
|---|---|
| **Terms** | **Meaning** |
| **Personal and interpersonal** | Learners' should know the difference between personal and inter-personal skills. Responsibility, loyalty, friendliness, resourcefulness and dependability are all considered personal skills. Interpersonal skills (communication skills) refer to the ability to communicate or interact well with other people such as guests and colleagues. Interpersonal skills overlap with communication skills; however the latter can include non-verbal communication such as body language and written communication. |
| **Technical / Practical** | Technical skills are the abilities and knowledge needed to perform specific tasks in the UK's tourism industry. They are practical, and often relate to mechanical, ICT, health and safety, and mathematical. Technical skills are often underrated in the tourism industry as they involve little interaction with tourists / customers. |
| **Qualities** | Employers also value qualities as well as skills and qualifications. Typical qualities that employers seek in their employees include: honesty, work ethic, flexibility, determination, reliability, willingness to learn and loyalty. |
| **Qualifications** | There is a wide range of qualifications which tourism organisations value when recruiting and retaining staff. The qualifications offered include those offered by educational institutions such as schools, colleges and universities and include qualifications such as GCSEs, GCEs, BTECs and degrees. Some organisations encourage their staff to gain qualifications while at work, online or by attending a college / university for one day a week.<br><br>Acquiring relevant professional qualifications in the different areas of tourism can improve prospects for employment and upward mobility. In consequence, NVQs and undergraduate degrees are fairly common within the tourism workforce, especially for those in managerial and administrative roles. There are also a wide range of tourism related apprenticeships available. This sort of placement is usually offered to those in the 16 – 24 age range and can provide the necessary training and experience required to gain a permanent job. |
| **Summary** | **Learners need to know:**<br>• The skills required by the UK's tourism industry<br>• The qualities that tourism organisation employers seek in potential employees.<br>• The qualifications which are likely to be needed for some jobs in the UK's tourism industry.<br>• The different pathways to achieve management / supervisory positions.<br>• Case studies - the skills, qualities and qualifications needed for 2 different jobs. |

| AC3.3 | Analyse employment trends within the UK tourism industry |
|---|---|
| **Terms** | **Meaning** |
| **Direct and indirect employment** | The UK's tourism industry employs approximately 3 million people and is one of the most important industries in the UK. This figure is expected to increase to nearly 4 million by 2025. Learners should be aware that tourism also creates jobs outside its own sector. E.g. in retail. |
| **Full time / Part time and flexible contracts** | Nearly 90% of those employed in the UK's tourism industry are on permanent contracts – full time and part time.<br><br>Flexible contracts - under a casual contract, there is commonly no obligation on the employer to offer work to the individual and, crucially, no obligation on the individual to accept work that is offered. A zero hours contract will typically, but not necessarily, differ from a standard casual worker agreement in that, while the employer is under no obligation to offer work, the individual is usually obliged to be available and to accept the work when it is offered. There has been much criticism in the media about the increasing use of casual contracts and zero hour employment positions. |
| **Seasonal work** | The UK's tourism industry has traditionally been very seasonal. In recent years, many tourism destinations and organisations are promoting themselves as an all year round option for tourists. As a result there has been a decrease in the number of seasonal employment opportunities in the UK. Some tourism organisations also employ people from overseas during peak periods but this may change as a result of Brexit. |
| **Graduate opportunities** | More people are entering the UK tourism industry with a degree or equivalent. Although the percentage is still lower than non-tourism industries the increasing popularity of Tourism Management degree (and similar) courses are likely to narrow the gap in future years. |
| **Apprenticeships** | The number of people completing apprenticeships in the tourism industry is still quite small. However, the government's apprenticeship scheme is still in its infancy but it is hoped that more young people will take advantage of the scheme in order to learn a skill and gain a permanent work placement. |
| **Employment agencies** | Employment / recruitment agencies can assist jobseekers looking for placement in roles such as cruise ship staff, airplane hostess and hotel staff. In addition, some UK tourism organisations use these agencies to recruit staff as it can save time and money and they may not have relevant expertise to recruit the appropriate staff. |
| **Sources of data** | <ul><li>https://www.ons.gov.uk/peoplepopulationandcommunity/leisureandtourism/articles/tourismemploymentsummaries/characteristicsoftourismindustries2014#highest-qualifications-of-tourism-workers</li><li>http://www.agencycentral.co.uk/agencysearch/travel/agencysearch.htm</li><li>https://www.visitbritain.org/visitor-economy-facts</li><li>http://www.tourismalliance.com/downloads/TA390415.pdf</li></ul> |
| **Summary** | **Learners need to know:**<ul><li>Employment trends within the UK's tourism industry.</li><li>How to analyse employment trends and their impacts on the UK's tourism industry.</li><li>How to interpret graphs / charts of employment trends.</li><li>The advantages and disadvantages of different employment contracts.</li></ul> |

| | LO4 – Understand managing UK tourism destinations (Objectives of destination management) |
|---|---|
| **AC4.1** | **Explain the importance of managing UK tourism destinations** |
| **Terms** | **Meaning** |
| **Multiplier effect** | Tourism not only creates jobs in the tourism industry, it also creates jobs growth in the primary and secondary sectors of industry. This is known as the multiplier effect which in its simplest form is how money spent by a tourist circulates through a country's economy.<br><br>For example, money spent in a hotel helps to create jobs directly in the hotel, but it also creates jobs indirectly elsewhere in the economy. The hotel, for example, has to buy food from local farmers, who may spend some of this money on fertiliser or clothes. The demand for local products increases as tourists often buy souvenirs, which increases secondary employment - the positive impact.<br><br>Learners' should know that some of this money eventually 'leaks' from the economy through imports - the purchase of goods from other countries – the negative impact. |
| **Butler Model** | The purpose of the Butler Model is to look at the way that tourist destinations grow and develop. The tourist industry is dynamic and constantly changing. Therefore, the Butler Model is a way of studying tourist destinations and seeing how they change over time and in relation to the changing demands of the tourism industry. These changes can then be compared to the predictions as shown on the Butler Model which breaks down tourist destination development into 5/6 stages.<br><br>The Butler Model (and similar) is important as it raises the awareness in tourism destination organisations that they might need to regenerate, build new attractions and target new markets at some time in the future. The Butler Model and other tourism area life cycle (TALC) models can be considered as being hypothetical but experts disagree on how useful and accurate they really are. |
| **Changing trends and fashions** | There are a range of tourism trends which affect the UK's tourism industry. Examples include:<br><br>• Family structure – birth rate, life expectancy, extended families, gay / lesbian parents<br>• Increased ethnic diversity<br>• Ageing population<br>• The rise of intergenerational holidays<br><br>Fashions in tourism can include the increasingly popularity of adventure tourism, shopping tourism, ghetto tourism, nostalgia tourism and tourism linked to TV / films (Harry Potter, The Lord of the Rings and Games of Thrones).<br><br>In times of recession and insecurity (terrorism, intolerance and changing politics) tourists look for good value for money and safety. This could mean more are likely to opt for 'staycation' holidays. |

| | |
|---|---|
| **Competition** | Competition occurs among tourism destinations, countries or regions as well as tourism businesses offering similar goods or services and located in the same tourist destination. Tourism destinations and businesses are continually competing for tourists and need to consider different strategies to attract tourists. Examples might include: new attractions, regeneration of areas, targeting new markets, innovative promotional campaigns and making use of new technologies. |
| **Changing customer demographics** | Demographics are the socio-economic characteristics of a population such as age, sex, birth rate, income level, marital status, family structure and religion. The UK's tourism industry needs to be aware of changing demographics so that they market their products and services effectively and plan for the future. |
| **Economic** | A tourism destination management plan is likely to include economic objectives such as job creation and increasing the value of tourism (wealth / income for local people and businesses). Tourism can also have negative economic impacts such as an increase house prices and local products and services. |
| **Social** | A tourism destination management plan is likely to include positive social objectives such as job creation and an improvement of local facilities. Reducing negative impacts on local peoples' way of life might also be an objective. e.g. displacement, overcrowding, traffic congestion and car parking. |
| **Environmental** | Tourism destination management plans are likely to include environmental objectives such as regenerating areas, increasing the use of public transport, conserving areas, reducing pollution levels (air, water, land) and encouraging water and energy saving projects. |
| **Stakeholder needs** | Tourism destination management plans should take into account all stakeholders needs before any plans are finalised. Stakeholders can include tourism organisations, local people, government and pressure groups.<br><br>Involving stakeholders in the process is more likely to result in a plan which would work for the great majority. |
| **Success indicators** | <ul><li>An increase in the number of visitors.</li><li>An increase in visitor spending.</li><li>An increase in the number of jobs in the tourism industry.</li><li>An increase in tourists using public transport.</li><li>An increase in the number of businesses gaining sustainable tourism accreditation.</li><li>An increase in the multiplier effect.</li></ul> |
| **Summary** | <ul><li>**Learners need to know**</li><li>Tourism destination management plans.</li><li>The different objectives of tourism destination management plans.</li><li>The importance of destination management plans to tourists, tourism organisations and local communities.</li><li>Why are the plans and their objectives important?</li><li>One UK case study.</li><li>Success indicators.</li><li>http://www.cumbriatourism.org/wp-content/uploads/2015/07/DMP-2014-2016.pdf</li></ul> |

| AC4.2 | Discuss factors which could impact on the future development of UK tourism destinations |
|---|---|
| **Terms** | **Meaning** |
| **Image and reputation** | The image and reputation of a destination is an important factor for tourists when deciding whether or not to visit a destination, especially if they have not been before. Tourists may be influenced by friends and family, media reports, travel websites and other sources which provide information about the image and reputation of a destination.<br><br>Learners should be aware that significant events can drastically affect the image and reputation of a destination in a very short period of time. e.g. terrorist attacks have a negative impact on the image of a destination. Conversely, hosting a major sporting or cultural event may well result in enhancing the image and reputation of a destination. |
| **Political** | Political change can either increase or decrease a country's attractiveness for tourism, depending on what the change is. Political instability, civil unrest and war will generate negative publicity, which results in the inevitable decrease in tourist arrivals with substantial negative economic consequences.<br><br>Political stability is of extreme importance to any investment, but it is of special consequence to tourism because of what is being sold: leisure, fun, peace and comfort. These can only be successfully marketed under stable political conditions. Tourist arrivals are a barometer not only of a nation's currency relative to other currencies but also of the safe perception of a nation.<br><br>Learners should keep abreast of Brexit developments which could result in changes to border controls, visa requirements, restrictions and taxes. |
| **Social** | Social factors can impact on tourists' choice of holiday type and destination. Examples include lifestyle, religion, disposable income, diverse family structures, ethnic diversity and health awareness. Changes in social factors can have positive and negative impacts on the UK's tourism industry. Tourism organisations need to be aware of these changing factors so that they can respond by providing the products and services that tourists want. |
| **Economic** | In times of economic prosperity the demand for tourism activities in the UK increases which has a positive economic impact on the UK's GDP and tourism businesses. This is because people will travel more for business and leisure as they are likely to have an increase in disposable income. Business tourism is also likely to increase as businesses are likely to have more to spend and invest. In times of recession the opposite is likely to happen.<br><br>Changes in economic factors, within the UK and/or overseas, such as taxes, inflation levels, access to credit, disposable income and cost of living are likely to have impacts on the UK's tourism industry. |

| Environmental | Environmental factors refer to any element that might bring change to an existing environment. This can include factors such as climate change and the management and conservation of natural landscapes (countryside and coastal areas, National Parks, AONBs). The successful management of tourism destinations can help to attract both domestic and inbound tourists.<br><br>Environmental pressures such as pollution, deforestation, floods, gales, snow and ice can have impacts on tourism destinations and businesses. Learners need to know that environmental factors can have positive and negative impacts. |
|---|---|
| Summary | **Learners need to know:**<br>• The key factors which are likely to have positive and negative impacts on the UK's tourism industry in the future.<br>• The likely positive and negative impacts.<br>• UK examples. |

**Guidance for delivery**

The unit has been assigned 90 Guided Learning Hours. The unit is externally assessed by a 90 minute examination. In addition, learners will need adequate preparation/revision before commencing the examination.

Set out below is a *possible* model of how teaching time can be allocated across the assessment criteria.

| Assessment criteria | Possible teaching hours |
|---|---|
| **AC 1.1** Describe ways in which **types of tourist** can be classified | 6 |
| **AC 1.2** Explain the **appeal** of the UK as a tourism destination | 8 |
| **AC 2.1** Describe **sectors** of the UK tourism industry | 8 |
| **AC 2.2** Describe **types** of UK tourism destinations | 10 |
| **AC 2.3** Describe **how different organisations** market UK tourism | 8 |
| **AC 3.1** Evaluate the range of **employment opportunities** within the UK tourism industry | 8 |
| **AC 3.2** Describe **skills**, **qualities and qualifications** required to work in the UK tourism industry | 6 |
| **AC 3.3** Analyse **employment trends** within the UK tourism industry | 8 |
| **AC 4.1** Explain the **importance of managing** UK tourism destinations | 8 |
| **AC 4.2** Discuss **factors** which could impact on the future development of UK tourism destinations | 8 |
| **Revision/exam preparation** | 12 |

**Internal assessment – checklist**

When planning for the internal assessment it is essential that the following are addressed to ensure that candidates are fully prepared.

| Action | Comments |
|---|---|
| Has the unit been taught and meaningful learning taken place over a reasonable period of time? | A core philosophy of applied and experiential learning is: Plan, do, review. Assessment should be summative and take relatively few of the GLH. |
| Are you familiar with the controls stated in the Sample Internal Assessment? | The specification and the Sample Internal Assessment have controls that must be adhered to during the preparation and completion of the assignment. The controls are concerned with task setting, task taking and task marking. |
| Following completion of the assignment by candidates has marking been undertaken by a suitable qualified and experienced assessor? | An assessor should have appropriate expertise in the subject and level for a specified unit.  The assessor is responsible for ensuring that:<br><br>• assessment is conducted under specified controlled conditions<br>• they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment<br>• evidence is appropriately annotated<br>• observation records contain sufficient detail for objective corroboration of decisions<br>• judgements are only made against the assessment criteria and marks available |
| Has the *Mark Record Sheet* at the back of each Sample Internal Assessment been completed fully and accurately? | The *Mark Record Sheet* must be signed by the candidate and the assessor as evidence that the work presented for assessment is authentic and to ensure that assessment decisions are accurately recorded. |
| Are you familiar with the external moderation sampling? | The consistency of assessment across centres will be assured through external moderation of a sample of work for each unit entered. Postal moderation will take place each year in June. WJEC will identify the candidates who are to be submitted in a sample for external moderation. The sample size will be according to the table below.<br><br>{{TABLE}} |

*Inner table for the last cell:*

| Total number of candidates entered for the unit | Sample size |
|---|---|
| 1-99 | 10 |
| 100-199 | 15 |
| Over 200 | 25 |

| | |
|---|---|
| Are you familiar with the external moderation process? | By 5 May centres should submit a sample for each unit that includes:<br><br>• the controlled assignment brief used to set the assessment activity<br>• a controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied<br>• completed mark record sheets outlining which performance bands are met by the evidence<br>• all evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor |
| Are you familiar with the role of the external moderator? | Moderators will review all evidence presented to ensure standards are aligned within and across centres.  Evidence will be judged against the following criteria:<br><br>• task setting – were tasks set within the controls set by WJEC in the model assignment?<br>• task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?<br>• performance bands – does the evidence support the assessor's judgement of the learner's work against national standards?<br>• annotation – is the evidence produced by learners appropriately annotated?<br>• Authentication – is it clear that the evidence submitted was authentically produced by the learner?<br>• standardisation – is there evidence of effective standardisation/internal quality assurance within the centre? |

**Unit 2 – Worldwide Tourism Destinations**

**Introduction**

Opportunities to take part in tourism activities have increased tremendously over the last 50 years or so.  At the same time, the tourism industry has developed a wider range of products which provide people with the opportunity to travel to destinations which were not accessible in the past.

People are motivated to travel for a wide range of reasons and their travel opportunities are governed by a range of factors.  Most people choose to travel for a range of reasons and take part in an ever-increasing range of activities in both short haul and long haul destinations.

Different destinations appeal to tourist for a range of reasons, including climate, facilities, accommodation available and the events which take place in tourism destinations.

It is important to appreciate that tourism is an extremely dynamic industry and an aspect of this dynamism is the changing appeal and popularity of different tourism destinations. Developments in transport, major sporting events and exposure through a film or television series (e.g. Broadchurch) can increase tourists` motivation to visit the destinations. Alternatively, dramatic climatic events or terrorist activity can easily cause tourists to consider alternative destinations.

Tourism destinations need to promote themselves to potential tourists and to encourage those who have visited to return.  Destinations may need to develop marketing campaigns to support major events and need to develop strategies which promote the special, unique (USP) features of the destination.

**Explanation of unit content/ key terms**

Centres should ensure that learners have an understanding of each of the key terms in the content of the specification. The following section illustrates how each of the key terms identified in the unit content can be developed.

|  | **LO1 Understand the motivation for travel** |
|---|---|
| **AC1.1** | **Explain the range of factors which motivate tourists to travel to worldwide destinations** |
| **Terms** | **Meaning** |
| **Purpose of visit** | Learners should be aware of the range of factors which motivate people to travel. The importance of holiday tourism should be considered in relation to the importance of other motivating factors. In some cases, such as business tourism, tourists do not have a choice as to where they travel to and when they travel. The purpose of visit may also impact on the length of visit, for example sports tourism may involve travel to a match and returning the same day, or it might involve an extended visit to a county hosting a major sports tournament such as the Olympic Games. |
| **Image and reputation** | The image and reputation of a destination is an important factor for tourists when choosing to visit a destination they have not been to before. Tourists may be influenced by friends and family, media reports, travel brochures and other sources which provide information about the image and reputation of a destination. Learners should be aware that significant events can drastically affect the image and reputation of a destination in a very short period of time. e.g. Terrorist attacks in Paris, Brussels and Tunisia had a negative impact of the image of these destinations. Conversely, hosting a major sporting or cultural event may well result in enhancing the image and reputation of a destination. |
| **Time** | People have different amounts of time in which they can partake in tourism activities. Some people, such as backpackers may decide to travel for several weeks or months to long haul destinations such as Australia. Working age people will have a certain number of days holiday during the year and may choose a holiday lasting a week or a fortnight. Other people might choose a long weekend or short break to a city destination as it is more convenient to them if they have work or other commitments. |
| **Cost** | Learners should be aware that some tourists have far more money to spend on travel than others and this will affect their motivation. Generally, people will want to get good value for money and will choose destinations to suit their budgets. Learners should have some understanding of the costs of flights to long haul destinations, the price of different hotel rooms, and a typical package holiday to a short haul destination, for example. |

| Facilities/attractions | Key attractions can be a significant motivating factor which influences tourists to choose a particular destination. For example, Disneyworld and Sea World in Florida. City destinations such as Paris will have a number of 'must see' attractions such as the Eiffel Tower and the Louvre museum. Natural attractions such as mountains, rivers and coastal areas with good beaches might also motivate tourists to visit. Tourist facilities such as hotels and other accommodation, transport infrastructure and tourist information services might also influence tourists' decisions. |
|---|---|
| Security/safety | Learners should be aware of the range of security and safety issues associated with travel. No destination is completely safe but many tourists will assess the safety and security of a destination before they choose to travel. This may be a significant factor in their motivation to travel to one destination as opposed to another. Safety and security issues might also motivate tourists to choose what they do while they are visiting destinations. For example, not visiting certain areas of a city, or not travelling alone or late at night. |
| Climate | This can be a significant motivational factor for many tourists. People booking package holidays to Mediterranean resorts in summer will be motivated by the reliability of hot, dry weather. Winter sports enthusiasts will be motivated to choose resorts with a good snowfall record. Learners should be aware that for many destinations their 'high season' corresponds with the time of year when the climate is appropriate for the activities which tourists enjoy at the destination. |
| Events | Tourists may well be motivated to visit a destination because of an event which is taking place. This could be a festival or sporting event which might attract leisure tourists. Conventions and conferences would motivate business tourists. Conversely, events might motivate some tourists to choose an alternative destination since, when an event is taking place, a destination is often busy and accommodation is both expensive and difficult to find. |

| | LO1 Understand the motivation for travel |
|---|---|
| **AC1.2** | **Explain motivation of tourists to choose different types of holiday** |
| **Terms** | **Meaning** |
| **Backpackers** | Backpackers are generally younger tourists travelling on a low budget often for an extended period of time. In recent years, certain destinations such as Australia, New Zealand and South East Asia have become popular. Learners should appreciate the motivations of backpackers to travel alone or with friends and to experience new destinations. |
| **Independent** | These tourists have made their own travel arrangements rather than buying a package holiday through an agent or tour operator. Some people enjoy the freedom to choose flight times and accommodation which meets their specific needs rather than to opt for a package which has more limited choice. Learners should be aware that independent tourists are not necessarily travelling alone. |
| **Touring** | Some tourists enjoy tourism around a destination rather than staying in the same location. Usually tourists choose a car for this but touring by train is also an option. Regions of the UK are popular touring destinations as are regions of France and the USA. These tourists can choose hotel accommodation; camping and caravans are also options. |
| **All inclusive** | Learners should be aware of what constitutes an all-inclusive holiday and what differentiates it from a package holiday. Generally, an all-inclusive holiday includes all food and drinks (but drinks may be restricted to local wines and beers for example). Other options, such as 'premium all-inclusive' which includes all drinks can also be offered. |
| **Package** | The common components of a package holiday are the flight, accommodation and transfers. Learners should appreciate that package holidays can now offer more choice than they used to with accommodation options such as B&B or half-board being available. Learners should be aware of the advantages and disadvantages of package holidays. |
| **Special interest** | There is a very wide range of special interest holidays and learners should be aware of what constitutes a special interest holiday. Essentially, on a special interest holiday the tourists spend most of their time engaged in the same activity. e.g. golfing, bird watching, sailing, painting. |
| **Sports** | Sports tourism involves both spectating and playing activities. Learners should be aware of the range of holidays which are available for tourists to watch major sporting events. Some of these, such as following an international cricket tour can last several weeks. Sports clubs often organise a tour for teams to play opposition teams in another region. Sports fans travelling to away games and returning the same day are also included as sports tourists. |

| Cruise | Cruise holidays have become extremely popular over the last 20 years or so and the range of cruise holidays has increased significantly which are offered to an ever- increasing range of destinations.  River cruises and ocean cruises are available.  Also, passengers can fly to a departure port in another country or join a cruise at a UK port.  Learners should be aware of the major cruise holiday destinations for UK tourists. |
|---|---|
| Adventure tourism | As the name suggests, tourists spend most of their time partaking in adventure activities, which can be land or water-based. Common activities include walking, climbing, horse-riding, white-water rafting. In recent years, the number of companies specialising in adventure tourism activities has increased significantly. |

| | LO2 Understand the range and appeal of worldwide tourism destinations |
|---|---|
| **AC2.1** | **Explain the appeal of long haul tourism destinations** |
| **Terms** | **Meaning** |
| **Image and reputation** | Major long haul destinations such as cities and areas of countryside develop an image and reputation over a long period of time. Cities such as New York, Sydney and Hong Kong rely on a positive image and reputation to attract millions of tourists each year. |
| **Landscape features** | Iconic landscape features in long haul destinations, such as mountains, coastal and river features have a great appeal for many tourists. Learners should be aware of some of the major landscape features which have world-wide appeal, such as the Rocky Mountains or the coast of Australia. |
| **Attractions** | All long-haul destinations will have a range of attractions which appeal to different types of tourist. Some of these will be major attractions with a world-wide reputation whilst others will be smaller and appeal to a specific type of tourist. Attractions may be purpose-built such as theme parks or buildings such as cathedrals which have become attractions over time. Attractions may also be natural. |
| **Events** | Major events have become an increasingly important factor in the appeal of long-haul destinations. Hosting sporting events such as the Olympic Games or a rugby or football World Cup now enables destinations to receive world-wide exposure. Other destinations have developed cultural events which attract visitors, often outside of traditionally busy periods. |
| **Culture** | The opportunity to experience the different culture of many long-haul destinations appeals to many tourists. Different foods, customs, lifestyles and religious practices can create appeal to many tourists. |

| | LO2 Understand the range and appeal of worldwide tourism destinations |
|---|---|
| **AC2.2** | **Evaluate transport options within long haul tourism destinations** |
| **Terms** | **Meaning** |
| **Buses** | Buses provided primarily for the inhabitants of long haul destinations can provide tourists with a cheap and convenient way of exploring long-haul city destinations.  Tourists need to be confident in their ability to understand timetables and routes and be sure that they are safe and secure using local buses. |
| **Subway/suburban railway** | Most major cities have developed underground railway systems to facilitate the movement of workers around the city.  As with buses, tourists need to be sure of their safety and security when using underground systems, especially at peak times and late at night, taking notice of advice and guidance provided. |
| **Tourist bus** | These offer a very convenient, but often expensive way of travelling around major cities.  Most offer a 'hop-on, hop-off' facility enabling tourists to visit a number of major attractions and then catching the next bus to arrive.  Usually, tourist buses provide a guide or audio commentary in different languages to provide tourists with information about the destination. |
| **Taxis** | Taxis are often one of the most expensive ways of travelling around a city, especially for single travellers or couples.  However, taxis are extremely convenient and provide transport from one point to another without the tourist having to wait for public transport |
| **Car hire/private car** | Not all long-haul destinations are cities and some, such as areas of the USA or Canada, can be explored successfully by car.  Drivers need to be confident and be aware of the rules of the road such as speed limits, but cars do provide far more flexibility than many other methods of transport**.** |
| **Miscellaneous tourist transport** | These include examples such as the trams of San Francisco and the cable car to the Big Buddha in Hong Kong.  Rickshaws, tuk-tuks, and similar vehicles can be found in many cities, as can water-based transport. |
| **Cycle** | Many cities provide cycle ways which provide an alternative way to explore a city. |

| | LO2 Understand the range and appeal of worldwide tourism destinations |
|---|---|
| **AC2.3** | **Describe transport methods to short haul destinations** |
| **Terms** | **Meaning** |
| **Air** | The growth in the availability of air travel to short haul destinations over the last 20 years has been phenomenal. Low-cost carriers, notably EasyJet and Ryanair, using online reservation systems and other technological developments have provided opportunities for travel to a wide range of short haul destinations from most UK airports. |
| **Sea/Ferry** | In some cases ferries have found it difficult to compete with the competition from the increased availability of air travel. However, tourists travelling to Europe by car still find cross-channel ferries the most convenient form of travel and there is a choice of routes available. |
| **Cruise** | As indicated above, there has been a significant increase in cruise holidays in recent years, including cruises to popular short haul destinations in Europe. Passengers can embark at cruise terminals in the UK or fly to an embarkation point in Europe. Mediterranean, fiord and Baltic cruises are the most popular. |
| **Road** | Taking a car on a cross-channel ferry and driving to destinations in France, Spain and other European destinations is still a popular option. The motorway system has been developed consistently through the last 50 years and many major destinations can be reached in a day's drive. The advantages of road travel are that more luggage can be taken and the tourist has more flexibility. |
| **Fly/drive** | A popular alternative to driving to short haul destinations is the fly/drive option where the tourist flies to a destination and collects a hire car for all or part of their stay. Again, this provides the tourist with additional flexibility and choice and allows them to explore a destination at their own pace. |

| | LO2 Understand the range and appeal of worldwide tourism destinations |
|---|---|
| **AC2.4** | **Explain changes in the accessibility of short haul destinations** |
| **Terms** | **Meaning** |
| **New developments** | There are many examples where new or improved infrastructure has increased the accessibility of short haul destinations. New or expanded airports, motorway links or docking facilities for cruise ships are common examples. An airline deciding to open a new route or increase the number of flights to a short haul destination will increase its accessibility. |
| **Changing costs** | Economic conditions will affect exchange rates and this will affect the value of currencies making short haul destinations more or less expensive depending how exchange rates have changed. (For example, The Swiss Franc has increased in value against Sterling and the Euro in recent years, making Switzerland a more expensive destination and Brexit may well have an impact on currency values). |
| **Tour operators** | Exchange rates will also affect the costing of holidays provided by tour operators. If costs of hotels and other facilities/services increase at the destination, the tour operator must pass these on to their clients, making holidays more expensive. In some cases, the tour operator will decide that this may lead to a decrease in bookings and not feature the destination in its brochures. There may be other reasons, such as a lack of suitable accommodation or security issues which may also result in a destination being dropped by a tour operator. Conversely, new attractions, a good reputation or a new event may make a tour operator decide to increase its capacity at a destination, possibly by adding more flights, thus increasing the accessibility. |
| **Transport operators** | Low cost carriers in particular, look carefully at each of the routes offered and if a route is not profitable the route will be closed, impacting on the accessibility of the destination concerned. Similarly, the opening of a new route or offering more flights will increase accessibility. Other transport operators, such as coach tour operators will continually assess which of their products is profitable and increase or decrease capacity accordingly. |

| | LO2 Understand the range and appeal of worldwide tourism destinations |
|---|---|
| **AC2.5** | **Analyse climate data for short and long haul tourism destinations** |
| **Terms** | **Meaning** |
| **Temperature max/min** | Different tourist activities tend to take place within a range of temperatures. It may be too hot for some activities (e.g. playing sports) and too cold for others (e.g. sunbathing). Also, tourists are increasingly aware of the potential health effects of too much hot sunshine. |
| **Average & range of temperature** | It is important for tourists to be aware of what the temperature may be before they book a destination. Thus, the average and range of temperatures can be significant in the tourist's decision-making and can impact on the motivation to travel to a destination. In some destinations, average temperatures change very little from year to year, but in others average temperatures can vary a great deal. |
| **Precipitation totals and seasonal changes** | Generally, tourist activities are far more enjoyable when it is not raining or snowing. Wet conditions restrict many tourist activities from sunbathing to mountain walking. The total amount of precipitation and the seasonal pattern is an important factor in the appeal of many destinations. For example, the Mediterranean climate is renowned for hot dry summers with very little rainfall, making the region a popular summer holiday and beach destination. The pattern of snowfall in winter sports destinations is an important consideration for winter sports enthusiasts. |
| **Humidity** | Humidity refers to the amount of water in the atmosphere. Humid 'sticky' conditions are less pleasant for tourists and make people uncomfortable, making many tourist activities less pleasant. Increasingly, tourists opt to stay in hotels with air conditioning which controls the temperature and humidity. Higher temperatures can be tolerated by tourists if the air is less humid. |
| **High/low seasons** | All of the climatic variables listed above contribute to a pattern of climate throughout the year which influences the popularity of tourism destinations. Many destinations are most popular when they experience their best climate. At these times destinations can expect more visitors so accommodation prices and other tourism services become more expensive. It is often the case that the best weather coincides with major holiday periods, leading to congestion in some destinations. |

| | LO3 Plan marketing campaigns for tourism destinations |
|---|---|
| **AC3.1** | **Plan marketing campaigns for tourism destinations** |
| **Terms** | **Meaning** |
| **Aims and objectives** | The plan needs to have a clear aim, appropriate to the nature of the chosen destination together with a set of objectives which are to be met at key stages of the plan. |
| **Present and potential customers** | Tourism destinations need to convince present visitors to return as well as attracting new customers in the future. The plan needs to consider both present and potential markets. |
| **Resources** | The nature and range of resources which would be available to the marketing department of a major destination should be researched and considered. |
| **Timescales** | Some marketing campaigns run for several years, building on a successful strategy which changes the image and reputation of a destination. Other campaigns have a more limited time scale. |
| **Impacts** | Every marketing campaign aims to have an impact which is positive. Increasingly, the impact of the campaign will be measured against targets. |

| | LO3 Plan marketing campaigns for tourism destinations |
|---|---|
| **AC3.2** | **Design and produce materials for use in marketing campaigns for tourism destinations** |
| **Terms** | **Meaning** |
| **Structure** | Thousands of marketing materials are produced by tourism organisations each year. Each is attempting to persuade tourists to visit the destination and give clear information. |
| **Use of persuasive language** | The language used must 'sell' the destination and persuade the tourist to visit. |
| **Maps and images** | As with persuasive language, any images used in marketing materials must give a positive image and be persuasive. Maps need to be accurate; their main purpose is to ensure that the visitor gets to the destination. Maps can also provide information about a destination. |
| **Leaflets, brochures and websites** | Increasingly destinations will use a combination of printed and online materials in their marketing strategy, with a consistent message be given across all mediums. |
| **Consideration of the target market** | Many destinations will produce a range of printed materials aimed at different target markets, which would focus on different attractions and facilities. A destination's website is likely to include different pages for different target markets. |
| **Appropriate strategy** | The style and approach of the marketing materials should be appropriate for the type of destination and reflect its image and reputation. |
| **Appeal** | Essentially, the marketing materials should reflect and highlight the appeal of the destination. |
| **Attractions** | The principal attractions, both natural and built, are usually highlighted in marketing materials produced by tourism destinations. |
| **Facilities** | It is common for marketing materials to have some form of link to the accommodation within the destination. Information on transport systems and tours is also common. |
| **Events** | Events, especially major events, are often marketed separately, but it is not uncommon for destinations to promote the significant events which are occurring during the year. |

| | LO3 Plan marketing campaigns for tourism destinations |
|---|---|
| **AC3.3** | **Justify a marketing campaign for a tourism destination** |
| **Terms** | **Meaning** |
| **Presentation of a case for action** | As indicated elsewhere, it is unusual that tourism destinations will 'sit back on their laurels' and assume that tourists will continue to visit he destination. Therefore, destinations will consider the case for developing new markets or ensuring that visitor numbers from established markets are maintained. |
| **Statistical information** | Major destinations now use sophisticated methods to collect visitor information. This information will include trends in visitor numbers and feedback on potential future developments. |
| **Evidence to support use of materials and approach taken** | Tourism organisations will need to present their case for action and approach to local councils and business organisations within the destination. |
| **Use of persuasive language** | Presentations for future strategy and marketing campaigns by tourism organisations will need to persuade councils and business organisations that the approach is correct. |

**Resources**

WJEC Educational Resources website

The Leisure, Travel and Tourism section of the Educational Resources website accessed through the WJEC contains a range of case studies including a number relating to destinations. Elements of these case studies contain information and activities which can support the teaching of the unit.

Published textbooks and other resources

Many textbooks and eBooks have been produced in recent years which have been written to support qualifications such as A Level Travel & Tourism and Level 3 vocational qualifications. Travel & Tourism Publishing is a specialist publisher which offers a range of textbooks and eBooks, some of which focus on tourism destinations.

Other major publishers also offer a range of suitable textbooks which have been written for A Level and other Level 3 qualifications.

Websites of major destinations

There will be a range of websites which contain information relating to major destinations. However, it may be more difficult to find statistical data for tourist destinations which are not a recognised administrative area. Additionally, there are some obvious starting points for internet searches of the destinations chosen by candidates to study for their assignments.

The types of websites likely to contain useful information include:

- The official tourist office for the destination. This may be the starting point for statistical information and is likely to have a section for tourism professionals wishing to investigate and possibly organise tours to the destination. A list of events being held in the destination is also likely to be found.

- The national tourist office for the country in which the destination is situated. This site is likely to have links to other government sites providing statistical information.

- The convention bureau of the destination will provide information for businesses wishing to hold conferences and other events.

- Online guidebooks such as Lonely Planet, World Travel & City Guides, Time Out and similar publications.

- Review websites such as Trip Advisor.

- Accommodation booking sites such as Trivago, Hotels.com and Airbnb.

- Official websites of the major accommodation chains operating within the destination.

- Academic websites containing research documents and essays relating to the destination.

- Travel companies and tour operators offering, tours, short breaks and other holidays to the destination.

- Airlines and other transport operators with links to the destination.

- Local tour guides offering a range of options for discovering the destination.

- Most attractions within the destination will have their own websites with information about their products and services.

- Alternative and specialist guides offering interesting and unusual itineraries within the destination.

- Newspaper extracts in UK the national press featuring tourism-related articles.

- YouTube and other video clips relating to the destination.

**Programme of study**

The unit has been assigned 90 Guided Learning Hours. The unit is internally assessed, through an assignment which should take 8 hours to complete. In addition, learners will need adequate preparation time to research their ideas before commencing the assignment.

Centres should be aware that the assignment carries more marks for task 3 than the other two tasks. However, it is also important that learners obtain a thorough understanding of the key concepts such as tourist motivation, holiday types, destination appeal and transport options to and within destinations before undertaking the assignment.

Set out below is a *possible* model of how teaching time can be allocated across the Learning Objectives and Assessment Criteria.

| Assessment criteria | Possible teaching hours allocation |
|---|---|
| AC 1.1 – Explain the range of factors that can motivate tourists to travel to worldwide destinations | 12 |
| AC 1.2 – Explain motivations of tourists to choose different types of holiday | 8 |
| AC 2.1 – Explain the appeal of long haul tourism destinations | 8 |
| AC 2.2 – Evaluate transport options for tourists within long haul tourism destinations | 12 |
| AC 2.3 – Describe transport methods to short haul tourism destinations | 8 |
| AC 2.4 – Explain changes in the accessibility of short haul destinations | 8 |
| AC 2.5 – Analyse climate data for short and long haul destinations | 8 |
| AC 3.1 – Plan a marketing campaign for a tourism destination | 10 |
| AC 3.2 – Design and produce materials for use in marketing campaigns for tourism destinations | 6 |
| AC 3.3 – Justify a marketing campaign for tourism destinations | 10 <br><br>(90 GLH) |
| Completion of the unit assignment | 8 |

**Model Assignment Guidance**

**Introduction**

Centres should ensure that learners are thoroughly conversant with the concepts and terminology covered in the content of the unit and that they are familiar with the key terminology.  Also, centres should be aware of the principles of the centre-based assessment for this qualification as set out on pages 4 to 7 of the assignment brief.

In preparing learners for the assignment, centres should be aware that:

Timing – 8 hours are allowed for the completion of the assignment.  Preparation time prior to the commencement of the 8 hours is unspecified.

Resources – learners cannot have access to the internet for the duration of the assignment but they can have access to class notes, text books and information they have collected and stored beforehand.

Supervision – learners must be supervised by an assessor throughout the 8 hours of the assignment.

Feedback – assessors cannot give feedback to learners on work produced during controlled conditions.

**The Scenario and Tasks**

Centres should be fully aware of the context of the scenario in terms of the information relating to the travel company and the destinations already offered. Learners should be aware of the precise requirements of each of the three tasks as they relate to the Assessment Criteria of the unit. Centres should also be aware of the significance of the performance bands and of the marks which are available for each of the three tasks. Additionally, centres should be aware of the marks available for each 'sub-task' as defined by the Assessment Criteria. Centres may wish to provide further guidance to learners if they feel it necessary, but this should be within the guidelines set out in the Model Assignment.

As much as possible, centres should advise learners to provide separate responses to each of the components of the tasks as they relate to the Assessment Criteria. This will aid the assessment of learners' work and moderation of the finished assignments.

Centres are reminded that the rules of the assignment state that group work and collaboration are forbidden and that learners must work on their own. This means that each learner is allowed, and may be encouraged to choose different destinations to focus on. Alternatively, centres may consider directing learners to the same destinations during the research stage and then ensuring that learners work individually during the controlled conditions.

**Task 1**

Learners should understand that this task does not relate to the scenario. The controls identified on page 3 of the model assignment should be understood by learners. The total number of marks available for this is 20. Therefore, it may be that learners require less than 2 hours for this task and that additional time can be allocated to the other two tasks.

Learners should be reminded that both components of the task require explanations to access the middle and higher mark bands. It might be appropriate to include relevant examples to support judgements made.

Centres may consider developing the task by requiring learners to submit a formal report, an academic document or some other format.

**AC 1.1** – 12 marks are available for this section of the task. An explanation of the range of factors which motivate people to travel is required. Learners should be encouraged to give some consideration to the factors which can motivate people to travel with relevant exemplification where relevant. Learners should also be required to make judgements, such as the relative importance of different motivational factors for different types of tourists and the changing importance of different motivational factors in relation to worldwide tourism destinations.

**AC 1.2** – 8 marks are available for this section of the task. Essentially, in this component learners are required to explain why tourists are motivated to choose one type of holiday as opposed to another. Again, relevant exemplification should be encouraged and judgements relating to the motivations for different types of holiday should be present.

**Task 2**

It is important that centres and learners understand the relationship between the content of Learning Objective 2 and the requirements of the task as it relates to the scenario. In teaching AC 2.1 and 2.2, centres should ensure that candidates have a clear understanding of the appeal of long haul destinations and of transport options for tourists within long haul destinations. For the purposes of the assignment, candidates need to focus on one long haul destination and apply their knowledge and understanding of appeal and transport options to their chosen destination, which would be appropriate to be added to the destinations already offered by Away You Go Tours.

Similarly, in teaching AC 2.3 and 2.4, centres should ensure that learners have a clear understanding of transport methods to short haul destinations and are aware of recent changes which have affected the accessibility of short haul destinations. Again, for the purposes of the assignment, learners will need to focus on one short haul destination which could be added to the Away You Go Tours portfolio and apply their knowledge and understanding to the destination they choose.

For AC 2.5, learners are required to analyse aspects of climate data for the long haul and the short haul destinations they have chosen.

It is imperative that centres ensure that candidates have a very clear understanding of the geographical limits of the two destinations they have chosen to focus on and to clearly define these limits when undertaking their assignments.

There are a total of 44 marks available for this task. Four of the 'sub-tasks' have 8 marks available and AC 2.2 has 12.

**AC 2.1** – 8 marks are available for this section of the task. Candidates would be advised to discuss what constitutes the importance of the appeal of destinations generally and then focus on the appeal of their chosen destination. Candidates should be reminded of the need to provide an explanation of the appeal of the chosen destination making judgements regarding what they feel are the most important aspects of the destination's appeal. Information which supports these judgements should be collected during the research stage before controlled conditions commence.

**AC 2.2** – 12 marks are available for this section of the task. Candidates should be reminded that for this section an evaluation is required in order to access the higher mark bands. The range of transport methods available to different types of tourists and the advantages and disadvantages of each should be evaluated and judgements made regarding the importance of the types of transport used to travel within the destination.

**AC 2.3** - 8 marks are available for this section, which should focus on a short haul destination. The emphasis of this sub-task is a description of transport methods to the chosen destination. It can be assumed that this is short haul for UK outbound tourists. Centres could consider suggesting to candidates that they might be advised to investigate suitable destinations which do not have one obvious method of transport but offer a variety of routes and transport options to reach the destination.

**AC 2.4** – 8 marks are available for this section. The candidate is required to focus on changes in the accessibility of the chosen destination, which should be the same destination as that considered in AC 2.3. The accessibility of a destination can increase or decrease over a period of time, depending on a range of factors such as developments in transport infrastructure or decisions made by commercial organisations. No time scale is specified; the candidate should consider what is a reasonable to cover. An explanation of the changing accessibility supported by reasoned judgements is required to access the higher mark band.

**AC 2.5** – 8 marks are available for this section. Candidates need to understand that they are required to analyse climate data for both of the destinations they studied in the previous four sections of the task. Analysis of climate should relate to tourist activity as much as possible, making reasonable judgements. It would not be necessary to analyse the whole range of climate data for both destinations but to focus on the more significant aspects of climate which impact on tourist activity. Again, centres and candidates should consider climatic variables relating to tourism when choosing the destinations.

**Task 3**

Candidates should appreciate that worldwide destinations are competing amongst each other to attract tourists and that destination marketing has become an important component of the tourism industry.

In this task 36 of the 100 marks are available. The candidate has to choose **either** the long haul **or** the short haul destination they provided information on in Task 2 and develop a suitable marketing plan for their chosen destination.

In preparing for the assignment, centres should advise learners to give careful consideration to how they are going to plan their campaign and what they expect the outcome to be. Centres and candidates should note that up to 16 of the 36 marks for this task are awarded for the justification of the elements of the marketing plan.

**AC 3.1** - 8 marks are available for this section. Learners should take time in the preparation period before the assignment begins to give careful consideration to each of the five elements of the plan which are assessed namely, aims, markets, resources, timescales and impacts. Candidates will need to research their chosen destination thoroughly to ensure that the planning and marketing process is realistic for the destination. Centres may wish to add further parameters to the assignment to focus candidate's research.

**AC 3.2 –** 12 marks are available for this section. Two or three well-designed examples of marketing materials should be sufficient. Learners are advised to develop drafts of their proposed materials and/or website during the preparation stage before the assignment. Those learners who have researched and prepared effectively before controlled conditions begin are likely to be more successful. Learners should ensure that their finished materials are clear and technically accurate.

**AC 3.3** – 16 marks are available for this section. Learners should be made aware of the importance of justifying the decisions they make regarding the nature of the marketing plan and the design of the marketing materials. Well-reasoned judgements should be evident throughout the response.

**Unit 3 – The Dynamic Tourism Industry**

**Explanation of unit content/ key terms**

Centres should ensure that learners have an understanding of each of the key terms in the content of the specification. The following section illustrates how each of the key terms identified in the unit content can be developed.

| | **LO1 – Understand the range of external pressures and changing customer needs and expectations** |
|---|---|
| **AC1.1** | **Describe the range of external pressures on the UK tourism industry** |
| **Terms** | **Meaning** |
| **Environmental** | External environmental pressures such as severe weather and climate change can have negative impacts on tourism destinations and organisations in the UK. e.g. floods and gale force winds. However, a heavy snowfall is likely to have a positive economic impact on mountainous areas such as the Scottish Highlands and Snowdonia. Also an increase in temperature due to global warming might also attract more tourists to the UK. |
| **Economic** | People will not go on holiday if they cannot afford it. A recession, whether it be global or UK based, is likely to result in fewer tourists visiting the UK's tourism destinations and organisations as they will have less disposable income. Other examples of external economic pressures include:<br>• fuel costs<br>• the economic climate (recession / boom - UK / world)<br>• currency fluctuations<br>• interest rates<br>• new markets (e.g. India and China) and competition from other destinations<br>• taxes – tourist tax, VAT, income tax<br>• possible tariffs as a result of Brexit.<br>Learners need to know that external economic pressures can have positive as well as negative impacts on the UK's tourism industry. |
| **Political** | Government legislation and changes in government policy can impact on the UK's tourism industry. For example, the number of international students applying to study in the UK has decreased in recent years due to the tightening of visa requirements. In addition, one aim of Brexit is for the UK to have stronger border controls and less immigration.<br>The UK plays an active role overseas in trying to contain and combat terrorist groups. This can result in extremists apportioning blame on the UK and taking violent actions which are likely to have negative impacts on the UK's tourism industry, albeit short lived.<br>Examples of political external pressure can include:<br>• legislation such as health and safety and greater protection for people who book travel and accommodation online.<br>• economic policy<br>• foreign policy |

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| **Responses** | Responses by the UK's tourism industry might include:<br>• legislation<br>• economic policy<br>• increased security<br>• marketing campaigns<br>• reduced prices / special offers |
| **Summary** | **Learners need to know:**<br>• The range of external pressures on the UK's tourism industry.<br>• The likely positive and negative impacts of external pressures on the UK's tourism industry.<br>• How the UK's tourism industry is likely to respond to different external pressures |

| AC1.2 | Describe how the UK tourism industry has met the changing needs, fashions and expectations of customers |
|---|---|
| **Terms** | **Meaning** |
| **Higher expectations** | Generally, people have travelled far more than previous generations and have higher expectations with regard to the quality of the products and services provided by tourism organisations. The UK's accommodation providers have improved their range of products and services significantly in response to customer expectations. e.g. en-suite rooms, non-smoking rooms, spas, fitness suites, etc. |
| **Wide range of needs** | Although different types of tourist have different needs (See Unit 1 AC1.1 for different types of tourist) most simply want to be satisfied with the products and services provided by the tourism organisation(s) they are using. For example, tourists booking a religious holiday might require:<br>• visits to religious sites<br>• attending a religious festival<br>• specially prepared food  (e.g. halal, kosher)<br>• opportunities for worship |
| **Equality / disability** | The Equality Act of 2010 gives disable people the rights of access to products, facilities and services and ensures that they are treated no less favourably than other customers. This means that the UK's tourism organisations must take positive steps to remove the barriers that disabled people might face.<br><br>The Equality Act 2010 also protects people in the workplace from discrimination. e.g. age, gender, pregnancy, religion and race. |
| **Changes in lifestyle** | The term lifestyle can denote the interests, opinions and behaviours of an individual, group, or culture. Today's tourists have more disposable income than previous generations and are therefore able to travel more and further afield. This allows tourists to pursue personal interests such as sport or wildlife.<br><br>Generally, people are more aware of a healthy lifestyle which has led to an increase in active and adventure holidays. People also have more knowledge and understanding of the environmental impacts of tourism which can influence their choice of destination and organisation. Other lifestyle changes include: age, use of technology and family structure.<br><br>The UK's tourism industry needs to be aware of changing lifestyle in order to meet customer needs and expectations. For example, tour operators have had to adapt to younger children joining their grandparents on holidays meaning they have had to include more activities for the younger children. |

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| **Working patterns** | Working patterns in the UK have changed considerably over the last 50 years. Flexible working patterns have become more common as there are now more people working part-time and in casual employment. Many people also have a 4 – 6 week holiday entitlement. These changes in working patterns enables employees to take more time off to go on day trips, short breaks and / or take two or more holidays per year.<br><br>This means that UK tourism organisations such as accommodation providers need to provide the required products and services to meet the needs of peoples' changing work patterns. e.g. short break offers, theatre breaks, all-inclusive holidays. |
| **Technological developments** | This is the development of anything technological that has or can be used within the UK's tourism industry. Since the inventing of the internet, ICT has developed dramatically – booking online, researching destinations and review websites. Ipads and smart phones are commonly used to find the best deals and are easy to use.<br><br>Since the 1960's technology has developed hugely with new products such as check in systems at airports that are easier products for customers to use making their whole experience easier. Some of the most notable recent technological developments include:<br><br>• **the Internet**<br>• **call centres -** used by tour operators and travel companies<br>• **digital and cable TV** – outlets for selling travel products and service<br>• **self-check in -** saves costs for travel companies and increases convenience for travellers with checking in their luggage themselves, choosing their seat and printing boarding passes.<br><br>Technology development has also shaped the travel sector of the UK's tourism industry. **Transport** for tourism is constantly changing to meet customer demands for safer, faster, cleaner more comfortable and affordable travel. UK examples of developments in transport technology include:<br><br>**Air Travel – regional airports, Airbus A380 and Boeing 787 Dreamliner. Some UK airports, such as Manchester and Heathrow, are to be regenerated and / or expanded.**<br><br>**Rail Travel - Eurostar and** High Speed 2 (HS2).<br><br>**Road travel** – cleaner public transport (bus, tube, trams, taxis), motorways, bridges, traffic free zones, congestion charges.<br><br>**Water travel** – narrow boats, cruise ships, taxis, ferries. |

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| **Ethical considerations** | Ethical tourism simply means tourism which benefits people and the environment in different destinations. All tourism has the potential to be more sustainable and could have the following characteristics: economic prosperity, social equality and environmental and cultural protection. People are now more aware of the negative impacts of tourism and climate change.<br><br>As a result of tourists' greater awareness of ethical tourism the UK's tourism organisations have had to respond by implementing sustainable tourism practices. Examples include:<br><br>• Green Tourism Scheme<br>• Peak District Environmental Quality mark |
| **Environmental awareness** | Tourists are increasingly choosing holidays and other tourism activities which have a reduced negative impact on tourism destinations. For example, UK tourists may opt to holiday in the UK as there would be less travel which would mean a reduced carbon footprint. Other tourists might choose leisure activities within a tourism destination which are less likely to damage the environment. e.g. walking, kayaking, bird watching.<br><br>Tourists' increasing environmental knowledge and understanding has led to tourism organisations offering activities which have little or no negative impact on the local environment. This is reflected in the increase in tour operators offering environmentally friendly holidays. |
| **New activities** | Tourism destinations and organisations are always looking for new activities which might attract more tourists or a new market. The introduction of Zip World in North Wales has met the needs and expectations of tourists who are seeking adventure and more exciting activities. The Brecon Beacons National Park now offers Stargazing Nights for those interested in astronomy and its stars and planets. |
| **Summary** | **Learners need to know:**<br>• the key terms and their meaning<br>• UK examples<br>• how different sectors of the UK's tourism industry have met customers' / tourists' changing needs and expectations<br>• the importance to the UK's tourism industry of meeting customers' / tourists' changing needs and expectations |

| | **LO2 – Understand recent developments in transport technology within the global tourism industry** |
|---|---|
| **AC2.1** | **Describe recent developments in transport technology** |
| **Terms** | **Meaning** |
| **Airlines / airports** | Technology development has shaped the travel sector of the world's tourism industry. Transport for tourism is constantly changing to meet customer demands for safer, faster, cleaner, more comfortable and affordable travel. Examples of developments in transport technology include:<br><br>**Air Travel – many of the world's major airports are being refurbished and / or expanded to cater for more passengers and their changing needs and expectations. Examples include: Dubai's Al Maktoum International Airport, Amsterdam's Schiphol Airport, Mexico City International Airport and Manchester Airport's £1 billion expansion. New planes have been introduced in response to rising demand e.g. Airbus A380 and Boeing 787 Dreamliner.** |
| **Roads** | New road projects continue throughout the world as road travel is such a popular choice for many tourists and many destinations can only be accessed by road. In the UK the M8, M73 and M74 improvements in Scotland is the largest UK road construction project in recent years. India is improving its road networks throughout the country and the Interoceanic Highway between Peru and Brazil has provided tourists with an alternative way of travelling throughout this area of South America.<br><br>Bridges - the Oresund Bridge which is a combined railway and motorway bridge across the Oresund strait between Sweden and Denmark has made it easier for people to travel between the two countries. Other examples include the Hong Kong - Zhuhai-Macau Bridge, the Port Mann Bridge, Vancouver, Canada and the Millau Bridge / Viaduct in France. |
| **Rail / Metro / Trams** | Rail projects throughout the world are providing alternative routes for the ever increasing number of tourists. Some tourism destinations see rail, metro and tram as possible solutions to congested roads and high $CO_2$ pollution levels. Example developments include: Melbourne Metro Tunnel, Kenya's Standard Gauge Railway, Eurostar, the Channel Tunnel, Crossrail UK, Berlin's U-Bahn, China's CRH and Switzerland's Gotthard Base Tunnel which is 35 miles long and is the longest and deepest train tunnel in the world will offer quick and easy access through the Alps. |
| **Water** | The increasingly popularity of cruise holidays has led to cruise ships getting bigger and bigger. Royal Caribbean's Harmony of the Seas cruise ships can accommodate nearly 5,500 passengers along with 2,100 crew members. Modern cruise ships provide a wide range of facilities for their passengers. Facilities can include: libraries, water slides, mini golf, gaming arcades, cinemas, fitness suites, bars and restaurants. River cruises within Europe have also increased in popularity.<br><br>Construction projects such as the modernisation of the Panama Canal will allow some cruise ships to pass through the wider locks.<br><br>There is also a range of ferries, water buses and water taxis which enable tourists to travel to and within destinations. Sydney harbour offers more than 25 ferries to different destinations such as Manly and Watson Bay. In countries such as the UK and France there is a range of water transport along the rivers and canals. |

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| **Impacts:** | The Manchester and Heathrow airport expansions and other transport development projects can provide good case studies. |
| **Economic** | Developments in transport technology are likely to result in more tourists being able to visit the UK and its tourism destinations and organisations. The positive economic impacts will include:<br><br>• job creation<br>• an increase in foreign currency earnings<br>• an increase in income, profit and turnover for local businesses and the UK as a whole<br>• an increase in government revenue through various taxes.<br><br>Negative economic impacts could include the short and long term costs of transport development and construction. |
| **Environmental** | Although the following environmental impacts are generic they can still be applied to different transport development projects.<br><br>Positive environmental impacts might include:<br><br>• the regeneration of an area<br>• the refurbishment / modernisation of an existing facility such as a rail station, motorway or airport.<br><br>Negative environmental impacts might include:<br><br>• the loss of habitat and SSSI sites<br>• damage to flora and fauna<br>• an increase in pollution levels – water, land and air. |
| **Social** | Major projects such can result positive and negative social impacts.<br><br>Negative social impacts might include:<br><br>• the destruction of peoples' homes - displacement<br>• an increase in traffic congestion / parking problems<br><br>Positive social impacts might include:<br><br>• compensation schemes for householders<br>• historical buildings are often protected and archaeologists are permitted access to construction areas which reveal artefacts of interest and importance<br>• improved infrastructure for communities such as new roads, shops, schools and health centres. |
| **Summary** | **Learners need to know:**<br><br>• UK and worldwide examples of recent transport developments<br>• the positive and negative impacts of developments in transport technology |

| AC2.2 | Discuss how the tourism industry has made use of new information and communication technology |
|---|---|
| **Terms** | **Meaning** |
| **Global Distribution Systems (GDS)** | A global distribution system (GDS) is a network operated by a company that enables automated transactions between travel service providers (mainly airlines, hotels and car rental companies) and travel agencies. These businesses can access scheduling and inventory of hotels, airlines, car rentals, and railway and bus reservations – in real time. Major GDS networks include Amadeus, Sabre and Travelport.<br><br>**Independent travel agents, online agents, and travel agencies now use increasingly more sophisticated GDS systems to search for the best available travel and accommodations and rates for their clients. Agents will make airline and hotel reservations (in real time) for clients, and they will complete their research and bookings within minutes.**<br><br>Promotional messaging to agents through GDS alert agents to special rates, fares, and travel packages – an effective marketing tool for passing savings on to agents, and from agents to their customers.<br><br>GDS systems also support high traffic portal travel sites like Booking.com, Travelocity or Trip Advisor. |
| **Databases** | Databases used by the tourism industry may vary from simple customer databases used by small hotels and guest houses to huge databases used by the likes of Thomson Holidays (TUI). Useful databases also include the wide range of statistics produced by organisations such as VisitBritain and the Office for National Statistics.<br><br>Customer databases and tourism statistics help tourism organisations such as hotels and tour operators market their products, target customers (database marketing) and plan for the future. The more tourism organisations know about their customers the more precise and effective their marketing becomes.<br><br>Some tourism experts believe information is the lifeblood of tourism! |
| **Online bookings and payments** | There are many different online booking systems such as Rezgo and Trekksoft which allow secure and quick payments systems. Modern and efficient online booking systems are compatible with tablets, PCs and mobile phones which offer customers a range of devices to book and pay.<br><br>Nearly 60% of travellers book their travel online. If tourism organisations do not offer customers the ability to book holidays or activities in real-time, they will miss out on valuable bookings.<br><br>Some online booking systems also help tourism organisations with direct marketing and promotions. |

| Websites | Websites provide a wealth of information and images for customers who are interested in making a booking or visiting a destination and its attractions. In recent years some websites have become more sophisticated as they target specific tourist types and try to develop on online relationship with these customers. For example, some websites are using local people to help sell their destination with local stories and experiences. Websites that have had good reviews include:<br><br>• http://www.visitmusiccity.com/storyofnashville/<br>• https://www.visitscotland.com/<br>• http://www.visitcalifornia.com/<br><br>Informative and interesting websites can help to attract more visitors and customers to tourism destinations and tourism organisations. |
|---|---|
| Feedback | The global tourism industry is very competitive. Tourism organisations may have a wonderful website selling amazing products at a price that customers want, but so do their competitors. Reviews collected by businesses such as Feefo can help to generate more potential customers to tourism organisations. This can help to increase customer / visitor numbers and increase sales and profits. Reviews and ratings from customers will also influence other customers and help tourism organisations improve their products and services and plan for the future. Probably the best known review website is Tripadvisor. |
| Ticketless travel | Some airlines offer ticketless travel which means a booking has been made online and the passenger is only required to present a passport and booking reference number. However, many airlines still require a printed boarding pass. Ticketless travel can be seen as more efficient as less paper is involved for transport organisations. |
| Apps | Apps are playing an increasingly important role in the tourism industry. The days of guidebooks, maps, and other printed material have largely been replaced by Apps. Tasks such as bookings, information, invoices, etc, have become automated, saving time and money for customers and the tourism industry. The relationship between travel and technology is becoming increasingly closer and tourism businesses need to adapt to this new technological shift and make sure they are able to reach their customers in the mobile environment and become an active part of their digital lives. The most popular Apps usage include hotel search and bookings, maps, restaurants, flight deals and check ins prior to a flight. |
| Social media | Social media has made a huge impact on the tourism industry. Customers use social networking sites to carry out research, make informed decisions about their destination choice and transport options and share their personal experiences of a particular hotel, restaurant or airline. TripAdvisor is one of the major players with over 50 million monthly visitors.<br>This style of user-generated content is seen by the online community as more credible and authentic and for many hotels, restaurants and visitor attractions, if they are not highly rated, they are losing out to their competitors. Facebook has nearly 2 billion active users posting updates and sharing images.<br>Areas that social media have influenced the tourism industry include:<br>• travel research<br>• social sharing<br>• improved customer service |

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| **Apple watches and similar** | The current Apple Watches are wrist computers but they do have limitations as they don't have a keyboard and you can't browse the internet – the screen is too small. However, owners of an Apple Watch can make payments, check emails, get directions and use Apple Watch Apps. |
| **Summary** | **Learners need to know:**<br>• examples of ICT used within the tourism industry<br>• how the tourism industry uses ICT<br>• the benefits to the tourism industry of using ICT |

| | LO3 – Understand how environmental awareness has affected the global industry |
|---|---|
| **AC3.1** | **Explain strategies used to manage important heritage and cultural attractions** |
| **Terms** | **Meaning** |
| **Introduction - Objectives, roles and tourism organisations** | Before studying the strategies used to manage important heritage and cultural and sensitive tourism destinations (ACs 31. And 3.2) it is worth exploring the key tourism organisations and their objectives.<br><br>Governments and their department (e.g. DCMS, Treasury, Transport), National Tourism Organisations (e.g. VisitScotland) The VisitBritain website explains the structure of tourism in Britain. Objectives are likely to include:<br>• environmental<br>• marketing<br>• economic<br>• research and funding (grants)<br>• political – enhanced image, identity and reputation<br><br>Local authorities, regional organisations and Destination Management Organisations (DMOs – e.g. Visit Somerset) and Destination Management Companies. Objectives are likely to include:<br>• control of planning and land use regulations<br>• local infrastructure development<br>• localised marketing – e.g. events<br>• visitor management<br><br>International agencies such as UNESCO and UNWTO and NGOs. Objectives are likely to include:<br>• research and funding of tourism projects<br>• staff expertise / guidance for tourism projects<br>• tourism education for local communities<br>• promoting awareness of environmental, economic, political and social issues / impacts<br><br>Commercial organisations (private sector) such as tour operators, travel agents, accommodation providers and transport organisations – local, national and international. Objectives are likely to include:<br>• the selection and marketing of destinations<br>• the designing and selling of holiday packages<br>• promoting tourism businesses<br>• maximising profits<br><br>**The ideal aim of managing tourism destinations is to minimise the negative impacts of tourism activities and maximise the positive impacts.** |

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| **Education** | There are number of ways that education can be used to help manage heritage and cultural attractions. Examples include:<br><br>• signs within attractions<br>• websites – general and attractions - apps<br>• visitor information centres<br>• tourist information centres<br>• leaflets<br>• www.responsibletrave/.com – the travel guides are an excellent education resource<br>• tv programmes<br>• tour operator brochures, websites.<br>• guides / wardens<br>• pressure groups such as Tourism Concern |
| **Signage** | Signs can be effective in educating and guiding tourists. Signs used for walks and trails can be informative as well as keeping tourists on paths which help to protect flora and fauna. Signs such as 'do not feed the animals' are simple but effective. Signs are often seen in National Trust and National Parks areas. |
| **Visitor management** | There is a range of visitor management techniques which are available to those who operate attractions. Examples include:<br><br>• limiting visitor numbers<br>• restricting visit time<br>• restricted opening times<br>• increasing opening times<br>• zoning – restricting or increasing space available to be explored<br>• code of conduct / behaviour<br>• introducing or increasing entry / admission fees<br>• restriction by visitor type through pricing policies<br>• signage<br>• informing tourists – leaflets, signs, displays, audio guides<br>• designation - choosing a place for a special purpose or giving it a special status. Examples include: National Parks, UNESCO sites, AONBs and SSSIs.<br>• conservation can include the protecting of animals and plant life and their habitats. It can also relate to the conservation - restoration of cultural heritage which focuses on protection and care of tangible cultural heritage, including artworks, architecture, archaeology, and museum collections.<br>• Interpretation – this is when tour guides, visitor centres, websites, etc. turn factual information into something more meaningful for tourists. This enables tourists to gain an insight and understanding of the reasons for conservation and protection of heritage and cultural attractions. Interpretation elaborates on facts by putting them into context and weaves them into a short story which is more exciting and informative for tourists.<br><br>The big challenge for the management of attractions is to preserve areas and buildings with minimal human impact, in particular by leisure activities, while at the same time, zones must be found to satisfy recreational and educational needs. |

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| | The development of visitor management plans as part of the management of natural and built attractions is widely accepted by managers and international organisations as a way of reducing conflicts. Implementing visitor management techniques requires accurate knowledge of visitor numbers and activities.<br><br>Managing tourism in a sustainable way is the broad answer. However, this requires both a long-term plan and careful consideration of the many ways in which tourism activities and environment interrelate. |
| **Summary** | **Learners need to know:**<br><br>• This AC focuses on built attractions but does not exclude examples such as heritage coastlines and UNESCO sites (e.g. Giant's Causeway)<br>• explain a range of strategies used to manage and protect heritage and cultural attractions<br>• examples from the UK and overseas<br>• two case studies – one from UK and one from overseas |

| AC3.2 | Examine how sensitive tourism destinations are managed |
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| Terms | Meaning |
| Introduction | See AC3.1 for the tourism organisations involved and their different objectives. |
| Designation | This is the choosing of a place for a special purpose or giving it a special status. Examples include: National Parks, UNESCO sites, AONBs and SSSIs. The actual choosing of a place to be a National Park or UNESCO site gives a place a special status and recognition. It follows that such places need to be managed in order to conserve them for future generations.<br><br>Example: Each National Park is administered by its own authority, but that authority does not own all of the land within the Park. They are independent bodies funded by central government to:<br><br>• Conserve and enhance the natural beauty, wildlife and cultural heritage.<br>• Promote opportunities for the understanding and enjoyment of the special qualities of national parks by the public.<br><br>In carrying out these aims, National Park Authorities are also required to seek to foster the economic and social well-being of local communities within the national park. How do National Parks Authorities and their staff manage such sensitive tourism destinations by using a range of methods:<br><br>• conserving habitats such as woodlands, forests and wetlands<br>• reintroduction projects. e.g. barn owl, eagles, beavers<br>• working with landowners, communities and agencies<br>• protecting historical buildings and sites. e.g. Hadrian's Wall<br>• monitoring the effects of climate change (MICCI project)<br>• promoting public access and understanding of the countryside<br>• employing people with expertise in archaeology, planning, education, wildlife, sustainability and Geographical Information Systems (GIS). |
| Carrying capacity | "Tourism Carrying Capacity" is defined by the World Tourism Organisation as "The maximum number of people that may visit a tourist destination at the same time, without causing destruction of the physical, economic, socio-cultural environment and an unacceptable decrease in the quality of visitors' satisfaction".<br><br>This is a contentious topic for the tourist industry as more destinations and attractions are talking about placing limits on the number of tourists that visit each year. While some critics argue that putting a cap on the number of tourists will hurt local economies, others argue that we are quickly destroying natural environments and overcrowding urban destinations. The age old question remains then, what is this balance?<br><br>In reality it has proven difficult to monitor visitor numbers to places such as national parks. Also different tourist types have different impacts on a destination visited – coach parties and school groups are likely to have different impacts when compared with culture vultures or birdwatchers. Examples of attractions / destinations which have limited the number of visitors include: Machu Picchu (Peru), Cinque Terre (Italy), and the Galagapos Islands (Ecuador). The island of Santorini (Greece) has limited the number of cruise ship passengers visiting per day. |

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| **Zoning** | A zoning system can ensure that tourism activities take place at a sustainable level that maximizes benefits and limits negative impacts. In addition, zones can be used to separate different incompatible uses and to minimize user conflicts - tourist activities versus traditional local activities.<br>Zoning means that the given area is divided into clearly designated zones listing the types of tourism activities and infrastructure that would be acceptable and should be developed. |
| **Restricting access** | Signatories to the Antarctic Treaty, which include the UK, agreed to impose restrictions on the size of cruise ships that land passengers and the number of people they can bring ashore at any one time. The agreement makes current voluntary limits mandatory under international law.<br><br>Limiting tourist access to the continent has taken on urgency because of a surge in visits and recent cruise ship accidents. The International Association of Antarctica Tour Operators has said that visits have risen from 6,700 tourists in 1992-93 to 45,213 in 2008-09.<br><br>In the UK sensitive tourism destinations such as National Parks, AONBs, SSSIs and AoSPs have a primary purpose of conserving the natural landscape (plant and wildlife). In some cases this may mean prohibiting or restricting access to the site.<br><br>Many heritage sites already restrict access or are considering this option. Examples include: Venice and Machu Picchu. |
| **Sustainability indicators** | There are a number of indicators which are applicable to different sensitive tourism destinations. However, they can broadly be categorised as:<br><br>Environmental – preservation of nature, water quality, waste management, pollution.<br><br>Social / cultural – visitor numbers, overcrowding, seasonality, quality of life, prices, traffic congestion, westernisation, authenticity, crime, local community views.<br><br>Economic – job creation, seasonality, wage levels, leakage, local business profits / involvement, GDP, investment. |
| **Education** | There are number of ways that education can be used to help manage sensitive tourism destinations. Examples include (also see AC3.1):<br><br>• community inclusion in tourism development – educating hosts<br>• signs within attractions<br>• websites – general and attractions<br>• visitor information centres<br>• tourist information centres<br>• leaflets<br>• www.responsibletrave/.com – the travel guides are an excellent education resource<br>• tv programmes<br>• tour operator brochures, websites.<br>• guides / rangers<br>• pressure groups such as Tourism Concern |
| **Summary** | **Learners need to know:**<br>• explain a range of strategies used to manage and protect sensitive tourism destinations<br>• examples from the UK and overseas<br>• two case studies – one from UK and one from overseas |

| AC3.3 | Evaluate how the tourism industry has responded to the threat of climate change |
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| **Terms** | **Meaning** |
| **Climate change** | **What is climate change?**<br><br>Global warming doesn't mean we'll all just have warmer weather in future.<br><br>As the planet heats, climate patterns change. It'll mean more extreme and unpredictable weather across the world – many places will be hotter, some wetter, others drier.<br><br>We know the planet has warmed by an average of nearly 1°C in the past century. That might not sound much, but on a global scale it's a huge increase and it's creating big problems for people and wildlife.<br><br>**What causes climate change?**<br><br>With regard to tourism the main causes are:<br>• carbon dioxide<br>• deforestation<br>• burning fossil fuels |
| **Transport** | Carbon dioxide ($CO_2$) is not a pollutant but a greenhouse gas which contributes mainly to global warming effects and which is associated with climate change.  Governments and transport / tourism organisations have responded mainly through:<br><br>• stricter engine exhaust emission tests<br>• cleaner fuel<br>• congestion charges - London<br>• electric / hybrid cars, buses – hire car companies<br>• fuel efficient aircraft – A380<br>• proposed banning of diesel cars in cities – Paris, Madrid, Mexico City and Athens<br>• better and 'cleaner' public transport – trams, buses, trains<br>• promotion / encouragement to fly no more than once a year, use trains, cycling / walking holidays |
| **Accommodation** | Green Hotelier is an International Tourism Partnership which works with the world's leading hotel groups to drive the responsible business agenda.  The Green Tourism Scheme has similar aims. Best practice includes:<br><br>• decreasing electricity consumption<br>• decreasing water consumption<br>• decrease paper consumption<br>• increase recycling<br>• decrease energy waste (e.g. air conditioning)<br>• using environmentally friendly products (e.g. for cleaning)<br>• having an Environmental Policy  - also a requirement for hotel partners / suppliers<br>• promotion of an environmental day or week<br>• suggestion boxes for staff and guests<br>• award of certificates / ISOs |

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| **Tour operators** | The role of tour operators include:<br>• connecting tourists to destinations<br>• promoting destinations<br>• developing itineraries<br>• opening new areas for tourism<br><br>An increasing number of tour operators have used their influence to:<br><br>• educate and encourage tourists to make responsible choices<br>• promote sustainable tourism destinations and activities<br>• develop 'environmentally friendly' itineraries<br>• support local communities in tourism destinations<br><br>Examples of tour operators influencing tourism and tourists include: TUI (Thomsons), Intrepid Travel and Responsibletravel.com<br>Useful resource: http://sustainabletourism.net/wordpress/ |
| **Destinations** | Many tourism destinations throughout the world are making efforts to combat climate change.<br>Barcelona is aiming to become a "self-sufficient city with zero emissions".<br><br>The authorities hopes to achieve this by:<br><br>• implementing an Energy, Climate Change and Air Quality Plan 2011-2020<br>• raising the awareness of climate change<br>• electrifying vehicles<br>• smart street lighting<br>• reducing energy usage<br>• increasing the use of solar and renewable energies<br>• introducing HVAC systems<br>• promoting Barcelona as a "Green City" tourism destination<br><br>Many other destinations, urban, coastal and rural, are trying to combat climate change and its impacts using a variety of methods. |
| **Summary** | **Learners need to know:**<br>• examples of how the tourism industry has responded to the threat of climate change<br>• how successful responses have been – evaluate – successes and failures |

| | LO4 - Understand current issues facing the tourism industry |
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| **AC4.1** | **Discuss issues facing the global tourism industry** |
| **Terms** | **Meaning** |
| **Emergence of new markets** | There are many interesting issues occurring in the global travel industry today, and one of the most notable is the growing impact of affluent travellers from "emerging" market countries on travel spending and investment. |
| | The increasing number of tourists from emerging markets has led to an increase in tourism organisations reviewing marketing and investment strategies. Many major tour operators in the west are targeting tourists from the emerging markets, especially as they spend more per head than average. Major accommodation providers are investing in Asia and there has been a growth in the building of major airports within this area. India and China are the two of largest emerging markets. |
| | Other aspects of emerging markets include: |
| | <ul><li>the growth of Online Travel Agents (OTAs) in India targeting niche holidays in India</li><li>the increase in domestic, outbound and inbound tourism within Poland the Baltic states</li><li>the increase in domestic, outbound and inbound tourism within the Middle East. Airports such as Abu Dhabi and Dubai are major hubs for international travel. Qatar hosting of the Football World Cup in 2022 will lead to further interest and investment in the area</li><li>the majority of new airports are being built in Asia.</li><li>resource: http://www.travelinvest.co.uk/focus.html</li></ul> |
| **Terrorism** | Overall, figures suggest that the tourism industry in countries enduring long-term strife, such as Egypt, suffers more than those affected by individual terror attacks (Tunisia, Morocco, UK, France, and Barcelona). |
| | Example - There was strong growth in the number of UK nationals going to Morocco, rising from 308,000 in 2010 to 500,000 in 2016. This included a 51,000 increase in 2012, the year after the Marrakesh bombing, which killed 15 people. |
| | Tourism destinations which have suffered from terrorism have responded with strong marketing campaigns and reduced prices. Governments have increased security measures in order to protect tourists, especially in countries where tourism is a major contributor to the GDP. e.g. Tunisia – 16%. |
| | Many tourists weigh up the risk against the appeal of the destination. The Wall Street Journal has reported that the chance of Westerner being killed in a terrorist attack was one in three million. |
| **Epidemics / Pandemics** | Changes in the human behaviour and life style over the last century have resulted in an increase of epidemics and pandemics all around the world. The spread of infectious diseases among the population is commonly known as epidemics or pandemics. Examples include: Ebola, SARS, Zika virus, avian flu. The diseases can have an immediate impact on tourism organisations and destinations as a result of travel restrictions, media reporting and government measures. The negative economic impacts tend to be largely short term. |

| Impacts on LEDCs | Positive Economic:<br>• increase in incomes / wealth<br>• increase in foreign exchange<br>• multiplier effect<br>• creation of jobs<br>• increased investment and development<br>Negative economic:<br>• leakage<br>• low skilled jobs<br>• low pay<br>• dependency on tourism<br>• seasonality – income, jobs<br>• increase in living costs<br>• decline in traditional skills / jobs<br>Positive socio – cultural:<br>• preserving of traditional skills and customs<br>• increase and improvement in facilities<br>• improved cultural understanding – tourists and locals<br>• clearer national / regional identity<br>• increase in travel and social mobility<br>• empowerment of local communities – decision making<br>Negative socio-cultural:<br>• conflict – tourists and local people<br>• changes to family structure<br>• loss of identity – cultural, language, westernisation<br>• staged authenticity<br>• damage to cultural and heritage site<br>• displacement<br>• social problems – prostitution (sex tourism), crime, begging<br>Positive environmental:<br>• improvement in facilities<br>• regeneration<br>• conservation / preservation<br>• protection<br>• new regulations – health and safety, hygiene, construction<br>Negative environmental:<br>• pollution – air, water, land (visual)<br>• pressure on local resources – water, energy, land<br>• traffic congestion<br>• erosion of natural resources – pathways, landscape<br>• destruction of natural habitats |
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| Globalisation | Globalisation can be defined as a process of economic, social, cultural, and political activities crosses national boundaries. Globalisation can also be described as the movement of goods, ideas, values, and people around the world.<br><br>Transport developments and ICT have been the main catalysts with regard to globalisation and tourism. The rapid expansion of airports within Asia and increased access to Smartphones (and similar technology) in Africa are just two examples. The latter has facilitated easy access and spread of information across the continent. This means that people's lives are being opened up to appreciate and embrace new ideas, cultures and values that unite and diversify the world. |
| Summary | **Learners need to know:**<br>• examples of the key issues facing the tourism industry<br>• the likely impacts of the key issues on tourism destinations |

| AC4.2 | Assess how the UK tourism industry manages current issues |
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| **Terms** | **Meaning** |
| **Movement, availability and cost of labour** | At present EU citizens are initially permitted to live in any member state. However, after three months they must prove that they are working (employed or self-employed), a registered student or have "sufficient resources" (savings or a pension) to support themselves and not be "a burden on the benefits system". Far from being unconditional, then, the right to free movement is highly qualified.<br><br>However, the UK has never enforced these conditions as the Home Office judged that the cost of recording entry and exit dates was too high. Since most EU migrants are employed (and contribute significantly more in taxes than they do in benefits), there was no economic incentive to do so. As employees from the EU make up nearly 25% of the UK tourism industry's workforce the UK's tourism industry is concerned about any Brexit deal starting in 2019. The loss of skilled and experienced workers could lead to a shortage of workers and a decline in the quality of customer service which could have a negative impact on turnover / profits. |
| **Regulations** | Regulation in the UK is important for the sustainable development and management of tourism, protection and conservation of natural and cultural resources. It involves the public and private sectors as well as local communities involved in tourism development activities - all stakeholders.<br><br>Regulation ensures the rights of tourists and ensures the rights and obligations of participating businesses, inbound-outbound tour operators and all other concerned players in the tourism field.<br><br>Regulation includes government legislation, agreements with other countries and private sector self-regulation systems. Examples include:<br><br>• health and safety – transport, leisure activities, hygiene<br>• security – airports, events<br>• protection and conservation of natural and built environments<br>• protection of tourists from unscrupulous tourism business practices<br>• border controls – immigration and customs<br>• multilateral and bilateral agreements with other countries. e.g.  EU air transport agreements, hotel grading, UNESCO, WTO<br>• self-regulation such as qualifications in customer service and destination management. Codes of ethics which tourism organisations are required to adhere.<br><br>N.B. Learners are **not** required to study actual regulations / laws. |

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| **Security** | More than any economic activity, the success or failure of a tourism destination depends on being able to provide a safe and secure environment for visitors. As a result of recent terrorist attacks increased security has been introduced. Examples include:<br><br>• an increase in security checks. e.g. prior to boarding<br>• heightened surveillance in places such as railway stations and airport terminals<br>• more police employed<br>• additional security staff in bars, restaurants, hotels,<br>• museums and other attractions have introduced bag checks<br>• events have increased the number of security staff and bag inspections. e.g. sports, music, conferences<br>• requesting the general public to be more vigilant<br>• tannoy announcements in airports, shopping centres |
| **Infrastructure planning** | The number of tourists visiting the UK is likely to increase. The UK's tourism industry needs to have an effective infrastructure plan which is fit-for-purpose for future tourism development / more tourists. This plan might include:<br><br>• new airports<br>• new airport terminals<br>• regenerated rail and bus stations<br>• more public transport – environmentally friendly<br>• improved transport methods – High Speed 2, roads / motorways |
| **Exchange rates** | The choice of exchange rate regime is one of the most important that a country's government can make as part of monetary policy. The UK is part of a free-floating currency where the external value of a currency depends wholly on market forces of supply and demand. However, if economic problems arise then a managed-floating currency operated by the central bank may choose to intervene in the foreign exchange markets to affect the value of a currency.  The UK government might also:<br><br>• sell its reserves of dollars and purchase Pound sterling to increase its value<br>• borrow foreign currency to purchase Pound sterling to increase its value<br>• increase interest rates which make the Pound sterling more attractive to investors and savers<br>• reduce inflation which will increase the competeness of UK products and services and increase the demand for Pound sterling<br><br>The UK's tourism industry private sector can also play its part by marketing campaigns and reducing the cost of holidays in order to attract more overseas tourists. |

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| **The Environment** | Possible issues:<br><br>• climate change<br>• pollution<br>• traffic congestion<br>• pressure on local resources – land erosion, land availability, loss of woodland, water<br>• destruction of natural habitats – flora and fauna<br><br>Also see previous ACs. |
| **Summary** | **Learners need to know:**<br>• examples of the current issues facing the UK's tourism industry<br>• how the UK's tourism industry manages current issues<br>• how successful the UK manages current issues – assess – successes and failures |

**Resources Level 3 Tourism qualifications – currently on the WJEC Resources Website**

**Introduction**

A range of free resources have been developed to support the GCSE in Leisure & Tourism and the A level in Travel & Tourism.  These can be found on the Educational Resources website (leisure, travel & tourism) accessed through the WJEC's homepage.

Many of these resources will be of value to teachers delivering the new Level 1/2 and Level 3 WJEC Tourism qualifications.   It should be noted that some of the links to other websites may now be obsolete and some of the activities will not operate.  However, there are many areas of content in the new qualifications where the current resources will be of some value.

The materials on the educational resources website have been grouped into five sections, namely:

- The eBooks produced for the 4 units of the GCSE Leisure & Tourism double award.

- The 16 case studies covering Tourism Impacts and Sustainable Developments

- The industry case studies covering aspects of Health and Safety in the tourism industry

- Activities and exercises which aim to develop thinking skills in travel and tourism

- The range of destination case studies

**Unit 1 – The UK Tourism Product**

GCSE Leisure & Tourism eBooks

Unit 1 – 2.1.2 D – Components of the tourism industry
Unit 2 -2.2.2 A – The popularity of the UK with inbound tourists
Unit 4 – Factors affecting tourist activities

Tourism Impacts and Sustainable Developments

The appeal of:
Northumberland Coast
Northern Ireland
Durham
Pembrokeshire Coast
Brecon Beacons
Wales Coastal Path

Health & Safety in Travel & Tourism

Snowdonia – Visitor management
Working with other organisations

Thinking Skills in Travel & Tourism

Unit 1 – Holiday camps & UK destinations

Destination Case Studies

Sections of:
North Wales

**Unit 2 – Worldwide Tourism Destinations**

GCSE Leisure & Tourism eBooks

Unit 2 – 2.2.2 – Package holidays
Unit 4 – Factors affecting tourist activities
Impact of technology

Tourism Impacts and Sustainable Development

Jordan – aspects of sustainable development
Gold Coast – Destination appeal
Grand Canyon West – Appeal

Thinking Skills in Travel & Tourism

Unit 1 – Package holidays
Tourism destinations
Unit 2 – Skiing and snowboarding

Destination Case Studies

Most sections of:
New York
Barcelona
Malta
Grand Cayman

**Unit 3 – Dynamics of the Tourism Industry**

Introducing Travel and Tourism; Bob Holland and Ray Youell
Travel and Tourism; Richard Sharpley
Travel and Tourism Case Studies: Stephen Rickerby
Association of British Travel Agents - www.abatnet.com
Association of Leading Visitor Attractions - www.alva.org.uk
CADW - www.cadw.wales.gov.uk
Natural England - www.naturalengland.org.uk
National Statistics Online - www.statistics.gov.uk
Institute of Travel and Tourism - www.itt.co.uk
Snowdonia National Park - www.eryri-npa.gov.uk
The National Trust - www.nationaltrust.org.uk
Tourism Concern - www.tourismconcern.org.uk
Visit Britain - www.visitbritain.com
Visit Wales - www.visitwales.com
World Tourism Organisation - www.world-tourism.org
Youth Hostel Association Website addresses - www.yha.org

**Unit 4 – Event and Itinerary Planning**

Travel and Tourism; Richard Sharpley
Introducing Travel and Tourism; Bob Holland and Ray Youell
Travel and Tourism Case Studies: Stephen Rickerby
www.festivalsearcher.com
www.europeanrailguide.com
www.lonelyplanet.com
www.sanfermin.com
www.carnifest.com
www.letour.com
www.ilpalio.org
www.oktoberfest.de