Unit Title: Introduction to Travel, Tourism and Hospitality
Guided Learning Hours: 100
Level: Level 4
Number of Credits: 12

Learning Outcome 1
The learner will: Understand the structure of the international travel, tourism and hospitality industry.

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<th>Assessment Criteria</th>
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<tr>
<td>1.1 Define what is meant by travel, tourism, hospitality and the related areas of leisure and recreation.</td>
<td>1.1.1 Provide definitions and examples of each and describe the links/interdependencies between them.</td>
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<td>1.2 Describe and illustrate the role of key sub-sectors within travel, tourism and hospitality.</td>
<td>1.2.1 The main sub-sectors include: • Transport providers; • Attractions; • Entertainment; • Activity providers; • Business tourism providers; • Accommodation providers; • Amenity providers (e.g. catering), and • Ancillary services providers (e.g. information offices (TICs)).</td>
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<td>1.3 Describe how each sub-sector might contribute to the tourist experience.</td>
<td>1.3.1 To be aware that each sub-sector contains a range of organisations, each supplying different combinations of products, services and facilities.</td>
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Learning Outcome 2
The learner will: Understand the patterns of demand for international tourism.

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<td>2.1 Describe the main developments in international tourism since 1950.</td>
<td>2.1.1 The main factors that have led to the growth and development of the travel and tourism industry since 1950 include the following: • Changing socio-economic factors: changes in car ownership; increase in leisure time; increase in disposable income; impact of the national economy;</td>
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• Technological developments: developments in transport technology; developments in ICT;
• Product development and innovation;
• Changing consumer needs and expectations, and
• External factors: legislation such as the EU Directive on Package Travel, the role of local authorities and government in travel and tourism; fluctuations in currency; climatic change and natural disasters; war, civil unrest, terrorism and crime.

2.2 Identify and explain the main tourism generating and receiving areas.

2.2.1 Important aspects to consider include:
• The reasons for variations in the tourism participation rate between MEDCs (More Economically Developed Countries) and LEDCs (Less Economically Developed Countries);
• Recent trends in arrivals/departures between world regions, and
• Basic tourist motivation theories – to understand why travel patterns vary according to where people come from, who they are (demographic factors) and the impact of socio-economic and historical considerations (Plog, Cohen etc.).

2.3 Recognise the link between technological development in transport and the growth of international tourism (train, car, jet engine etc.).

2.3.1 Transport innovations and developments since 1950 have all helped to reduce the frictional effect of distance and thus increased accessibility. Examples include aircraft technology such as jet engine and superjumbo, railway electrification and high speed services and the growth of motorway networks.

Learning Outcome 3
The learner will: Understand the positive and negative impacts of tourism development.

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| 3.1 Identify and explain the economic impacts of tourism. | 3.1.1 Positive economic impacts include: 
  • Increased incomes;  
  • Increased foreign exchange;  
  • Increased employment;  
  • Improved infrastructure, and  
  • The multiplier effect.  
  3.1.2 Negative economic impacts include:  
  • Decline of traditional employment opportunities;  
  • Seasonality of employment;  
  • Increased living costs;  
  • Leakages, and  
  • Increased taxes. |
| The learner can: | |
3.2 Identify and explain the environmental impacts of tourism.

3.2.1 Positive environmental impacts include:
- Improved assets;
- Landscaping;
- Conservation;
- Regeneration, and
- Building regulations.

3.2.2 Negative environmental impacts include:
- Traffic congestion;
- Erosion of natural resources;
- Pollution of air and water;
- Litter;
- Increase in noise levels;
- Panoramic view damage, and
- Destruction of natural wildlife systems and breeding patterns.

3.3 Identify and explain the socio-cultural impacts of tourism.

3.3.1 Positive socio-cultural impacts include:
- Preservation of customs and crafts;
- Provision of community facilities and public services;
- Aiding of international understanding;
- Encourages travel, mobility and social integration.

3.3.2 Negative socio-cultural impacts include:
- Conflicts with the host community;
- Crime;
- Loss of cultural identity;
- The demonstration effect;
- Changes to family structure, and
- Social problems, such as begging and prostitution.

Learning Outcome 4
The learner will: Understand the basic requirements for the development of a tourism destination.

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<td>4.1 Identify and describe the component features that attract business and leisure tourists to particular destinations.</td>
<td>4.1.1 The key components of a successful destination include attractions, facilities and access.</td>
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<td>4.2 Illustrate the roles of the Public, Private and Voluntary sectors in tourism development.</td>
<td>4.2.1 The role of each varies and students need to understand the objectives of the different organisations that become involved and what they do (e.g. campaign for the local community, provide the land, build the attraction, adapt the</td>
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infrastructure). This can be viewed on a small scale and/or locally before exploring international developments. Students can use the local or regional newspapers to identify local developments, e.g. a new cinema or bowling alley, a hotel company applying for planning permission, a proposal for a park-and-ride scheme. Similarly, developments such as new rides at a theme park or a proposed airport development could be considered in order to gain a national perspective.

4.3 Explain how and why destinations can change through time.

4.3.1 The Butler destination life cycle model is the starting point in researching examples of destinations that are at different stages of the development process. Local, national and international examples should be used as well as different types of destination (e.g. beach resort, mountain area, city, ski region). Students could be encouraged to consider the stage of development of those destinations they have visited, their local area, nearby resorts and popular national and international resorts before researching new destinations.

Learning Outcome 5
The learner will: Understand the tourism distribution system and the role of intermediaries.

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5.1 Identify and describe the main forms of tourism distribution.

5.1.1 The key intermediaries in the distribution process.

- Primary suppliers in the tourism distribution chain, which include transport, accommodation, attraction, local tours etc.
- Tour operators who can be seen as product aggregators, i.e. they produce a new product by combining or packaging the basic products or components offered by primary suppliers.
- Travel agents can be viewed as information brokers, providing the consumer with relevant information and booking facilities.
- Computerised Reservation Systems/Global Distribution Systems (CRS/GDS) cover airline offerings as well as other tourism-relevant products such as package holidays, and other means of transport. They provide the main links to tour operator systems and to travel agents.
- Online reservations systems allow customers to bypass traditional intermediaries and deal directly with primary suppliers to obtain information and make reservations.

5.2 Describe the role and functions of tour operators and travel agents.

5.2.1 Understand the importance of the role of intermediaries within the evolution of tourism and the specialist marketing techniques used to promote tourism, mainly the introduction and impact of the package tour and its relationship to mass
5.3 Discuss the changing nature of tourism distribution channels and the impact that these have had on the role of intermediaries.

5.3.1 The role of technology in driving changes to distribution has been particularly significant and students should link these changes to their impact on consumer decision-making and purchasing behaviour. The impact of change on the role of travel agents is also important. While distribution changes are of critical importance in the developed world context, it is also important to recognise that access to technology and related factors means that more traditional distribution channels generally prevail in less developed countries.

Learning Outcome 6
The learner will: Understand the key types of tourist groups and how their needs are met.

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<td>6.1 Classify tourists by purpose of visit.</td>
<td>6.1.1 Tourists can be classified on the basis of what their primary reason for travel is. These reasons can include: • Leisure; • Visiting friends and relations (VFR); • Business; • Medical; • Sport, and • Religion.</td>
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<td>6.2 Explain how providers offer products and services to meet the needs of different groups.</td>
<td>6.2.1 The main providers should include: • Airlines (scheduled and cCharter) and airports; • Hotels and accommodation; • Tour operators; • Rail services and terminals; • Vessels and ports, and • Attraction venues. 6.2.2 The main groups should include: • Leisure (singles, families, elderly and special needs); • Business (including incentive groups), and • Independent travellers.</td>
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<td>6.3 Illustrate the relationship between purpose of travel and the consumption of tourist products and services.</td>
<td>6.3.1 Different types of tourist require different products and services depending on their purpose of travel.</td>
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Learning Outcome 7
The learner will: Understand government interest and involvement in tourism.

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| 7.1 Describe and exemplify the reasons for government involvement in tourism. | 7.1.1 The basic reasons for government involvement can be summarised under the following headings:  
- Foreign exchange earnings;  
- Employment creation, distribution, and training;  
- Co-ordination and planning of developments, wealth creation and distribution, and  
- Destination marketing input, infrastructure provision, regulating and monitoring the social, cultural, environmental and economic impacts. |
| 7.2 Explain the roles of national and regional tourist boards. | 7.2.1 Roles include:  
- Provision of information in country and out of country;  
- Marketing and promotion, and  
- Quality standards and benchmarking. |
| 7.3 Demonstrate how governments can promote sustainable and responsible tourism. | 7.3.1 Government action involves policies such as:  
- Introduce and enforce legislation;  
- Regulate tourist access to ecologically fragile or stressed natural areas;  
- Provide frameworks for ecologically appropriate pricing;  
- Improve conditions for sustainable consumer behaviour by providing/promoting sustainable tourism facilities;  
- Promote environmentally friendly modes of transport;  
- Promote renewable sources of energy;  
- Develop information and education programmes in co-operation with local stakeholders;  
- Provide information to tourists on appropriate behaviour, and  
- Adopt, observe, implement and promote codes of conduct, e.g. the planned World Tourism Organisation’s (WTO-OMT) Global Code of Ethics for Tourism. |
Learning Outcome 8
The learner will: Understand current and likely future trends within the travel and tourism sectors.

Assessment Criteria
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| 8.1 Identify and explain the major threats that can influence travel and tourism development. | 8.1.1 The WTO gives emphasis to the following threats:  
- Terrorism;  
- Natural disasters;  
- Health scares;  
- Oil price rises, and  
- Economic and political uncertainties.  
8.1.2 Consideration should also be given to the following threats to particular destinations:  
- Rising costs of accommodation, transport and destination costs;  
- Over-commercialisation;  
- Crime and social problems;  
- Negative media coverage;  
- Negative tourism management, and  
- Water, air and noise hazards.  
8.1.3 The above sets of factors operate at different geographical scales, some being global while others are national/regional. |
| 8.2 Identify and explain changes in travel motivation caused by demographic and economic factors. | 8.2.1 Identify and explain changes in travel motivation caused by demographic and economic factors. |
| 8.3 Identify emerging markets and destinations. | 8.3.1 Identify emerging markets and destinations. |

Assessment:
- Assessment method: written examination (unless otherwise stated).
- Written examinations are of three hours' duration.
- All learning outcomes will be assessed.

Recommended Reading:
Please refer to the Tuition Resources section of the Members Area of the ABE website (www.abeuk.com) for the recommended reading for this subject.