Unit Title: Sustainable Tourism Planning and Development
Guided Learning Hours: 210
Level: Level 6
Number of Credits: 25

Learning Outcome 1
The learner will: Understand the processes of tourism planning and development and their associated impacts.

Assessment Criteria
The learner can:

1.1 Describe the key stages within the process of tourism planning and development at a destination, national and international level.

1.1.1 Students will consider the processes of tourism development and associated impacts. This will factor in the type of location and the national environment within which the development takes place. In particular, reference will be made to tourism policy formulation and implementation; economic factors at a national and local level; land use planning considerations; and environmental and cultural impacts. This leads to specific consideration of tourism and conservation planning, in particular the use of specific designations such as national parks, marine parks, country parks, and nature reserves.

There are a number of models which identify the tourism planning process, including that of Inskeep which students may have encountered at Level 5. Cooper et al (2005) modify the process to cover nine stages within a process that looks at tourism and its development:

- Study, recognition and preparation;
- Setting the objectives or goals for the strategy;
- Survey of existing data;
- Implementation of new surveys;
- Analysis of secondary and primary data;
- Initial policy and plan formulation;
- Recommendations;
- Implementation, and
- Monitoring and plan reformation.

Each stage within this model, of course, contains a wide range of options and requirements in terms of action. Of particular importance are:

- Assessing likely impacts at all stages (economic, environmental, socio-cultural), and
- Engaging with all stakeholders in a participatory manner at all stages.

1.2 Explain the differences in the tourism planning and development process in mature and new tourism destination areas.

1.2.1 One approach to tourism planning is to manage land or marine areas through special designation as a National or Marine Park or something similar. This provides protection in law to the natural and cultural environment but also can create challenges for local residents and those seeking to earn a
living from the land and its resources.

A national or marine park can be defined as a tract of land or water declared public property by a national government with a view to its preservation and development for purposes of recreation and culture. Other localised designations as country parks etc. operate for similar purposes.

In its 1999 ‘Advice to Government’ on National Parks for Scotland, Scottish Natural Heritage set out a vision for parks that included the following key elements relevant to sustainable tourism development:

- National Parks should engender trust between national and local interests in the delivery of conservation and community objectives, and
- National Parks should be pioneers of techniques for achieving sustainable development.

Tourism and conservation planning is generally determined by national planning laws and will vary greatly from country to country. Students should be familiar with the broad legal framework and its implications in their own country or the one in which they are studying.

Use of national or country park designation is generally intended to protect the area from development that is incompatible with primary uses of conservation, recreation and culture. There will be severe restrictions on the manner and extent to which other developments (industrial, agricultural, infrastructure, housing etc.) will be permitted and this can impact directly on the livelihoods and well being of some members of the local community. Designation, therefore, can be contested and students need to be familiar with the arguments on both sides of this debate.

Tourism is currently mainly controlled in originating countries – many destination countries need a stronger institutional structure if they are to play a stronger role. This makes national parks, and similar protected areas, important players. They are already centres of institutional strength and can act as a focus for tourism development, especially in rural areas.

Many protected areas already take tourism very seriously – with at least three-quarters of parks allowing for tourism in their management plans. But tourism will grow in importance as managers face pressure to reduce dependency on national taxation and provide local communities with a fairer share of benefits derived from the natural resource.

Through tourism, park managers can: increase direct income by higher admission charges and other fees which help create an environment in which local tourism businesses can thrive and offer local people new employment opportunities in the park.
1.3 Discuss the influence of key stakeholders in tourism planning and development.

1.3.1 Each of the national park’s stakeholders (students should be able to identify these) have differing priorities and needs with regard to the approach to the development of tourism which is adopted, and will input differently into the planning process. The needs and expectations of each stakeholder may not be compatible with those of some of the others and, therefore, there needs to be a process in place by which agreement/consensus is achieved or by which decisions are made as to which stakeholder’s needs have primacy. This process may be political, judicial or a combination of both.

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**Learning Outcome 2**

The learner will: Know how to apply strategic principles to the marketing and management of environmentally sensitive destinations and attractions.

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<th>Assessment Criteria</th>
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2.1 Describe the main characteristics of tourism and conservation planning in sensitive areas.

2.1.1 Strategic marketing is concerned with the direction and scope of the long-term activities performed by the organisation to obtain a competitive advantage. The organisation applies its resources within a changing environment to satisfy customer needs while meeting stakeholder expectations. Strategic marketing attempts to determine how an organisation competes against its competition in a market place. In particular, it aims at generating a competitive advantage relative to its competition.

The issue here is the extent to which marketing for commercial gain can be compatible with protecting the long-term needs of sensitive environments. The key in the definitions of strategic marketing lies in the recognition of long-term requirements and the needs of all stakeholders. In this context, it can strongly be argued that environmentally sensitive areas and their key plant and animal components are critical stakeholders in this process and their needs must be considered in the marketing of such locations.

Issues to be considered can include:

- The scale and extent of development for tourism purposes;
- Other land and commercial uses;
- Limitations to access – determination of carrying capacity;
- Rationing access within the marketing process – price, time etc., and
- Marketing environmental sensitivity and educating potential visitors.
2.2 Explain the long-term implications of a strategic approach to destination marketing and management.

2.2.1 A long-term approach to the strategic development of tourism recognises that excessive exploitation of fragile resources leads to their rapid destruction. While short-term profit may be derived from the resource, poor tourism planning in terms of physical assets is difficult to reverse – once unspoilt natural environments are built upon, they can never be returned to their original state.

2.3 Assess the implications of capacity management for the marketing and management of a location.

2.3.1 Capacity management is a tool used in tourism to ensure that the degradation of a (usually) natural environment through visitor use does not exceed the capacity of the resource to rejuvenate itself. Capacity management, therefore, is usually focused on limiting the number of visitors that are permitted onto a site within a specified timeframe (hour/day/week). Capacity management may be influenced by factors such as seasonality; recovery time may be quicker during the main growing season than outside of it. Capacity management may also relate to where visitors may go within a site; keeping them to specified trails, for example.

2.4 Discuss the pressures for short-term development on marketing and management in the TTH sector.

2.4.1 Tourism development, especially in poorer regions, faces considerable pressure to deliver short-term benefits to its stakeholders. This may frequently take place at considerable cost to the long-term sustainability of the environment so that the returns from tourism, over time, decline rapidly.

Reference to Butler’s lifecycle model may be helpful here in the sense that short termism can accelerate the process towards decline.

### Learning Outcome 3
The learner will: Understand the issues surrounding sustainable planning and development and sustainable tourism principles and policies.

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<td>3.1 Evaluate key issues of debate relating to sustainable development.</td>
<td>3.1.1 and 3.2.1 Students will be expected to identify issues surrounding sustainable development and sustainable tourism principles and policies. This will include reference to the differing definitions of sustainability in the context of travel, tourism and hospitality and the debate that surrounds these definitions. Students will translate this understanding into consideration of the nature of a sustainability driven approach to tourism planning and the role of the community in tourism planning. The concept of sustainable development came from this realisation. It was first mentioned in 1987 in a report published by the World Commission on Environment and Development.</td>
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It defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

The report identified a number of key principles including:
- Inter-generational equity: meaning that the range of activities and the scope of ecological diversity available to future generations are at least as broad as that felt by current ones.
- Social justice and poverty alleviation: improving the well-being of all residents in a community, and not just benefitting the powerful or the rich.
- Public participation, which means that we all share a role to play and that communities need to collectively make decisions rather than having them imposed by external forces.
- Environmental protection as an integral component of economic development; economic development without environmental conservation is no longer acceptable.
- Dealing cautiously with risk and uncertainty: in situations where environmental impacts of activities are not known, the preferred option is to proceed cautiously or not at all, until the likely impacts can be determined.

Some additional elements have been included:
- Use of renewable resources at a rate equal to or less than the natural rate of regeneration, and
- Accountability: about setting clear standards, ensuring monitoring and enforcement.

Students should be familiar with the principles of sustainable development identified by the Ontario Society of Environmental Management Newsletter (1989).

3.2 Discuss differing definitions of sustainable tourism and sustainable tourism development.
See above, 3.1.1

3.3 Assess the implications of the application of sustainable tourism principles to planning, development and management in TTH.
3.3.1 Students should focus specifically on the role of the local community in sustainable tourism development.

Students will recognise the potential clash between the wish to ensure the application of sound and sustainable environmental principles to the management of tourism destinations and attractions, while at the same time recognising the need to permit visitor access and to market the destination or attraction for commercial profitability. The application of strategic marketing principles is important to allow sensible compromises to be reached in this regard.
3.4 Assess the implications of sustainable tourism practices in the context of both developed and developing economies.

3.4.1 McKercher (2003) talks about sustainability in terms of cultural and local sustainability and identifies the guiding principles that can influence tourism development in community-sensitive terms. By ‘cultural sustainability’ McKercher means the desire to increase people’s control over their lives, which is compatible with the culture and values of those affected and strengthens the community identity. In this sense:

- Tourism should be initiated with the help of broad based community input;
- Education and training programmes should be established to improve and manage heritage and natural resources;
- Cultural diversity should be conserved;
- Land and property rights of traditional inhabitants should be respected;
- The protection of nature, local customs and indigenous cultures and especially traditional knowledge should be guaranteed;
- Tourism should work actively with indigenous leaders and minority groups to ensure that indigenous cultures and communities are depicted accurately and with respect;
- The community's ability to maintain and use traditional skills should be nurtured, strengthened and encouraged;
- Tourists should be educated about desirable and acceptable behaviour, and
- The tourism industry should be educated about desirable and acceptable behaviour.

By ‘local sustainability’ McKercher means tourism that is designed to benefit local communities and generate/retain income in those communities.

- The community should maintain control over tourism development;
- Tourism should provide quality employment to community residents;
- Businesses should be encouraged to minimise negative effects on local communities and contribute positively to them;
- An equitable distribution of financial benefits throughout the entire supply chain should be ensured;
- Financial incentives for local businesses to enter tourism should be provided, and
- Local human resource capacity should be improved.

These principles, of course, are aspirational and any discussion must look at them critically in order to understand conflicts that can occur with respect to other stakeholders in the tourism development process.

They are also focused on communities in the developing world and ones where the perception is that people will be less able
Learning Outcome 4
The learner will: Understand the techniques available to the tourism industry to minimise environmental impacts from its operations.

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<td>4.1 Discuss the environmental impact of tourism businesses.</td>
<td>4.1.1 Evaluate the techniques available to the tourism industry (hotels, airlines and tour operators) to minimise environmental impacts from their operations. This will include reference to emissions, energy, waste, water use, noise and related issues. Identify and assess international, national and local initiatives to improve the environmental performance of the tourism sector. Phyper, David and Ibbotson’s (1994) Environmental Principles for Corporations covers the following points: • Protection of the biosphere; • Sustainable use of natural resources; • Reduction and safe disposal of waste; • Efficient use of energy; • Risk reduction; • Marketing of safe products and services; • Damage compensation; • Disclosure; • Active environmental management practices; • Assessment and annual audit, and • Incorporation of the importance of environmental management into corporate attitudes.</td>
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<td>4.2 Explain the principles involved in an environmental impact assessment or audit.</td>
<td>4.2.1 The eight guiding principles of environmental impact assessment can be summarised as: • Participation: An appropriate and timely access to the process for all interested parties. • Transparency: All assessment decisions and their basis should be open and accessible. • Certainty: The process and timing of the assessment should be agreed in advance and followed by all participants. • Accountability: The decision-makers are responsible for all parties, their actions and decisions under the assessment process. • Credibility: Assessment is undertaken with professionalism and objectivity. • Cost-effectiveness: The assessment process and its outcomes will ensure environmental protection at the least cost to the society. • Flexibility: The assessment process should be able to...</td>
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be adapted to deal efficiently with any proposal and decision-making situation.

- Practicality: The information and outputs provided by the assessment process are readily understandable and deliverable.

4.3 Explain how businesses in the TTH sector can manage and reduce their environmental impacts.

4.3.1 Students can usefully evaluate the environmental commitments made by leading travel, tourism and hospitality organisations through their websites. Many airlines include detailed reference to commitments to environmental management and action and some other TTH businesses do likewise. There is Green Hotels Association, for example (http://www.greenhotels.com/).

At the same time, students should look at such information in a critical manner and be aware that there are strong counter-arguments about the environmental impact of travel, tourism and hospitality businesses, particularly the transportation sector.

4.4 Describe the role of key stakeholders in minimising environmental impacts.

4.4.1 All stakeholders within a business can contribute to reducing environmental impacts:

- Businesses can undertake measures as above;
- Suppliers can be encouraged to apply similar principles with respect to transport, packaging etc.;
- Consumers can be encouraged to manage their energy and waste consumption in a responsible manner;
- Government and tourism marketing agencies can support environmental good practice through award and certification schemes, and
- The local community can ensure that the wider environment within which the tourism business is located matches that within the business in environmental terms.

Learning Outcome 5

The learner will: Understand the role of public sector tourism and conservation agencies in the management of tourism resources.

**Assessment Criteria**

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<td>5.1 Discuss the role of the public sector in TTH planning, development and management.</td>
<td>5.1.1 Tourism in many countries is highly dependent on the inputs of public sector agencies in the management and protection of the environment and other resources for tourism purposes. In part, this is a result of the multi-purpose objectives of these resources, within which tourism is just one stakeholder alongside a range of other cultural and economic interests.</td>
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<td>5.2 Identify key public</td>
<td>5.2.1 Key agencies will vary from country to country but may</td>
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sector agencies responsible for the above functions.

include bodies concerned with the management of:

- Local and regional government charged with specific responsibility for the management of some resources;
- Tourism promotion and development;
- The natural environment;
- The cultural environment and heritage;
- Water and waste;
- Energy generation and supply;
- Transport infrastructure;
- Agriculture and marine resources;
- Community development;
- Economic development, including employment, and
- Education, training and skills.

Clearly, this list (which could be extended) points to two key issues:

- Conflicting interests and demands, and
- Co-ordination between such a wide variety of agencies with different aims and missions.

Reconciling these issues is one of the biggest challenges in tourism development.

5.3 Discuss the public versus private sector debate in TTH development from political, economic and cultural standpoints.

5.3.1 Furthermore, the fragmented nature of tourism businesses and interests is such that private sector leadership is unlikely outside of the specific commercial remit of individual organisations. Planning, development and management of resources at the level of the destination requires public sector input and co-ordination.

5.4 Explain the limitations of public sector management capability in the TTH industry.

5.4.1 There are normally limits to the extent to which the public sector can manage tourism enterprises. The experience of state owned tourism businesses in accommodation, transport and other TTH sectors worldwide has not been very positive and, with the possible exception of some areas of cultural heritage, the lack of a true commercial focus acts against public sector operators in this regard.

Learning Outcome 6
The learner will: Understand the processes that integrate and engage stakeholders in participatory planning and consensus building.

Assessment Criteria
The learner can:

6.1 Explain the key elements of stakeholder theory.

6.1.1 The stakeholder theory is a theory of organisational management and business ethics that addresses morals and values in managing an organisation. It was originally detailed by Edward Freeman in the book Strategic Management: A Stakeholder Approach, and identifies and models the groups
that are stakeholders of a corporation, and both describes and recommends methods by which management can give due regard to the interests of those groups.

In the traditional view of the firm, the shareholder view (the only one recognised in business law in most countries), the shareholders or stockholders are the owners of the company, and the firm has a binding fiduciary duty to put their needs first, to increase value for them. In older input-output models of the corporation, the firm converts the inputs of investors, employees, and suppliers into usable (saleable) outputs which customers buy, thereby returning some capital benefit to the firm. By this model, firms only address the needs and wishes of those four parties: investors, employees, suppliers, and customers.

However, stakeholder theory argues that there are other parties involved, including governmental bodies, political groups, trade associations, trade unions, communities, associated corporations, prospective employees, prospective customers, and the public at large. Sometimes even competitors are counted as stakeholders.

### 6.2 Apply stakeholder theory to TTH contexts, local, national and international.

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<th>6.2.1</th>
<th>Underpinning all discussions about sustainable development in tourism is the notion of participation by key stakeholders, particularly at a local level, in the tourism planning and development process.</th>
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<td>Identify the wide range of stakeholders who have a potential voice in tourism development at the level of the destination. Clearly, their interests cannot always be reconciled.</td>
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<td>Explore, through the use of examples drawn from the country/context within which students are studying, the extent to which participatory planning and consensus building can be put into practice in the tourism context.</td>
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### 6.3 Critically analyse the concepts of participatory planning and consensus building.

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<th>Process is an important dimension in this engagement and there is evidence that if real attempts are made to engage stakeholder groups, then they will participate in a full way. However, the outcomes may be uncomfortable or unacceptable to others engaged in the process, perhaps tourism officials or government. Process involves consultation and seeking responses to ideas and proposals. Consensus building, however, implies responding to concerns and objections in an open way so that stakeholders feel that they do have a voice in the process. Consensus building also involves winning over the hearts and minds of some interest groups who may not be wholly convinced of the merits of a plan or proposal. This will involve diplomatic and marketing skills.</th>
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<td>But this is not exclusively about process. It is about ensuring that all stakeholders have a full understanding of tourism and its implications in the widest sense, both positive and negative, so that honest assessment of impacts is essential.</td>
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6.4 Explain the impact of culture on approaches to participatory planning and consensus building.

6.4.1 Explain the impact of culture on approaches to participatory planning and consensus building.

Learning Outcome 7
The learner will: Be able to critically evaluate and classify the positive and negative impacts of tourism development

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| 7.1 Explain the key economic, socio-cultural and environmental impacts of TTH development. | 7.1.1 According to Glenn Kreag the impacts of tourism can be classified into seven general categories:  
- Economic;  
- Environmental;  
- Social and cultural;  
- Crowding and congestion;  
- Services;  
- Taxes, and  
- Community attitudes.  
Each category includes positive and negative impacts. Not all impacts are applicable to every community because conditions or resources differ. Community and tourism leaders may need to balance an array of impacts that may either improve or negatively affect communities and their residents. Leaders must be sensitive, and must avoid the temptation of glossing over certain difficulties tourism development creates.  
Tourism leaders must also balance the opportunities and concerns of all community sectors by working against conditions where positive impacts benefit one part of the community (geographic or social) and negative impacts hurt another part. Conversely, community sensitivity to tourism means avoiding undue burdens on the industry that could thwart its success. Local leaders should not expect tourism to solve all community problems. Tourism is just one element of a community. While creative strategic development of tourism amenities and services can enhance the community or correct local deficiencies, tourism, like all business development, must assure that its products (attractions and services) attract customers. Overbearing rules and restrictions, and overburdening taxes can make tourism businesses less attractive or competitive.  
This is a wider classification of impacts than may normally be associated with tourism but recognises the varied agenda that communities, particularly in the developed world, may have with respect to tourism. More general impact analysis would focus on core economic, environmental, social and cultural |
impacts. Important in this analysis is the recognition of both positive and negative impacts.

Students, as part of their study of this subject will consider changes in destinations, societies and cultures which have resulted from the impacts of tourism development. This will involve exploration of the nature of tourist-host inter-relationships including the demonstration effect, moral codes, language and cultural deterioration. This will lead to discussion and classification of both the positive and negative impacts of tourism development.

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**7.2 Discuss the interdependencies of these areas.**

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**7.3 Make assessments based on case studies of the benefits and negative impacts of tourism across all key areas.**

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**Learning Outcome 8**

The learner will: Be able to critically assess the interrelations between the characteristics of a destination, types of development, types of tourists, and tourism impacts.

**Assessment Criteria**

The learner can:

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<td>8.1 Identify the key links between the characteristics of destination, types of development, types of tourists, and tourism impacts.</td>
<td>8.1.1 There will be consideration of the interrelations between the characteristics of destination, types of development, types of tourists, and tourism impacts. Students will identify stakeholders involved in the planning process and understand processes that integrate and engage stakeholders in participatory planning and consensus building. This is an opportunity to bring together learning from across the travel, tourism and hospitality curriculum together with that gained from other subjects in the qualification. Students could address this theme diagrammatically by identifying different types of destinations, different categories or market segments of tourists and their likely impact on each type of destination.</td>
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| 8.2 Critically assess the interdependencies between the characteristics of destination, types of development, types of tourists, and tourism impacts. | 8.2.1 Then, taking wider learning into consideration, they could assess each of these intersections between destination type, type of tourist and likely impact from the perspective of their knowledge of:  
  • Marketing;                                                                                                                                  |
tourists, and tourism impacts.

This will allow them to move towards an assessment as to what type of tourist and what form of tourism may be most beneficial for which type of destination.

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.