

Unit 5: Researching a Tourist Destination

Unit code:	A/502/3697
QCF Level:	BTEC Entry 3
Credit value:	3

Unit aim

In this unit, learners will find out about a specific tourist destination and gain an understanding of the facilities and attractions on offer there. Learners will develop research skills in order to find out about their destination.

Unit introduction

In this unit, learners will use a range of sources including websites, travel offices and libraries to research a tourist destination. They will gather information and be able to answer questions relating to the destination they have researched.

Learners will be expected to choose a destination, find out what is on offer to tourists and answer relevant questions about their research. They will then be expected to describe their tourist destination and identify what it has to offer. Learners will explain the tourist destination's main features in a presentation to the rest of the group, and answer simple questions about their findings.

Learners will have the opportunity to hear other learners' presentations and to ask questions. In completing this activity, learners will learn about the destinations that their peers have researched.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to research a tourist destination	1.1 identify a tourist destination to research 1.2 identify different methods of transport in the area and different places to stay 1.3 identify areas of interest, attractions and facilities of the chosen tourist destination 1.4 identify the advantages and disadvantages of the tourist destination 1.5 provide evidence of the research methods used to collect information on the chosen destination
2 Be able to respond to straightforward questions about a chosen destination	2.1 present information on a tourist destination using visual aids 2.2 answer straightforward questions about the chosen destination
3 Be able to ask questions about the destinations researched by other learners	3.1 ask questions about other learners' presentations

Unit content

1 Be able to research a tourist destination

Tourist destinations: types of destinations, eg coastal resorts, seaside resorts, area of natural beauty, towns and cities, national parks, countryside areas, areas of specific interest

Methods of transport to chosen destination: methods of transport, eg road, rail, air, boat

Places to stay: types of accommodation, eg hotels, guest houses, bed and breakfast, caravan sites, camp sites

Research methods: types of research methods, eg internet; holiday brochures; tourist literature; maps; atlases; tourist information centres; questioning people who have visited location; travel agencies; travel dictionaries; leaflets

Information: location; attractions; facilities; temperature; rainfall; types of customer attracted; transport methods; accommodation

Advantages/disadvantages: location; choice of transport; ease of transport; places to stay; nearness to facilities; suitability for different people, eg amusement parks or seaside resorts for families with young children; towns with shops, restaurants and night life for young adults, historic sites for those with special interests; area of natural beauty

2 Be able to respond to straightforward questions about a chosen destination

Presentation method: types of presentation method, eg poster, PowerPoint, leaflet

Communication skills: types of communication, eg verbal, speaking clearly, written, listening skills, ability to ask/receive questions

Answering questions: types of question, eg about location, how to get there, where to stay, opening times

3 Be able to ask questions about the destinations researched by other learners

Asking questions: types of question, eg about local area, opening times, attractions; asking questions clearly

Essential guidance for tutors

Delivery

This unit has been designed to enable learners to develop their research and communication skills. The tutor could start delivery of this unit by introducing a range of possible destinations to act as a stimulus to help learners select a destination that interests them.

Tutors could use a wide range of techniques including presentations, trips outside the centre and guest speakers to stimulate learners' interest. Tutors could stimulate discussion as to what attractions tourist destinations offer, to generate ideas.

For learning outcome 1, learners will need access to relevant research materials such as the internet, travel journals and organisational materials. These may be obtained via email or by telephone to carry out their research for learning outcomes 1 and 2. In addition, companies provide videos on destinations which may be useful to show to the class as a whole. Sky Travel television also provides up-to-date information on destinations. Visits to different destinations to gather first-hand information may be of use. Guest speakers such as holiday and company representatives may be happy to discuss the destination with learners and provide a question and answer opportunity. Some learners may have their own experiences of a particular destination and they can be encouraged to discuss it.

Learners could be provided with pro formas to complete, giving information on a particular destination to help them to find out about what is available and the advantages and disadvantages of the destination. They could even complete this on their local area as a tourist destination. They will need to provide evidence of research methods, so the information included should be cross-referenced to websites, guide books and/or brochures, etc.

For learning outcome 2, learners need to develop the information from learning outcome 1 and produce presentation notes or cue cards in order to help the presentation and respond to questions. In readiness for their presentation, learners could be encouraged to stand up in class and present information. This could be carried out in small groups and then as individuals in order to remove some of the fear of completing a presentation in front of the class. Learners could be encouraged to think of suitable questions to ask; this may help prepare them in answering questions on their own presentation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and content overview.</p> <p>Tutor-led discussion – ‘What are tourist destinations?’ Factors to think of when deciding a tourist destination and where to find the necessary information.</p> <p>Practical – game to match tourist destinations with resort names, for example seaside resort – Blackpool, national park – Lake District.</p> <p>Video – TV travel programmes about several tourist destinations and complete tutor-prepared pro forma.</p> <p>Brainstorm – on each of the following categories: accommodation, attractions, transport, pros and cons of location, with tutor-led follow-up discussion.</p> <p>Small group research – research a tourist destination.</p> <p>Assessment – present research on chosen destination, eg leaflets, printouts, notes, transcripts of interviews (learning outcome 1).</p>
<p>Guest speaker – give presentation, with visual aids, to promote a tourist destination.</p> <p>Practical – prepare information about chosen destination to present to others.</p> <p>Assessment – present information on chosen destination, including visual aid (learning outcome 2).</p> <p>Assessment – ask and respond to straightforward questions on destination and other learners’ destinations (learning outcome 2; learning outcome 3) [Functional Skills Entry 3: Speaking and Listening].</p>
<p>Assessment evaluation, unit review and feedback.</p>

Assessment

Assessment criteria 1.1-1.5 could be evidenced as one assignment. Learners need to identify a suitable tourist destination to research, and then to complete research on that destination. The information researched should include at least:

- the name of destination and its location
- two methods of transport
- two places to stay
- one area of interest
- one attraction
- one facility
- two advantages of the area to the tourist
- two disadvantages of the area to the tourist.

Evidence of research methods should be included, for example websites and brochures used.

For assessment criteria 2.1 and 2.2, learners will need to present information on their chosen destination and to answer questions. Evidence can be presented in a variety of ways for example a written script, PowerPoint leaflet or brochure. The presentation can be evidenced through observation reports or witness testimony.

For 3.1, learners must ask questions about others' presentations. Learners could present to small groups and the tutor could complete observation sheets to show questions asked by learners and the response given from the presenter.

Essential resources

Learners will need access to the internet, travel journals and books/publicity materials to help them research towards destinations.

Indicative resource materials

Textbook

Kerr A, et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann, 2006)
ISBN 9780435402198

Journals

Travel Trade Gazette (CMP Information Ltd)

Travel Weekly (Reed Business Information Ltd)

Websites

These websites include details and reviews of different tourist destinations.

www.easyjet.com	easyJet
www.ryanair.com	Ryanair
www.thomascook.com	Thomas Cook AG
www.thomson.co.uk	Thomson Holidays
www.visitbritain.com	British Tourist Authority