

BTEC in a Box

BTEC First

Travel and Tourism

Sample pages

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TOPIC **The UK travel and tourism industry**

LEARNING OBJECTIVE **Identification of the main types of tourism and the reasons why people travel**

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>To differentiate between different types of tourism, specifically inbound, outbound and domestic tourism and to investigate the reasons for travelling, including leisure (holidays, short breaks, day trips), business, VFR and 'other' reasons, for example sports tourism (watching or participating), health tourism (people travelling to the UK or overseas for the purpose of health) and education (for example, language courses, educational visits by schools and colleges).</p>	<p>The Case Study provides opportunities for individual, paired and group work, facilitated and supported by tutors.</p>	<p>Guide learners to use textbooks to find clear definitions of the terms inbound, outbound and domestic tourism. Ask for specific examples to check understanding.</p> <p>Introduce learners to Case Study 1.</p> <p>Task 2 lends itself to paired or small group work. By producing a table, learners will demonstrate their understanding of the three different types of tourism and this will help them to identify different reasons for travelling.</p> <p>Task 3 is a whole class activity to allow learners to see themselves as tourists. Learners will need access to two large maps of the world and one large map of the UK. The use of atlases to accurately locate destinations on the maps will be a useful precursor to map work activities in Units 3 and 4: Travel and Tourism Destinations. Some younger learners may need some guidance on the effective use of atlases.</p> <p>Learners may need some support to produce a simple questionnaire for Task 4. This could be a tutor-led activity to create one questionnaire to be used by the whole class and then to decide how to use this, for example whether to carry out a survey of teachers, other pupils or use it with neighbours or family members. The data from all learners should be collated in order to produce meaningful results. Learners may also need some support in analysing results to</p>	<p>Case Study 1</p>



produce pie charts.

It is useful to have a wide variety of holiday brochures available as simple activities can be devised to find further examples of different types of tourist and their motivations.

Summarise the topic, making specific reference to assessment requirements and Assignment 1, Task 1.

Background information can be found in most level 2 and level 3 textbooks, e.g. King C et al, 2006, BTEC First Travel and Tourism 2nd edition, Heinemann

www.researchandmarkets.com/reports/36348

Assignment 1

Task 1



1. Why people travel

Millions of people are tourists. You can be a tourist whether you stay in the UK or travel the world.

Read through these case studies to identify why people travel:

The Wilmores

The Wilmore family lives in Oxfordshire. They look forward to their annual summer holiday in the sun, especially holidays to Spain and Greece. Sometimes they take a second holiday in the UK, in the spring or autumn. They have enjoyed diverse holidays including an action-packed week's stay in a holiday park on the South Coast and a fun sailing holiday in the Lake District. When the children were younger, the family enjoyed visits to theme parks and the children often took part in school trips to museums and residential stays at outdoor activity centres. One of the children participated in an exchange visit to France and, in turn, the Wilmore family hosted a French child. This year Mrs Wilmore's sister and her family are visiting from Australia and they are planning holidays with them to Cornwall and Scotland. Mrs Wilmore's ambition is to visit her sister in Australia one day!

The Cambiassos

The Cambiasso family moved from their native Argentina to Nottingham. Mr Cambiasso often travels to Argentina on business and occasionally he takes the family along to visit relatives. Sometimes members of their family come to stay with them in the UK. Last year, when the family visited from Argentina, they organised two holidays with them; a week's stay in London to see the sights and a coach tour of Europe. In 2006 they travelled to Germany to see Argentina play in the World Cup and were disappointed when they didn't win!

The Windsors

The Windsors are a retired couple. Their grown up son and his family live in Florida in America. The Windsors visit them most years. Last year they combined their trip with a luxury cruise around the Caribbean. As their son works for an international bank, he travels extensively as part of his job and they are fortunate enough to be able to see him during his frequent business trips to London. This year the Windsors will not be able to travel to the USA as



Mrs Windsor is recovering from a hip replacement operation. Facing a long waiting list, she travelled to France for her operation. That was a trip with a difference!

activities

Task 1

- Produce a definition of the terms 'outbound', 'inbound' and 'domestic' tourism.

Task 2

- Using the case studies, find examples of outbound, inbound and domestic tourists, identify the places they have visited and the reasons for their visit, e.g. leisure, business, VFR (visiting friends and relatives) or other reasons, e.g. sport, education, health. Produce a table to display your findings.

Task 3

- This is a whole class activity (include your teacher or tutor too!). You will need two large maps of the world, a large map of the UK and some worldwide atlases.
- Label one of the world maps 'Inbound'. Discuss your experiences of when someone from overseas has come to visit you or your family. Locate the countries of origin on the map.
- Label the second world map 'Outbound' and use this to locate all of the places outside of the UK that members of the class have travelled to.
- Label the UK map 'Domestic' and locate all of the places that members of the class have travelled to for short breaks or holidays within the UK.

Task 4

- Produce a questionnaire to find out the main reasons why people have travelled in the last two years and the countries they have visited. If each member of the class asks 10 people to complete the questionnaire you will have a useful sample. As a group, collate your responses and produce two pie charts; one to show why people travelled and one to show the countries they visited.

assessment activity front sheet



ASSIGNMENT TITLE **The changing face of the UK travel and tourism industry**

Learner's name		Assessor's name	
Date issued	Completion date	Submitted on	

<i>Reference (ref number for spec criteria i.e. P1, M2 etc.)</i>	<i>Assessment Criteria</i>	<i>Achieved</i>	<i>Evidence</i>	<i>Comments/feedback from assessor</i>
P4	describe how the travel and tourism industry has developed	Yes/No		
P5	describe changes in tourism habits since 1945	Yes/No		
M2	analyse the impact that two major developments or changes in tourism habits have had on travel and tourism organisations	Yes/No		
D1	evaluate how changing tourism habits have influenced the structure of the travel and tourism industry today	Yes/No		

assessment activity front sheet



Student declaration

I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source.

I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.

Signed:

Date:



ASSIGNMENT TITLE	The changing face of the UK travel and tourism industry
ASSIGNMENT OBJECTIVES	<p>To demonstrate an understanding of changes in tourism habits and developments within the travel and tourism industry and how they have influenced the structure of travel and tourism today.</p> <p>You should demonstrate achievement of Learning Outcome 3 of Unit 1: The UK Travel and Tourism Industry</p> <ul style="list-style-type: none"> ▪ LO 3 understand the development of the UK travel and tourism industry.
TASK INTRODUCTION	<p>Scenario</p> <p>The travel and tourism industry is dynamic and constantly changing. It has evolved through the years to become one of the largest industries in the world, employing millions of people and enticing us with travel opportunities around the globe. At the same time, tourism habits have changed; tourists are looking for new and different experiences and the industry must be responsive to their needs.</p> <p>Continuing your involvement in the Induction programme for new staff, you have been asked to produce a leaflet entitled 'The Changing Face of the UK Travel and Tourism Industry' to make new staff aware of these developments and changes in tourism habits.</p>
TASK 1 (P4, P5)	<p>Your leaflet should include a description of:</p> <p>The development of package holidays including early developments from Thomas Cook, the growth of mass market to the specialist holidays of today.</p> <p>The development of travel agents including growth of the multiples, products and services offered.</p> <p>Horizontal and vertical integration - examples of and reasons for vertical and horizontal integration in the industry.</p> <p>Technological developments, for example the internet, computerised reservation systems, call centres, teletext.</p> <p>The development of the airline industry including aircraft technology, flight products and services, growth of low cost airlines, growth of airports.</p> <p>Transport developments including privatisation of the railways, Channel Tunnel, developments in car ferries, hovercraft, high speed ferries.</p> <p>Changes in tourism habits post 1945 including development of purpose-built resorts, decline of traditional seaside resorts, development of themed destinations, changing fashions for day trips, sports tourism, growth of short breaks, accessibility to countryside areas.</p>
TASK 2 (M2)	<p>To demonstrate to new staff the significance of some of these changes, select two major developments or changes in tourism habits to analyse in some depth. You will need to describe them more fully, explaining how they have affected different types of travel and tourism organisations and use relevant data to support your analysis of positive and negative impacts.</p>



TASK 3 (D1) Finally you will conclude your leaflet with a section called 'Where are we now?' In this section you will provide an evaluation and evidence to show how the structure of today's travel and tourism industry has been influenced by changing tourism habits.



ASSIGNMENT TITLE	The changing face of the UK travel and tourism industry
ASSIGNMENT OBJECTIVES	<p>To demonstrate an understanding of how the travel and tourism industry has developed and the ways in which tourism habits have changed since 1945.</p> <p>Students should demonstrate achievement of Learning Outcome 3 of Unit 1:</p> <ul style="list-style-type: none"> ▪ LO 3 understand the development of the UK travel and tourism industry.
WHAT YOUR STUDENTS WILL DO IN THIS ASSIGNMENT	<p>In this assignment students will use class notes and activities, case studies and independent research to gather information about how the travel and tourism industry has developed and changes in tourism habits. They will collate and store their information, from which they will produce a written leaflet.</p>
WHAT THEY WILL LEARN IN THIS ASSIGNMENT	<p>In LO 3 students will have learnt about:</p> <ul style="list-style-type: none"> ▪ how Thomas Cook started the first package holiday and how mass market and specialist package holidays have developed; ▪ how travel agents have progressed with the growth of the multiples and the products and services they now offer; ▪ examples and reasons for vertical and horizontal integration; ▪ technological developments for example CRS, teletext, the internet, call centres; ▪ development of the airline industry including improvements in aircraft technology, flight products and services, especially differences between economy, business and first class, the growth of low cost airlines and the growth of airports; ▪ other transport developments including the Channel Tunnel and impacts of privatisation on rail travel; development of car ferries, hovercraft and high speed ferries; ▪ changes in tourism habits post 1945 including the development of purpose-built resorts, the decline of traditional seaside resorts, development of themed destinations, changing fashions for day trips; sports tourism; growth of short breaks and the accessibility of countryside areas.
MARK SCHEME (WHAT IS REQUIRED FOR EACH GRADING LEVEL)	<p>P4 Describe how the travel and tourism industry has developed</p> <ul style="list-style-type: none"> ▪ The evidence for P4 should show that students have grasped the way in which package holidays have developed, with brief descriptions of early developments including Thomas Cook, followed by the growth of mass market, which will probably include Vladimir Raitz and the first air package holiday with Horizon, the subsequent 'Rush to the Sun' and the development of mass market packages to the Mediterranean, culminating in a brief description of typical packages holidays of today, for example all-inclusive, city breaks, long haul and cruising. ▪ This should be followed with a brief description of the way in which travel agents have developed, including the growth of multiples and the products and services they offer. Some developments in



technology such as computerised reservations systems could be included here. Travel agents will link to vertical and horizontal integration and students must show that they have an understanding of these concepts by giving relevant examples and highlighting some of the reasons for integration.

- Technological developments have been significant in the travel and tourism industry and students may select several key areas to include within their description, for example CRS, teletext. The internet is particularly relevant and would provide a good base for one of the developments to be selected for M2.
- Airline developments should include a brief description of developments in technology from the development of the jet engine to the new Airbus A380. Students should also demonstrate an awareness of the differences between charter, scheduled and budget airlines and the services they offer. Development of budget airlines should link naturally to the growth of regional airports, although some understanding of how other airports have developed should also be shown.
- Finally, some understanding of developments in other types of transport must be shown, demonstrating awareness of privatisation of the railways, the Channel Tunnel, hovercraft, passenger and high speed ferries.

P5 Describe changes in tourism habits since 1945

- Development of purpose-built resorts, decline of traditional seaside resorts, development of themed destinations, changing patterns for day trips, sports tourism, the growth of short breaks and accessibility to countryside areas must all be briefly explored in the evidence for P5.

M2 Analyse the impact that two major developments or changes in tourism habits have had on travel and tourism organisations

- Students must choose two developments or changes in tourism habits and analyse their impact on travel and tourism organisations today. To do this they will need to demonstrate a more in-depth understanding of what these developments or changes are, explain how they have affected travel and tourism organisations and judge whether the impact has been positive or negative for the organisations concerned. A satisfactory response could focus on the impact on one or two organisations or could analyse the impact on a wider range of organisations. Relevant statistics or data should be used to support analysis where possible.

D1 Evaluate how changing tourism habits have influenced the structure of the travel and tourism industry today

- One or two changes in tourism habits should be selected and it is recommended that students expand on some of the changes previously described for P5. Students must be able to determine how



they have brought changes to the structure of the travel and tourism industry today, for example how they have brought about changes to accommodation, transport, tour operators or other organisations that make up the structure at a macro level. An example relating to themed destinations is given in the unit assessment guidance.

GUIDANCE NOTES

Range and depth

Students should be instructed to cover all parts of the essential content, for P4 and P5. However, due to the extensive nature of the content, a broad, basic description is required rather than one of any significant depth. A checklist would help them to self check that they have covered the required range.

Grading

This assessment provides opportunities only for the achievement of P4, P5, M2 and D1.

To achieve an overall pass for Unit 1, students must achieve:

- all of the pass criteria.

To achieve an overall merit for Unit 1, students must achieve:

- all of the pass criteria and
- all of the merit criteria.

To achieve an overall distinction for Unit 1, students must achieve:

- all of the pass criteria and
- all of the merit criteria and
- all of the distinction criteria.

Sources of information

Make sure that students list all reference sources.



ASSIGNMENT TITLE	The changing face of the UK travel and tourism industry
ASSIGNMENT OBJECTIVES	<p>To demonstrate an understanding of how the travel and tourism industry has developed and the ways in which tourism habits have changed since 1945.</p> <p>You should demonstrate achievement of Learning Outcome 3 of Unit 1:</p> <ul style="list-style-type: none"> ▪ LO 3 understand the development of the UK travel and tourism industry.
WHAT YOU WILL DO IN THIS ASSIGNMENT	<p>In this assignment you will use class notes and activities, case studies and independent research to gather information about how the travel and tourism industry has developed and changes in tourism habits. You will collate and store your information, from which you will produce a written leaflet.</p>
WHAT YOU WILL LEARN IN THIS ASSIGNMENT	<p>In LO 3 you will have learnt about:</p> <ul style="list-style-type: none"> ▪ how Thomas Cook started the first package holiday and how mass market and specialist package holidays have developed; ▪ how travel agents have progressed with the growth of the multiples and the products and services they now offer; ▪ examples and reasons for vertical and horizontal integration; ▪ technological developments for example CRS, teletext, the internet, call centres; ▪ development of the airline industry including improvements in aircraft technology, flight products and services, especially differences between economy, business and first class, the growth of low cost airlines and the growth of airports; ▪ other transport developments including the Channel Tunnel and impacts of privatisation on rail travel; development of car ferries, hovercraft and high speed ferries; ▪ changes in tourism habits post 1945 including the development of purpose-built resorts, the decline of traditional seaside resorts, development of themed destinations, changing fashions for day trips; sports tourism; growth of short breaks and the accessibility of countryside areas.
HOW THIS ASSIGNMENT WILL BE MARKED (THE ASSESSMENT CRITERIA)	<p>Each criterion is individually assessed and you must make sure that you have adequately covered each criterion by including the specified content at the right level.</p> <p>P4 Describe how the travel and tourism industry has developed</p> <p>The evidence for P4 should show that you have grasped the way in which package holidays have developed, with brief descriptions of early developments including Thomas Cook, followed by the growth of the mass market, which will probably include Vladimir Raitz and the first air package holiday with Horizon, the subsequent ‘Rush to the Sun’ and the development of mass market packages to the Mediterranean, culminating in a brief description of typical package holidays of today, for example all-inclusive, city breaks, long haul and cruising. This should be followed with a brief description of the way in which travel agents have developed, including the growth of multiples and the products and</p>



services they offer. Some developments in technology such as computerised reservation systems could be included here. Travel agents will link to vertical and horizontal integration and you must show that they have an understanding of these concepts by giving relevant examples and highlighting some of the reasons for integration.

Technological developments have been significant in travel and tourism industry and you may select several key areas to include within your description, for example CRS, teletext. The internet is particularly relevant and would provide a good base for one of the developments to be selected for M2.

Airline developments should include a brief description of developments in technology from the development of the jet engine to the new Airbus A380. You should also demonstrate an awareness of the differences between charter, scheduled and budget airlines and the services they offer. Development of budget airlines should link naturally to the growth of regional airports, although some understanding of how other airports have developed should also be shown. Finally, some understanding of developments in other types of transport must be shown, demonstrating awareness of privatisation of the railways, the Channel Tunnel, hovercraft, passenger and high speed ferries.

P5 Describe changes in tourism habits since 1945

Development of purpose-built resorts, decline of traditional seaside resorts, development of themed destinations, changing patterns for day trips, sports tourism, the growth of short breaks and accessibility to countryside areas must be described in the evidence for P5. The description should be broad, rather than in depth and you should use named examples to demonstrate your understanding.

M2 Analyse the impact that two major developments or changes in tourism habits have had on travel and tourism organisations

You must choose two developments or changes in tourism habits and analyse their impact on travel and tourism organisations today. To do this you would need to demonstrate a more in-depth understanding of what these developments or changes are, explain how they have affected travel and tourism organisations and judge whether the impact has been positive or negative for the organisations concerned. A satisfactory response could focus on the impact on one or two organisations or could analyse the impact on a wider range of organisations. Relevant statistics or data should be used to support your analysis where possible.

D1 Evaluate how changing tourism habits have influenced the structure of the travel and tourism industry today

One or two changes in tourism habits should be selected. It is recommended that you expand on some of the changes previously described for P5. You must be able to determine how they have brought changes to the structure of the travel and tourism industry today, for example how they have brought about changes to accommodation, transport, tour operators or other organisations that make up the structure of the industry.



GUIDANCE NOTES Make sure you read the assessment tasks carefully and check with your teacher or tutor if you are unclear about what you have to do.

It is important that you cover the content that has been specified in the assessment tasks and you might find it useful to produce a checklist to help you to do this. Due to the extensive nature of the content for P4, a broad, basic description is required rather than one of any significant depth.

Grading

This assessment provides opportunities only for the achievement of P4, P5, M2 and D1.

To achieve an overall pass for Unit 1, you must achieve:

- all of the pass criteria.

To achieve an overall merit for Unit 1, you must achieve:

- all of the pass criteria and
- all of the merit criteria.

To achieve an overall distinction for Unit 1, you must achieve:

- all of the pass criteria and
- all of the merit criteria and
- all of the distinction criteria.

Sources of information

Make sure you list all reference sources used.



ASSIGNMENT TITLE	The changing face of the UK travel and tourism industry
TASK NUMBER AND TASK DETAIL	<p>Task 2</p> <p>To demonstrate to new staff the significance of some of these changes, select two major developments or changes in tourism habits to analyse in some depth. You will need to describe them more fully, explaining how they have affected different types of travel and tourism organisations and use relevant data to support your analysis of positive and negative impacts.</p>
ASSESSMENT CRITERIA	M2 analyse the impact that two major developments or changes in tourism habits have had on travel and tourism organisations
GRADE / LEVEL	<p>These are exemplar answers at a specific grading level. Try to be as accurate as possible with your grading comments, explaining why the answer has received the grade it has and pointing out where improvements could have been made to improve the grade level.</p> <p>Task 2 provides grading opportunities at merit level (M2).</p> <p>To achieve an overall merit grade for this unit, students must achieve ALL pass assessment criteria and ALL merit assessment criteria.</p>
EXEMPLAR ANSWER	<p>Impact of major developments</p> <p>Two developments that have had a significant impact on travel and tourism organisations are the development of the internet and the growth of low cost airlines.</p> <p>The internet has changed the way in which people book holidays and other travel arrangements. According to King (2006, p25), between 1998 and 2005 the number of people with access to the internet at home rose from 9% to 52%.</p> <p>The development of the internet has had a significant impact on both travel agents and tour operators. Twenty years ago most people would book a holiday or make travel arrangements by going into their local travel agent, selecting a holiday from a tour operator’s brochure and making a booking, for which the travel agent would receive a commission.</p> <p>However, more people are realising that they can now book holidays themselves, and sometimes more cheaply online. They can visit the websites of individual transport and accommodation providers and book direct. New internet-based organisations have developed including www.expedia.com and www.lastminute.com where people can book holidays, transport, accommodation, car hire, insurance and all other components of the holiday. These companies are competition for travel agents and tour operators.</p> <p>Many tour operators have had to respond to the internet by setting up their own e-brands and developing their websites, for example www.thomascook.com, reducing the need for people to have to book through a travel agent. Many tour operators will give a discount to people booking direct with them, creating even more difficulties for travel agents to compete.</p> <p>Some travel agents have set up their own websites but cannot always match the prices of the internet-based organisations so they have decided to promote</p>



themselves as specialists and some are now starting to charge customers for their services. However, unless they can provide an excellent standard of service to the customer, many people would not want to pay an extra charge. Some travel agents find that they have no option but to charge for their expertise, especially because their commission levels have been cut by organisations that are encouraging direct bookings via the internet.

The internet has made it possible for some tour operators to develop e-brochures. The internet makes it easier for them to promote their products without having to send stocks of brochures to travel agents or post them direct to customers. Although the internet hasn't replaced brochures, it means that customers can check out all the details from home. The internet makes it easy for tour operators to advertise last minute deals and special offers without having to print leaflets, which they would have had to do in the past.

Development of the internet has made it easier for low cost airlines like easyJet and Ryanair to develop their business and has contributed to the rise of these airlines. To keep prices low, most low cost airlines do not pay commission to travel agents so they encourage people to book direct. There are other advantages to the airlines in that they can change prices immediately and introduce special offers as and when they need to sell more seats on a particular flight. Some low cost flights are offered free or just one penny each way, with customers just paying airport taxes. These special offers can be carefully managed via the internet and offers withdrawn at a moment's notice. This has changed the way that organisations promote their products and travel agents cannot compete with these kinds of prices.

It is possible via the internet for airlines to have e-ticketing, check-in on-line and pre-book seats on-line. This has had an impact on check-in services at some airports and has been a positive impact for travellers.

Many smaller travel and tourism organisations have benefited from the internet. A small hotel or attraction that might have had limited funds to market their business can now design a website to reach millions of people around the world. Some have the facility to accept on-line bookings and they can respond quickly to enquiries via e-mail, bringing improvements in customer service. Websites include photographs and some websites allow you to take a virtual tour to help you to decide whether or not to book. These are positive impacts for the organisations and help them to market their products as well as offering a service to customers.

The **growth of low cost airlines**, for example Ryanair, easyJet and Jet2 has had a big impact on the travel industry. When easyJet started in 1995, Ryanair was its only competitor. By 2000 there were five low cost airlines in the UK and by 2004, over 30.

Low cost airlines are also known as budget or low frills airlines because they keep costs as low as possible and do not provide any extras for customers. For example, with Ryanair you are not allocated seats, there are no free in flight drinks or meals but they make extra money by selling snacks, drinks, merchandise and even tickets for transfers to the cities. There are no business



class seats, so more seats can be crammed into the aircraft to bring in more revenue. Low cost airlines make deals with insurance companies and hotels, selling these services as extras for a commission. Although the comforts are reduced, low cost airlines provide a service that appeals, because many people would rather spend less on the flight and have more money to spend when they get to their destination.

Low cost airlines use smaller regional airports where landing fees are lower and this has had an impact in bringing about a big increase in business through regional airports. According to the Civil Aviation Authority, passenger numbers from regional airports have doubled since 1990 and this has had an impact on development of facilities and employment in those airports, for example Leeds, Bradford and East Midlands Airport.

Destinations served by low cost airlines can see a big rise in visitors to the area and this has a positive impact on local organisations including the local airport, hotels, visitor attractions, local transport organisations and the local economy. Since easyJet started flights to Inverness in 1996, the volume of visitors flying to Inverness has increased from 200,000 to 400,000 in 2004, of which 75% are leisure travellers and 25% are business travellers. Local travel and tourism organisations and the airport will benefit from this.

Low cost airlines have affected traditional scheduled airlines. Some scheduled airlines have changed the standard of service on some routes to reduce prices and compete with the low frills model, while some have responded in other ways. According to the McKinsey Quarterly's article 'The Battle for Europe's low-fare flyers' British Airways was losing money trying to compete with the low cost airlines so it reduced its flights to many European destinations by 17% between 2000 and 2003. Instead it decided to concentrate on long haul routes that were more profitable. It has also reduced commission paid to travel agents and concentrated its efforts on building up direct online sales. This shows that low cost airlines have had a big impact on large organisations like British Airways.

This is supported by an article in the *Mail on Sunday* accessed at www.thisstravel.co.uk/travel/holidaymoney

'The low-cost airlines' fares have forced traditional airlines such as British Airways to slash their fares and to do away with ticket restrictions such as Saturday-night stays. They have also been a prime cause behind the dramatic reduction in fares on many Channel crossings in the past year.'

Channel ferries have not been able to compete in terms of journey times, convenience of local airports and the fact that regional airlines have opened up new markets, especially for short breaks. According to Dale (2005, p12) 'P&O revealed that its ferries lost £40 million in the financial year 2003-04 because of competition in the channel and from low cost airlines'. This resulted in over 1000 job losses and withdrawal of some routes.

In conclusion it can be seen that both the internet and low cost airlines have had a significant impact on travel and tourism organisations. Some organisations have benefited from these developments, but others have seen their business



decrease and have had to adapt to survive.

Dale, G 2005 *BTEC National Travel and Tourism Book 1*, Heinemann

King, C 2006 *BTEC First Travel and Tourism*, Heinemann

www.hie.co.uk/transport.htm

www.thisstravel.co.uk/travel/holidaymoney

www.mckinseyquarterly.com

GRADING COMMENTS

Two relevant major developments have been selected and a range of impacts (both positive and negative) have been examined in relation to different types of organisations, with some simple analysis to meet the criterion requirements for M2.

Sources have been referenced to demonstrate individual research and relevant named examples have been given in most cases, although it would be good practice to ensure that there is a relevant named example for each of the impacts addressed.

The standard of written work is higher than would be expected for Level 2 and it is unlikely that younger students would produce written work at this level. It has been presented at this level to give an indication of the kinds of impacts that might be addressed.

M2 can also be successfully addressed by a more in depth analysis of one or more specific impacts of each of the developments selected, for example more in depth research into the development of low cost airlines and how they have influenced the growth of regional airports as a result of the demand for cheaper flights; however, such detailed analysis can be too challenging for some students at Level 2.