Tailoring the travel experience

The sample unit of work provides teaching strategies and learning experiences that facilitate students’ demonstration of the dimensions and objectives of Tourism.

This sample demonstrates:

- organisation and development of a unit that could be used within a course of study
- aspects of the underpinning factors particular to this unit
- a focus for the unit, in a context based on one or more of the electives
- identification of the relevant concepts and ideas, and associated subject matter, from the core topics
- a teaching and learning sequence that:
  - outlines effective teaching strategies
  - supports achievement of the objectives described in the dimensions of this syllabus
  - shows alignment between core subject matter, learning experiences and assessment.
Overview

Unit overview

Title of unit: Tailoring the travel experience

Unit description (focus):
The purpose of this unit is to investigate forms of tourism, considering the variety of reasons and needs of travellers in general and specific client groups in particular. Students undertake a project to develop a folio of local tourism information and respond to a prospective client brief.

Time allocation:
Unit 2, Semester 1, 25 hours

Identified curriculum from the syllabus

Dimensions and objectives

| Knowing and understanding | • recall terminology associated with tourism and the tourism industry  
| • describe and explain tourism concepts and information  
| • identify and explain tourism issues or opportunities. |
| Analysing and applying | • analyse tourism issues and opportunities  
| • apply tourism concepts and information from a local, national and global perspective  
| • communicate meaning and information using language conventions and features relevant to tourism contexts. |
| Producing and evaluating | • generate plans based on consumer and industry needs  
| • evaluate concepts and information within tourism and the tourism industry  
| • draw conclusions and make recommendations. |

Electives

- Tourist destinations and attractions
- Tourism client groups

Core

Core topic 1: Tourism as an industry

| Concepts and ideas | Knowledge, understanding and skills |
| Defining tourism | Inquiry questions | Subject matter |
| Tourism is diverse and involves a wide variety of industry and government organisations and associated sectors (C1.1). | What is tourism? | • key concepts, such as: |
| | | − tourism, tourist, hosts, guests |
| | | − types of tourism: domestic, international, inbound, outbound |
| | | − forms of tourism |
| | | − tourism client groups |
### Employment in tourism

Employment in tourism requires specific knowledge and skills that are developed through training and education directly related to client and employer needs (C1.2).

What personal skills are essential to enhance an individual’s employability in the tourism industry?

- the importance of effective communication and teamwork in providing quality customer service and project management
- the importance of integrity and ethical behaviour in the tourism industry
- planning and organisation of work
- appropriate dress and personal presentation
- digital capabilities

### Core topic 2: The travel experience

#### Concepts and ideas

<table>
<thead>
<tr>
<th>Travelling</th>
<th>Inquiry questions</th>
<th>Subject matter</th>
</tr>
</thead>
</table>
| Tourists travel for a variety of reasons and purposes to a variety of destinations (C2.1). | What motivates people to travel? | purposes of travel:  
  - personal  
  - business and professional  
 physical factors  
 economic factors  
 advertising and marketing  
 social trends  
 using statistical profiles of tourists to identify factors |

| Where do people travel? | tourism geography (knowledge of place and geographical features)  
 movement of travellers:  
  - domestic  
  - international (inbound, outbound)  
 tourism hotspots and trends, such as:  
  - adventure tourism and other niche markets such as wine and food  
  - established and emerging tourism destinations  
  - catering for culturally diverse inbound travellers considering factors such as hosts, communication, diet, customs, managing perceptions  
 relationship between destinations and forms of tourism  
 events that can lead to changed demands in the tourism industry  
 tourism data, graphs and maps  
 statistical profiles of tourists such as movements, length of stay, popular destinations, activities undertaken and expenditure |

#### Travel preparation

Tourists should have knowledge of place, culture, laws and required documents before travelling (C2.2).

What destination information would benefit a tourist prior to travel?

- factors influencing travel decisions:  
  - time zones  
  - geographical information and maps  
  - climate  
  - attractions  
  - transport systems  
  - accommodation types
<table>
<thead>
<tr>
<th>How to find and use tourism information?</th>
<th>range of data and information sources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– organised tours</td>
<td>– government websites</td>
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<tr>
<td>– independent travel</td>
<td>– independent websites</td>
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<tr>
<td>– currency</td>
<td>– multimedia</td>
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<td>– phone and internet access</td>
<td>– smartphone use and travel apps</td>
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<td>– travel apps</td>
<td>– human resources</td>
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<td>– health and safety</td>
<td>– tourism-specific publications</td>
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<td>– local laws, rules and customs, and</td>
<td></td>
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<td>sensitivity to cultural differences</td>
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</tbody>
</table>

### Core topic 3: Sustainable tourism

#### Concepts and ideas

**Sustainability in tourism**

The tourism industry must be flexible and adaptive to change to ensure it remains a sustainable industry (C3.2).

#### Knowledge, understanding and skills

**Inquiry questions**

What is sustainable tourism?

- sustainable tourism products and practices
- common concepts associated with sustainable tourism
- cost-benefit analysis of sustainable tourism products and practices
- new forms of tourism such as ecotourism, ethical consumerism, culture tourism and nature tourism
- case studies that demonstrate approaches to managing sociocultural, environmental or economic sustainability
### Assessment

**Assessment: Being a tourist in your local area**

<table>
<thead>
<tr>
<th>Assessment technique</th>
<th>Project</th>
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<tbody>
<tr>
<td><strong>Dimensions assessed</strong></td>
<td><strong>Knowing and understanding</strong>&lt;br&gt;• recall terminology associated with tourism and the tourism industry&lt;br&gt;• describe and explain tourism concepts and information&lt;br&gt;• identify and explain tourism issues or opportunities.&lt;br&gt;&lt;br&gt;<strong>Analysing and applying</strong>&lt;br&gt;• analyse tourism issues and opportunities&lt;br&gt;• apply tourism concepts and information from a local, national and global perspective&lt;br&gt;• communicate meaning and information using language conventions and features relevant to tourism contexts.&lt;br&gt;&lt;br&gt;<strong>Planning and evaluating</strong>&lt;br&gt;• generate plans based on consumer and industry needs&lt;br&gt;• evaluate concepts and information within tourism and the tourism industry&lt;br&gt;• draw conclusions and make recommendations.</td>
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</tbody>
</table>

**Description of instrument**<br>Students undertake a project to prepare and present an itinerary for a particular client including recommendations that demonstrate how the itinerary is tailored for the prospective client.<br>There are two assessable components:<br>• written component: information report outlining local tourist attractions and reasons for inclusion as possible tourist destinations<br>• product and performance component: prepare and present an itinerary with recommendations for a prospective client. |

**Assessment conditions**<br>Written component<br>• 400–700 words<br>Product and performance component<br>• Schools provide students with some continuous class time to develop the product and performance component of the project. |

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Teaching and learning sequence

Teaching strategies and learning experiences

**What is tourism?**
**Where do people travel?**
**What is sustainable tourism?**
**How to find and use tourist information?**

Teacher:
- revisits key concepts, such as: ‘tourism’, ‘types of tourism’, forms of tourism’ and ‘tourism client groups’
- explains the assessment task and makes links to the standards matrix
- leads a class discussion about the characteristics of an information report genre
- provides feedback about the quality of analysis and evaluation completed throughout the unit of work.

Students:
- **recall** terminology and define concepts, such as ‘tourism’, ‘types of tourism’, forms of tourism’, ‘tourism client groups’ (C1.1)
- **describe** and **examine** tourism geography (knowledge of place and geographical features) and **explain** the relationship between destinations and forms of tourism, e.g. Northern Territory and cultural tourism, New Zealand and adventure tourism, Fraser Island and nature tourism (C3.2, C2.1)
- **describe** tourism hotspots and trends, such as adventure tourism and other niche markets, established and emerging tourism destinations, and catering for culturally diverse inbound travellers (C2.1, C3.2)
- **identify** and **explain** how events can lead to changed demands in the tourism industry, e.g. 2018 Commonwealth Games (C2.1)
- **describe** and **explain** sustainable tourism products and practices (C3.2)
- **identify** and **analyse** statistical profiles of tourists such as movements, length of stay, popular destinations, activities undertaken and expenditure to **draw conclusions** and **make recommendations** about the relationship between destinations and forms of tourism (C1.1, C2.1); present information using an information report genre
- **analyse** travel information from a range of sources, such as travel agencies, tourism-specific publications, smartphone travel apps to **identify** key features of how tourism information is presented, considering aspects such as:
  - destination information
  - potential client groups, e.g. age, interests income
  - layout, language conventions and features
- **evaluate** and **recommend** the most effective strategies for communicating information relevant to the tourist context. (C1.1, C2.1, C3.2).

Assessment: Project — Being a tourist in your local area

Assessable component 1:
- written component: information report outlining local tourist attractions and reasons for inclusion as possible tourist destinations

Students:
- **analyse** a range of data and information sources, such as government and independent websites, local information and travel books to develop a local area profile that:
  - **describes** the local area
  - **lists** the key features of the local area, such as weather and climate, geographical features, heritage and culture
  - **identifies** key information required by tourists
  - **describes** local products and attractions and provides an annotated map of the local area, including accessibility
  - **explains** the sectors that serve local tourism client needs, such as accommodation and transportation

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2 Highlighted key verbs relate to the dimensions.
- evaluate possible tourist destinations and activities for inclusion in the local area profile
- communicate using the correct genre.

**What personal skills are essential to enhance an individual’s employability in the tourism industry?**

**What motivates people to travel?**

**What destination information would benefit a tourist prior to travel?**

**Teacher:**
- revisits tourism client groups and their statistical profiles, e.g. adventure-seeker, backpacker, first-time traveller, grey nomad, family, independent traveller, business traveller
- leads a class discussion about the importance of tourist as clients, when explaining how to respond to a client brief and develop an appropriate itinerary
- provides feedback about the quality of evaluation, conclusions and recommendations completed by students throughout the unit of work.

**Students:**
- identify and explain essential personal skills required when working in the tourism industry, such as providing quality customer service, the importance of integrity and ethical behaviour, being able to plan and organise, appropriate dress and personal presentation, and digital capabilities (C1.2)
- discuss reasons why people like to travel and outline a personal ‘dream destination’ and/or places they have travelled that involved a significant travel experience (C2.1)
- use a graphic organiser/mindmap to describe and explain the purposes of travel, such as personal, business and professional, physical factors, economic factors, advertising and marketing, social trends (C2.1)
- work in small groups to prepare an information brochure that explains why tourists should consider the following destination factors when planning to travel: time zones, geographical information and maps, climate, attractions, transport systems, accommodation types, organised tours, independent travel, currency, phone and internet access, travel apps, health and safety, local laws, rules and customs, and sensitivity to cultural differences (C2.2)
- analyse case studies of different tourists and their travel experience to develop a client profile (a summary of facts about what a tourist wants and expects from the travel experience). For each tourist include: motivations, preferred destinations, budgets, how they access information (C2.1,C2.2)
- research a destination within Australia; describe and explain factors that would influence travel decisions; evaluate why these are important factors; apply this evaluation to create an itinerary for a tourist (C2.1)
- roleplay presenting an itinerary to a client.

**Assessment: Project — Being a tourist in your local area**

**Assessable component 2:**
- product and performance component: Prepare and present an itinerary for a prospective client including recommendations that highlight how the itinerary is tailored to them.

**Students:**
- generate an itinerary based on a client’s specific requirements
  - identify and explain tourism opportunities and challenges within the scope of the brief
  - apply tourism concepts and information to a client’s specific requirements
- draw conclusions and make recommendations on how the itinerary meets the client’s specific requirements
  - analyse tourism opportunities
  - evaluate possible tourist destinations and activities for inclusion in the tailored itinerary
- communicate using client-appropriate language conventions and features
Resources

- Tourism and Events Queensland: [http://teq.queensland.com](http://teq.queensland.com) — provides a range of resources, including research, news and data/information about tourism and events in Queensland.