



Module Booklet

Qualification	Pearson BTEC HND in Travel and Tourism management
Unit 20	VISITOR ATTRACTION MANAGEMENT
Level	4
Unit code	R/601/1758
Block start date	26th February 2018
Issue date	26th February 2018
Assignment submission date	20th May 2018
Lecture and formative assessment	10 Weeks
Module Leader	Maryam Hamedi

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Introduction

This unit gives learners a broad understanding of the nature, development and management of visitor attractions. The unit highlights the range and importance of visitor attractions within the tourism sector and allows learners to explore the development process for establishing a new visitor attraction. The unit then explores the different types of visitor, their impacts and various theories of tourist motivation, which should aid the management of a visitor attraction. Key issues of visitor attraction management will also be investigated. Learners will explore the techniques available to managers of visitor attractions and how they can be used to achieve sustainability.

Aim of the unit

The aim of this unit is to enable learners to to gain understanding of visitor attractions, visitor types, impacts and tourist motivation theories, issues affecting its development process and management techniques and their impact on sustainability

Learning Outcomes and assessment criteria:

1 Understand the scope and importance of visitor attractions

- 1.1 discuss the overlap of visitor attractions in relation to particular types of attraction
- 1.2 analyse the importance of different visitor attractions

2 Understand visitor types, impacts and tourist motivation theories

- 2.1 evaluate the needs and motivations of different visitor types
- 2.2 evaluate impacts of tourism on visitor attractions
- 2.3 analyse the effect of different theories of tourist motivation on the management of visitor attractions

3 Understand issues affecting the development process in visitor attraction management

- 3.1 discuss processes and potential issues involved in the development of visitor attractions
- 4 Understand the application of management techniques and their impact on sustainability.
- 4.1 analyse different visitor management strategies
- 4.2 evaluate management techniques in relation to sustainability

Unit content:

1. Understand the scope and importance of visitor attractions

Scope: purpose built to attract visitors e.g. Thorpe Park, London Eye, Eden Project; built for another original purpose that have become tourist attractions e.g. Windsor Castle, York Minster, Goon hilly Downs; natural attractions e.g. Pembroke shire Coast, Lake Windermere; events and festivals e.g. Glastonbury, Olympic Games, Eurovision Song Contest; overlaps/common characteristics with other attractions e.g. an English country house is a human built structure, not designed as an attraction, which may contain an art gallery (frequently these are purpose built) and may run regular events such as festivals or host conferences; local, national and worldwide attractions

Importance: revitalizing an area; attracting new business to a destination, contribution to the overall destination product, employment, revenue, multiplier effect, enhancement of local heritage and culture; purpose of attraction e.g. profit, conservation, preservation

2. Understand visitor types, impacts and tourist motivation theories

Visitor types: market segmentation e.g. demographic, geographic, psychographic; visitor needs; special interests, characteristics and profile **Visitor impacts:** overcrowding; wear and tear; carrying capacities, traffic-related e.g. traffic congestion; pollution; increased risk of accidents; erosion; impacts on local community; visitor facilities; authenticity of attraction e.g. adaptations to architecture, intrusive interpretation to the history of the site, education and training

Theories on tourism: theories e.g. 'responsible tourism' (Goodwin, 1998), the 'smart consumer' (Voase, 2002)

3. Understand issues affecting the development process in visitor attraction

Management

Issues: location e.g. natural; opportunities; incentives, access, catchment areas; land and reclamation; funding e.g. private sector, public sector (local, regional, UK, EU), membership schemes; stakeholders; attraction management; tourism consultants; local authorities; local communities; tourist boards; private enterprise; public sector; pressure groups; tourism organizations e.g. National Trust, English Heritage; transport companies; technology

Process: processes e.g. project management feasibility study, design, local community involvement, planning applications, construction period, access and signposting, recruitment, training, opening event, customer care, crowd management, reservations and ticketing, internal and external communications

4. Understand the application of management techniques and their impact on

Sustainability

Supply: services e.g. visitor flows, flexible capacity (extended opening hours, peak strategies – specific time slots, increased staff levels, additional tills/eating area, identified routes within attraction, multi skilling of staff); increasing capacity (additional buildings/attractions); security, identified footpaths; regulated room conditions (protection of textiles, carpets), signage, concessions.

Demand: influence the number or behavior of visitors including price incentives, marketing interpretation, education *Renewal:* product life cycle, visitor expectations, passive and active modes of delivery; innovation e.g. new adventure, new theme, new area.

Sustainability: economic (international, national, regional, local); visitor expectations (negative impacts result in lack of repeat business); social e.g. heritage, culture, lifestyle; environmental e.g. conflict between conservation and preservation



Scheme of work

Accrediting Body: Pearson BTEC

Course: BTEC HND IN TRAVEL AND TOURISM MANAGEMENT

Unit 20: Visitor Attraction Management

Wk	Lecture Schedule	Content	Outcome of session By the end of the session learners are expected to be able to:	Activity/seminar and formative assessment	Resources
1	Introduction to the module LO1 Understand the scope and importance of visitor attractions	Scope: purpose built to attract visitors; built for another original purpose that have become tourist attractions; natural attractions; events and festivals; overlaps/common characteristics with other attractions; local, national and worldwide attractions	Understand the module content Understand the assessment mode and Learning Outcomes Discuss the overlap of visitor attractions in relation to particular types of attraction	Individual induction, helping to know each other. Discussion forum	Unit specification handouts. Power point Magazines, travel
2	LO1 Understand the scope and importance of visitor attractions	Importance of attractions: revitalising an area; attracting new business to a destination, contribution to the overall destination product, employment, revenue, multiplier effect, enhancement of local heritage and culture;	1.2 Analyse the importance of different visitor attractions	Class discussion Case studies Questions & Answers	Power point slides Hand-outs

		purpose of attraction eg profit, conservation, preservation		One hour workshop	
3	LO2 Understand visitor types, impacts and tourist motivation theories	Visitor types: market segmentation eg demographic, geographic, psychographic; visitor needs; special interests, characteristics and profile	2.1 Evaluate the needs and motivations of different visitor types	Class discussion Case studies One hour workshop	Power point slides Hand-outs
4	LO2 Understand visitor types, impacts and tourist motivation theories	Visitor impacts: overcrowding; wear and tear; carrying capacities, traffic-related eg traffic congestion; pollution; increased risk of accidents; erosion; impacts on local community; visitor facilities; authenticity of attraction eg adaptations to architecture, intrusive interpretation to the history of the site, education and training Theories on tourism: theories eg 'responsible tourism' (Goodwin, 1998), the 'smart consumer' (Voase, 2002)	2.2 Evaluate impacts of tourism on visitor attractions 2.3 Analyse the effect of different theories of tourist motivation on the management of visitor attractions	Class discussion Case studies Group Seminar Questions & Answers One hour workshop	Power point slides Hand-outs
5	Visits	Field trip to the National Maritime Museum, Greenwich Park and The Queen's House	Addressing LO1, 2 and 4	Students to complete a Worksheet	Worksheet
6	LO3 Understand issues affecting the development process in visitor attraction management	Issues affecting the development process in visitor attraction management: location; land and reclamation; funding; stakeholders; attraction management; tourism consultants; local authorities; local communities; tourist boards; private enterprise; public sector; pressure groups; tourism organisations; transport companies; technology	Reflections on the field trip 3.1 Discuss processes and potential issues involved in the development of visitor attractions.	Class discussion Case studies Group Seminar Questions & Answers	Power point slides Hand-outs

		Processes in visitor attraction management.	Learners to gather pre-visit information	One hour workshop	
7	Reflections on the field trip Assignment draft	Reflecting on visits to the National Maritime, Greenwich Park and The Queen's House Recap and Formative feedback on LO1 & 2	Reflections on the field trip	Questions & Answers	
8	LO4 Understand the application of management techniques and their impact on sustainability	Supply: services; increasing capacity, security, identified footpaths; regulated room conditions; signage, concessions Demand: influence the number or behaviour of visitors including price incentives, marketing interpretation, education Renewal: product life cycle, visitor expectations, passive and active modes of delivery; innovation Sustainability: economic (international, national, regional, local); visitor expectations (negative impacts result in lack of repeat business); social eg heritage, culture, lifestyle; environmental eg conflict between conservation and preservation	4.1 Analyse different visitor management strategies 4.2 Evaluate management techniques in relation to sustainability	Class discussion Case studies Group Seminar Questions & Answers One hour workshop	Power point slides Hand-outs
9	Assignment draft	Recap and Formative feedback on LO3 and LO4	Formative Feedback	Questions & Answers	Assignment brief
10	Assignment Support and submission	Assignment Support all LOs and submission	Formative Feedback	Questions & Answers	Assignment brief

Recommended text and links:

Fyall A, Garrod B, Leask A and Wanhill S (editors) (2008) Managing Visitor Attractions 2nd. Butterworth-Heinemann

Leask A and Yeoman I (editors) (1999) Heritage Visitor Attractions: An Operations Management Perspective Cassell

Swarbrooke J (2002) The Development and Management of Visitor Attractions Butterworth-Heinemann

Yale P (2004) From Tourist Attractions to Heritage Tourism 2nd edition. Elm Publications

Yeoman I and Drummond S (2000) Quality Issues in Visitor Attractions Butterworth-Heinemann

Lockwood, Andrew; Medlik, S. Tourism and hospitality in the 21st century, Rotledge, 2016, ISBN 978-1138143791

Journals

International Journal of Tourism Research

Annals of Tourism Research

Current Issues in Tourism

Journal of Heritage Tourism

Tourism Management

Journal of Vacation Marketing

Journal of Tourism and Cultural Change

Attractions Management Magazine <http://www.attractionsmanagement.com/>

FUNWORLD Magazine - Amusement Industry News from IAAPA <http://www.iaapa.org/news/funworld>

Videos

Fix Overcrowded Destinations & Attractions With New Intelligent Visitor Management Technologies

<https://www.youtube.com/watch?v=SeoZdquIDUQ>

What is the Role of Government in Managing Tourism in Destinations? - WTM 2015

<https://www.youtube.com/watch?v=8pqkBO6rjoE>

Websites

VisitBritain www.visitbritain.com/gb/en

IAAPA - The International Association of Amusement Parks and Attractions <http://www.iaapa.org/>

Association of Leading Visitor Attractions www.alva.org.uk/

Attractions Management www.attractionsmanagement.co.uk/

Association of leading Visitor Attractions www.alva.org.uk/

British Association of Leisure Parks www.balppa.org/

English Heritage www.english-heritage.org.uk

National Trust www.nationaltrust.org.uk

Natural England www.naturalengland.org.uk

The British Museum www.britishmuseum.org

The Royal Museums Greenwich www.rmg.co.uk

The Greenwich Park www.royalparks.org.uk/parks/greenwich-park

Office for national statistics www.ons.gov.uk

UNESCO www.unesco.org.uk

The Department for Culture, Media and Sport – www.gov.uk/government/organisations/department-for-digital-culture-media-sport

The National Lottery www.lottery.culture.gov.uk/

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Teaching and Learning Activities

The module tutor(s) will aim to combine lectures with tutorial activities. This environment will provide opportunities for the student to understand the course material through case study and text and to apply it in a practical way. The intent is to facilitate interactive class activities and discussion about the significant role of research in a global and local business environment.

Teaching Ethos

The college's approach towards teaching and learning is simple and effective. The main aim of UKCBC is to assist learners in maximising their potential by ensuring that they are taught clearly and effectively. This will enable students to engage in the learning environment and promote success in both their academic studies and subsequent career.

Methods of Delivery:

Lectures:

These will be developed around the key concepts as mentioned in the indicative course content and will use a range of live examples and cases from business practice to demonstrate the application of theoretical concepts. This method is primarily used to identify and explain key aspects of the subject so that learners can utilise their private study time more effectively.

Seminars:

These are in addition to the lectures. The seminars are designed to give learners the opportunity to test their understanding of the material covered in the lectures and private study with the help of reference books. This methodology usually carries a set of questions identified in advance. Seminars are interactive sessions led by the learners. This method of study gives the learner an excellent opportunity to clarify any points of difficulty with the tutor and simultaneously develop their oral communication skills.

Case Studies:

An important learning methodology is the extensive use of case studies. They enable learners to apply the concepts that they learn in their subjects. The learners have to study the case, analyse the facts presented and arrive at conclusions and recommendations. This assists in the assessment of the learner's ability to apply to the real world the tools and techniques of analysis which they have learnt. The case study serves as a supplement to the theoretical knowledge imparted through the course work.

Assessment:

The module will be assessed meeting all the Learning Outcomes as specified by the awarding body Pearson BTEC.

Please read the instructions carefully while addressing the tasks specified.

Contribution: 100% of the module

Outline Details: Details enclosed in the assignment brief

‘Academic Misconduct’ Statement:

‘Academic Misconduct’ is a term used to describe a deliberate attempt by a student to take unfair advantage over other students to undermine the quality, standards and credibility of the programmes and qualifications offer by UKCBC. Academic Misconduct includes: plagiarism; collusion; falsification; replication; cheating; bribery; and impersonation. A student suspected of Academic Misconduct will be investigated by the College and appropriate action will be taken.

‘Contract Cheating’ Statement:

‘Contract Cheating’ is defined by the Quality Assurance Agency (QAA) as occurring when, “a third party completes work for a student who then submits it to an education provider as their own, where such input is not permitted.” Such third party companies have become known as ‘essay mills’, and it is the responsibility of students to avoid contact and association with such third party companies throughout their entire period of study. A student suspected of Contract Cheating will be investigated by the College and appropriate action will be taken.



ASSIGNMENT BRIEF

Unit Number and title	Unit 20 - VISITOR ATTRACTION MANAGEMENT
Qualification	Pearson BTEC HND Travel and Tourism Management
Start Date	26/02/2018
Issue date	26/02/2018
Deadline/ Hand-in	20/05/2018 (23:59)
Assessor	

The purpose of this assignment

This unit enables learners to gain understanding of visitor attractions, visitor types, impacts and tourist motivation theories, issues affecting its development process and management techniques and their impact on sustainability.

Task 1 (LO1, AC1.1, 1.2, M1, M2, M3, D1, D2, D3)

Scenario

You are working as a Tourism Consultant for VisitBritain which plays a unique role in building England's tourism product and increasing the volume and value of tourism exports; while developing England and Britain's visitor economy.

Working with a wide range of partners in both the UK and overseas, your mission is to grow the volume and value of inbound and domestic tourism across the nations and regions of Britain and to develop world-class tourism products.

You are required to write an **article** to be published in a travel and tourism journal based on your visits to **the National Maritime Museum, Greenwich Park, and The Queen's House** and you should also research a range of attractions in the United Kingdom to support your discussion and analysis. Your article should be in Word format and professionally structured with headings and subheadings, page numbers and relevant facts and figures. approx. 1000 words. Your article must address 1.1 and 1.2 given below:

- 1.1 Discuss the overlap of visitor attractions in relation to particular types of attraction.
- 1.2 Analyse the importance of different visitor attractions.

Task 2 (LO2, AC2.1, 2.2, 2.3, M1, M2, M3, D1, D2, D3)

Scenario for Task 2

You are still working as a Tourism Consultant with VisitBritain and you have been asked to provide a **management report** that will encourage the marketing department to provide better-targeted product development for United Kingdom Attractions. You can reflect on your visits and observations at **the National Maritime Museum, Greenwich Park, and The Queen's House** or research a range of visitor attractions in the UK.

The report should address 2.1, 2.2, and 2.3 below:

2.1 Evaluate the needs and motivations of different visitor types

2.2 Evaluate impacts of tourism on visitor attractions in the United Kingdom

2.3 Analyze the effect of different theories of tourist motivation on the management of visitor attractions.

Task 3 (LO3, AC3.1, M1, M2, M3, D1, D2, D3)

Your next task as a Tourism Consultant is to explore the development process for establishing a theme park "The London Resort" in Swanscombe Peninsula, Kent by the London Resort Company Holdings Limited (LRCH). The theme park is set to open in 2023. You are required to write a **magazine article** where you discuss the processes and the potential issues involved in the development of visitor attractions. You can consider issues such as location, funding, stakeholders, attraction management, tourism consultants, local authorities, local communities, tourist boards, private enterprise, public sector, pressure groups, tourism, organisations, and technology. You should address 3.1 below:

3.1 Discuss the processes and the potential issues involved in the development of visitor attractions.

Task 4 (LO4, AC4.1, 4.2, M1, M2, M3, D1, D2, D3)

As a Tourism Consultant, you should explore the techniques available to managers of visitor attractions and how they can be used to achieve sustainability. Please provide a detailed **management report with examples from at least three case studies** to be presented to senior management of various attractions in the United Kingdom addressing 4.1 and 4.2 below:

4.1 Analyse different visitor management strategies

4.2 Evaluate management techniques in relation to sustainability.

Assignment Guidelines:

- Produce evidence as specified for each task.
- Use a standard report structure where requested, Word-process the report and use a normal script of a proper font size 12. Complete the title page
- It should be uploaded to Ulearn platform before the deadline. Assignments submitted after the deadline will not be accepted unless mitigating circumstances supported by valid evidence.
- **Academic misconduct must be avoided.**
- Start each answer on a new page and pages should be numbered. Highlight each question clearly.
- Include a Bibliography at the end of the assignment and use the Harvard referencing system. All work should be comprehensively referenced and all sources must be fully acknowledged.
- In order to **pass** you need to address all the LO
- In order to get a **merit** you need to first pass and then address the characteristics of M1, M2, M3
- In order to get a **distinction** you need to first pass, address all the merit characteristics and then address the characteristics of D1, D2 and D3.

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Commonly use command words

Analyse	These tasks require you to explore the different aspects of an issue, considering the relative significance of each. You would normally need to explore causal relationships, examining how an action will lead to a particular reaction. This type of task would not normally require you to make judgements, but rather to drill down into an issue, exploring relationships in depth.
Critically analyse	This is when you have to explore the strengths and weaknesses of the ideas of a theorist or claims made by a professional body before reaching a final, balanced conclusion. You would normally begin by presenting the initial idea and arguments in favour of it, before introducing contradictory arguments. When you present the arguments, you should present their relative merits (e.g. their strengths and weaknesses) before summarising your arguments and reaching a final conclusion.
Discuss	This task require you to examine, analyse carefully, and give reasons pro and con. Be complete, and give details. Also, you can investigate or examine by argument, sift and debate, giving reasons for and against.
Evaluate	This type of question will require you to give an opinion on an issue, which you should support with relevant evidence. You should ensure that your response provides a balanced view of the issue, exploring points for and against your argument. This should lead to an overall conclusion where you summarise your main arguments and explain how you have come to your final decision.

Learning Outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:	Task Number
LO1 Understand the scope and importance of visitor attractions	1.1 discuss the overlap of visitor attractions in relation to particular types of attraction 1.2 analyse the importance of different visitor attractions	1
LO2 Understand visitor types, impacts and tourist motivation theories	2.1 evaluate the needs and motivations of different visitor types 2.2 evaluate impacts of tourism on visitor attractions 2.3 analyse the effect of different theories of tourist motivation on the management of visitor attractions	2
LO3 Understand issues affecting the development process in visitor attraction Management	3.1 discuss processes and potential issues involved in the development of visitor attractions	3
LO4 Understand the application of management techniques and their impact on sustainability	4.1 analyse different visitor management strategies 4.2 evaluate management techniques in relation to sustainability	4

In addition to the Pass criteria's above, this assignment gives you the opportunity to submit evidence in order to achieve the following Merit and Distinction grades.

Outcomes/criteria:	Indicative characteristics	Possible evidence Contextualisation	Feedback
		In this assessment you will have the opportunity to present evidence that shows you are able to:	
Merit Description:			
M. Identify and apply strategies to find appropriate solutions.	<ul style="list-style-type: none"> . Relevant theories and techniques have been applied . Effective judgements made 	To achieve M1, you have to analyse the importance of different visitor attractions (1.2) or to evaluate the needs and motivations of different visitor types (2.1), the effect of different theories of motivation (2.3) or make effective judgements across the assignment for example in 2.1, 2.2, 4.2.	
M2. Select/ design and apply appropriate methods/ techniques.	. A range of sources of information used	To achieve M2, you will use a range of sources of information used and correctly referenced across the assignment.	

M3. Present and communicate appropriate findings.	<ul style="list-style-type: none"> . Appropriate structure and approach has been used . Logical and Coherent arguments made . A range of methods of presentation used 	To achieve M3, the work you present should be appropriately structured and technical language used accurately across the assignment or use a range of methods of presentation across the assignment for example in presenting the articles, and management report.	
Distinction Description:			
D1. Use critical reflection to evaluate own work and justify valid conclusion.	Synthesis has been used to generate and justify valid conclusions	To achieve D1, you will demonstrate an ability to generate and justify valid conclusions for example on impacts of tourism on visitor attractions (2.2) or analyse the effect of different theories of tourist motivation on the management of visitor attractions (2.3)	
D2. Take responsibility for managing and organizing activities.	Autonomy/independence demonstrated	To achieve D2, you will demonstrate autonomy across your assignment, with effective independent research and met the deadlines to submit all the tasks and achieve the unit assessment criteria.	
D3. Demonstrate convergent, lateral and creative thinking	Ideas generate and decisions taken	To achieve D3, you should generate new ideas and decisions taken for example on different visitor management strategies (4.1), potential issues involved in development of visitor attractions (3.1), effects of	

Evidence checklist	Summary of evidence required by student	Evidence presented
Task 1	Written article	
Task 2	Management Report	
Task 3	Magazine article	
Task 4	Management Report	

Achievement Summary

The Following Sections to be completed by the assessor:

Qualification	Pearson BTEC HND Travel and Tourism Management	Assessor name	
Unit Number and title	20 – Visitor Attraction Management	Student name	
Criteria Reference	To achieve the criteria the evidence must show that the student is able to:	Achieved? (tick)	
1.1	Discuss the overlap of visitor attractions in relation to particular types of attraction		
1.2	Analyse the importance of different visitor attractions		
2.1	Evaluate the needs and motivations of different visitor types		
2.2	Evaluate impacts of tourism on visitor attractions		
2.3	Analyse the effect of different theories of tourist motivation on the management of visitor attractions		
3.1	Discuss processes and potential issues involved in the development of visitor attractions		

4.1	Analyse different visitor management strategies		
4.2	Evaluate management techniques in relation to sustainability		
Higher Grade achievements (where applicable)			
Grade descriptor	Achieved? (tick)	Grade descriptor	Achieved? (tick)
M1: Identify and apply strategies to find appropriate solutions		D1. Use critical reflection to evaluate own work and justify valid conclusion.	
M2: Select/design and apply appropriate methods/techniques		D2. Take responsibility for managing and organizing activities.	
M3: Present and communicate appropriate findings		D3. Demonstrate convergent, lateral and creative thinking	