Unit 40: Visitor Attraction Management

Unit code: R/601/1758
QCF level: 4
Credit value: 15

● Aim

This unit aims to give learners an understanding of the range and importance of visitor attractions in the land-based sector, factors affecting their successful establishment and development, and the impact of management techniques on their sustainability.

● Unit abstract

Visitor attractions are an increasingly significant feature within the land-based sector, especially as public interest in the environment, conservation and sustainability continues to develop.

This unit gives learners a broad understanding of the nature, development and management of visitor attractions within the sector. The unit highlights the range of visitor attractions within the land-based sector, their importance at a local, regional, national and sometimes international level, and the potential conflicts between the different reasons underpinning their existence.

Learners will investigate the different types of visitor, their needs and motivations, and the impacts of visitors on different types of attraction, as well as gaining an understanding of the relevant tourism theories. The unit also enables learners to explore the development process for establishing a new visitor attraction.

Learners will review the techniques available to managers of visitor attractions and the impact of these techniques on the sustainability of the attraction.

● Learning outcomes

On successful completion of this unit a learner will:

1. Understand the scope and importance of visitor attractions
2. Understand visitor types, impacts and tourist motivation theories
3. Understand issues affecting the development process in visitor attraction management
4. Understand the application of management techniques and their impact on sustainability.
Unit content

1 Understand the scope and importance of visitor attraction

Scope: purpose built attractions eg zoo, botanical gardens, farm park, countryside centre; built or established with another primary purpose that have become visitor attractions eg historic estates and gardens, forests and woodland; natural attractions eg coastal areas, National Parks, lakes and rivers; purpose of attraction eg educational, entertainment, recreational, conservation, species protection, cultural development, for health and wellbeing, community engagement; overlaps of scope and/or purpose eg a natural attraction that includes a purpose built feature, attractions which have multiple purposes; tensions between purposes eg conservation and recreation

Importance: for conservation purposes (locally, regionally, nationally, internationally); educational benefits; cultural and heritage; to the local, regional and national economy; to the local community eg employment opportunities, changes to transport routes, business opportunities, attracting tourism

2 Understand visitor types, impacts and tourist motivation theories

Visitor types: market segmentation eg demographic, geographic, socio economic; special interests, characteristics and profile; individuals and groups (organised, eg clubs, societies, schools, interest groups; ad hoc eg family, friends)

Visitor needs and motivations: facilities required eg access, transport and parking, hospitality, signage and interpretation; reasons for visiting eg entertainment, recreation, education, special interest

Impact of tourism: negative impacts eg congestion, pollution, increased risk of accidents, damage or disturbance to flora and fauna, overcrowding, erosion, increased demand for facilities, requirement for maintenance, effects of visitors on captive animals, birds or aquatic species; positive impacts eg income, increased public awareness, opportunities for support, source of potential volunteers

Tourist motivation theories: theories eg ‘responsible tourism’ (Goodwin, 1998), the ‘smart consumer’ (Voase, 2002)

3 Understand issues affecting the development process in visitor attraction management

Issues: location eg natural, aesthetics, existing amenities; opportunities; incentives, transport routes, access, catchment areas, restrictions on land use; land and reclamation; technology; legislation; pollution eg air, water, land, visual, noise; health and safety implications; funding eg private sector, public sector (local, regional, UK, EU), grants, loans, membership schemes; stakeholders; attraction management; tourism consultants; local authorities; local communities; tourist boards; private enterprise; public sector; pressure groups; organisations eg National Trust, English Heritage, Natural England, The Forestry Commission, Environment Agency, Department for Environment, Food and Rural Affairs (Defra), British Waterways, Sport England
**Development Process:** processes eg project management, feasibility study, market research, design, local community involvement, planning applications, construction period, landscaping, establishment of plants and animals, planning visitor routes and walkways, access and signposting, information and educational facilities, facilities and amenities, recruitment, training, marketing, opening event, customer care, crowd management, reservations and ticketing, internal and external communication

4 **Understand the application of management techniques and their impact on sustainability**

**Supply:** services eg visitor flows, flexible capacity (extended opening hours, peak strategies – specific time slots, differentiated pricing, increased staff levels, additional tills/eating area, identified routes within attraction, use of zoning, multi-skilling of staff); increasing capacity (additional buildings/attractions/facilities); security, health and safety

**Demand:** influence the number, characteristics or behaviour of visitors including price incentives; loyalty discounts/season tickets; payment structure (eg all inclusive ticket, payment for different parts of the attraction, payment according to time required); marketing; interpretation; education

**Renewal:** product life cycle, visitor expectations, passive and active modes of delivery; innovation eg new adventure, new theme, new area; addition of extra facilities and services, eg concerts and plays in historical gardens, “behind the scenes” experiences in zoos and animal parks

**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 recreation, conflict between visitor numbers/access and preservation of natural attraction; visitor education to promote sustainability within the attraction eg use of recycling, avoiding flash photography, use of public transport, use of recognised walkways, involvement in maintenance of the attraction through volunteer work
## Learning outcomes and assessment criteria

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<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria for pass</th>
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<tr>
<td><strong>On successful completion of this unit a learner will:</strong></td>
<td><strong>The learner can:</strong></td>
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<tr>
<td>LO1 Understand the scope and importance of visitor attractions</td>
<td>1.1 discuss the overlap of visitor attractions to particular types of attraction</td>
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<td>1.2 analyse the importance of different visitor attractions</td>
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<td>LO2 Understand visitor types, impacts and tourist motivation theories</td>
<td>2.1 evaluate the needs and motivations of different visitor types</td>
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<td>2.2 evaluate impacts of tourism on visitor attractions</td>
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<td>2.3 analyse the effect of different theories of tourist motivation on the management of visitor attractions</td>
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<td>LO3 Understand issues affecting the development process in visitor attraction management</td>
<td>3.1 discuss processes and potential issues involved in the development of visitor attractions</td>
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<td>LO4 Understand the application of management techniques and their impact on sustainability</td>
<td>4.1 analyse different visitor management strategies</td>
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<td>4.2 evaluate management techniques in relation to sustainability</td>
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Guidance

Links

This unit links with Unit 6: Work-based Experience.

Essential requirements

Visits to a variety of attractions within the land-based sector are essential.

To ensure learners have the opportunity to visit a range of visitor attractions, costs must be identified in advance and learners made aware of them. Where possible, learners should visit at least one purpose-built attraction, one non-purpose-built, a natural attraction and an event. This will show learners the range of attractions, similarities and differences, and also, of particular importance, issues in relation to management of attractions.

Employer engagement and vocational contexts

Tutors could establish links with nearby visitor attractions as appropriate to the sector. It would be particularly useful to establish links with a relatively new or developing attraction if possible, to enable learners to appreciate the range of considerations in establishing, developing and managing an attraction. It would also be of benefit to establish a link with a nationally important attraction, such as the Eden Project, Kew Gardens or Longleat Safari Park as well as attractions run on a much smaller scale such as a local farm park, countryside centre or historical gardens.

The unit is especially appropriate for fieldwork-based investigation and a portfolio of research could form part of the assessment. Learners should be given the opportunity to meet managers/employees of visitor attractions. Such contacts could be useful data resources for learner research. Case study materials on visitor attractions in the UK and worldwide are recommended. National Parks authorities, English Heritage and National Trust are good sources of research materials.