

Travel and Tourism– Aims/Intent

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Travel-and-Tourism>

The curriculum is designed in order to encourage critical evaluation skills and personal approaches to a variety of different sources and travel related tasks. Students will be prompted to consider their own experience as well as the needs and desires of other different user groups. The primary aim is to enable students to experience and understand the subject in such a way that it opens their eyes to the careers available and the employability skills needed to get there through a challenging academic program that is enriched with real world case studies and examples. The travel and tourism curriculum is one that allows all individuals to follow a career path and goals that they desire through giving them the opportunity to study the subject that quite literally opens the world up to them that is one of the fastest growing industries in the UK.

Through studying BTEC travel and tourism Level 2 and Level 3 students will develop a critical understanding of the world around them both in the UK and wider afield. They will build and apply a repertoire of knowledge, understanding and skills in order to understand the workings of the travel and tourism, hospitality and events industries. Students will be able to critically evaluate their ideas in order to better their understanding of customer service. Students will develop an understanding of developments in the travel and tourism world, the impacts on the individuals, society and the environment, and the responsibilities of businesses in the travel world.

The aims in Travel and Tourism are that student will be taught:

1. To gain a broad understanding and knowledge of a vocational sector
2. To understand the different Travel and Tourism organisations and activities on a local, regional, national, and international scale.
3. To develop essential skills and attributes prized by employers, further education colleges and higher education institutions.
4. To highlight and evaluate the wants and needs of different user groups, and research activities appealing to their demographic.
5. To build a sense of their own autonomy by researching, interacting with, and developing different options for different user groups.
6. To analyse and critically evaluate the effectiveness of different customer service strategies across different organisations in the travel and tourism sector.
7. All learners (including EAL/SEND and M.A.) to make strong progress.

How cultural capital is enhanced through Travel and Tourism:

Personal Development

In order to help prepare them to be successful, we will look to develop their self-management and ability to work independently, their adaptability and resilience in the face of challenge.

Social Development

In order to help prepare them for the workplace, we will look to develop communication skills, working collaboratively, their negotiating and influencing skills as well as an understanding of the importance of self-presentation.

Physical Development

In order to develop problem solving skills, we will endeavour to present students with open ended challenges for which there is no single solution. Instead, students will be asked to think creatively and use their knowledge and understanding of the subject to come up with their own solutions.

Cultural Development

In order to help students develop a sense of wonder about the world around them, we will examine the global industry and the opportunities for work and adventure it offers to people. Where possible, real life experiences will be brought into lessons.

Moral Development

Students to gain an understanding of the different needs of people with disabilities, and those from different countries, speaking different languages etc. This gives students an insight into the challenges people face, and the importance of ensuring that they remain open minded and tolerant to those from differing backgrounds.

How students' vocabulary is developed through Travel and Tourism:

- Opportunities to practise using new terms through exam questions that require the newly learnt terminology.
- Only Travel and Tourism specific terminology used in media lessons to develop students' subject specific vocabulary.
- Use of digital resources to teach new words and their definitions.

Implementation

Key stage 5 (Level 2):

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Travel-and-Tourism/2013/Specification-and-sample-assessments/BTECFIRST_AWD TT_SPEC_ISS3.pdf

At Level 2, students follow the Edexcel BTEC First Award syllabus to complete what is now a one year course. The course consists of one exam that is worth 25% of the final grade. The exam will be taken in the first assessment cycle in January, and students are given the opportunity to re-sit the exam in May if desired. The coursework, worth 75% of their final grade, is worked on independently and students get to research a number of different aspects of the Travel and Tourism sector, including UK and international destinations, activities, and the impacts of good and bad customer service.

The Level 2 Award is used to help students gain the requisite number of Level 2 qualifications to enable access to Level 3 courses including A-Levels and vocational courses both at CHA and other local colleges.

Key Stage 5 (Level 3):

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Travel-and-Tourism/2017/Specification/btec-l3-nat-ext-cert-in-travel-and-tourism.pdf>

Students are now also being offered the Level 3 Extended Certificate Travel and Tourism course. At Level 3, students follow the Edexcel BTEC extended certificate syllabus to complete a two year course. The course consists of one exam that is worth 25% of the final grade. The exam will be taken in the second year of the course. The coursework, worth 75% of their final grade, is worked on independently and students get to research a number of different aspects of the Travel and Tourism sector, including UK and international destinations, activities, events and conferences, and principles of marketing in the Travel and Tourism Sector

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Students take part in critique sessions that enable them to take advice from others to refine practice. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Throughout the course, our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' e-folders show they can use different software to ensure they meet the different assessment objectives. Discussions with students

illustrate that they can explain and explore their own personal evaluations of the wants and needs of different customers.

The Travel and Tourism curriculum at Chiltern Hills Academy aims to develop our students' confidence in critically engaging with different users and stakeholders to ensure that the needs of various customers and organisations are met. Across the course of study, students will develop an understanding of the importance of tailoring an activity or holiday to a particular user, and will be able to critically evaluate different activities and locations, and will also be able to explain possible improvements for locations and activities to help them appeal to a wider audience.

The qualification provides the knowledge, understanding and skills that will prepare students for further study or training. The Level 3 qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many travel and tourism courses. When combined with other courses, students can progress to higher education degree programmes, for example to a BSc (Hons) in International Management or BA (Hons) in Tourism Management.

*This table outlines the key topic areas covered in **Travel and Tourism** across KS5. The curriculum is designed in order to encourage critical evaluation skills and personal approaches to a variety of users; within the study of these students will be prompted to consider their own experience and the needs when looking at different aspects of the Travel and Tourism Sector consider the role that each aspect plays within a different holiday.*

Curriculum map - subject: Travel and Tourism

Level 2 First Award	Unit 1: The UK Travel and Tourism Sector	Unit 2: UK Travel and Tourism Destinations	Unit 4 - International Travel and Tourism Destinations	Unit 6 - The Travel and Tourism Customer Experience
	Component A – Types of Tourism Learners must know the meaning of the following terms and understand the differences between them. They must be able to recognise and give examples of each type of tourism:	Component A – UK travel and tourism categories When considering travel and tourism within the UK it is essential to know about different destinations.	Component A - know the major international travel and tourism destinations and gateways	Component A - investigate travel and tourism customer service
	Component B - Industries in the travel and tourism sector Learners will be able to explain the advantages and disadvantages of examples of products and services offered by each industry in order to evaluate the best options for customers.	Component B - Investigate the appeal of UK tourism destinations for different types of visitors There are lots of different types of visitor, and each type has different characteristics and different needs.	Component B - investigate the appeal of international travel and tourism destinations to different types of visitor	Component B - explore the needs and expectations of different types of customer in the travel and tourism sector

	<p>Component C - The role of consumer technology</p> <p>Learners will be able to apply their understanding and explain the possible advantages and disadvantages of each technology for different types of customers and/or travel and tourism organisations in different contexts.</p>	<p>Component C - Plan UK holidays to meet the needs of different visitors</p> <p>Students will be able to use their knowledge of different visitor types and different activities to plan holidays suitable for different types of users.</p>	<p>Component C - be able to plan international travel to meet the needs of visitors.</p>	<p>Component C - understand the importance of customer service to travel and tourism organisations.</p>
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