

**YEAR ONE**

Term	Autumn 1
Unit Covered	Unit 2: UK Travel & Tourism Destination
Expectations Challenge and Support	<p><u>Expectations-</u></p> <p><b>Learning aim A: Know UK travel and tourism destinations and gateways</b></p> <p><b>Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors</b></p> <p><b>Learning aim C: Plan UK holidays to meet the needs of different visitors</b></p> <p><u>Challenge-</u></p> <p><b>Learning aim A:</b> Learners will be able to accurately locate examples of travel and tourism destinations, from each destination category, gateway airports and major sea ports. Learners will also need to locate motorways and rail lines with destinations connected by them. It is also essential to know about how to get to and from destinations, including the use of airports and seaports: Air and sea are not the only ways to travel, and knowledge of the UK road and rail networks is also essential.</p> <p><b>Learning aim B:</b> Learners will understand how different types of destinations, including seaside resorts, town or city destinations and countryside areas can appeal to different types of visitors.</p> <p>There are lots of different types of visitor, and each type has different characteristics and different needs.</p> <p>Learners will understand ways in which tourist destinations can increase their appeal to different types of visitors in order to make and justify recommendations.</p> <p><b>Learning aim C:</b> Learners will use sources of information to carry out research into holiday plans for different visitor types and produce itineraries which meet customer needs. They will justify the choices made within itineraries and analyse ways that they could be adapted to meet the needs of different visitor types.</p> <p><u>Support-</u></p> <p><b>Learning aim A:</b> students may be given limited tutor support on request, in order to locate four UK tourist destinations from each category, UK gateway airports with three-letter codes, and UK seaports and other travel methods. Appropriate limited guidance includes guiding the learner towards specific sources of information on destinations, or examples of gateway airports, for the learner to then independently locate these on their map.</p> <p><b>Learning aim B:</b> at this level learners will provide an outline and may not address all key aspects of appeal of three UK tourist destinations – one town or city, one seaside resort and one countryside area. For each destination learners must outline the appeal of the destination to two visitor types.</p> <p><b>Learning aim C:</b> learners are required to use at least two appropriate information sources to plan one UK holiday for a specific customer or group and produce an itinerary. The holiday arrangements should be presented in a professional format, with all the necessary details for the holiday, including date and time of travel, mode of travel, departure and destination locations, type of accommodation, board basis and specific features included. The information sources need to be listed.</p> <p>Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.</p>
Assessment opportunities	<p>Both summative and formative assessment used.</p> <p>Assessment must be in line with BTEC policy.</p> <p>Use of assessment grids and criteria.</p>
Homework	Linked to assignment briefs and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.

Term	Autumn 2
<p>Unit Covered</p> <p>Expectations Challenge and Support</p>	<p>Unit 2: UK Travel &amp; Tourism Destination</p> <p><u>Expectations-</u></p> <p><b>Learning aim A: Know UK travel and tourism destinations and gateways – completed in Autumn 1.</b></p> <p><b>Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors – started in Autumn 1.</b></p> <p><b>Learning aim C: Plan UK holidays to meet the needs of different visitors</b></p> <p><u>Challenge-</u></p> <p><b>Learning aim A:</b> Learners will be able to accurately locate examples of travel and tourism destinations, from each destination category, gateway airports and major sea ports. Learners will also need to locate motorways and rail lines with destinations connected by them. It is also essential to know about how to get to and from destinations, including the use of airports and seaports: Air and sea are not the only ways to travel, and knowledge of the UK road and rail networks is also essential.</p> <p><b>Learning aim B:</b> Learners will understand how different types of destinations, including seaside resorts, town or city destinations and countryside areas can appeal to different types of visitors.</p> <p>There are lots of different types of visitor, and each type has different characteristics and different needs.</p> <p>Learners will understand ways in which tourist destinations can increase their appeal to different types of visitors in order to make and justify recommendations.</p> <p><b>Learning aim C:</b> Learners will use sources of information to carry out research into holiday plans for different visitor types and produce itineraries which meet customer needs. They will justify the choices made within itineraries and analyse ways that they could be adapted to meet the needs of different visitor types.</p> <p><u>Support-</u></p> <p><b>Learning aim A:</b> students may be given limited tutor support on request, in order to locate four UK tourist destinations from each category, UK gateway airports with three-letter codes, and UK seaports and other travel methods.</p> <p>Appropriate limited guidance includes guiding the learner towards specific sources of information on destinations, or examples of gateway airports, for the learner to then independently locate these on their map.</p> <p><b>Learning aim B:</b> at this level learners will provide an outline and may not address all key aspects of appeal of three UK tourist destinations – one town or city, one seaside resort and one countryside area. For each destination learners must outline the appeal of the destination to two visitor types.</p> <p><b>Learning aim C:</b> learners are required to use at least two appropriate information sources to plan one UK holiday for a specific customer or group and produce an itinerary. The holiday arrangements should be presented in a professional format, with all the necessary details for the holiday, including date and time of travel, mode of travel, departure and destination locations, type of accommodation, board basis and specific features included. The information sources need to be listed.</p> <p>Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.</p>
<p>Assessment opportunities</p>	<p>Both summative and formative assessment used.</p> <p>Assessment must be in line with BTEC policy.</p> <p>Use of assessment grids and criteria.</p>
<p>Homework</p>	<p>Linked to assignment briefs and uploaded onto show my homework.</p>
<p>Vocabulary</p>	<p>Challenge vocabulary and bell tasks. Literacy focus in every lesson.</p>

Term	Spring 1
<p>Unit Covered</p> <p>Expectations Challenge and Support</p>	<p>Unit 2: UK Travel &amp; Tourism Destination</p> <p><u>Expectations-</u></p> <p><b>Learning aim A: Know UK travel and tourism destinations and gateways – completed in Autumn 1.</b></p> <p><b>Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors – started in Autumn 1.</b></p> <p><b>Learning aim C: Plan UK holidays to meet the needs of different visitors</b></p> <p><u>Challenge-</u></p> <p><b>Learning aim A:</b> Learners will be able to accurately locate examples of travel and tourism destinations, from each destination category, gateway airports and major sea ports. Learners will also need to locate motorways and rail lines with destinations connected by them. It is also essential to know about how to get to and from destinations, including the use of airports and seaports: Air and sea are not the only ways to travel, and knowledge of the UK road and rail networks is also essential.</p> <p><b>Learning aim B:</b> Learners will understand how different types of destinations, including seaside resorts, town or city destinations and countryside areas can appeal to different types of visitors.</p> <p>There are lots of different types of visitor, and each type has different characteristics and different needs.</p> <p>Learners will understand ways in which tourist destinations can increase their appeal to different types of visitors in order to make and justify recommendations.</p> <p><b>Learning aim C:</b> Learners will use sources of information to carry out research into holiday plans for different visitor types and produce itineraries which meet customer needs. They will justify the choices made within itineraries and analyse ways that they could be adapted to meet the needs of different visitor types.</p> <p><u>Support-</u></p> <p><b>Learning aim A:</b> students may be given limited tutor support on request, in order to locate four UK tourist destinations from each category, UK gateway airports with three-letter codes, and UK seaports and other travel methods. Appropriate limited guidance includes guiding the learner towards specific sources of information on destinations, or examples of gateway airports, for the learner to then independently locate these on their map.</p> <p><b>Learning aim B:</b> at this level learners will provide an outline and may not address all key aspects of appeal of three UK tourist destinations – one town or city, one seaside resort and one countryside area. For each destination learners must outline the appeal of the destination to two visitor types.</p> <p><b>Learning aim C:</b> learners are required to use at least two appropriate information sources to plan one UK holiday for a specific customer or group and produce an itinerary. The holiday arrangements should be presented in a professional format, with all the necessary details for the holiday, including date and time of travel, mode of travel, departure and destination locations, type of accommodation, board basis and specific features included. The information sources need to be listed.</p> <p>Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.</p>
<p>Assessment opportunities</p>	<p>Both summative and formative assessment used.</p> <p>Assessment must be in line with BTEC policy.</p> <p>Use of assessment grids and criteria.</p>
<p>Homework</p>	<p>Linked to assignment briefs and uploaded onto show my homework.</p>
<p>Vocabulary</p>	<p>Challenge vocabulary and bell tasks. Literacy focus in every lesson.</p>

Term	Spring 2
<p>Unit Covered</p> <p>Expectations Challenge and Support</p>	<p>Unit 4: International Travel &amp; Tourism Destination</p> <p><u>Expectations-</u></p> <p><b>Learning aim A: Know the major international travel and tourism destinations and gateways</b></p> <p><b>Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor</b></p> <p><b>Learning aim C: Be able to plan international travel to meet the needs of Visitors</b></p> <p><u>Challenge-</u></p> <p><b>Learning aim A:</b> Learners will be able to accurately locate major gateways from different continents. They will be able to locate different types of major European and worldwide destinations. They will use this information to explain typical air travel routes in relation to European and worldwide tourism.</p> <p><b>Learning aim B:</b> Learners will explore how the features of different European and worldwide destinations contribute to their appeal for different visitor types.</p> <ul style="list-style-type: none"> <li>• natural features, e.g. climate, mountains, lakes, rivers, forests, beaches</li> <li>• local attractions, e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events</li> <li>• accommodation, e.g. hotels, campsites, apartments, villas, youth hostels</li> <li>• facilities and services, e.g. local transport, shops, markets, nightlife, sport and leisure, sightseeing opportunities, restaurants, weddings</li> <li>• cultural features, e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions, language</li> <li>• special interest</li> </ul> <p><b>Learning aim C:</b> Learners will demonstrate their understanding by producing suitable itineraries which meet the needs of different visitor types based on selected European and worldwide destinations. They will be able to explain how and why the itineraries meet visitor needs, suggesting ways they could be adapted for different types of visitors.</p> <p><u>Support-</u></p> <p><b>Learning aim A:</b> for this specific criterion, learners may be given limited tutor support on request to locate three major gateways from at least two different continents. Appropriate limited support includes guiding the learner towards specific sources of information on, or examples of gateways, for the learner to then independently locate these on their map.</p> <p><b>Learning aim B:</b> for this specific criterion, learners may be given limited tutor support on request to provide an outline of three features that contribute to the appeal of one European and one worldwide destination. Learners may look at just one customer type. Appropriate limited support includes guiding the learner to features that contribute to the appeal of one destination so that the learner can independently outline these in their work and then proceed to independently research, decide on appropriate features of appeal and outline these for the other destination.</p> <p><b>Learning aim C:</b> for this specific criterion, learners may be given limited tutor support to plan holidays to one European and one worldwide destination producing an itinerary for both. At this level the itinerary may be brief/an outline but should still meet the visitors’ needs. Appropriate limited support includes providing a pen portrait for both sets of visitors with destinations. The learner could then</p>

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	independently plan the holiday and produce itineraries for the visitors.  Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.
Assessment opportunities	Both summative and formative assessment used.  Assessment must be in line with BTEC policy.  Use of assessment grids and criteria.
Homework	Linked to assignment briefs and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.

Term	Summer 1
Unit Covered	Unit 4: International Travel & Tourism Destination
Expectations Challenge and Support	<p><u>Expectations-</u></p> <p><b>Learning aim A: Know the major international travel and tourism destinations and gateways – Completed in SPRING 1.</b></p> <p><b>Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor</b></p> <p><b>Learning aim C: Be able to plan international travel to meet the needs of Visitors</b></p> <p><u>Challenge-</u></p> <p><b>Learning aim A: Learners will be able to accurately locate major gateways from different continents. They will be able to locate different types of major European and worldwide destinations. They will use this information to explain typical air travel routes in relation to European and worldwide tourism.</b></p> <p><b>Learning aim B:</b> Learners will explore how the features of different European and worldwide destinations contribute to their appeal for different visitor types.</p> <ul style="list-style-type: none"> <li>• natural features, e.g. climate, mountains, lakes, rivers, forests, beaches</li> <li>• local attractions, e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events</li> <li>• accommodation, e.g. hotels, campsites, apartments, villas, youth hostels</li> <li>• facilities and services, e.g. local transport, shops, markets, nightlife, sport and leisure, sightseeing opportunities, restaurants, weddings</li> <li>• cultural features, e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions, language</li> <li>• special interest</li> </ul> <p><b>Learning aim C:</b> Learners will demonstrate their understanding by producing suitable itineraries which meet the needs of different visitor types based on selected European and worldwide destinations. They will be able to explain how and why the itineraries meet visitor needs, suggesting ways they could be adapted for different types of visitors.</p> <p><u>Support-</u></p> <p><b>Learning aim A:</b> for this specific criterion, learners may be given limited tutor support on request to locate three major gateways from at least two different continents. Appropriate limited support includes guiding the learner towards specific sources of information on, or examples of gateways, for the learner to then independently locate these on their map.</p> <p><b>Learning aim B:</b> for this specific criterion, learners may be given limited tutor support on request to provide an outline of three features that contribute to the appeal of one European and one worldwide destination. Learners may look at just one customer type. Appropriate limited support includes guiding the learner to features</p>

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	<p>that contribute to the appeal of one destination so that the learner can independently outline these in their work and then proceed to independently research, decide on appropriate features of appeal and outline these for the other destination.</p> <p><b>Learning aim C:</b> for this specific criterion, learners may be given limited tutor support to plan holidays to one European and one worldwide destination producing an itinerary for both. At this level the itinerary may be brief/an outline but should still meet the visitors' needs. Appropriate limited support includes providing a pen portrait for both sets of visitors with destinations. The learner could then independently plan the holiday and produce itineraries for the visitors.</p> <p>Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.</p>
Assessment opportunities	<p>Both summative and formative assessment used.</p> <p>Assessment must be in line with BTEC policy.</p> <p>Use of assessment grids and criteria.</p>
Homework	Linked to assignment briefs and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.

Term	Summer 2
<p>Unit Covered</p> <p>Expectations Challenge and Support</p>	<p>Unit 4: International Travel &amp; Tourism Destination</p> <p><u>Expectations-</u></p> <p><b>Learning aim A: Know the major international travel and tourism destinations and gateways – Completed in SPRING 1.</b></p> <p><b>Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor</b></p> <p><b>Learning aim C: Be able to plan international travel to meet the needs of Visitors</b></p> <p><u>Challenge-</u></p> <p><b>Learning aim A: Learners will be able to accurately locate major gateways from different continents. They will be able to locate different types of major European and worldwide destinations. They will use this information to explain typical air travel routes in relation to European and worldwide tourism.</b></p> <p><b>Learning aim B:</b> Learners will explore how the features of different European and worldwide destinations contribute to their appeal for different visitor types.</p> <ul style="list-style-type: none"> <li>• natural features, e.g. climate, mountains, lakes, rivers, forests, beaches</li> <li>• local attractions, e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events</li> <li>• accommodation, e.g. hotels, campsites, apartments, villas, youth hostels</li> <li>• facilities and services, e.g. local transport, shops, markets, nightlife, sport and leisure, sightseeing opportunities, restaurants, weddings</li> <li>• cultural features, e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions, language</li> <li>• special interest</li> </ul> <p><b>Learning aim C:</b> Learners will demonstrate their understanding by producing suitable itineraries which meet the needs of different visitor types based on selected European and worldwide destinations. They will be able to explain how and why the itineraries meet visitor needs, suggesting ways they could be adapted for different types of visitors.</p> <p><u>Support-</u></p> <p><b>Learning aim A:</b> for this specific criterion, learners may be given limited tutor support on request to locate three major gateways from at least two different continents. Appropriate limited support includes guiding the learner towards specific sources of information on, or examples of gateways, for the learner to then independently locate these on their map.</p> <p><b>Learning aim B:</b> for this specific criterion, learners may be given limited tutor support on request to provide an outline of three features that contribute to the appeal of one European and one worldwide destination. Learners may look at just one customer type. Appropriate limited support includes guiding the learner to features that contribute to the appeal of one destination so that the learner can independently outline these in their work and then proceed to independently research, decide on appropriate features of appeal and outline these for the other destination.</p> <p><b>Learning aim C:</b> for this specific criterion, learners may be given limited tutor support to plan holidays to one European and one worldwide destination producing an itinerary for both. At this level the itinerary may be brief/an outline but should still meet the visitors’ needs. Appropriate limited support includes providing a pen portrait for both sets of visitors with destinations. The learner could then independently plan the holiday and produce itineraries for the visitors.</p>

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	Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.
Assessment opportunities	Both summative and formative assessment used.  Assessment must be in line with BTEC policy.  Use of assessment grids and criteria.
Homework	Linked to assignment briefs and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.

**YEAR TWO**

Term	Autumn 1
Unit Covered	Unit 1: The UK Travel & Tourism Sector
Expectations Challenge and Support	<p><u>Expectations</u></p> <p><b>Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy</b></p> <p><b>Learning aim B: Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships</b></p> <p><b>Learning aim C: Understand the role of consumer technology in the travel and tourism sector</b></p> <p><u>Challenge</u></p> <p><b>Learning aim A:</b> 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:</p> <ul style="list-style-type: none"> <li>● domestic tourism: definition – taking holidays and trips in your own country</li> <li>● outbound tourism: definition – travelling to a different country for a visit or holiday</li> <li>● inbound tourism: definition – visitors from overseas coming into the country.</li> </ul> <p>Learners will understand the different types of, purposes of and reasons for travel.</p> <p>They must be able to recognise and give examples of each of the following types of travel and be able to explain reasons for the different types of travel:</p> <ul style="list-style-type: none"> <li>● leisure travel: day trips, short breaks, holidays, visiting friends and relatives (VFR), staycations, special events</li> <li>● business travel: meetings, incentive, conference and events (MICE)</li> <li>● specialist travel: adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism.</li> </ul> <p>Learners will understand the meaning and principles of sustainable tourism.</p> <p>They will understand the reasons organisations and destinations encourage and develop sustainable tourism. Learners will be able to explain the different ways sustainable tourism can be achieved by organisations and within destinations.</p> <p>Learners will be able to suggest ways to achieve sustainable tourism and evaluate possible benefits in different contexts.</p> <p>Learners will understand the different economic effects of travel and tourism. They will be able to interpret data relating to inbound and domestic tourism in the UK. Learners will be able to apply their knowledge of economic effects to different contexts and be able to discuss, analyse and/or evaluate these effects.</p>

	<p><b>Learning aim B:</b> Learners will understand the different types of industries that make up the travel and tourism sector. They will understand and recognise the different types of organisations within each industry and be able to explain the differences between them. They will be able to identify examples of different types of organisations and identify and describe their roles and examples of the products and services they offer.</p> <p>Learners will be able to explain how the products and services offered are suitable for different types of customers, and understand how new and updated products and services can encourage new and/or repeat customers. 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.</p> <p>Learners will understand the purpose of some of the key organisations within the travel and tourism sector, and be able to explain their benefits to customers and industries within the sector.</p> <p>Learners will understand how and why travel and tourism organisations interrelate and be able to describe and identify examples of the following types of interrelationships.</p> <p>They will be able to apply their understanding of interrelationships to different contexts.</p> <p><b>Learning aim C:</b> Learners will understand that some technology is for consumer use.</p> <p>They will be able to identify and give examples of different consumer technologies used in the travel and tourism sector. They will understand the possible applications of the following types of consumer technology in different contexts. Learners will be able to identify and explain how some consumer technology can change the customer experience, increase customer numbers/sales, promote products and services and help organisations meet customer expectations.</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 including:</p> <ul style="list-style-type: none"> <li>● airports (self-service check-in, security)</li> <li>● visitor attractions (multi-media, interpretation, online bookings)</li> <li>● accommodation (entertainment, communication, online bookings)</li> <li>● mobile applications (communication of information, booking, comparison)</li> <li>● electronic and mobile ticketing (e-tickets, m-tickets)</li> <li>● websites (reviews, booking, virtual tours).</li> </ul> <p><u>Support</u></p> <p><b>Learning aim A:</b></p> <p><b>Learning aim B:</b></p> <p><b>Learning aim C:</b></p> <p>Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.</p>
<p>Assessment opportunities</p>	<p>Both summative and formative assessment used.</p> <p>Assessment must be in line with BTEC policy.</p> <p>This unit is assessed externally using a paper-based exam marked by Pearson. The first assessment date for the revised unit 1 examination for the 2018 specification is Jan 2020. Candidates may access the legacy 2012 specification examination prior to this date.</p> <p><b>Examination format</b></p>

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	<p>The exam lasts for 1 hour 15 minutes and contains 60 marks.                  The paper will consist of a number of structured questions, some with sub-sections. Some questions and sub-questions will be based on background and stimulus information provided in the examination paper, such as images, text and data.                  The examination consists of a variety of question types, including objective questions, short-answer questions and extended writing questions.                  The learner will need to both demonstrate and apply their knowledge and understanding.</p>
Homework	Linked to exam questions and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.
<b>Term</b>	<b>Autumn 2</b>
Unit Covered	Unit 1: The UK Travel & Tourism Sector
Expectations Challenge and Support	<p><u>Expectations</u></p> <p><b>Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy</b></p> <p><b>Learning aim B: Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships</b></p> <p><b>Learning aim C: Understand the role of consumer technology in the travel and tourism sector</b></p> <p><u>Challenge</u></p> <p><b>Learning aim A:</b> 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:</p> <ul style="list-style-type: none"> <li>● domestic tourism: definition – taking holidays and trips in your own country</li> <li>● outbound tourism: definition – travelling to a different country for a visit or holiday</li> <li>● inbound tourism: definition – visitors from overseas coming into the country.</li> </ul> <p>Learners will understand the different types of, purposes of and reasons for travel.</p> <p>They must be able to recognise and give examples of each of the following types of travel and be able to explain reasons for the different types of travel:</p> <ul style="list-style-type: none"> <li>● leisure travel: day trips, short breaks, holidays, visiting friends and relatives (VFR), staycations, special events</li> <li>● business travel: meetings, incentive, conference and events (MICE)</li> <li>● specialist travel: adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism.</li> </ul> <p>Learners will understand the meaning and principles of sustainable tourism.</p> <p>They will understand the reasons organisations and destinations encourage and develop sustainable tourism. Learners will be able to explain the different ways sustainable tourism can be achieved by organisations and within destinations.</p> <p>Learners will be able to suggest ways to achieve sustainable tourism and evaluate possible benefits in different contexts.</p> <p>Learners will understand the different economic effects of travel and tourism. They will be able to interpret data relating to inbound and domestic tourism in the UK. Learners will be able to apply their knowledge of economic effects to different contexts and be able to discuss, analyse and/or evaluate these effects.</p> <p><b>Learning aim B:</b> Learners will understand the different types of industries that make up</p>

	<p>the travel and tourism sector. They will understand and recognise the different types of organisations within each industry and be able to explain the differences between them. They will be able to identify examples of different types of organisations and identify and describe their roles and examples of the products and services they offer.</p> <p>Learners will be able to explain how the products and services offered are suitable for different types of customers, and understand how new and updated products and services can encourage new and/or repeat customers. 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.</p> <p>Learners will understand the purpose of some of the key organisations within the travel and tourism sector, and be able to explain their benefits to customers and industries within the sector.</p> <p>Learners will understand how and why travel and tourism organisations interrelate and be able to describe and identify examples of the following types of interrelationships.</p> <p>They will be able to apply their understanding of interrelationships to different contexts.</p> <p><b>Learning aim C:</b> Learners will understand that some technology is for consumer use.</p> <p>They will be able to identify and give examples of different consumer technologies used in the travel and tourism sector. They will understand the possible applications of the following types of consumer technology in different contexts. Learners will be able to identify and explain how some consumer technology can change the customer experience, increase customer numbers/sales, promote products and services and help organisations meet customer expectations.</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 including:</p> <ul style="list-style-type: none"> <li>● airports (self-service check-in, security)</li> <li>● visitor attractions (multi-media, interpretation, online bookings)</li> <li>● accommodation (entertainment, communication, online bookings)</li> <li>● mobile applications (communication of information, booking, comparison)</li> <li>● electronic and mobile ticketing (e-tickets, m-tickets)</li> <li>● websites (reviews, booking, virtual tours).</li> </ul> <p><u>Support</u></p> <p><b>Learning aim A:</b></p> <p><b>Learning aim B:</b></p> <p><b>Learning aim C:</b></p> <p>Refer to success criteria on topic trackers for detailed expectations/challenge/support for each lesson.</p>
<p>Assessment opportunities</p>	<p>Both summative and formative assessment used.</p> <p>Assessment must be in line with BTEC policy.</p> <p>This unit is assessed externally using a paper-based exam marked by Pearson. The first assessment date for the revised unit 1 examination for the 2018 specification is Jan 2020. Candidates may access the legacy 2012 specification examination prior to this date.</p> <p><b>Examination format</b></p> <p>The exam lasts for 1 hour 15 minutes and contains 60 marks. The paper will consist of a number of structured questions, some with sub-sections.</p>

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	Some questions and sub-questions will be based on background and stimulus information provided in the examination paper, such as images, text and data. The examination consists of a variety of question types, including objective questions, short-answer questions and extended writing questions. The learner will need to both demonstrate and apply their knowledge and understanding.
Homework	Linked to exam questions and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.

Term	Spring 1
Unit Covered	Unit 3: The Travel & Tourism Customer Experience
Expectations Challenge and Support	<p><u>Expectations</u></p> <p><b>Learning aim A: Investigate travel and tourism customer service</b>  <b>Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector</b>  <b>Learning aim C: Understand the importance of customer service to travel and tourism organisations</b></p> <p><u>Challenge</u></p> <p><b>Learning aim A:</b> Learners will know the main aims of customer service for travel and tourism organisations. They will understand how these customer service aims relate to the size and type of the organisation. Learners will need to understand how the customer service provision of organisations is related to the type and size of an organisation.</p> <p><b>Learning aim B:</b> Learners will understand how travel and tourism organisations meet and respond to the needs of different customer types, including internal and external customers. Learners will understand how organisations meet and exceed customer expectations.</p> <p><b>Learning aim C:</b> Learners will understand the skills needed to deliver customer service. They will compare the skills required by different types of travel and tourism organisations. Learners will understand and assess the impact of excellent and poor customer service on travel and tourism organisations, including the effects of customer service on internal and external customers. They will recommend improvements to customer service.</p> <p><u>Support</u></p> <p><b>Learning aim A:</b> Learners must articulate briefly the main aims of customer service for at least three travel and tourism organisations, as outlined in the unit content.</p> <p><b>Learning aim B:</b> Learners must identify the needs of one internal and one external customer and examples should cover the outlined content. Learners need to outline the main points or essential features of two travel and tourism organisations and how they meet and exceed expectations. This could include how one of the organisations recommends destinations, products and services to meet customer needs and expectations.</p> <p><b>Learning aim C:</b></p> <p>Learners are required to outline the importance of customer service to travel and tourism organisations. This should be a clear description but not a detailed one.</p> <p>Learners need to describe the impacts of excellent and poor customer service on travel and tourism organisations.</p>

Hayle Academy – Curriculum Map **Travel & Tourism – [5 Lessons / 2 Weeks]**

Assessment opportunities	Both summative and formative assessment used.  Assessment must be in line with BTEC policy.  Use of assessment grids and criteria.
Homework	Linked to assignment briefs and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.

Term	Spring 2
Unit Covered	Unit 3: The Travel & Tourism Customer Experience
Expectations Challenge and Support	<p><u>Expectations</u></p> <p><b>Learning aim A: Investigate travel and tourism customer service</b>  <b>Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector</b>  <b>Learning aim C: Understand the importance of customer service to travel and tourism organisations</b></p> <p><u>Challenge</u></p> <p><b>Learning aim A:</b> Learners will know the main aims of customer service for travel and tourism organisations. They will understand how these customer service aims relate to the size and type of the organisation. Learners will need to understand how the customer service provision of organisations is related to the type and size of an organisation.</p> <p><b>Learning aim B:</b> Learners will understand how travel and tourism organisations meet and respond to the needs of different customer types, including internal and external customers. Learners will understand how organisations meet and exceed customer expectations.</p> <p><b>Learning aim C:</b> Learners will understand the skills needed to deliver customer service. They will compare the skills required by different types of travel and tourism organisations. Learners will understand and assess the impact of excellent and poor customer service on travel and tourism organisations, including the effects of customer service on internal and external customers. They will recommend improvements to customer service.</p> <p><u>Support</u></p> <p><b>Learning aim A:</b> Learners must articulate briefly the main aims of customer service for at least three travel and tourism organisations, as outlined in the unit content.</p> <p><b>Learning aim B:</b> Learners must identify the needs of one internal and one external customer and examples should cover the outlined content. Learners need to outline the main points or essential features of two travel and tourism organisations and how they meet and exceed expectations. This could include how one of the organisations recommends destinations, products and services to meet customer needs and expectations.</p> <p><b>Learning aim C:</b></p> <p>Learners are required to outline the importance of customer service to travel and tourism organisations. This should be a clear description but not a detailed one.</p> <p>Learners need to describe the impacts of excellent and poor customer service on travel and tourism organisations.</p>
Assessment opportunities	Both summative and formative assessment used.

Hayle Academy – Curriculum Map **Travel & Tourism – [5 Lessons / 2 Weeks]**

	Assessment must be in line with BTEC policy. Use of assessment grids and criteria.
Homework	Linked to assignment briefs and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.

Term	Summer 1
Unit Covered	Unit 3: The Travel & Tourism Customer Experience
Expectations Challenge and Support	<p><u>Expectations</u></p> <p><b>Learning aim A: Investigate travel and tourism customer service</b>  <b>Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector</b>  <b>Learning aim C: Understand the importance of customer service to travel and tourism organisations</b></p> <p><u>Challenge</u></p> <p><b>Learning aim A:</b> Learners will know the main aims of customer service for travel and tourism organisations. They will understand how these customer service aims relate to the size and type of the organisation. Learners will need to understand how the customer service provision of organisations is related to the type and size of an organisation.</p> <p><b>Learning aim B:</b> Learners will understand how travel and tourism organisations meet and respond to the needs of different customer types, including internal and external customers. Learners will understand how organisations meet and exceed customer expectations.</p> <p><b>Learning aim C:</b> Learners will understand the skills needed to deliver customer service. They will compare the skills required by different types of travel and tourism organisations. Learners will understand and assess the impact of excellent and poor customer service on travel and tourism organisations, including the effects of customer service on internal and external customers. They will recommend improvements to customer service.</p> <p><u>Support</u></p> <p><b>Learning aim A:</b> Learners must articulate briefly the main aims of customer service for at least three travel and tourism organisations, as outlined in the unit content.</p> <p><b>Learning aim B:</b> Learners must identify the needs of one internal and one external customer and examples should cover the outlined content. Learners need to outline the main points or essential features of two travel and tourism organisations and how they meet and exceed expectations. This could include how one of the organisations recommends destinations, products and services to meet customer needs and expectations.</p> <p><b>Learning aim C:</b></p> <p>Learners are required to outline the importance of customer service to travel and tourism organisations. This should be a clear description but not a detailed one.</p> <p>Learners need to describe the impacts of excellent and poor customer service on travel and tourism organisations.</p>
Assessment opportunities	Both summative and formative assessment used.  Assessment must be in line with BTEC policy.  Use of assessment grids and criteria.
Homework	Linked to assignment briefs and uploaded onto show my homework.
Vocabulary	Challenge vocabulary and bell tasks. Literacy focus in every lesson.



