

TRAVEL & TOURISM CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

BTEC L2 Travel and Tourism provides students with an opportunity to follow a broad, stimulating and enjoyable curriculum that engages and challenges students. It will give them a knowledge and understanding of the travel industry, as well as gaining transferable skills such as researching, report writing and presentation skills. The intent of the course is to provide all of our students with a range of skills that will help them be successful in the world of Travel and Tourism.

Within the courses studied, learners examine the UK Travel and Tourism industry and further extend their knowledge about popular tourist destinations and attractions. We aim to demonstrate the huge range of travel opportunities available so that students are inspired to find out more. Learners will also investigate some of the key areas within the sector, including accommodation, transport and visitor attractions. There is also a focus on understanding customer needs and considering how the Travel and Tourism industry adapt to meet them, therefore providing students with valuable customer service skills and knowledge.

A significant part of the curriculum reflects on current issues such as how travel is affected by weather hazards, terrorism and disease, offering stimulating subject content for students to explore. Current trends and factors that affect tourism around the world are also examined giving students the opportunity to become more informed about our interdependent world. By looking at a range of current media and news information, students will be learning about relevant issues that will help them develop a more insightful understanding of the world around them.

It is our intention to support our students in becoming more knowledgeable about a broad range of aspects of this global industry, as well as fostering a curiosity about domestic and global travel destinations. This can provide a great foundation for further study or employment in travel and tourism.

TRAVEL & TOURISM: WIDER CURRICULUM

KS4
Promotion of a destination as holiday location Speaker from Stansted and East Midlands Airport Links to careers within the travel industry
Discussion of current news articles Lunch and after school intervention / Easter holiday revision sessions <i>See separate Curriculum Intervention and SMSC Audits for contributions from Travel and Tourism too detailed to list here</i>

KS4 TRAVEL & TOURISM

	INDUSTRY OVERVIEW		EXAM TECHNIQUE
	CUSTOMER NEEDS		INFLUENCES

Key = colours denote links between topics either in content or skills across Key Stages.

Term			1	2	3	4	5	6		
LEVEL 2	YEAR 10	CORE ASSESSMENTS	Component 1: Travel and tourism organisations and destinations				Component 2: Customer needs in travel and tourism			
			A: Demonstrate an understanding of the UK travel and tourism industry	B: Explore popular visitor destinations	Component 1 controlled assessment (PSA)			A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends	B: Recognise how the needs and preferences of travel and tourism customers are met	
			Exam technique – application, analysis, making recommendations							
	YEAR 11	CORE ASSESSMENTS	Component 2: Customer needs in travel and tourism	Component 3: Influences on global travel and tourism						
			Component 2 controlled assessment (PSA)	A: Factors that influence travel and tourism	B: Impact of travel and tourism and sustainability	C: Destination management				
			Exam technique – application, analysis, making recommendations	Revision, summative assessments						
		Exam technique – explain, analyse, evaluate								
<p><i>By the end of Key Stage 4, learners will develop their knowledge of the travel and tourism sector. They will become aware of the products and services offered by different travel and tourism organisations, use of technology in the sector, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism. Learners will also develop their research, planning and decision-making skills throughout the course.</i></p>										

<p style="text-align: center;">Year 10</p>	<p><u>Component 1: Travel and Tourism Organisations and Destinations – PSA’s</u></p> <ul style="list-style-type: none"> • Organisation skills for meeting coursework deadlines. • Strong work ethic and independent learning to complete PSA’s to a high standard. • Computer skills to assist in producing a high standard of PSA’s that are accurate in spelling and grammar. • Research skills by using the internet to successfully find out information relevant to the PSA tasks. • Acquiring knowledge of a range of travel and tourism organisations and destinations and how they work with each other. • Demonstrate an understanding of different types of travel and tourism customers and their needs. 	<p><u>Component 2: Customer Needs in Travel and Tourism – PSA’s</u></p> <ul style="list-style-type: none"> • Independent learning to help manage and meet deadlines. • Initiative to carry out own research and read around the topics using a variety of sources e.g. websites, online newspaper articles, video clips. • Acquiring knowledge of a specific of travel and tourism organisation and how they identify customer needs. • Demonstrate an understanding of current travel and tourism trends and how an organisation uses this information to develop products. • Planning and using knowledge of customer types and needs to plan an appropriate itinerary. • Evaluation to consider the suitability of an itinerary for different customers.
<p style="text-align: center;">Year 11</p>	<p><u>Component 3: Influences on Global Travel and Tourism – Exam</u></p> <ul style="list-style-type: none"> • Acquiring knowledge on the wide-ranging factors that influence global travel and tourism and how organisations and destinations respond to them. • Application of knowledge of destinations that experience the impacts of tourism and how they respond to them. Use of the TALC model to understand the development of tourist destinations. • Evaluation to consider how successful organisations and destinations are responding to factors. • Interpretation of text and data to make connections and use as evidence to in exam questions. 	