

**Exam Board:** *Pearson Edexcel*  
**Qualification:** *603/7048/8*  
**Assessment** *2 Pearson Set*  
**Information:** *Assignments, 1 Exam  
of 90 minutes*

[Link to official  
specification](#)

**Department Information:**

The BTEC Travel and Tourism classes follow the Pearson BTEC Level 1 / Level 2 Tech Award in Travel and Tourism. The course comprises of 3 components:

**Component 1:** Travel and Tourism Organisations and Destinations. This includes the investigation of the aims of UK travel and tourism organisations and exploring travel and tourism destinations.

**Component 2:** Customer needs in Travel and Tourism. This component looks at how organisations use market research to identify travel and tourism trends and culminates in students planning a holiday to meet customer needs.

**Component 3:** Influences on Global Travel and Tourism. Here students will explore the different factors influencing global travel and tourism and how organisations need to respond to them, as well as looking at the impact of tourism and sustainable tourism.

**ACHIEVE in the curriculum:**

The Travel and Tourism Department at Furze Platt fosters excellence by encouraging students to be ambitious, collaborative, and happy. It encourages ambition by making links to future career opportunities, promotes integrity through the study of sustainability, while developing endurance during the PSAs.

**Curriculum Aims & Intent:**

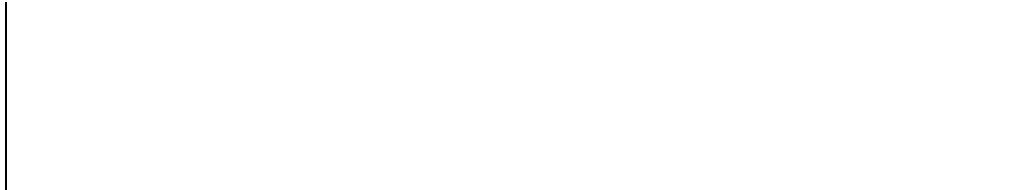
Students explore some of the key areas within the T&T sector, including: the contribution of travel and tourism to the UK economy; tourism development; trends in travel and tourism; how organisations meet customer needs; the location and appeal of different types of travel and tourism destinations; and the impact of travel and tourism on the local community, environment and economy. Students prepare a holiday plan to meet customer needs, understand the different factors that influence global travel and tourism, and learn how travel and tourism organisations and destinations respond to these factors.

**Resources:**

In lessons students will use the 'BTEC Tech Award Travel and Tourism' student book and will also be given access to the e-Book version to support them with home learning and revision. <https://www.pearsonactivelearn.com/app/home>  
**ISBN:9781292444635**

Travel & Tourism area of FP Cloud/SharePoint

This Tech Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts, with the opportunity for them to practically apply their knowledge and skills through the areas mentioned above.



**How we keep parents informed:**

*Year 10 - Progress reports are published 4 times per year, in October, November, March and July, with a face-to-face parents' evening in March.*

**How parents can help their child:**

Parents can discuss topics covered in lessons that week and engage them in discussions about real world issues affecting the Travel & Tourism industry and ethical consumerism. They can encourage students to complete home learning using the resources provided on class charts and aid them in organisation of revision notes and practice questions which will be needed for revision in year 11. It would also be beneficial to include them in the planning of trips and visits be it family holidays or visit to friends and relatives.

**What we study and when:**

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Component 1: Travel and Tourism Organisations and Destinations.  Learning Outcome A	Component 1 Overview: Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.  LOA: Demonstrate an understanding of the UK travel and tourism industry A1 The major components of the UK travel and tourism industry Learners will <ul style="list-style-type: none"> <li>understand the major components of the UK travel and tourism industry and their roles.</li> </ul>	See above	End of LO assessment tasks. Practice tasks based on previous PSAs.	

		<ul style="list-style-type: none"> <li>consider the products and services offered by different organisations within these components.</li> </ul> <p>A2 The ownership and aims of travel and tourism organisations and how they work together Learners will</p> <ul style="list-style-type: none"> <li>understand that travel and tourism organisations have a number of aims to ensure they remain competitive and stay in business. Organisations may have some similar aims whilst others will relate specifically to their own business operations and customers.</li> <li>investigate the relationships between the products and services offered and organisations' aims.</li> </ul> <p>A3 The role of consumer technology in travel and tourism Learners will</p> <ul style="list-style-type: none"> <li>understand that technology designed to be used by customers is known as consumer technology.</li> <li>explore the different types of consumer technology, including the latest innovations offered by travel and tourism organisations, and investigate the ways these technologies are used. Consideration of the varied reasons organisations offer consumer technology and their different applications related to each component will be required.</li> <li>explore the advantages and disadvantages of consumer technologies.</li> </ul>			
2	<p>Component 1: Travel and Tourism Organisations and Destinations</p> <p>Learning outcome B:</p>	<p>LOB: Explore popular visitor destinations</p> <p>B1 Visitor destinations Learners will</p> <ul style="list-style-type: none"> <li>understand that there are different types of destinations in the UK and across the world.</li> <li>learn about the different features that can be found in visitor destinations and the extent to which specific features may contribute to a destination's popularity with visitors.</li> </ul> <p>B2 Different types of travel and tourism activities Learners will:</p> <ul style="list-style-type: none"> <li>understand the meaning of tourism and the different ways tourism can be categorised.</li> </ul>	See above	End of LO assessment tasks. Practice tasks based on previous PSAs.	

		<ul style="list-style-type: none"> <li>learn about the nature and meaning of different types of tourism and associated activities.</li> </ul> <p>B3 Popularity of destinations with different visitor types Learners will</p> <ul style="list-style-type: none"> <li>understand the meaning of visitor and the general characteristics of the main types of visitor.</li> <li>learn that within each visitor type there are different compositions and age ranges to consider.</li> <li>evaluate the suitability of popular tourist destinations for different types of visitor.</li> </ul> <p>B4 Travel options to access tourist destinations Learners will</p> <ul style="list-style-type: none"> <li>understand the meaning of travel and the different types.</li> <li>use their knowledge of transport operators and explore the choices of travel available to access tourist destinations.</li> <li>investigate the products and services offered to passengers by different transport operators on specific routes.</li> <li>learn about the termini, hubs and gateways for travel within, to and from the UK.</li> <li>be able to evaluate different travel options, transport operators and/or routes for a specific journey and match for suitability to a given visitor type.</li> </ul>			
3 & 4	Component 1 PSA Internal Assessment Task	<p>Pearson sets the assignments for the assessment of this component. The PSA is released at the start of January and consists of 5 tasks. The PSA is marked internally by class teachers with students being allowed to make improvements following feedback.</p>	See above	<p>Teachers to mark tasks as tasks are completed, provide feedback to students and allow for students to make amendments Work is then moderated internally before being submitted for external verification. Opportunities for students to practice tasks based on previous PSAs is built</p>	

				in to lessons through terms 1 & 2	
5	<p>Component 2: Customer Needs in Travel and Tourism</p> <p>Learning Outcome A</p>	<p>Component 2 Overview: Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.</p> <p>LOA: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends</p> <p>A1 Types of market research Learners will</p> <ul style="list-style-type: none"> <li>• know the different types of market research used by organisations.</li> <li>• understand when different types of research are used, the types of information they produce and the advantages and disadvantages of each.</li> </ul> <p>A2 How travel and tourism organisations may use market research to identify customer needs and preferences. Learners will</p> <ul style="list-style-type: none"> <li>• understand how different types of market research are used by travel and tourism organisations to identify types of customer and their needs and preferences.</li> <li>• learn how organisations could use this information to provide a variety of services and products to meet customer needs.</li> <li>• understand how market research findings could be used</li> </ul> <p>A3 How travel and tourism organisations may use research to identify travel and tourism trends. Learners will</p> <ul style="list-style-type: none"> <li>• understand the importance for organisations of identifying changing trends in travel and tourism so they can develop products and services to meet changing, new or emerging markets.</li> <li>• know the different travel and tourism trends that organisations may research and monitor.</li> </ul>	See above	End of LO assessment tasks. Practice tasks based on previous PSAs.	

6	<p>Component 2: Customer Needs in Travel and Tourism</p> <p>Learning Outcome B</p>	<p>LOB: Recognise how the needs and preferences of travel and tourism customers are met.</p> <p>B1 Customer needs and preferences Learners will:</p> <ul style="list-style-type: none"> <li>• understand the different needs, preferences and considerations of customers in relation to holidays and other travel and tourism products and services.</li> </ul> <p>B2 How travel and tourism organisations provide different products and services to meet customer needs and preferences. Learners will:</p> <ul style="list-style-type: none"> <li>• understand how the needs and preferences of different types of customers are met by travel and tourism organisations.</li> </ul> <p>B3 Customer needs and different types of travel Learners will:</p> <ul style="list-style-type: none"> <li>• understand the characteristics of the different types of travel available.</li> <li>• consider the extent to which different holiday types may meet customer needs and preferences.</li> </ul> <p>B4 Travel planning to meet customer needs and preferences Learners will:</p> <ul style="list-style-type: none"> <li>• know the different sources of information that can be used to help plan travel.</li> <li>• learn about the need to check the reliability of different sources.</li> <li>• undertake research to plan a trip for a specific customer or group of customers.</li> <li>• produce a travel plan, additional information document and email to the customer.</li> </ul>		<p>End of LO assessment tasks. Practice tasks based on previous PSAs.</p>	
---	--	--	--	---	--