



BTEC Learner Handbook 2023-24



Travel and Toursim

Why choose a BTEC Tech Award in Travel and Tourism?

This qualification is for learners interested in taking a vocational course alongside their GCSEs that will offer an insight into what it is like to work the Travel and Tourism industry, allowing students to make an informed decision about their future learning and career.

The Travel and Tourism BTEC Tech Award is split into 3 components. In component 1 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 visitors, and will investigate the features of and routes to popular tourist destinations.

In component 2 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.

In component 3 learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

In addition, learners will develop key skills such as research and written communication skills. This course builds on and uses the knowledge and skills from GCSEs, particularly GCSE Geography, ICT and English, and those in creative subjects such as Drama.

Upon successful completion, learners could progress onto A Levels or a vocational qualification at Level 3, such as a BTEC Level 3 Travel and Tourism.

What makes vocational qualifications different?

BTEC vocational qualifications are nationally recognised qualifications. They are different from traditional GCSEs because they are linked to a particular area of work. However, a BTEC level 1/2 qualification is of equivalent challenge and difficulty to a GCSE.

- Students develop skills, knowledge and understanding in the vocational area they are studying.
- Each vocational course is made up of a number of units, allowing students to build up their qualification in stages.
- Students take responsibility for their own learning by planning their work, doing research and regularly reviewing their progress.

Why do we offer BTEC courses?

- They prepare students for the world of work and provide a good starting point for other qualifications such as NVQs and higher level BTECs that can be studied in the workplace as part of apprenticeships for example. BTECs and NVQ can also be studied at further education establishments.
- Employers value the qualities that vocational students bring to the workplace e.g. organisation, time management, communication and research skills.
- Colleges and universities value the independent study skills that vocational students bring to their courses.
- The courses are flexible so that they meet the needs of a wide range of students.
- They give students the opportunity to try a range of activities such as designing products, organising events, investigating how professionals work and working in teams.

What are BTEC qualifications worth?

Award	Level	Guided Learning Hours	Equivalent
Pearson BTEC Tech Award	1 & 2	120	Level 2 Distinction* = GCSE 8.5 Level 2 Distinction = GCSE 7 Level 2 Merit = GCSE 5.5 Level 2 Pass = GCSE 4 Level 1 Distinction = GCSE 3 Level 1 Merit = GCSE 2 Level 1 Pass = GCSE 1.25

BTEC Level 1/Level 2 Tech Award Offered At Woodlands

Performing Arts (Dance Specialism)
Performing Arts (Drama Specialism)
Enterprise
Travel and Tourism
Child Development
Music
Construction

About the BTEC Courses

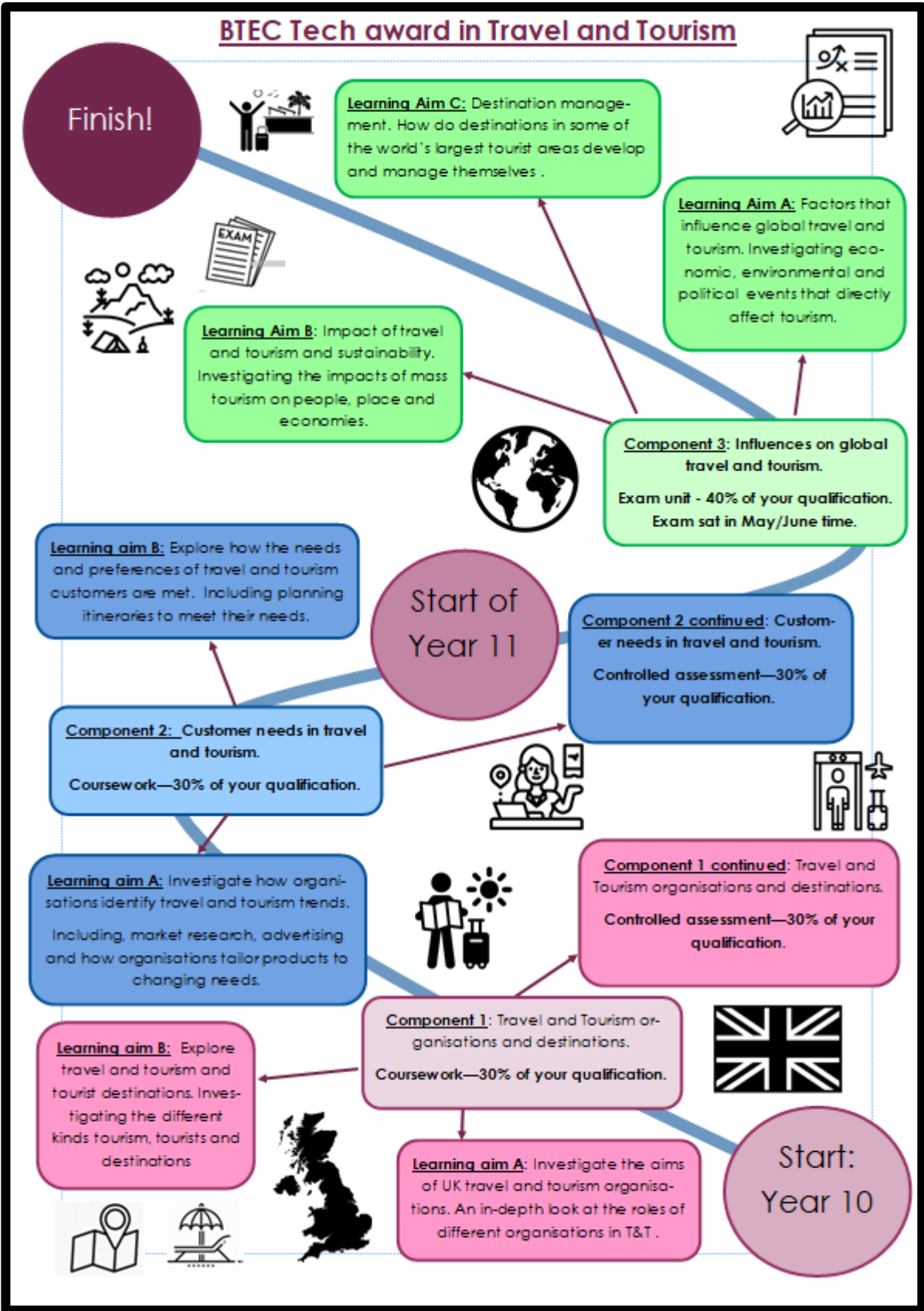
These courses are made up of units/components. Each unit will take between 30 to 60 guided learning hours to complete.

Your teacher will explain how your individual BTEC course will be structured. You will have to be well organised and remember to keep information in the right places in your folder to avoid mixing up evidence or losing evidence for your assignments.

You will be taught the background information by doing class activities and research tasks. Then you will be given an assignment to complete. The assignment will be written or practical with tasks that enable you to achieve at all grade levels. It is important to meet the deadlines so that you can get feedback from your teacher and understand how to improve your achievement in future assignments.

About your BTEC Tech Award in Travel and Tourism

Content Overview



Assessment Overview

Component	GLH	Qualification Weighting	Marks available	Type of assessment	Length of Assessment	Availability
Component 1: Travel and Tourism organisations and destinations	36	30%	60	Internal assessment (PSA*) with 3 tasks. Externally moderated	4 hours of monitored preparation and 6 hours of supervised assessment	Twice a year: October release for December/January moderation (from 2023) February release for May/June moderation (from 2023)
Component 2: Customer needs in travel and tourism	36	30%	60	Internal assessment (PSA*) with 3 tasks. Externally moderated	5 hours of monitored preparation and 6 hours of supervised assessment	Twice a year: October release for December/January moderation (from 2023) February release for May/June moderation (from 2023)
Component 3: Influences on global travel and tourism	48	40%	60	External synoptic exam. Externally marked	2 hours	Twice a year in Jan/Feb and May/June (from 2024)

* Pearson Set Assignments (PSAs) are set by Pearson, marked by the centre, and moderated by Pearson.

Non-exam internal assessment Pearson-set Assignments (PSA)

There are two non-exam internally-assessed components (component 1 and 2), which will be assessed through Pearson-set Assignments (PSA). These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes.
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content

- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.
- For each component, new Pearson-set Assignments are released twice a year. Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide.

External Synoptic Assessment

- There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification.
- Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts. Component 3: Influences on Global Travel and Tourism requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations, and destination management to travel and tourism contexts.
- The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.
- The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.
- The external assessment takes the form of external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson.
- Learners can resit the external assessment during their programme by taking a new assessment. The Learners best grade is the grade that will go forward to the learners overall grade.
- The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.
- The assessment will be completed in exam conditions and will last for 2 hours. The paper will be worth a total of 60 marks.

Assessment Procedures

Handing in Assignments

- You will be given a deadline for each assignment
- In certain extenuating circumstances, your teacher *may* then give you another opportunity to independently resubmit your work so that you can achieve. Your work will then be re-submitted to your teacher within an agreed time. This is subject to the individual teacher's discretion and the structure of each individual assignment.

Failure to meet deadlines

- If you cannot hand in work by the agreed deadline you will need to provide evidence of extenuating circumstance eg a doctor's certificate. If agreed, the teacher will then offer an extension. However, it will not be acceptable to say to your teacher that you did not have time to complete the assignment. Your work may not be assessed if you have not made all reasonable efforts to meet the deadlines as given on the assignment brief. If work is submitted late, you cannot be given resubmission opportunities.

Can you appeal against a grade?

- Internally assessed coursework will have been standardised and moderated by subject staff.
- Parents and students may discuss this process with appropriate subject leader, but the actual marks awarded are at the professional judgement of the teacher and not usually subject to change by parent or student.
- Please note that internally assessed work is internally verified and externally verified and is open to change through this process. Marks awarded may be raised or lowered prior to the submission to the board in July of the year of course completion.

What will happen in lessons?

The lessons will vary according to the subject and level but all students should experience most of these activities:

- Discussion - one to one or in groups
- Research – group or individual using a variety of methods
- Report writing – by hand or using ICT
- Presentations – in groups or individually
- Design work
- Practical work
- Display work
- Visits to organisations/companies
- Work with visitors

What will be expected of you?

You will be expected to do all of the following as part of your day-to-day work

- Attend regularly
- Participate effectively in lessons
- Read and research
- Keep a record of the information you find and the sources (referencing your work)
- Plan your work in a logical order and keep a record of your progress
- Talk to your teachers about your ideas and how to achieve the best results
- Produce drafts and final copies of your work
- Produce good quality work with high standards of grammar and spelling
- Present your work in a suitable format according to the purpose and the audience
- Evaluate your work and make suggestions for improvement
- Meet deadlines.

Who will be involved with the course?

Subject Teachers (Assessors)

They are responsible for planning lessons, preparing resources, assessing work and making sure that the units are completed on time.

Lead Internal Verifier / Internal Verifier

She/he will check IV (internally Verify), the assessment of all teachers on the course; they will sample the work of all students on the course and provide written feedback. The LIV (Lead Internal Verifier) works with the Standards Verifier.

Quality Nominee

This person (Miss Lawrence) oversees all of the vocational courses to make sure that standards are being met. This will be done by: checking assessment records and course paperwork; looking at students' work and assessment decisions; collecting information on student achievement; and surveying teacher/student views.

Standards Verifier /Lead Standards Verifier

SV (Standards Verifier). This person will be employed by the exam board. They will have knowledge of the subject and the course and will request samples of the work from one unit (see below for more details).
LSV (Lead Standards Verifier). This person will be employed by the exam board. They will visit the school and will work with the school to facilitate the improvement of systems if required.

Exams Officer

The examinations officer is responsible for registering students for the course and for claiming qualifications.

How will standards of work be checked?

Internal Verification

This is a quality control check to ensure that all students' work is being fairly marked and standards are being maintained. When a unit of work has been assessed and graded it will be passed to another teacher in the department who will check that all of the tasks have been completed to the appropriate standard. It may be necessary at this stage, for you to amend your work if it does not meet the required standards.

Storage of work

You will be provided with a ring binder/ folder in which to keep your ongoing class work and homework. You will be responsible for this folder and must bring it to all lessons. All completed, graded work will be put into presentation folders and stored safely in school until the final marks have been submitted, and retained by the school for a minimum of three months.

Standards Verification

A Standards Verifier from Pearson (the BTEC exam board) will contact the school to ask to look at samples of work from each BTEC subject. The samples will be chosen to show the different grades awarded. The Standards Verifier is checking the quality of the assignments and the standard of assessment. She/he may recommend that changes be made to the assignment and to the work you have done, although this may cause you some extra work, it will make sure that you are achieving the required standard to get a good grade for the course and is therefore very worthwhile.

Plagiarism and Malpractice

Plagiarism and Malpractice are cheating. The work you produce must be your own. The following information is very important.

Malpractice consists of acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. **Woodlands does not tolerate actions (or attempted actions) of malpractice by learners or staff in connection with BTEC qualifications.** Examples of malpractice by learners are given below. Pearson has a clear policy on how to deal with students who cheat. If you copy the work of another student, you will risk having your work cancelled and may achieve nothing. If you lend your work to others, you will also risk having your work cancelled. If you steal another student's work and copy it, the exam board may block all of your courses.

In order to achieve a BTEC qualification, you must produce your own work. You will not be allowed to:

- Copy word for word from textbooks, the Internet or from other students (past or present).
- If you wish to reference the ideas of others, you should not do so without appropriately acknowledging the source.
- Work collaboratively with other learners to produce work that is submitted as individual learner work. You are not being discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but group work must be clearly labelled as such.

- Impersonate by pretending to be someone else in order to produce the work for another student or arranging for another to take one's place in an assessment/examination/test.
- Introduce and/or use unauthorised material outside of the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices.
- Behave in such a way as to undermine the integrity of an assessment/examination/test.
- Alter any results document, including assessment feedback sheets, Internal Verification forms or certificates.
- Cheat to gain an unfair advantage.

Pearson requires assessors in centres to ask learners to declare that their work is their own. You will be asked to sign to declare this on each assignment you submit.

It is the duty of members of staff to report assessment malpractice to the Quality Nominee if they become aware of it. If a member of staff believes that work has been copied, then parents must be informed and the pupil must re-write the work as their own and resubmit. If the pupil continually submits work that is plagiarised, then they risk being removed from the course at the discretion of the Headteacher.

If a member of staff suspects that there has been malpractice, then the member of staff should discuss the issue with their Head of Department. If the matter is still unresolved, then evidence and the issue should be discussed with the Quality Nominee. The QN will then decide on the appropriate actions to be taken. These will certainly involve discussions with pupils and parents. If malpractice is proven outcomes will be a representation of the assessed work or removal from the course.

How will my progress be monitored?

You will be closely monitored throughout the course and your subject teachers will keep detailed records of your progress. This information will be used for reports and parent's evenings and regular updates will be sent to your tutor, mentor and year leader to follow up where necessary.

Appeals Process for Internally Assessed BTEC Components:

Please note that once an external Standards Verifier has agreed with internally assessed marks there can be no alteration made without resorting to the external appeals process.

In the first instance, the learner or learner's parent/carer should write to the Subject Leader of the relevant department (eg to Ms Dymott regarding a BTEC Child Development appeal), giving clear reasons as to the appeal and referring specifically to the Unit and Assessment Criteria with which they take issue. A re-mark of the assessment evidence will be undertaken by the LIV (or link-IV if the LIV was the original assessor). Decisions regarding the outcome of such appeals will be notified to parents and students in writing.

Appeals Process for Externally Assessed BTEC Components

The centre can only appeal to the exam board (Pearson) in the following circumstances:

- If the school disagrees with the outcome(s) from Pearson's external quality assurance activities or the assessment of an externally assessed unit.
- If the school questions an approval (centre or qualification approval) or a qualification decision (E.G. malpractice) made by Pearson

In the event of the need for an external appeal, learners must complete the school's standard appeal release form, widely obtainable on results day in August, but also from SLT throughout the year. The Exams Officer will discuss the request with SLT and submit an appeal to Pearson. Decisions made by Pearson will be final.