

Archbishop Beck Catholic College Long Term Plan for Level 3 BTEC Travel

Year 12

| Autumn Half Term 1  | Half Term 2   | Key Vocabulary/Reading Opportunities  |
|---|---|---|
| <p><b>Unit 1 The World of Travel and Tourism</b></p> <p><b>A Types of travel and tourism</b></p> <p><b>A1 Types of tourism</b></p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• inbound</li> <li>• outbound</li> </ul> <p><b>A2 Types of travel</b></p> <ul style="list-style-type: none"> <li>• Leisure travel</li> <li>• Corporate travel</li> <li>• Specialist travel</li> <li>• Visiting Friends and Relatives (VFR)</li> <li>• Day trips</li> </ul> <p><b>A3 Types of travel and tourism customer</b></p> <ul style="list-style-type: none"> <li>• Individuals and couples</li> <li>• Groups,</li> <li>• Corporate travellers</li> <li>• Customers with specific requirements</li> </ul> | <p><b>Unit 1 The World of Travel and Tourism</b></p> <p><b>C The scale of the travel and tourism industry</b></p> <p><b>C1 Importance of the UK as a global destination</b></p> <ul style="list-style-type: none"> <li>• Tourist numbers</li> <li>• Economic importance</li> </ul> <p><b>C2 Employment in travel and tourism</b></p> <ul style="list-style-type: none"> <li>• Direct employment in travel and tourism</li> <li>• Indirect employment in organisations that support travel and tourism</li> <li>• Job Roles</li> </ul> <p><b>C3 Visitor numbers</b></p> <ul style="list-style-type: none"> <li>• Visitor numbers by type of tourism</li> <li>• Visitor numbers by other factors</li> </ul> <p>Trends</p> <p><b>C4 Income and spending</b></p> <ul style="list-style-type: none"> <li>• Income and turnover</li> <li>• Spending on specific areas of tourism</li> </ul> | <ul style="list-style-type: none"> <li>• The role of marketing in T&amp;T organisations</li> <li>• The contribution of marketing to the success of organisations</li> <li>• Influences on marketing activity</li> <li>• Factors that affect customer decisions</li> <li>• Customer communication</li> </ul> |

In parallel to this, the following content from Unit 1 is also covered

### Unit 3 Principles of Marketing in Travel and Tourism

LA A - Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism

A1 - interrelationships between marketing and customer service departments in Travel and Tourism organisations

A2 - Influenceing customer decisions and meeting needs

A3 - the marketing mis used by travel and tourism organisations

A4 - Potential impacts of the marketing mix and customer service

Investigating the roles of the marketing and customer service functions within businesses operating in the Travel and Tourism industry

Completion of coursework evidence

**AP1 Assessment**

In parallel to this, the following content from Unit 1 is also covered

### Unit 3 Principles of Marketing in Travel and Tourism

LA B - Examine the impact that marketing activities have on the success of different travel and tourism organisations

B1 - The role of marketing in different travel and tourism organisations

B2 - How marketing contributes to the success of travel and tourism organisations

B3 - Influences on marketing activity

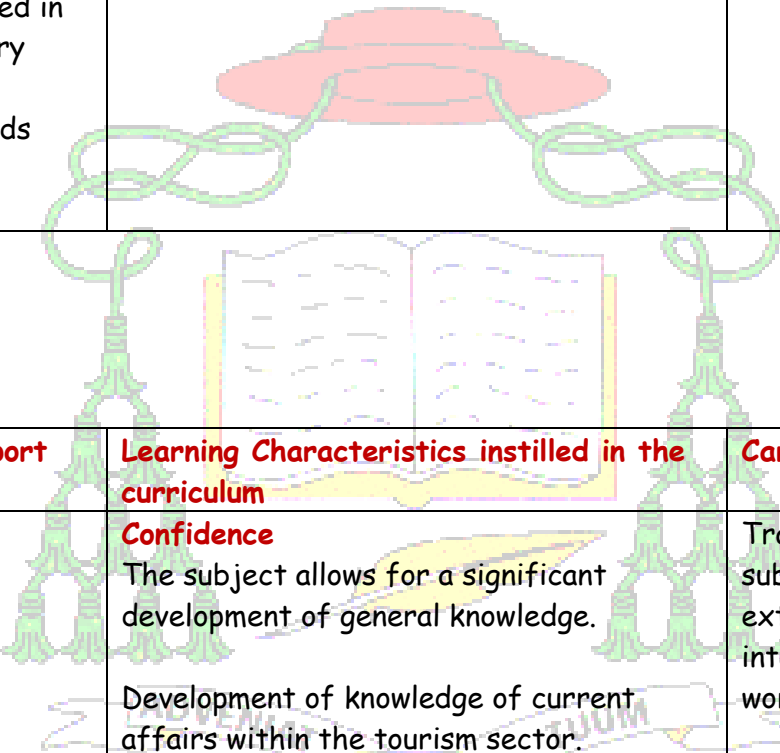
Assess how effective marketing can impact organisations in the travel and tourism industry

Completion of coursework evidence

**AP 2 Assessment**

| Spring Half Term 3   | Half Term 4   | Key Vocabulary/Reading Opportunities   |
|--|---|--|
| <p><b>Unit 1 The World of Travel and Tourism</b></p> <p>Revision lessons and exam practice will take place until the Exam which is usually scheduled in early January</p> <p>Students will consolidate their work on unit 3 until results</p> <p><b>Unit 3 Principles of Marketing in Travel and Tourism</b></p> <p>LA C - Carry out market research in order to identify a new travel and tourism product or service</p> <p>C1 - Collecting market research data<br/>C2 - Analysing market research data<br/>C3 - Using research results to help identify a new product or service</p> <p>Collecting market research<br/>Analysing and presenting market research<br/>Completion of coursework evidence</p> | <p><b>Unit 1 The World of Travel and Tourism</b></p> <p>Students will consolidate their work on unit 3 until results</p> <p><b>After the results, students will be given a resit opportunity</b></p> <p><b>Revision of A Types of travel and tourism (see term 1)</b></p> <p>Revision lessons and exam practice will take place until the Exam which is usually scheduled in late May / early June.</p> <p><b>Unit 3 Principles of Marketing in Travel and Tourism</b></p> <p>LA D - Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives</p> <p>D1 - designing a promotional campaign to meet stated objectives<br/>D2 - producing promotional materials and activities</p> | <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Market Research</li> <li>• Primary Research</li> <li>• Secondary Research</li> <li>• Marketing Mix</li> <li>• Promotional Mix</li> <li>• Marketing Campaign</li> </ul> |

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|   | <p>developing a marketing campaign for a viable new product or service for a new or existing company</p> <p>Using market research as a basis</p> <p>Justify new product or service objectives in relation to market research objectives and results</p> <p>Completion of coursework evidence</p> <p>Marketing plan activity</p> <p><b><u>AP3 Assessment</u></b></p> |  |
| <b>Summer Half Term 5</b>   | <b>Half Term 6</b>  | <b>Key Vocabulary/Reading Opportunities</b>  |
| <p><b>Unit 1 The World of Travel and Tourism</b></p> <p>After the results, students will be given a resit opportunity</p> <p>Revision of C The scale of the travel and tourism industry (see term 2)</p> <p>Revision lessons and exam practice will take place until the Exam which is usually scheduled in late May / early June.</p> <p><b>Unit 3 Principles of Marketing in Travel and Tourism</b></p> | <p><b>Unit 3 Principles of Marketing in Travel and Tourism</b></p> <p>Catch up and completion of coursework assignment briefs</p> <p>NB - Students will be out for work experience during this term</p>   | <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Market Research</li> <li>• Primary Research</li> <li>• Secondary Research</li> <li>• Marketing Mix</li> <li>• Promotional Mix</li> <li>• Marketing Campaign</li> </ul> |

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| <p>LA D - assess marketing plan produced in previous half term in meeting industry aims and objectives<br/>Assess plan in meeting customer needs<br/>Completion of coursework evidence</p> |  |  |
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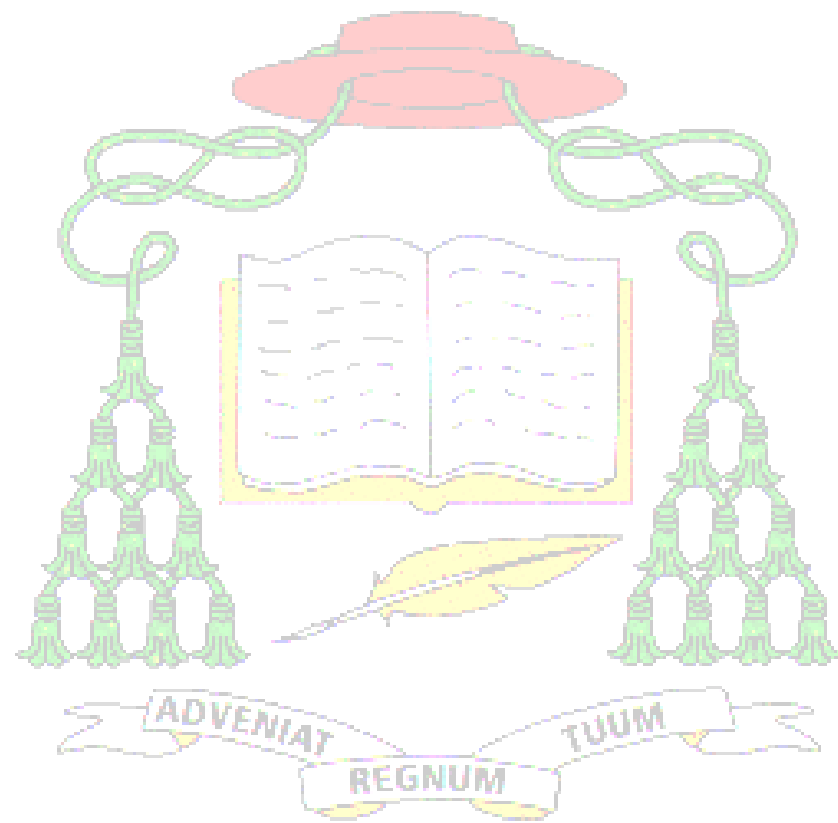
**Year 12**

| <p><b>Wider learning experiences to support this subject.</b></p>  | <p><b>Learning Characteristics instilled in the curriculum</b></p>  | <p><b>Career Opportunities</b></p>   |
|--|---|--|
| <p>Off-site business visits<br/>On-site guest speakers<br/>Case study resource bank<br/>Links to employability programme</p> | <p><b>Confidence</b><br/>The subject allows for a significant development of general knowledge.<br/>Development of knowledge of current affairs within the tourism sector.<br/>Develop understanding of the travel and tourism industry.<br/><br/><b>Positive</b><br/>Development of transferable skills including interpersonal skills, communication skills, leadership and</p> | <p>Travel and Tourism in a very interactive subject with a curriculum that encourages external business visits as well as many internal case study investigations into real world practice.<br/><br/>Student's personal experience in the business world, and in part time employment /work experience is often referred to when discussing case examples.<br/><br/>Guest speakers are encouraged and often add value to a topic area.</p> |

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|  | <p>management and the importance of decision making.</p> <p><b>Respectful</b></p> <p>The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.</p> | <p>These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.</p> <p>The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.</p> |
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### **Metacognition Methods applied in Teaching**

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Modelling of coursework activities
- Independent learning tasks.



Archbishop Beck Catholic College Long Term Plan for Level 3 BTEC Travel

Year 13

| Autumn Half Term 1  | Half Term 2   | Key Vocabulary/Reading Opportunities  |
|---|---|---|
| <p><b>Unit 2 - Global Destinations</b></p> <p>LA A - Geographical Awareness, locations and features giving appeal to global destinations</p> <p>A1 - Geographical Awareness<br/>A2 - features and appeal of destinations<br/>A3 Appeal and types of tourism</p> <p>LA B - Potential advantages and disadvantages of travel options to access global destinations</p> <p>B1 Different types of gateways and transport hubs and their facilities<br/>B2 Potential advantages and disadvantages of travel routes and transport providers</p> <p>LA C - Travel planning, itineraries, costs and suitability matched to customer needs</p> <p>C1 - Travel planning and the potential advantages and disadvantages of transport options</p> | <p><b>Unit 2 - Global Destinations</b></p> <p>LA D - Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations</p> <p>D1 - Consumer trends affecting the appeal of global destination<br/>D2 - Motivating and enabling factors affecting the appeal of global destinations</p> <p>LA E - Factors affecting the popularity and appeal of destinations</p> <p>E1 - Political factors<br/>E2 - Economic climate<br/>E3 - Accessibility and availability<br/>E4 - Image and promotion<br/>E5 - Changing markets<br/>E6 - Natural disasters<br/>E7 - Climate and its influence on travel</p> | <ul style="list-style-type: none"> <li>• Hemispheres</li> <li>• Continents</li> <li>• Altitude</li> <li>• Longitude</li> <li>• Latitude</li> <li>• Tropic of Cancer</li> <li>• Tropic of Capricorn</li> <li>• Topography</li> <li>• Natural Phenomena</li> <li>• Home-Stays</li> <li>• Guest Houses</li> <li>• Tourist Area Life Cycle</li> <li>• Cultural Tourism</li> <li>• Leisure Tourism</li> <li>• Dark Tourism</li> <li>• Terminals</li> <li>• Integrated Systems</li> <li>• Itinerary</li> <li>• Supplements</li> <li>• visa</li> <li>• insurance</li> <li>• Outbound Travel</li> <li>• Terminals</li> <li>• Embarkation</li> </ul> |



C2 - Understanding of travel itineraries  
C3 - Cost factors  
C4 - Type of customers and their needs

### Unit 9 - Visitor Attractions

**Learning aim A: Investigate the nature, role and appeal of visitor attractions**

A1 Types of visitor attractions

- Built attractions:
- Natural attractions:
- Events

A2 Scale, scope and appeal of visitor attractions

- Scale:
  - o ownership:
  - o size and complexity of attractions
  - o contribution to the local and national economy: reflected in the multiplier effect.
- Scope:
  - o development,

Students to spend remainder of this term and start of Term 3 revising, completing past paper questions and completing 2 week pre-release materials in preparation for examination in Jan 2022

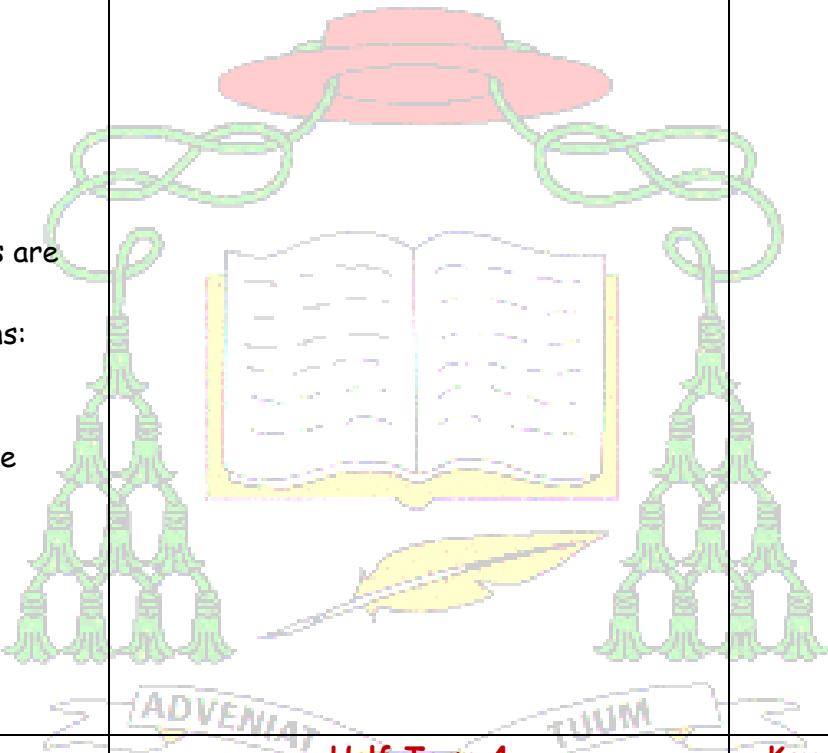
### Unit 9 - Visitor Attractions

**Learning aim A: Investigate the nature, role and appeal of visitor attractions**

Assignment 1

AP 2 Assessment

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| <p>o diversification,<br/>o regeneration<br/>• Appeal:<br/>o accessibility<br/>o special events<br/>o popularity,</p> <p>A3 Ways in which visitor attractions are funded</p> <p>• Funding from external organisations:</p> <ul style="list-style-type: none"> <li>• Self-funded organisations</li> <li>• Additional or new sources of income</li> <li>• Importance of additional revenue generation strategies,</li> </ul> <p><u>AP1 Assessment</u></p> |   |   |
| <p><b>Spring Half Term 3</b></p>  | <p><b>Half Term 4</b></p>  | <p><b>Key Vocabulary/Reading Opportunities</b></p>  |
| <p><b>Unit 2 - Global Destinations</b></p> <p>Students to revisit Unit 2 classwork and complete revision, past paper questions and completing 2 week pre-release materials in preparation for examination in June 2022</p>  | <p><b>Unit 2 - Global Destinations</b></p> <p>Students to revisit Unit 2 classwork and complete revision, past paper questions and completing 2 week pre-release materials in preparation for examination in June 2022</p> | <ul style="list-style-type: none"> <li>• Technology for communication, booking and promotion</li> <li>• Technology specific to different organisations</li> <li>• Tourist numbers</li> <li>• Economic importance</li> <li>• Direct and indirect employment in travel and tourism</li> </ul> |

## Unit 9 - Visitor Attractions

**Learning aim B: Examine how visitor attractions meet the diverse expectations of visitors**

B1 Different types of visitors and their diverse expectations

- Different types of visitors
- Diverse visitor expectations,

B2 Products and services provided, including primary and secondary spend opportunities

- Products and services provided
- Support services,
- Primary spend opportunities
- Secondary spend opportunities, e

B3 Ways to meet and exceed visitor expectations • Appeal of location and environment.

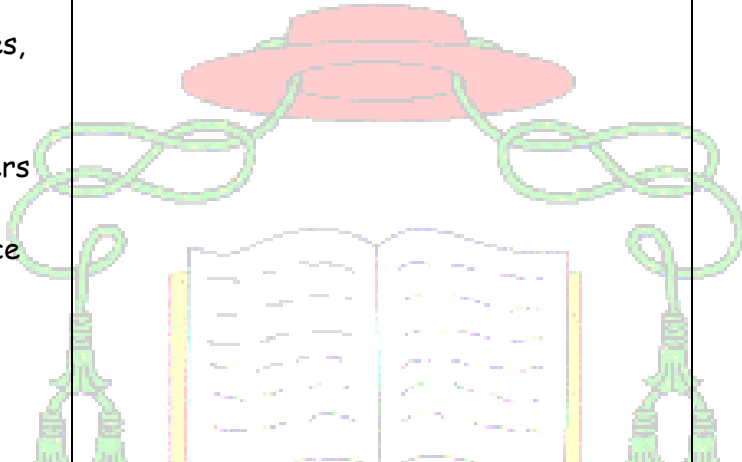

### AP3 Assessment

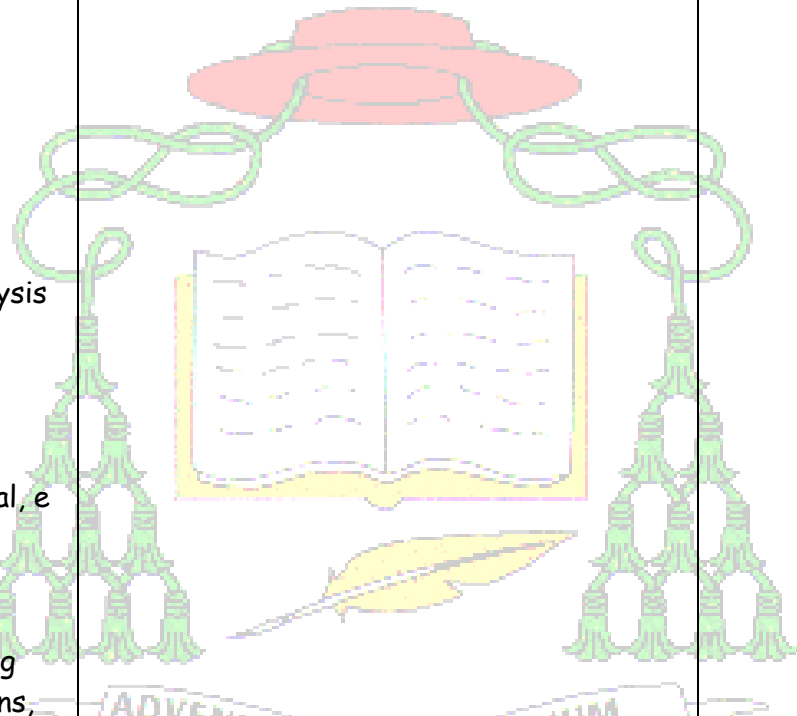
## Unit 9 - Visitor Attractions

**Learning aim B: Examine how visitor attractions meet the diverse expectations of visitors**

### Assignment 2

- Job Roles
- Visitor numbers
- Trends
- Income and turnover
- Spending on specific areas of tourism
- Development and innovation
- Media factors
- Economic social and lifestyle factors
- Government legislation
- Environmental and climatic
- Competitive pricing
- new products and services
- Membership of trade organisations
- Fuel surcharges
- Increased security
- Product diversification
- Increased research
- Updated technology
- Public relations management
- Investment or upgrading facilities
- Variable opening times
- Crisis management

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| <ul style="list-style-type: none"> <li>• Accessibility and quality of existing products and services.</li> <li>• Development of new products/services,</li> <li>• Diversification of facilities and amenities,</li> <li>• Image, branding and promotional offers</li> </ul> <p>B4 Use of technology and its importance for visitor attractions</p> <ul style="list-style-type: none"> <li>• Booking systems,</li> <li>• Visitor management systems,</li> <li>• Technological features</li> <li>• The importance of technology</li> </ul> |  <p style="text-align: center;"><b>Half Term 6</b></p>   |   |
| <b>Summer Half Term 5</b>  | <b>Half Term 6</b>   | <b>Key Vocabulary/Reading Opportunities</b> |
| <p><b>Unit 2 - Global Destinations</b></p> <p><b>Revision and exam preparation for second external assessment May/June 2022</b></p> <p><b>Unit 9 - Visitor Attractions</b></p> <p><b>Learning aim C: Explore how visitor attractions respond to competition and measure their success and appeal</b></p>   |  <p style="text-align: center;"><b>Unit 9 - Visitor Attractions</b></p> <p><b>Learning aim C: Explore how visitor attractions respond to competition and measure their success and appeal</b></p> |   |

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| <p>C1 Strategies for responding to competition</p> <ul style="list-style-type: none"> <li>• Reliable market research</li> <li>• Planning and marketing</li> <li>• Providing high-quality visitor experiences:</li> <li>• Building brand loyalty</li> </ul> <p>C2 Success and appeal, using data analysis to measure visitor trends and visitor numbers</p> <ul style="list-style-type: none"> <li>• numbers of visitors:</li> <li>• data compiled by visitor associations:</li> <li>• other indicators of success and appeal, e</li> <li>• methods used to present and analyse data in order to measure success and appeal</li> <li>• importance of measuring and analysing success and appeal of visitor attractions,</li> </ul> | <p>Assignment 3</p>  |  |
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**Year 13**

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|---|---|--|
| <p><b>Wider learning experiences to support this subject.</b></p> | <p><b>Learning Characteristics instilled in the curriculum</b></p>                                  | <p><b>Career Opportunities</b></p>   |
| <p>Off-site business visits<br/>On-site guest speakers</p>        | <p><b>Confidence</b><br/>The subject allows for a significant development of general knowledge.</p> | <p>Travel and Tourism in a very interactive subject with a curriculum that encourages external business visits as well as many</p> |

|   |  |   |
|---|--|---|
| <p>Case study resource bank</p> <p>Links to employability programme</p> | <p>Development of knowledge of current affairs within the tourism sector.</p> <p>Develop understanding of the travel and tourism industry.</p> <p><b>Positive</b><br/>Development of transferable skills including interpersonal skills, communication skills, leadership and management and the importance of decision making.</p> <p><b>Respectful</b><br/>The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.</p> | <p>internal case study investigations into real world practice.</p> <p>Student's personal experience in the business world, and in part time employment /work experience is often referred to when discussing case examples.</p> <p>Guest speakers are encouraged and often add value to a topic area.</p> <p>These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.</p> <p>The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.</p> |
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