

Curriculum Map – Travel & Tourism

<p>What is the aim of the curriculum?</p> <p>How does it demonstrate ambition for students?</p>	<p>The aim of the BTEC Tech Award in Travel and Tourism curriculum is to give students an engaging introduction to the travel and tourism sector, helping them develop key knowledge and vocational skills to progress to further study or employment in the industry.</p> <p>The curriculum offers a balance of academic knowledge and practical application, encouraging students to investigate real-world travel and tourism organisations, destinations, and customer needs. It develops transferable skills such as communication, teamwork, and analysis, ensuring all students can aspire to succeed in a competitive and dynamic sector.</p> <p>The national curriculum for Travel and Tourism aims to ensure that all students:</p> <ul style="list-style-type: none"> • Understand the role and importance of the travel and tourism industry within the UK and globally. • Investigate a range of travel and tourism organisations and destinations. • Develop vocational skills through applied learning in realistic contexts. • Gain an understanding of how the sector meets the needs of different customers and how it achieves success.
<p>How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?</p>	<p>The curriculum is sequenced to allow regular revisiting of key themes such as customer needs, types of organisations, and factors affecting tourism. Assignment-based components allow for feedback and improvement, and retrieval activities are embedded in lessons to consolidate knowledge and address misconceptions.</p> <p>The curriculum is sequenced to allow clear and deliberate progression, with built-in opportunities to teach new concepts, practise and apply them in realistic contexts, and revisit key knowledge and skills over time. Retrieval practice and regular formative assessment are embedded throughout the course to identify and address gaps in knowledge promptly, with targeted interventions and differentiated support where needed. Internal assignment-based units in Year 10 and early Year 11 allow students to receive detailed feedback, reflect on their learning, and improve their work.</p> <p>In the final term of Year 11, time is allocated specifically to structured exam preparation for the externally assessed component. This includes revision of core content, practice questions, mock examinations, and personalised feedback to ensure students are well-prepared. Topics from earlier in the course are revisited with a focus on exam application, and additional sessions are provided to address individual areas of weakness. This cyclical approach ensures that students have multiple opportunities to consolidate their understanding and improve their confidence ahead of assessment.</p>

<p>How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?</p>	<p>Each component builds on prior knowledge and skills, moving from basic awareness of the industry and organisations to analysis of factors influencing tourism and customer service. This scaffolding ensures students are prepared for further qualifications or apprenticeships in the sector. The coursework based components 1 & 2 are worth 30% of the overall grade respectively, with the exam based component 3 is worth 40%. Pearson's recommended guided learning hours for component 1 & 2 is 36 hours each and component 3 is recommended to be 48 hours of guided learning.</p> <p>The curriculum is carefully sequenced to enable students to build their knowledge and skills cumulatively, moving from foundational concepts to applied practice and higher-level analysis. In Component 1, students develop an essential understanding of the travel and tourism sector: its key organisations, how they work together, the appeal of UK destinations, and the factors that influence visitor choice. These core concepts form the foundation for the rest of the course, equipping students with the terminology and context needed to access more complex material.</p> <p>In Component 2, students build on this foundation by applying their knowledge to specific customer scenarios, developing a deeper understanding of how organisations meet a diverse range of customer needs. This component also introduces vocationally relevant skills such as customer service, communication, and problem-solving in realistic situations, helping students to begin thinking and working like travel and tourism professionals.</p> <p>Finally, in Component 3, students draw on and extend their prior learning to consider the sector in a global context, analysing how external influences such as economic change, natural disasters, and sustainability concerns affect travel and tourism. This component develops higher-order skills such as analysis, evaluation, and justification, preparing students for further education or employment where these skills are essential.</p> <p>Throughout the curriculum, students revisit and apply key concepts in increasingly complex contexts, which reinforces learning and supports long-term retention. This progressive design ensures that by the end of the course, students have not only developed a strong foundation of sector-specific knowledge but have also honed transferable skills such as critical thinking, research, and effective communication. These attributes prepare students to successfully progress to further study, including BTEC Nationals, A Levels in related fields, apprenticeships, or direct employment in the travel and tourism industry.</p>
<p>How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)?</p>	<p>The course includes discussion of career opportunities within the travel and tourism sector and case studies of real organisations. Links are made to post-16 pathways such as BTEC Nationals, apprenticeships, and employment opportunities in roles such as travel agent, holiday rep, customer service, and event planning. The curriculum is designed to ensure that students are aware of the wide range of progression routes available in the travel and tourism sector, in line with Gatsby Benchmark 4: Linking curriculum learning to careers. Throughout the course, students are introduced to the many job roles and career pathways within the industry, such as travel agents, airline staff, hotel and hospitality roles, event management, customer service, tour operations, and sustainable tourism planning. Each component provides opportunities to explore real-world examples of these roles and how they fit into the sector.</p> <p>In Component 1, students learn about the different types of organisations operating in travel and tourism and how they interconnect. This introduces the variety of employment settings and the potential for progression between different organisations and sectors, such as public sector tourism development, private sector tour operations, or voluntary conservation work.</p> <p>In Component 2, students focus on customer needs and service delivery, developing vocational skills that are directly transferable to customer-facing roles. This helps them understand the key employability skills valued by the sector, such as effective communication, problem-solving, teamwork, and adaptability. Students are encouraged to reflect on their own strengths and areas for development in relation to these skills, supporting their future career planning.</p> <p>In Component 3, students consider how the sector responds to global influences and sustainability challenges. This raises awareness of emerging careers in sustainable tourism, destination management, policy development, and international business, broadening students' understanding of future opportunities.</p>

	<p>Careers education is also embedded through enrichment opportunities such as guest speakers from the industry, case studies of real employees and organisations, and where possible, visits to local travel and tourism businesses or destinations. Links are made explicit to post-16 pathways, including BTEC Level 3 Nationals in Travel and Tourism, apprenticeships in hospitality, events, or travel services, and progression into employment.</p> <p>By the end of the course, students have a clear understanding of how the knowledge and skills they have developed can lead to a wide range of careers in a dynamic and growing sector, empowering them to make informed decisions about their next steps.</p>
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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7						
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	10	Introduction to Travel & Tourism. Component 1: UK Travel and Tourism Sector – types of organisations, roles, and interrelationships.	Component 1: Key destinations in the UK and how they meet visitor needs.	Component 1: Factors influencing travel and tourism in the UK (economic, social, political, environmental).	Begin Component 2: Customer needs and expectations – investigating customer service in travel and tourism.	Component 2: Demonstrating customer service skills in role-play scenarios.	Component 2: Review and improve customer service practice; complete Component 2 assignments.
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What key threshold concepts /core skills / themes are covered each half term?	7						
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	10	Structure and role of UK travel and tourism organisations	Key UK destinations and visitor appeal	Factors influencing the industry	Developing communication and customer service skills	Inter-relationships between organisations	Customer needs and meeting expectations



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	11						