

Teaching and learning  
support during  
Coronavirus (COVID-19)



Illustration by Lucy Vigrass

# Travel, Tourism and Hospitality

Guidance for BTEC Nationals, Tech  
Awards and Firsts

Support



## Formal assessment requirements

We have confirmed for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards, where we expect to be able to provide calculated results, we do not require or expect any formal assessment for BTEC to take place while learners are studying at home. We expect to collect centre assessment grades from teachers and tutors for any incomplete work for all learners and these judgements will be used in the calculation of a final result where relevant.

## Supporting teaching and learning

Whilst not a requirement we are encouraging and supporting continued learning at home during this time, so when learners return to school or college, progress to HE, an apprenticeship, or work, they have the knowledge and skills they need to continue with confidence. We also recognise the benefits that learning and a structured day have on general health and wellbeing and we want to make sure that we are doing everything we can to best support you and your learners at this time.

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## Qualifications in Travel and Tourism that fall into the Calculated Result Category

Qual. No.	Qualification title
603/3038/7	Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism
600/6512/6	Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism
600/7046/8	Pearson BTEC Level 1/Level 2 First Certificate in Travel and Tourism
601/0233/0	Pearson BTEC Level 1/Level 2 First Extended Certificate in Travel and Tourism
601/0234/2	Pearson BTEC Level 1/Level 2 First Diploma in Travel and Tourism
500/9787/8	Pearson BTEC Level 3 Certificate in Travel and Tourism (QCF)
500/9861/5	Pearson BTEC Level 3 Extended Diploma in Travel and Tourism (QCF)
500/9862/7	Pearson BTEC Level 3 Diploma in Travel and Tourism (QCF)
500/9863/9	Pearson BTEC Level 3 Subsidiary Diploma in Travel and Tourism (QCF)
600/6539/4	Pearson BTEC Level 3 90-credit Diploma in Travel and Tourism (QCF)
601/9024/3	Pearson BTEC Level 3 National Foundation Diploma in Travel and Tourism (RQF)
603/1224/5	Pearson BTEC Level 3 National Certificate in Travel and Tourism (RQF)
601/9023/1	Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism (RQF)
603/4695/4	Pearson BTEC Level 3 National Diploma in Travel and Tourism (RQF)
603/4696/6	Pearson BTEC Level 3 National Extended Diploma in Travel and Tourism (RQF)



## Qualifications in Hospitality that fall into the Calculated Result Category

Qual. No.	Qualification title
500/8195/0	Pearson BTEC Level 3 Certificate in Hospitality (QCF)
500/8197/4	Pearson BTEC Level 3 Subsidiary Diploma in Hospitality (QCF)
601/1096/X	Pearson BTEC Level 3 90-credit Diploma in Hospitality (QCF)
600/7044/4	Pearson BTEC Level 1/Level 2 First Award in Hospitality
500/8196/2	Pearson BTEC Level 3 Diploma in Hospitality (QCF)
500/8209/7	Pearson BTEC Level 3 Extended Diploma in Hospitality (QCF)
600/7047/X	Pearson BTEC Level 1/Level 2 First Certificate in Hospitality
601/0230/5	Pearson BTEC Level 1/Level 2 First Diploma in Hospitality
601/0231/7	Pearson BTEC Level 1/Level 2 First Extended Certificate in Hospitality



## Support for Blending Learning

### 1. Digital Textbooks and Revision Guides

We're providing **free 90-day access** for your centre to some of our digital learning resources which can be accessed in college or at home.

The following digital Textbook bundles are all available via our online ActiveLearn platform. ActiveLearn provides core textbooks, online homework and practical activities, as well as front-of-class teaching resources, planning and assessment materials. You can allocate as much or as little from the e-Textbooks as you wish to your learners to access wherever, whenever.



#### Digital textbook bundles:

- KS4 Vocational Qualifications
- KS5 Vocational Qualifications

#### Revision

- KS4 Revision Guides
- KS5 Revision Guides

If you would like to access these resources please request access [here](#).

### 2. Online remote-delivery recordings for BTECs

- Introduction to online remote delivery
- Developing resources for online delivery
- Planning and teaching online
- Supporting students studying online

[> Find out more](#)



### 3. Digital Live Event and Recordings

Access recordings from our **Digital Live event: Enabling Education**

[> Find out more](#)



## 4. Get expert guidance from our community of online teaching and learning specialists

A range of free resources including blog articles and webinars to provide support, inspire ideas and enable you to channel your passions and expertise without feeling too overwhelmed. Browse articles and blog content and access via this [link](#).

## 5. Paid-for Teaching Resources

A textbook is available for the Travel and Tourism [Tech Awards](#) suite.

## 6. Free Travel, Tourism and Hospitality Resources and Software

- BTEC Bitesize resources - [Tourism](#)
- TES teaching resources - [Travel and Tourism](#)
- Zigzag Resources <https://zigzageducation.co.uk/subjects/travel-and-tourism>
- [The Travel Foundation](#)
- [Travelzoo](#) - free virtual destination tours
- [Visit Britain](#) - the official tourism website of Great Britain
- [Twinkl](#) - useful geography resources on sustainable tourism, global issues

### Free virtual visitor attraction tours

- [Edinburgh Zoo](#)
- [Buckingham Palace](#)
- [Lake District National Park](#)
- [British Museum](#)
- [Giants Causeway](#)
  
- [The World Tourism Organization \(UNWTO\)](#) - the United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism



## **YouTube channels**

- [Touropia](#)
- [Expedia](#)
- [BBC Travel Show](#)
- [Lonely Planet](#)

## **Statistics and trends websites**

- [Office for National Statistics](#)
- [Statista](#)
- [Visit Britain](#)
- [ABTA Travel Trends 2020](#)

## **Online news publications**

- [Travel Weekly](#)
- [Travelmole](#) - daily news coverage and analysis from global travel and tourism industry
- [TTG](#)
- FCO - [Foreign Travel Advice](#)
- [Institute of Travel and Tourism](#)

## **TV programmes**

- Race across the World
- An Idiot Abroad
- Long Way Round and Long Way Down
- Departures
- Travel Man
- The Misadventures of Romesh Ranganathan
- Around the World in 80 Days
- Pilot Guides
- Dark Tourist - focus on Dark Tourism
- Jack Whitehall: Travels with my Father
- Human Planet
- Easyjet Inside the Cockpit
- Heathrow: Britain's Busiest Airport
- The Greek Islands with Julia Bradbury



## Subject Advisor support and guidance

Tailored support provided by [Subject Advisor](#)

- Getting started: Ways to teach and assess
- Enhancing Delivery
- Standardisation Marking training for Nationals
- Network Events
- Online group Q&A

## Teaching and Learning to support transition to second year of a two-year programme

We are continuing to support schools and colleges to enable learners to continue with their studies from home. We are encouraging continued learning so when learners return to school or college they have the knowledge and skills they need to continue with their course.

### BTEC L3 Nationals QCF (2010)

#### Travel and Tourism (2010)

Most centres deliver the mandatory units at the beginning of the course with a variation on optional units following this period.

Several units do require the completion of practical work so this should be considered for future planning, including mandatory Unit 4 Customer Service in Travel and Tourism and optional Unit 15: Working as a Holiday Representative, Unit: 17 Conferences and Exhibitions, Unit 21: Events, Conferences and Exhibitions, Unit 22: Work Experience in the Travel and Tourism Sector, Unit 23: Events, Conferences and Exhibitions, Unit 25: Events, Conferences and Exhibitions and Unit 27 Organising a Travel and Tourism Study Visit.



There would be value in using any activities to develop the learners' understanding of the requirements of the command verbs in the assessment criteria. The useful list of free resources within this guide will provide teaching and learning resources to assist with activities for this suite of BTECs. Online support can be found:

- [Specification and units](#)

## Hospitality

There are no externally assessed units in this qualification and so no need to prepare learners for assessment on specific dates. Most centres deliver the mandatory units at the beginning of the course with a variation on optional units following this period.

Several units do require the completion of practical work, including mandatory Unit: 3 Providing Customer Service in Hospitality and optional Unit: 5 Supervisory Skills in the Hospitality Industry, Unit 6: Food and Drinks Service, Unit 7: Food and Drinks Service, Unit 8: The Principles of Food Safety Supervision for Catering, Unit: 10 Principles of Food Safety Supervision for Catering, Unit 11: Asian Food, Unit 12: Contemporary World Food, Unit 13: Advanced Skills and Techniques In Producing Desserts and Petits Fours , Unit 21 Events Organisation in Hospitality, Unit 22: Planning and Managing a Hospitality Event, Unit 23: Accommodation Operations in Hospitality and Unit 24: Front Office Operations in Hospitality. Space in the timetable can be created by bringing forward content from second year units which do not require practical work and could be delivered remotely during the Spring of 2020.

## BTEC L3 Nationals Travel and Tourism (2019)

Learners in the first year of a two-year RQF Level 3 BTEC programme in Travel and Tourism will not have been able to take the examination for Unit 1: The World of Travel and Tourism and Unit 2: Global Destinations. These are important units, containing material which underpins many of the other units in the qualification. It will be important to ensure that learners are conversant with the unit content. Internally assessed mandatory units such as Unit 3: Principles of Marketing in Travel and Tourism, Unit 4: Managing Customer Experience in Travel and Tourism, Unit 17: Managing Accommodation Services and Unit 18: The UK as a Tourist Destination will require



knowledge and understanding from Units 1 and 2 so this should be considered when planning any remote learning opportunities..

Unit 16 Researching and Current Travel Trends and Key Issues in Travel and Tourism is the synoptic unit for the Diploma and Extended Diploma, it is important that the unit is continued to be delivered at the largest sizes of the qualification and it is expected that this wouldn't be delivered until Year 2.

Several units do require the completion of practical work or group work, including mandatory and optional units such as Unit 4: Managing Customer Experience in Travel and Tourism, Unit 8: The Airport Experience and Unit 12: Working Overseas. The skills in these units are important and learners should have the chance to complete practical work as part of their course.

There would be value in using remote learning activities to develop the learners' understanding of the requirements of the command verbs in the assessment criteria. Please continue to refer to the free support materials we have including:

- [Specifications and Sample Assessment Material](#)
- [Authorised Assignment Briefs](#)
- [Sample Marked Learner Work](#)
- [Delivery Guides, Delivery Plans, Scheme of Work](#)



## Tech Award Travel and Tourism

Most centres will have taught Component 1 and many will have begun to teach or possibly have completed Component 3, both of which are internally assessed. Component 2 is an externally set and marked exam.

For Component 1, learners should be aware of the types of tourism and range of tourist destinations. Many destinations now have virtual tours so learners can 'visit' some of the places they have learnt about (see Travelzoo and YouTube channels in list of resources). There are many news stories that discuss reasons for travel, types of holiday available (and the protection offered for different holiday types) and types of accommodation. News articles may be useful to recap this but learners may need support in accessing appropriate sources so as not to be overwhelmed.

Component 2 is particularly topical at the moment as few could have predicted how severely global travel and tourism has been affected by this pandemic. However, do encourage learners to look at other factors (economic factors, political factors, environmental factors as part of their learning), and how they affect specific destinations. Some recent episodes of 'Race across the World' show these effects. Sections B and C on the impact on travel and tourism and sustainability should be covered, along with destination management. Much of this content could be taught remotely.

Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3 requires learners to apply their knowledge and understanding of travel and tourism customer trends and customer needs and requirements, and to draw on their understanding of travel and tourism organisations, features of destinations, types of visitor, travel, holiday and accommodation, factors influencing travel and tourism and how organisations respond to these factors. They will apply their knowledge and understanding to specific contexts. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

- [Specification](#)



- [Course Planner and SOW](#)
- [Authorised Assignment Briefs and Sample Marked Learner Work](#)
- [Sample Assessment Materials and Past exam papers](#)

## First in Travel and Tourism

We anticipate that many centres will have already covered Units 1 and 2 before the Summer term. Unit 3 should be the final unit as it is synoptic but customer service and meeting customer needs is very topical currently so learners could use review sites and news articles to find companies with positive and negative feedback on their management of the current pandemic and associated effects. Learners would need to look for bias and take into account other factors that may limit levels of customer service.

Learners should be able to draw upon Unit 1 learning including an understanding of the role, purpose and aims of different industries and types of organisation in the travel and tourism sector when comparing and contrasting customer service aims for different travel and tourism organisations for Learning aim A, and evaluating how the organisations meet the needs of their customers for Learning aim B.

Moving forward learners must draw on their understanding of types of visitors and how the features of UK destinations appeal (Unit 2) to different types of visitors when considering how travel and tourism organisations meet the needs and expectations of different types of customers by recommending appropriate destinations, products for Learning aim B. Learners could draw on their understanding of how a destination can increase its appeal for visitors when recommending improvements to customer service for one of the travel and tourism organisations for Learning aim C.

Units 4 and 5 also contain elements that could be taught remotely, centres are encouraged to make use of the list of free resources and links within this guide which may assist. Other optional units for larger sizes offer a variety of remote learning opportunities which can be explored using the free resources list in this guide.



- [Specification](#)
- [Sample Assessment Material and past exam papers](#)
- [Authorised Assignment Briefs and Sample Marked Learner Work](#)

## First Award - Hospitality

Learners undertaking the BTEC Level 1/Level 2 First Award in Hospitality may not have been able to take the examination for **Unit 1: Introducing the Hospitality Industry**. This is an important unit, containing material which underpins all the other units in the qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed. For example, success in Unit 2: Working in the Hospitality Industry and Unit 3: Food Safety and Health and Safety in Hospitality will require knowledge and understanding from Unit 1.

Most of these units do require the completion of practical work, including mandatory Unit 2: and optional Unit 6: Planning, Preparing, Cooking and Finishing Food and Unit 7: Food and Beverage Service in the Hospitality Industry. The practical skills in these units are important for other units and the learners should have the chance to complete the practical work. Space in the timetable can be created by bringing forward more theoretical content of the optional units that will not require practical work.

Learners undertaking the BTEC Level 1/Level 2 First Award in Hospitality in larger sizes may not have been able to take the examination for **Unit 9: How the Hospitality Industry Contributes to Healthy Lifestyles**. This is an important unit, containing material which underpins all the other units in the qualification. It will be important to ensure that the learners are conversant with the unit content even though this unit may not have to be formally assessed.

Most of these units do require the completion of practical work, including optional Unit: 11 Accommodation Services in the Hospitality Industry, Unit 12: Planning and Running a Hospitality Event, Unit 13: Contemporary World Food Cooking Skills, Unit 18: Delivering the Hospitality Customer Experience, Unit 20: Work Experience in Hospitality, Unit 21: Hospitality Community Volunteering and Unit 23: Barista Skills in Hospitality. The practical skills in these units are important for other units and the



learners should have the chance to complete the practical work. Space in the timetable can be created by bringing forward more theoretical content of the optional units that will not require practical work.



## Approaches for remote learning

Our expectation is that centres will continue to provide teaching and learning of as much of the BTEC specification unit content as is possible and carry out teacher based assessments (e.g. worksheets, questions, activities etc) to help prepare learners for the next stage of their journey.



We do not expect learners to complete any formal BTEC Assignment Briefs for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards between mid-March and July.

The table provides some examples of adapted approaches to providing learners with activities that allow for feedback and support continued teaching and learning.

Alternative Remote Learning Approaches	
Assessment Technique	Indicative Alternative Assessment
<b>Case study</b> (physical submission)	Case study (online submission or electronic submission by email)
<b>Discussion forum</b> (in class, verbal)	Virtual meetings (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
<b>Discussion forum</b> (written)	Online chat (Google class, Microsoft Teams, Zoom, FaceTime, Skype, VLEs, blogs or equivalent platforms)



<b>Independent research report</b> (physical copy)	Independent research report (online submission or electronic submission by email)
<b>Question and Answer Session</b>	(Google class, Microsoft Teams, Zoom, Skype or equivalent platforms)
<b>Peer review</b> (written, in class)	Peer review report (online submission or electronic submission by email)
<b>Presentation</b> (face-to-face, in class)	<p>Presentation (live via Google class, Microsoft Teams, Zoom, Skype or equivalent platforms)</p> <p>Presentation (recorded online submission or electronic submission by email)</p>
Role play (in class)	Role play (live via Google classroom, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
<b>Self-reflection</b>	Self-reflection (online submission or electronic submission by email)
<b>Simulated activity</b> (in class demonstration)	Individual report (online submission or electronic submission by email)
<b>Team formative assessment activities</b> (verbal, in class)	<p>Team assessment (live via Google classroom, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)</p> <p>Team assessment (report, online submission or electronic submission by email)</p> <p>Individual assessment (report, online submission or electronic submission by email)</p>
<b>Written task/report</b> (physical submission)	Written task/report (online submission or electronic submission by email)