**![MPj04022720000[1]]()**

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE

(Year 1 Course Code: 3;TT4)

(Year 2 Course Code: 4;TT4)

BTEC TRAVEL & TOURISM

**Course Handbook 2020**

**NAME:**

**CONTENTS**

|  |  |
| --- | --- |
| Page 3 | Introduction to the HLT department and staff details |
| P4 | Expectations of you/HLT Code of Conduct |
| P5 | What you can expect of your teachers |
| P6 | Health & Safety/Equal Opportunities/Disability PolicyEducational Visits |
|  |  |
| P7 | How Will I Be Taught? |
| P8 | Approach to “Remote Learning” during COVID 19 |
| P10 | Course overview |
|  |  |
| P11 | Student Scheme of Work Year 1 |
| P15 | Overview of Year 2 |
| P16 | Assessment Criteria/Unit Summaries |
|  |  |
| P22P25 | T&T Assessment Policy (including grading system, how to submit coursework)Student reviews/ARGs/Predicted grades, Key checkpoints throughout the year |
| P27 | 50:50 help and advice |
| P28 | Working out your study periods |
| P29P30 | And finally…Appendices |

**Introduction to the HOSPITALITY, LEISURE & TOURISM department (HLT).**

We are thrilled that you have decided to study the BTEC Level 3 Travel and Tourism course, which focusses on the hugely exciting and diverse tourism industry, opening up your future to countless opportunities all over the world. Tourism is Britain’s fifth largest industry, it is the third largest export earner and worth £127 billion a year. It supports 3.1 million jobs in over 200,000 small and medium enterprises (source: Visit Britain). This course covers a range of topical aspects relating to the industry as well as helping people to become occupationally ready to take up employment in a range of jobs in both the public and private sectors, in places such as visitor attractions, travel agencies, hotels and restaurants. This can follow either directly after achieving this qualification, or via the stepping-stone of Higher Education at Universities or Colleges.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the HLT department and how it can support you.

HLT is a well-established department within Godalming College, which has offered course in Hospitality, Leisure Studies and Travel/Tourism for close to 30 years. Currently we are running BTEC Level 3 courses in Hospitality and Tourism and we pride ourselves on not only providing high-level education in these industries (with great results), but also in preparing our students for the world of work by developing a variety of other skills.

The HLT Department is situated on the ground floor of the 400 block (English and Modern Languages), with two dedicated teaching rooms, complete with 21 fully networked PCs in each. The HLT office (room 515) is in the nearby sports hall block – this is where you can find staff during most lunchtimes.

The teaching team are experienced teachers who have relevant experience within the travel and tourism industry. They are very enthusiastic about their subject and are fully committed to providing a high quality education in a caring and supportive environment. Their knowledge of the industry is used to promote a detailed and extensive learning environment as well as supporting you with your studies.

**Teaching Staff:**

Helen Sharp (Course Leader).

Jim Shepherd (Head of HLT Department).

**Our Director of Faculty (Humanities and Social Sciences/Arts and Sciences):**

Debbie Hagger (Biology Department).

**CENTRE NUMBER: 64395**

**COLLEGE TELEPHONE: 01483 423526**

**HLT DEPARTMENT OFFICE TELEPHONE: 01483 411282**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or re-marks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to. We strongly recommend that you use the “drop-in” sessions at the study centre (top floor of the LRC). Anyone can go there to get work checked by support staff and it is used by top grade students as well as those that are finding the work challenging.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**HLT Department Code of Conduct.**

We seek to maintain an atmosphere of mutual respect between all those in the classroom, and we aim to do all we can to promote and support learning. The industries that we are studying require staff who can cooperate and work as teams, often under pressure. This should be reflected in the way we behave towards each other and our approach to work.

This means that in all lessons:

1. Everyone should arrive punctually to all lessons.

Arrive in time for the start of the lesson, preparing for the start of the lesson quickly and quietly and not distracting others or starting conversations that do not relate to the lesson.

Do not bring food or drinks to the lesson – these should be finished in time for the start of the lesson. We will not allow you to finish these off.

Turn off your phones and put these away (preferably into bags – out of sight/out of mind).

2. Students should come to every lesson with the correct equipment and homework, as specified by the teacher.

Part of your College student contract is to be prepared and submit work on time to the best of your ability.

Equipment includes memory sticks, pens, class notes/folders, books – it does not include mobile phones and headphones. If using your own laptop in lessons, you are still required to follow the College’s IT policy and only use the laptop for work purposes.

3. There is no talking or noise of any kind made whilst the teacher is talking to the whole class, or whilst a student is speaking in a whole class situation.

If you have a question, please raise your hand and wait for the teacher to address you.

Respect the fact that part of the teacher’s job is to talk to the class and some students will struggle to hear/concentrate/understand if there are interruptions.

4. We should all treat others with respect at all times.

During lesson time, when speaking to staff and other students, communicate in a calm, civil manner.

Do not discuss other individuals (staff or students) with anyone else during lesson time.

This includes the use of social media and via electronic communication.

5. Students should actively participate in lessons and show commitment to their studies.

When completing coursework tasks, the internet should only be used for work purposes. Talking can distract other people around you – it is not fair to disrupt the learning of others.

A positive attitude and work environment can help you to learn and improve your grade.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook. Some of your lessons will also be used for coursework assignment work and controlled assessments.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) in your exam unit your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets.
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in.
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, Microsoft teams, or more formally through departmental workshops. Workshops are the best opportunity to receive additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to be answered. This year’s workshops are on Monday and Thursday lunchtimes.

**Health & Safety**

The Department endorses the College Health & Safety Policy. The tutors will carry out risk assessments to maintain a safe working environment with minimum risk to the students and themselves. The presentation of the course topics is not normally associated with specific hazards but your tutors will brief you should the need arise. Any visits associated with your course are also covered by risk assessments.

Students have a duty of care and are expected to follow the general College Health & Safety Guidelines displayed in each room and in the student diary, to ensure their own safety and that of others.

**Equal Opportunities**

The Department will follow the College Equal Opportunities Policies, which aim to:

* treat everyone with respect as an individual;
* create a climate in which students feel valued and are encouraged to develop their skills, abilities, qualities and interests;
* value the race, colour, gender, sexual orientation, social class, religion, culture, ability and age of every student;
* develop a community in which tolerance, respect, courtesy, sensitivity and understanding are encouraged;
* encourage students to achieve their potential and to raise their level of achievement.

**Disability Equality**

Information on students with disabilities is taken from the application form and notes from interviewers. This will be added to in the course of the academic year. An Inclusion register is produced by Learning Support and distributed to all staff. The College’s Equal Opportunities Committee has responsibility for establishing and implementing the Disability Equality Scheme.

For more information about all the key Godalming College policies, visit [www.godalming.ac.uk/about\_us/publications/](http://www.godalming.ac.uk/about_us/publications/)

**EDUCATIONAL VISITS**

Over the next two years, depending on the situation regarding COVID 19, you will be involved in the active planning of various educational visits. These will provide you with an opportunity to study the industry first hand, while collecting research and evidence for your assignments. In the past we have been to a variety of destinations both home and abroad, visiting many different types of providers. You will be given adequate warning of these trips and when parental permission and payment is to be made by. Payment can be made on Godalming online through wise-pay, or by cash/card at the College finance office. There might be financial support available from the college should you require it. Please see your Personal Tutor or Val Jones in Student Support for further details.

These visits are **non-compulsory** but we strongly advise you to attend, as this will help with your knowledge of the industry and also allow you to interact with others and learn more about yourself. In the past, the residential visit planned for year two has cost between £600 and £950.

Work will be set for completion during the trip and while we wish you to enjoy yourself on the visit, health, safety and security must be maintained at all times and is our number one priority. For each visit, we will make clear our expectations regarding behaviour and attitude and you will be asked to sign a code of conduct. In order to continue to provide educational visits we have to ensure the safety of all and you play a major part in this process.

**HOW WILL I BE TAUGHT?**

In the department, we will provide you with a variety of different working styles. These range from traditional teaching, group activities, individual and group presentations, individual researching, educational visits, work placement, individual tutorials plus IT sessions where you will be writing up your assignments. We have designed a programme that will be both educational and stimulating. You have a major part to play in this process. The group activities are designed to allow you to explore issues with others and not to fill in time. The more you contribute, the more you gain from the activity, and the more you learn. This will then, in turn, result in a higher grade for you. We actively encourage students to ask sensible and related questions. Please ask if you do not understand something. This is part of our job and you can bet that someone else is thinking the same.

In all lessons, we expect a high level of professionalism and a positive attitude. You can also expect that from us as well! Please remember that you have chosen to be here and to study this subject. Help us to help you gain the most from the next year. You will spend the next year as a group, completing many tasks together, visiting many places together. Therefore get to know one another, you will be spending 4½ hours a week in the same class and hopefully become good friends, as many past students have done before you. There will be some students from non-partner schools, who might not know anyone in the group. Please try to make these students feel welcome and included.

**Approach to remote teaching and learning**

Following the closure of schools and colleges in March 2020, teachers and students have adapted to a new environment of remote teaching and learning. How ‘remote’ this is depends on the wider context of COVID-19, but the department has clear plans, and expectations of its students, in each of the scenarios below.

1. ***Normal Opening: The College is open as normal; all students attend and follow a full, face-to-face timetable***

In this situation, the department would run lessons, as normal and all of the expectations of students and teachers on the page before would apply

1. ***Blended Learning: students will receive a mixture of physical and remote lessons, attending college physically one week and remotely the other***

The department will continue to offer high quality lessons in this scenario although the exact nature of teaching and learning may vary depending on what content is being covered. Students should expect a mixture of:

* **Streamed lessons** – when appropriate, lessons including half of the class will be streamed live through Microsoft Teams to the other half of the class learning from home
* **Recorded content** – tutorials, demonstrations, presentations etc. will be pre-recorded for students to watch and complete a set of follow-up tasks
* **Structured independent work –** students may be longer project-style work, or work that is made up of several structured tasks and asked to work on this independently for a period of time, during which their teacher will be available for support
* **Preparation work** **–** class time may be used to set students independent work in the form of research or pre-learning to prepare them for a specific live lessons, which will then be used to assess students’ level of understanding of the work they have completed.
* **Homework** – students will also be expected to complete homework tasks
1. ***Remote Learning: students will receive remote lessons and assessment will be conducted remotely***

In the event that college is not open for physical lesson, teaching and learning will move online through the combined use of Microsoft Teams and Godalming Online. The specific nature of each week’s learning will vary depending on what is being covered, but students should expect a mixture of:

* **Live lessons through Microsoft Teams** – this is a fantastic platform that allows classes to video-call, watch presentations, take part in Q&A, group work, 1-1s all in real-time. Teams lessons will be the main part of remote teaching and learning but may take a slightly different form or length than physical lessons to help students engage fully. For example, a 1.5 hour physical lesson might translate to a 30-45 minute Teams lessons, made up of a brief teacher-led presentation and class Q&A, followed by 45 minutes of structured independent work, during which time the teacher conducts 1-1s with students
* **Online submissions** – students will upload work regularly to help their teacher monitor their progress and offer support when needed. This will be done through the ‘Assignments’ feature on Teams or through Godalming Online
* **Remote Workshops** – in addition to remote lessons, department workshops will continue remotely to provide students with extra points in the week to get 1-1 help on content, homework or remote learning in general

**Expectations of students in scenario 2&3 –** if students find themselves learning remotely or in a mixture of physical and remote lessons, then the department has clear expectations of how they should work in this environment. The department has considerable experience in delivering content remotely and key to this is students remaining engaged, establishing a clear working routine and communicating effectively with staff. More specifically, it is expected that students will:

* Attend all remote lessons unless told otherwise by their teacher
* Actively take part in remote lessons e.g. contribute questions and answers, take part in group work, turn webcams on (with the background blurred) when asked to by their teacher
* Submit all work via Godalming Online or Microsoft Teams by the deadline set
* Communicate regularly with their teachers, either as part of scheduled 1-1s or more informally to discuss work or any problems they might be having. This will be through Email or Teams.

To identify where your remote strengths and weaknesses might be, complete the specific department audit below. This is made up of the essential skills you would need to learn in a remote or blended environment.

|  |  |
| --- | --- |
| **Remote Learning Skills Audit that you need to master to succeed on this course** | ***Tick*** |
| Log on to Office 365 using your college details (in college and at home) |  |
| Open Microsoft Teams and find a class team |  |
| Join a lesson on Teams and post a comment |  |
| Download the Teams app on your phone |  |
| Upload or attach documents in Teams |  |
| Save documents on OneDrive |  |
| Access your OneDrive files at home |  |
| Share documents, PowerPoints etc. without attaching them to emails  |  |
| Access Godalming Online course pages and download files |  |
| Upload work onto Godalming Online  |  |
| Access E-textbooks needed on the course  |  |
| Log on to any magazines or websites needed on the course  |  |
| Access E-stream to watch films/documentaries/pre-recorded content  |  |



**There are many places you can go to get help with the skills listed above.

To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer support that is more technical or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also, have a look at the IT Helpdesk on Godalming Online, which has help on using features such as Office 365. Finally, IT are also contactable via ITsupport@godaming.ac.uk

If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

**Course Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR ONE** | **Unit 1: The World of Travel & Tourism** | * **90 minute written exam (answering a variety of short/extended answer questions – 75 marks).**
 | **25% of your final grade** |
| **Unit 9: Visitor Attractions** | * **Coursework – 3 assignments, based on 2 chosen attractions.**
 | **16.6% of your final grade** |
|  |  |  |  |
| **YEAR TWO** | **Unit 2: Global Destinations** | * **Controlled assessment, set and marked by the exam board (3 hours/60 marks).**
 | **33.3% of your final grade** |
| **Unit 4: Principles of Marketing in T&T** | * **Coursework – researching marketing and developing a marketing plan (synoptic).**
 | **25% of your final grade** |

**Student scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your BTEC course. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand when looking at this student scheme of work is that the course flows consistently over two years. The units you study in the first year are as ‘difficult’ as those you will look in your second year. You need to treat all work in the same way and apply yourself fully throughout. Also, consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

|  |  |
| --- | --- |
|  | **BTEC TRAVEL & TOURISM - YEAR 1** |
| **Week** | **Unit 1 - Exam** | **Unit 9 - Coursework** | **Assessment** |
| **Start of term/L6 Enrolment** |
| **L6 Enrolment** |
| 1 | **A1:** Types of tourism**A2:** Types of travel |  |  |
| 2 | **A3:** Types of travel and tourism customer | **A1:** Types of visitor attractions**A2:** Scale of Visitor Attractions |  |
| 3 | **B1**: Ownership and operating aimsIntroduction to the Public/Private/Voluntary Sectors | **A2:** Scope and Appeal**A4:** Additional Revenue Strategies |  |
| 4 | **B2:** The key sectors of the travel and tourism industry Intro to sectors (components)Road & Rail Travel | **A3:** Funding **A4:** Additional Revenue Strategies. |  |
| 5 | **B2:** The key sectors of the travel and tourism industry Air Travel | Assignment Brief A, handed out. Preparation and planning for assessment period. | Coursework Assignment 9A – completed during lesson time in controlled conditions. |
| 6 | **B2:** The key sectors of the travel and tourism industry Sea Travel | Assignment 9A assignment work. | Coursework Assignment 9A – completed during lesson time in controlled conditions. |
| *Half Term - 19thth – 30th October (2 weeks)* |
| 7 | **B2:** The key sectors of the travel and tourism industry Tour Operations | **B1:** Different types of visitors and their diverse experiences **B2:** Products and services | Coursework Assignment 9A first submission this week.**Benchmark 1: Written test on Unit 1 content covered so far.** |
| 8 | **B2:** The key sectors of the travel and tourism industry Travel Agents | **B3:** Ways to meet and exceed visitor expectations. |  |
| 9 | **B2:** The key sectors of the travel and tourism industry Accommodation | **B4:** Technology and its importance for VA. |  |
| 10 | **B2:** The key sectors of the travel and tourism industry Trade Associations/Bodies | Assignment Brief B, handed out, preparation and planning for assessment period. | Coursework Assignment 9B – completed during lesson time in controlled conditions. |
| 11 | **B2:** The key sectors of the travel and tourism industry Information/Promotion | Assignment 9B assignment work. | Coursework Assignment 9B – completed during lesson time in controlled conditions. |
| 12 | **B1:** Ownership and operating aimsPublic/Private/Voluntary Sector Recap & Interrelationships theory | **C1:** Strategies for responding to competition  | Coursework Assignment 9B first submission this week. |
| 13 | **B1:** Ownership and operating aimsIntegration | **C2:** Success and appeal using data analysis |  |
| *Christmas Holiday - 21st December – 1st January* |
| 14 | **B3:** Interrelationships and interdependencies in the travel and tourism industryInterdependencies | Assignment Brief 9C handed out, preparation and planning for assessment period | Coursework Assignment 9C – completed during lesson time in controlled conditions.**Benchmark 2: Written test on Unit 1 content covered so far.** |
| 15 | **B3:** Interrelationships and interdependencies in the travel and tourism industry – case studies | Assignment Brief 3, handed out, students to have 6 hours controlled assessment, plus homework time to complete the task, hand in on GOL by? | Coursework Assignment 9C – completed during lesson time in controlled conditions.  |
| 16 | **B4:** Technology in travel and tourismTypes of technology | **Unit 9 Resubmission Window** | **Student Review 1 Available**Unit 9 resubmissions are permissible during this period. |
| 17 | **B4:** Technology in travel and tourismImpacts of technology | **Resubmission Window** | Unit 9 resubmissions are permissible during this period. |
| 18 | **C1:** Importance of the UK as a global destination**C2:** Employment in travel and tourism**C3:** Visitor numbers |  |  |
| 19 | **C4:** Income and spending**D1:** Product development and innovation Growth factors since the 1950sBooking systems |  |  |
| *Half Term - 25th February – 19th February* |
| 20 | **D1:** Product development and innovationMedia Factors **D2:** Other factors affecting organisations in the travel and tourism industry **D3:** Responses of travel and tourism organisations to external and internal factors Economic FactorsSocial Factors |  |  |
| 21 | **D2:** Other factors affecting organisations in the travel and tourism industry **D3:** Responses of travel and tourism organisations to external and internal factorsSafety & Security |  |  |
| 22 | Content area D Case study. |  |  |
| 23 | Content areas A–D Mock Exam |  | **Benchmark 3: Unit 1 Mock Exam.** |
| 24 | Mock feedback  |  |  |
| 25 | Revision/Exam Practice. |  |  |
| *Easter Holiday - 2nd April – 16th April* |
| 26 | Revision/Exam Practice. |  |  |
| 27 | Revision/Exam Practice. |  |  |
| 28 | Revision/Exam Practice. |  |  |
| 29 | Revision/Exam Practice. |  |  |
| 30 | **Exam** |  | **Unit 1 External Exam** |
| 31 | **Unit 2: Global Destinations Introduction** |  |  |
| *Half Term31st May – 4th June*  |
| 32 | **UNIT 2: GLOBAL DESTINATIONS** – lessons will focus on 2A: Geographical awareness, locations and features giving appeal to global destinations. |  |
| 33 |  |
| 34 |  |
| 35 | **Benchmark 4: Unit 2A controlled assignment exercise.** |
| 36 |  |
| 37 | **Student Review 2 and Predicted Grade Available** |

**BTEC TRAVEL & TOURISM – YEAR 2 OUTLINE 2021/2022 (Detailed Plan to follow).**

|  |  |
| --- | --- |
| **Dates** | **Assessments/Activities** |
| September – December 2021TERM 1 | Unit 2: Global Destinations (Controlled Assessment)* Completion of Learning Aim A: Geographical awareness, locations and features giving appeal to global destinations.
* Learning Aim B: Potential advantages and disadvantages of travel options to access global destinations
* Learning Aim C: Travel planning, itineraries, costs and suitability matched to customer needs
* Learning Aim D: Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations
* Learning Aim E: Factors affecting the popularity and appeal of destinations
 |
| January – March 2022TERM 2 | January:Final preparation for external controlled assessment.Analysis of pre-release data Completion of Unit 2 controlled assessment tasks.February:Start Unit 3 Coursework: The Principles of Marketing in Travel & Tourism.* Learning Aim A: Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism.
* Learning Aim B: Examine the impact that marketing activities have on the success of different travel and tourism organisations.
 |
| April – May 2022TERM 3 | Unit 3 – Long Haul Destinations (finish).* Learning Aim C Carry out market research in order to identify a new travel and tourism product or service.
* Learning Aim D Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.

There will be an opportunity to re-sit the Unit 1 exam in May 2022. |

Students should aim to finish the course by May 13th, 2022.

**Assessment**

When starting the course, it is important to know how the course is assessed and what you need to do to get as many marks as possible for each unit. You will be assessed using a combination of externally set exams and controlled assessments as well as internally assessed coursework units. The next few pages provide a summary of the assessment criteria (set by our exam board) appropriate to each unit that you will study.

**Unit 1: The World of Travel and Tourism (Year 1)**

Unit type: **External Exam**

Guided learning hours: **90**

**Unit in brief**

This unit provides the foundation for learners to study other units in travel and tourism. They will explore the key components and scale of the industry, using data to analyse key trends and their impact.

**Unit introduction**

The travel and tourism industry in the UK is growing and is of major importance to the economy. In this unit, you will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK. There are many influences on the industry and they are changing all the time. Some of them are within the control of travel organisations, while others are beyond their control. You will need to know how organisations react to changes and trends to determine their present and future operating policies.

You will gain an understanding of the scope of the industry, its terminology and its key components. Travel and tourism is a business with the customer at the forefront. Different types of organisation have different roles and offer a range of products and services to many different types of customer. You will need to understand how the organisations work together to benefit both themselves and their customers and you should be able to name examples of the key organisations in all sectors. This unit will enable you to progress to higher-education courses or to a career in the travel and tourism industry by developing your knowledge of how to analyse travel and tourism data and make decisions based on information from a variety of sources.

**Summary of assessment**

This unit is assessed by a written examination set and marked by Pearson.

The examination will be 1.5 hours in length.

The number of marks for the examination is 75.

The exam will be taken in May of year 1, with an opportunity to re-sit this in May of year 2.

**Assessment outcomes**

**AO1** Demonstrate knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved.

Command words: complete, describe, give, identify, outline

Marks: ranges from 2 to 4 marks

**AO2** Apply knowledge and understanding of the travel and tourism industry and factors affecting the industry to real-life travel and tourism scenarios

Command words: analyse, assess, calculate, describe, discuss, evaluate, explain

Marks: ranges from 4 to 12 marks

**AO3** Analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

**AO4** Evaluate how information and data can be used by the travel and tourism industry to make decisions that affect organisations and customers

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

**AO5** Make connections between the factors that influence the travel and tourism industry and how the industry responds to minimise the potential impact on organisations and customers

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

**Unit 9: Visitor Attractions**

Unit type: **Internal Coursework**

Guided learning hours: **60**

**Unit in brief**

Learners develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

**Unit introduction**

Visitor attractions can draw both domestic and overseas visitors by providing opportunities for relaxation, amusement and education. They are a major source of revenue for the travel and tourism industry as well as for the UK and the global economy. In this unit, you will investigate visitor attractions and the different ways they are funded. You will explore what is meant by the visitor experience and how visitor attractions develop, diversify and use technology in order to meet the needs of their different types of visitors.

By developing your knowledge and skills in researching and evaluating the effectiveness of visitor attractions, the unit will help you progress to higher-education courses such as degrees in tourism, leisure or business studies. The wide range of skills and knowledge developed in this unit will also help your career progression.

**Learning aims**

In this unit you will:

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

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

**C** Explore how visitor attractions respond to competition and measure their success and appeal.



**Unit 2: Global Destinations**

Unit type: **External**

Guided learning hours: **120**

**Unit in brief**

Learners investigate and analyse information regarding the features and appeal of global destinations, travel planning, and the factors and trends affecting the changing popularity of global destinations.

**Unit introduction**

Global destinations are a key aspect of travel and tourism and their appeal is strongly influenced by factors such as their location, access and changing trends. In this unit, you will use a range of resources to investigate the location and features of global destinations and explain the features that give appeal to global destinations and support different types of tourism. You will evaluate how travel plans/routes/itineraries meet customer needs. You will investigate consumer trends and the reasons the popularity of global destinations may change. This unit will enable you to progress to higher-education courses by developing your knowledge of how to carry out research and make decisions based on information from a variety of sources. It will also help prepare you for a career in the travel and tourism industry as you apply geographical knowledge and evaluate travel and tourism data in order to meet a given brief.

**Summary of assessment**

This unit is assessed under supervised conditions. Learners will be given information two weeks

before a supervised assessment period to carry out research. The supervised assessment period is a maximum of three hours in a single session as timetabled by Pearson. During the supervised assessment session, learners will be given a set task that will assess their ability to explain features of destinations and recommend their suitability to meet different customer needs. Learners will also be assessed on their ability to assess travel plans and justify how they meet customer needs. The task will assess learners’ ability to evaluate the appeal and popularity of destinations.

Pearson sets and marks the task.

The number of marks for the unit is 60.

The assessment will be taken in January of year 2.

**Assessment outcomes**

**A01** Demonstrate knowledge and understanding of the location, features and appeal of global destinations

**AO2** Apply knowledge and understanding of the features that contribute to the appeal of global destinations and the types of tourism and activities they support

**AO3** Evaluate information to make informed decisions about the suitability of travel plans, routes and itineraries to meet the needs of specified customers

**A04** Be able to evaluate factors and consumer trends that influence the popularity and appeal of global destinations, synthesising ideas and evidence to support recommendations.

**Unit 3: Principles of Marketing in Travel and Tourism**

Unit type: **Internal Coursework**

Guided learning hours: **90**

**Unit in brief**

Learners investigate the use of marketing in travel and tourism organisations and how to meet

customer expectations in order to inform a promotional campaign of their own design.

**Unit introduction**

Marketing is an important focus for any successful organisation in travel and tourism where products, services and the expectations of customers are constantly changing. A successful business must have a strategy for understanding its customers and targeting them with a profitable offer.

In this unit, you will develop marketing skills through examining the specific aims and objectives of the marketing function and researching the needs and expectations of different customer types. You will develop your ability to communicate the findings of this research. You will use market intelligence to plan and produce a promotional campaign for a new travel and tourism product or service.

You will learn about the importance of meeting customer expectations and communicating with customers effectively. You will investigate the different stages that an organisation or tourist destination goes through when marketing their products or services.

The assessment for this unit should be carried out after your learning in all the other units has been completed. This is because in completing your market research and promotional activities, you will select from learning across your qualification, for example, the scope of the travel and tourism industry, the types of travel and tourism organisations, their roles, the products and services they offer to customers, and features of tourist destinations.

This unit will help you progress to higher education to a variety of courses that require knowledge of marketing theory and research methods, and the development and review of marketing strategies, such as a degree in tourism, transport or leisure. The wide range of skills and knowledge you develop in this unit will also help to progress in your career.

**Learning aims**

In this unit, you will:

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

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

**C** Carry out market research in order to identify a new travel and tourism product or service

**D** Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.



**BTEC Travel & Tourism**

**Assessment Policy 2019-2021**

Updated May 2020 for Covid-19 Situation

**The Importance of Feedback and Learning outside the Classroom – ’50:50’**

As you aware, your Travel & Tourism BTEC course is assessed through coursework assignments and an external exam/controlled assessment. **For your coursework units**, we therefore set your work differently from your other A level subjects, but if you want to be successful in your BTEC course we cannot emphasise enough the importance of completing work we set both during assignment workshop lessons **AND** outside of your lessons (either at home, during your non-timetabled periods during the College day or in our lunchtime workshops). You are timetabled for 4 hours 30 minutes of lesson time for each BTEC subject. We recommend that you spend **AT LEAST** another 4 hours 30 minutes per week devoted to your BTEC coursework tasks, to ensure you meet official deadlines with good quality evidence. This time should obviously be spent preparing and compiling your coursework but during this time, we would also expect you to access additional resources such as books, TV/film documentaries, relevant magazines and publications, all of which will help you to learn and understand your subject(s) and enhance the quality of your coursework.

Most of your lessons (2/3) will be with the Lead Subject Tutor who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans. In the first year of the course, your Lead Tutor will be assessing each of the 3 units that you will complete. In Year 2, one of the three units will be delivered and assessed by your other tutor (with the lead tutor assessing the other 2).

The way we give feedback for the work that you produce on your BTEC course falls into two categories: Informal and Formal.

The pre-assessment tasks (that we call “classwork”) that you are set will be marked by your teacher, with lots of informal feedback – both written and verbal (through 1-2-1s). These tasks and the feedback help to prepare you for (and lead into) your official graded coursework assessments. When we come to assessing you official coursework, you should now be familiar with the BTEC submission/assessment rules, stating that we can only give limited formal, written feedback. For your first official submission, this written feedback will explain either how you have satisfied/met the criteria OR outline improvements /additional information that you will need to add for an official resubmission. This is all recorded on an assessment record sheet that is returned to you with your original first submission work. At this stage, it is vital that you understand our feedback, so we encourage you to discuss this with us. If a resubmission is required, you will be given a new deadline to re-submit the improved work by.

**Overall Assessment/Grading**

At the end of the two years, students will have completed four units: two Units in Year 1 + 2 Units in Year 2

**GRADING:**

Each unit has three levels of criteria – pass, merit and distinction.

Pass = Describe, List, Research, Demonstrate.

Merit = Explain, Assess, Develop.

Distinction = Evaluate, Justify, Analyse.

For your exam and controlled assessment units, depending on how well you do your scores will be converted into a grade.

This grade will then be converted again into BTEC points that will contribute to your final grade:

|  |  |  |
| --- | --- | --- |
| Grade | Unit 1 (Exam in May of Year 1) Points available | Unit 2 (Controlled Assessment in January of Year 2) Points available |
| Pass | 9 | 12 |
| Merit | 15 | 20 |
| Distinction | 24 | 32 |

For each coursework unit, you will also receive a grade based on the following:

To achieve a **PASS** for a unit, your work must meet all of the requirements of the pass criteria.

To achieve a **MERIT** for a unit, your work must meet all of the requirements of the pass and the merit criteria.

To achieve a **DISTINCTION** for a unit, your work must meet all of the requirements of the pass, merit and distinction criteria.

**Crucial point – be aware!!**

To get a pass/merit/distinction grade in a coursework unit you have to get the pass/merit/distinction in **EVERY** assignment of that unit. **For example, in Unit 9 there are 3 assignments, 9.1, 9.2 and 9.3.** (**E.g**. **To get a Merit in Unit 9 you must satisfy all the P and M criteria in ALL of those assignments).**

Your grade for the unit will then be converted into the following BTEC points:

|  |  |  |
| --- | --- | --- |
| Grade | Unit 9 (Year 1) Points available | Unit 3 (Year 2) Points available |
| Pass | 6 | 9 |
| Merit | 10 | 15 |
| Distinction | 16 | 24 |

Your BTEC points for each unit are then added up to make your final grade:

|  |  |
| --- | --- |
| **Total Points**  | **Overall Grade**  |
| 36 - 51 | Pass  |
| 52 – 73 | Merit  |
| 74 - 89 | Distinction  |
| 90 - 98 | Distinction\*  |

**Submitting Coursework (Units 9 and 3).**

Classwork:

Classwork is set and must be handed in on the set deadline. This work helps you to prepare for your official assessed coursework assignments. This work should also be completed both during class time AND during your 50:50 time outside of lessons.

If submitted on time- You will receive detailed written/verbal feedback within 10 days to help your assignment.

If not submitted on time- You will receive no feedback and will have to attempt your assignment without proper guidance.

Assignments

Assignments must be completed in the set format (you should not simply submit your improved classwork) and submitted by the deadline.

How to submit your assignment:

* 1. Print off a paper copy of your work, to hand in during the stated “hand-in window”. This will usually be during a Monday or Thursday lunchtime workshop session.
	2. If requested, for example during the period of remote learning from March – July 2020, upload your work to the area for that particular assignment on Godalming Online by the required deadline.

If submitted on time - You will have your work marked and graded and you will be granted a resubmission if necessary (receiving formal outline feedback on the improvements that need to be made to meet the criteria).

If not submitted on time - You will have no further feedback on this work. You must submit the assignment by the resubmission deadline to receive a grade.

Resubmissions

If granted a resubmission you must use the guidance given to improve your assignment one final time. This must be submitted by the resubmission deadline to receive your final grade.

How to submit your resubmission:

1. Print off a paper copy of your resubmission work, to hand in during the stated “resubmission hand-in window”. This will usually be during a Monday or Thursday lunchtime workshop session.
2. If requested, for example during the period of remote learning from March 20th – July 2020, upload your work to the area for that particular assignment on Godalming Online by the required resubmission deadline.

If submitted on time- Your work will be graded and you will hopefully have improved on your first/original assignment attempt. This will give you your final grade for the assignment.

If not submitted on time- Your grade will not improve from that of your first/original assignment. If you have not submitted your assignment or resubmission on time then your assignment will be marked ‘Unclassified’ and you may not be able to achieve your qualification.

Please note: if you are unable to meet official deadlines for genuine reasons beyond your control, you can apply for a deadline extension, please let your tutor know immediately. If this is the case, you will need to see your tutor to collect an official coursework deadline extension form (See Appendix 2 on page 32).

As long as you satisfy the conditions for an extension, a new deadline will be re-negotiated and you should then follow the hand-in process as stated above.

This process is summarised in the diagram on page 31/Appendix 1.

**Other Considerations**

LATE POLICY: In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for work set. Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course.

Failure to hand in work by the required deadline is a serious matter. Your tutor and parents will be informed, the Head of Department will interview you to find out why you missed the deadline and should you continue to miss deadlines your place on the course would be reviewed. Don’t forget, If you have missed a deadline for a genuine reason and require and extension, you will need to speak to your Senior Tutor who will issue you with a Coursework Extension Form (see page 32) which must then be signed by your parents. **This course is 50% coursework – if you do not meet deadlines, YOU CANNOT PASS!!!**

PLAGIARISIM: Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism. See more information on page 33/Appendix 3.

**Benchmark Checkpoints (Half-Termly):**

With two units studied in each of the 2 years (6 in total), this generally means that you will complete one unit per term. Unlike your A level subjects where you will sit benchmark assessments at regular intervals throughout the course, BTEC courses have “continual assessment” so your unit grades build up over the 2 years, contributing to your overall grade at the end of the course. We do, however, closely monitor your progress through each unit and record a “benchmark” score at the same time as other subjects. This helps you to recognise if you are working at, above or below our expectations, and therefore take appropriate actions (if needed) to get back on track or maintain your progress. This information feeds into your students review (see below) and will be discussed with you during a 1-2-1.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2021), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and finalise your Predicted Grade that might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence:

* Your performance in Benchmarks 1, 2 and 3.
* Your Unit 9 coursework grade.
* Your attitude to learning.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive a Distinction\* - Pass grade are encouraged to continue with their studies into the 2nd year. However, for students who receive a “Below Pass” as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to the BTEC course. This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a “Below Pass” Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Unit grading, Benchmark Checkpoints, Student Reviews (Reports) 2020-22**

Below is an overview of all the key assessment checkpoints

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct 2020 | Unit 1 written Test – on exam content covered so far (Types of Tourism and Transport) AND first draft of Unit 9 Visitor Attractions Learning Aim A coursework assignment. |
| **Parents Evening (For All)** | Nov 2020 | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to Level 3 BTEC learning based upon:**1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet classwork/assignment deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers)
2. **Performance Grade** in Benchmark 1 and performance since then.
 |
| **XMAS BREAK** |  |  |
| **Benchmark 2 Checkpoint** | Jan 2021 | Progress for Unit 9 Learning Aim B coursework assignment AND Unit 1 written test on exam content relating to key sectors of the T&T industry. |
| **Student Review 1** | Jan 2021 | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:** 1. **Performance grade (Fail/Pass/Merit/Distinction)** based on Unit 9 progress and benchmark ½ performance.
2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers).
 |
| **Parents Evening (Targeted)** | Mar 2021 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.** |
| **EASTER BREAK** |  |  |
| **Benchmark 3 Checkpoint** | May 2021 | Unit 9 final grade AND Unit 1 Mock exam (April). Unit 1 External Exam will be taken in May, with results available in August.  |
| **Benchmark 4 Checkpoint** | July 2021 | Start Year 2 work: Unit 2 – Controlled assignment exercise (Global Destinations). |
| **Student Review 2** | July 2021 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor** 1. Approach to Learning
2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes above in main doc.)
3. Predicted Grade (for end of course grade).
 |
| **SUMMER BREAK** |  |  |
| **Benchmark 5 Checkpoint** | Oct 2021 | Year 2: Unit 2 – Controlled assignment exercise (Global Destinations). |
| **Parents Evening (All)** | Oct 2021 | **Meetings with your parents to discuss how you have settled in to the second phase of learning:**1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer work and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher)
2. **Performance** with reference to your Unit 4 coursework mark.
3. **How to support you:** Discuss how parents can further support you and what is coming up in this year.
 |
| **Benchmark 6 Checkpoint** | Dec 2021 | Unit 2 – Mock Controlled Assessment (Actual assessment is in January). |
| **Student Review 3** | Dec 2021 | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor**1. Approach to Learning
2. Overall Performance Grade (based upon benchmark 6) compared to Predicted Grade
 |
| **XMAS BREAK** |  |  |
| **Benchmark 7 Checkpoint** | Mar 2022 | Unit 2 final grade and Unit 3 coursework progress – first assignment (3A) graded.  |
| **Student Review 4** | Mar 2022 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)** 1. Approach to Learning
2. Overall Performance Grade (based upon benchmark 7 ) compared to Predicted Grade
 |
| **Parents Evening (Targeted)** | Apr 2022 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |
| **EASTER BREAK** |  |  |
| **Final** **Checkpoint** | May2022 | **Unit 4 final grade leading into calculation of final overall qualification grade (reported to BTEC). Opportunity to re-sit Unit 1.** |

**50:50 HELP & ADVICE**

Key to your success whilst studying in the HLT Department is the level of effort and work you put into your subjects outside of lessons. Remember, the college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week’s Unit 1 exam lesson making sure that all activities have been finished in detail. If you have been reading articles or sources, go over these highlighting key points and adding annotations to the margins. When you have looked at a new concept or period, produce a simple mind-map to summarise the key information ready for future revision.

**Past-Question practice *(Especially in the lead up to your Unit 1 Exam)***

Use the selection of past questions from the department’s Godalming Online pages to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.

**Revision *(Suggested time = 1 hour per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, key-dates timelines etc.. Starting your revision early will make it much easier when you come to revise for your end of year or final exams fully.

**To help you develop into a strong independent learner the following can also help you:**

**Books** Regular consolidation of content throughout the two years of the BTEC course is important. This means you are able to check your subject knowledge and consolidate understanding as you progress. There are a number of books, which cover many areas that we study. These are available to borrow from the library and are always available for class use. We have a course textbook, copies of which are available to borrow within the department. There are online versions of this book – with a link on GOL (see below).

**Godalming Online (GOL)** The BTEC Travel & Tourismsiteis constantly updated and has plenty ofresources broken down by unit and assignment. Most presentation materials from lessons are available as well as case studies, articles and industry reports. There is also a link to the online version of our course textbook. Keep an eye on the “current issues” section of our GOL site, where we upload interesting news stories that affect the travel and tourism industries, as and when they happen.

**Real world Tourism news** Watching and discussing the daily news (and how this impacts on tourism) will enhance understanding and will be able to show awareness of contemporary events in your writing. Having the BBC app on your phone is a quick an easy way to check in with the news for breaking stories that help you see the hospitality industry in action.

**Radio and TV** There are a number of good travel/tourism programmes that are often shown on TV watch out on the schedules for programmes that are of interest. Watching these helps you to understand the industry in action, as well as the importance of key areas such as customer service. Examples include:

* The BBC News Channel’s weekly Travel Show.
* Travel Man
* Inside Heathrow Airport

**Use all the resources available to you in college** As well as resources available to you in the Department make sure you check out the resources available in the ILC. The Tourism section is well stocked. Outside of lesson time, the department also has an open door policy, whereby you can ask any member of staff for help and guidance if you need it. ***For any query about the course read the Student Handbook***

**WORKING OUT YOUR WEEKLY STUDY PERIODS**

It is often helpful to plan when you will undertake your weekly private study. We recommend that you plan when and where you will do all your private study for all courses and stick to it. Tell your family and friends your plan so they know and don’t disturb you. You must then stick to it. This is the best way to get the grades you want and to have less stress.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Break** |  |  |  | **Lunch** |  |  | **7.00 – 10.00** |
| **M**  |  |  |  |  |  |  |  |  |  |
| **T**  |  |  |  |  |  |  |  |  |  |
| **W**  |  |  |  |  |  |  |  |  |  |
| **T**  |  |  |  |  |  |  |  |  |  |
| **F**  |  |  |  |  |  |  |  |  |  |
| **S**  |  |  |  |  |  |  |  |  |  |
| **S**  |  |  |  |  |  |  |  |  |  |

1. First start by filling in your college timetable
2. Fill in your part-time employment commitments
3. Fill in your other regular commitments (sports clubs, TV programmes or when you eat etc)
4. Fill in when you want to go out or have time off
5. The rest is when you are free to do private study. If you prefer to study during the day, then put in Travel Studies during the day. Make sure you plan private study time for all subjects

 Now you have a plan, stick to it!

AND FINALLY…..

We hope that you enjoy the next two years, make good friends, enjoy many experiences and gain the grades that reflect your effort and ability. Good attendance, time-management, meeting deadlines and effort will make your life at college easier and less stressful.

The departmental web site contains much more information. It is currently in the process of being updated and if you wish to contribute articles, photos or stories, then you can add these to the student section which we will be creating. If you find a good web site that will help with your work, please share this with the teaching staff so that we can update our information.

Also on the web site, you will find the tracking grid that you can fill in to see how well you are doing on the course. In addition, there is a template time-planner-an example is contained at the end of this pack. You should print these off to help you plan your weekly work schedule. We will help you to organise your time as we go through the course. However, it is your responsibility to do the work and keep up to date

We will always have time for you, so if you have any questions, concerns or problems then just see us. We hope you enjoy learning about the travel and tourism industry and also learning about yourself!

**APPENDICES**

APPENDIX 1 – COLLEGE SUBMISSION POLICY FLOW CHART (Page 31)

APPENDIX 2 – COURSEWORK EXTENSION FORM (Page 32)

APPENDIX 3 – PLAGIARISM POLICY (Page 33)

**APPENDIX 1 – COLLEGE SUBMISSION POLICY FLOW CHART**



**APPENDIX 2 – COURSEWORK EXTENSION FORM**

**APPLICATION TO EXTEND A COURSEWORK DEADLINE**

Student’s Name: Set:

Personal Tutor’s Name:

What subject do you need an extension for? ……………………………………………………

What was the original deadline? What is the date you will hand work in?

…………………………………. …………………………………………...

Reason for application:

*(Please state justifiable reason such as, medical problem, accident, unforeseen family circumstance etc. Please note problems related to computer equipment will* ***not*** *be accepted as a valid reason for an extension)*

Please state below the evidence you will provide to verify the above:

Student Signature: Date:

Parent / Guardian Signature: Date:

Senior Tutor Signature: Date:

Assistant Principal Teaching and Learning: Date:

*When your form has been signed by the three members of College staff above, it should be returned to the Head of Department concerned. A decision will be made and sent to you about your application*

**APPENDIX 3 – HLT PLAGERISM POLICY**

**Plagiarism**

What is plagiarism?

Plagiarism is attempting to pass off other people’s work and ideas as your own.

Plagiarism can include:

* copying from another learner copying from books or the internet
* paraphrasing
* subcontracting the work to someone else
* submitting the same piece of work for two different purposes

Why is plagiarism wrong?

* It is fundamentally dishonest
* Learners who commit plagiarism are seeking an unfair advantage over other learners
* Learners who commit plagiarism are devaluing the value of the qualification they seek
* It is disrespectful to their Assessors, and a betrayal of their trust

What are the consequences of plagiarism?

* Learners who commit plagiarism learn far less than those who do not
* Assessment procedures are compromised if the work submitted is not the learner’s own
* Assessors are unable to form correct decisions on the progress of individual learners
* It may result in legal action due to infringement of copyright laws
* It may be penalised by failure in one or more components of a course
* It could be unfairly interpreted as professional incompetence on the part of the Assessor.
* You could face disciplinary action as stated in the Godalming College disciplinary procedure (Senior Tutor/Assistant Principal Warnings or Exclusion).

Why does plagiarism happen?

There are many reasons. You may…

* not understand what is meant by plagiarism, because it has never been explained to you
* not believe plagiarism to be wrong: you download music, video clips and games all the time
* not understand the concept of individual ownership of ideas and words
* have misconceptions about the ownership of electronic material
* struggle to differentiate between intellectual property rights and common knowledge
* regard the conventions of academic documentation as unimportant or irrelevant to them
* lack referencing skills, and therefore are unable to record and cite sources correctly
* lack the study skills, research skills and writing skills needed to produce the work required
* not know how to adapt published literature sources so that they do not require citation
* Regard plagiarism as a short cut to success.

How do Godalming HLT department help minimise the risk of plagiarism?

* We have clear policies and procedures re plagiarism and other forms of academic misconduct
* You should develop concepts of individual ownership of ideas and words, the ownership of electronic material and the difference between ‘intellectual property’ and ‘common knowledge’
* We provide instruction in study skills, research skills, writing skills, time management skills and the use of a suitable referencing system to record and cite sources correctly
* We insist upon the use of referencing bibliographies from day one
* We act as a team, with every Assessor rigorously applying centre policies on referencing and bibliographies
* We avoid the use of highly generic assignments and, instead, produce contextualised tasks that require the learner to research in depth and individually analyse and evaluate their findings
* We include an authenticity statement with every assignment brief: learners must sign and date the authenticity statement to acknowledge that the work produced is their own and that they understand the penalties that will be imposed on learners who do submit plagiarised work
* We provide learners with opportunities to discuss any problems they may encounter, support them at each step and provide them with the resources they need to do the work properly
* We ensure that learners are not overloaded by providing them with an assessment schedule, agreed by all of the course team, and then ensure that the team adheres to the schedule.