

Unit 1: The UK Travel and Tourism Sector

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 30

Duration of lessons: 1 hour unless otherwise stated

This scheme of work is provided to help you make the most of your planning time. Customise this by adding your own activities/lesson ideas to the 'Activities' column.

Unit type: Core.

Lesson	Unit content*	Activities	Links to other units
1	Unit introduction	<ul style="list-style-type: none"> • Teacher presentation outlining the nature of the learning aims and examination that learners will be expected to complete for this unit. • Teacher-led discussion on the definition of tourism. • Group activity: Learners complete a mind map about what they think tourism is. As a class agree on a definition of tourism and write it down. 	
Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy			
2	Topic A.1 Types of tourism <ul style="list-style-type: none"> • Domestic tourism: definition – taking holidays and trips in your own country • Outbound tourism: definition – travelling to a different country for a visit or holiday • Inbound tourism: definition – visitors from overseas coming into the country 	<ul style="list-style-type: none"> • Teacher presentation: Introduce learners to the learning aim and the different types of tourism. • Individual activity: Provide learners with examples of domestic, inbound and outbound tourism. Learners to match the example with the correct type of tourism. Learners to then write examples of their own for each type of tourism. 	
3	Topic A.2 Types of travel <ul style="list-style-type: none"> • Leisure travel: day trips, short breaks, holidays, visiting friends and relatives (VFR), staycations, special events 	<ul style="list-style-type: none"> • Teacher presentation: Introduce learners to the different types of travel and tourism. • Group activity: Learners to identify different types of travel and tourism and provide examples of each. 	

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	<ul style="list-style-type: none"> • Business travel: meetings, incentive, conference and events (MICE) • Specialist travel: adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism 	<ul style="list-style-type: none"> • Small group activity: Each group to research an organisation that provides a different type of specialist holiday. Feedback to the class on why they think people go on this type of holiday and what the benefits are. 	
4	<p>Topic A.3 Principles of sustainable tourism</p> <ul style="list-style-type: none"> • Definition: meeting the needs of present tourists and local communities while protecting the natural, historical and cultural environment for the future • Principles: tourism attempting to make as low an impact as possible, while helping to generate future employment for local people 	<ul style="list-style-type: none"> • Teacher presentation: Introduce learners to the principles of sustainable tourism. • Group discussion: Discuss why each principle of sustainable tourism is important. • Paired activity: Learner to choose one of the National Parks in England and research what is being done to promote sustainable tourism. 	Unit 5: Factors Affecting Worldwide Travel and Tourism (Topic A1)
5	<p>Topic A.3 Principles of sustainable tourism (cont.)</p> <ul style="list-style-type: none"> • Benefits of sustainable tourism: environmental protection, reduced energy consumption, reduced waste, links with the local community, competitive edge, image, cost savings 	<ul style="list-style-type: none"> • Teacher presentation: Discuss the benefits of sustainable tourism. • Group discussion: Learners to discuss the benefits of sustainable tourism. Targeted questioning can help to encourage learners to focus on the key points. Learners to identify 10 benefits as a class. Show learners www.thomascook.com/sustainable-tourism to provide real examples. • Paired activity: Give each pair the name of an organisation. Learners to research a current sustainable tourism project that the organisation is involved with and report their findings back to the group. 	Unit 5: Factors Affecting Worldwide Travel and Tourism (Topic A1)
6	<p>Topic A.4 The importance of the travel and tourism sector to the UK economy</p> <ul style="list-style-type: none"> • Employment: direct (created by travel and 	<ul style="list-style-type: none"> • Teacher-led discussion: Define direct and indirect employment and GDP and discuss the importance of the travel and tourism sector to each. 	<ul style="list-style-type: none"> • Unit 2: UK Travel and Tourism Destinations (Learning aim A)

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	tourism organisations), indirect (created to supply and support travel and tourism organisations) <ul style="list-style-type: none"> • Gross domestic product (GDP) <ul style="list-style-type: none"> ○ the value of a country's economy ○ a measure of all goods and services over a specific time ○ tourist numbers and the value of tourism spend: <ul style="list-style-type: none"> • inbound tourism – the number of inbound tourists and their associated spend • domestic tourism – the number of overnight trips and the associated spend 	<ul style="list-style-type: none"> • Paired activity: Learners to research the 2011 Great Britain Tourism Survey and create a pie chart for expenditure for holidays, business and VFR from the tables provided. 	<ul style="list-style-type: none"> • Unit 7: Travel and Tourism Business Environments (Learning aim C)
7 and 8 (2-hour lesson)	Topic A.4 The importance of the travel and tourism sector to the UK economy (cont.) <ul style="list-style-type: none"> • Economic multiplier effect: <ul style="list-style-type: none"> ○ direct spending by tourists, circulated throughout the economy on indirect products and services ○ impact on direct and indirect employment • Total value of goods and services (GDP) and the way in which growth/investment in one area tends to lead to growth and new jobs in another (the multiplier effect) • Infrastructure development – tourism growth/decline 	<ul style="list-style-type: none"> • Teacher presentation on the economic multiplier effect, total value of goods and services and infrastructure development. • Paired activity: Learners to complete a survey of the variety of travel and tourism jobs in their local area. Encourage use of both primary and secondary research. • Paired activity: Learners to review the results of their survey and categorise the jobs discovered as direct/indirect employment. Provide learners with example case studies of each type of employment to aid understanding. • Small group activity: Provide each group one factor from employment, GDP, economic multiplier effect, total value of good and services and infrastructure development. Each group to explain how the UK travel and tourism sector contributes to the UK economy in relation to their factor. 	<ul style="list-style-type: none"> • Unit 2: UK Travel and Tourism Destinations (Learning aim A) • Unit 7: Travel and Tourism Business Environments (Learning aim C)

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	Revision session** Revision session to assess learner knowledge and understanding of learning aim A	<ul style="list-style-type: none"> • Learners could be given centre-devised practice paper. • Alternatively use questions from BTEC sample assessment materials available on the Pearson website. 	
	Revision session** Give feedback on revision examination to assess learner knowledge and understanding of learning aim A.	<ul style="list-style-type: none"> • Provide learners with feedback about their performance in the practice examination • Learners identify any areas of weakness and devise an action plan to facilitate their learning 	
Learning aim B: Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships			
9	Topic B.1 Industries in the travel and tourism sector <ul style="list-style-type: none"> • Tour operators <ul style="list-style-type: none"> ○ types – domestic, outbound, inbound ○ role – to assemble and operate component parts of holidays as a package for retail travel agents or direct sales ○ products and/or services provided – package holidays, accommodation, travel, transfers, excursions, other services 	<ul style="list-style-type: none"> • Teacher presentation to introduce learning aim B and open the topic of tour operators. • Paired activity: Learners to research tour operators online and identify their role in the sector and the products and services that they provide. • Individual activity: Provide learners with extracts from holiday brochures and ask them to identify any extra products or services the operator is providing. Learners could be provided with a variety of customer types and asked to match these types with the most suitable extract. 	Unit 7: Travel and Tourism Business Environments (Learning aims A and B)
10	Topic B.1 Industries in the travel and tourism sector (cont.) <ul style="list-style-type: none"> • Travel agents <ul style="list-style-type: none"> ○ types – multiples, independent, online ○ role – to provide expert advice and guidance, arranging and booking trips, excursions and package holidays or individual components ○ products and/or services provided – information; foreign exchange; sales and booking service for packaged holidays, 	<ul style="list-style-type: none"> • Teacher presentation on travel agents. Discuss market leaders, differences in types with named examples, range of product and services offered etc. • Paired activity: Learners to research travel agents online and identify their role in the sector and list the products and services that they provide. • Group discussion/individual activity: Ask learners to imagine they are going on a holiday. Through group discussion guide learners to provide a list of the products or services they may need. Learners should then detail what 	Unit 7: Travel and Tourism Business Environments (Learning aims A and B)

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	accommodation, flights, transfers and ground transport, excursions, tickets, insurance, ancillary services	they will need from their travel agent for each product or service.	
11	Topic B.1 Industries in the travel and tourism sector (cont.) <ul style="list-style-type: none"> • Online travel services 	<ul style="list-style-type: none"> • Teacher presentation on online travel services. Discuss the move to online services and highlight the key products and services that they provide. As a class produce a list of the key products and services (including review sites etc.) • Paired activity: Learners to research online travel services and identify an organisation for each of the key products and services previously listed. Learners to identify the role that each service plays in the sector. • Paired activity: Learners to choose an online travel service. Compare and contrast booking through a site versus through a travel agent and identify the advantages and disadvantages of each. Show learners sites such as www.kayak.com and www.expedia.co.uk. 	Unit 7: Travel and Tourism Business Environments (Learning aims A and B)
12	Topic B.1 Industries in the travel and tourism sector (cont.) <ul style="list-style-type: none"> • Passenger transport <ul style="list-style-type: none"> ○ types – road, rail, air, sea, regional, national, global ○ role – to provide transport from one location to selected destination, safety ○ products and/or services provided – transport, hospitality, entertainment, information and advice. 	<ul style="list-style-type: none"> • Teacher presentation on passenger transport Discuss the different types of transport, their roles and the products and services they offer. • Paired activity: Learners to research passenger transport online and find examples of organisations. Explain the organisation's role in the sector and the products and services that they provide. • Group activity: Learners to plan a route to a destination of their choice on a blank map of the UK, identifying the different types of transport they will be using. 	<ul style="list-style-type: none"> • Unit 7: Travel and Tourism Business Environments (Learning aims A and B) • Unit 2: UK Travel and Tourism Destinations (Topic B1)
13	Topic B.1 Industries in the travel and tourism sector (cont.) <ul style="list-style-type: none"> • Accommodation <ul style="list-style-type: none"> ○ types – hotels, motels, guest houses/bed and 	<ul style="list-style-type: none"> • Teacher presentation on accommodation types. • Group activity: Learners to work in small groups to research accommodation providers and find examples of organisations for each type. Learners to identify the 	<ul style="list-style-type: none"> • Unit 7: Travel and Tourism Business Environments (Learning aims A and B)

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	breakfast, apartments, youth hostels, caravans, chalets, camping, holiday cottages, holiday parks <ul style="list-style-type: none"> ○ role – to provide a range of accommodation options, services and facilities ○ products and/or services: <ul style="list-style-type: none"> ● serviced (room, concierge, restaurant, bar, housekeeping, leisure, conferences) ● non-serviced (room, self-catering facilities) ● youth hostels (dormitory/shared rooms, private rooms, self-catering facilities, information and advice, social areas, meals) ● camping, caravan sites, holiday parks (tent and mobile caravan pitches, static caravan hire, lodge and chalet accommodation, entertainment and hospitality, sports and recreation) ○ location (rural, urban) 	organisation's role in the sector and the products and services that they provide. E.g. Group 1 - hotels, Group 2 - self-catering. <ul style="list-style-type: none"> ● Paired activity: Learners to choose a named example of accommodation they would like to visit. They should list the products and services that the organisation offers, explaining their choice of accommodation type in reference to these. 	<ul style="list-style-type: none"> ● Unit 2: UK Travel and Tourism Destinations (Topic B1)
14	Topic B.1 Industries in the travel and tourism sector (cont.) <ul style="list-style-type: none"> ● Visitor attractions <ul style="list-style-type: none"> ○ type – natural, purpose-built, heritage ○ role – to provide entertainment, education, recreation, fun, hospitality, other visitor facilities ○ products and/or services – information and 	<ul style="list-style-type: none"> ● Teacher presentation on visitor attractions. Show learners sites such as www.alva.org.uk and www.asva.co.uk. ● Paired activity: Learners to research visitor attractions online and find examples. Learners to identify the attraction's role in the sector and the products and services that they provide. ● Group activity: Introduce learners to visitor numbers using surveys conducted by VisitBritain or a similar organisation. Guide learners to look critically at the location of attractions, 	<ul style="list-style-type: none"> ● Unit 7: Travel and Tourism Business Environments (Learning aims A and B) ● Unit 2: UK Travel and Tourism Destinations (Topic B1)

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	interpretation, rides, exhibits, events, tours and guides, educational talks, hospitality and catering, souvenirs	the change in visitor numbers between years and the type of attraction (e.g. paid or free).	
15	Topic B.1 Industries in the travel and tourism sector (cont.) <ul style="list-style-type: none"> • Arts and entertainment <ul style="list-style-type: none"> ○ types – special events, festivals, theatre ○ role – to entertain, inform ○ products and/or services – live entertainment, music and dance, hospitality and catering, merchandise. 	<ul style="list-style-type: none"> • Teacher presentation on the main products and services in the arts and entertainment industry. Discuss how entertainment and the arts are also visitor attractions and give examples. • Paired activity: Learners to research different types of arts and entertainment online and find examples. Learners to identify the role each type plays in the sector and the products and services that they provide • Paired activity: Learners to produce an event poster. 	Unit 7: Travel and Tourism Business Environments (Learning aims A and B) Unit 2: UK Travel and Tourism Destinations (Topic B1)
16	Topic B.1 Industries in the travel and tourism sector (cont.) <ul style="list-style-type: none"> • Tourism development and promotion <ul style="list-style-type: none"> ○ types – national tourism agencies, regional tourist boards, tourism and visitor information centres, national and local government departments ○ role – encourage visitors, increase tourism revenue, promote special events, market and promote the UK, its regions and destinations, provide information, advice and guidance ○ products and/or services – information, literature, souvenirs and merchandise, visitor centres, industry representation. 	<ul style="list-style-type: none"> • Teacher presentation on tourism development and promotion. Discuss the different types of organisations and the role these play in the sector and the products and/or services they offer. • Group activity: Visit a Visitor/Tourist Information Centre (V/ TIC) and encourage learners to find out what they do and the products and services they offer. If unable to visit a TIC or VIC learners should find out how visitors would find information in their area. • Individual activity: Learners to research their regional tourism promoter and to look at one national tourism agency. Direct learners to www.visitbritain.com etc. 	Unit 7: Travel and Tourism Business Environments (Learning aims A and B)
17	Topic B.2 Key organisations in the travel and tourism sector <ul style="list-style-type: none"> • Trade and professional bodies <ul style="list-style-type: none"> ○ types – Civil Aviation Authority (CAA), Office 	<ul style="list-style-type: none"> • Teacher presentation to introduce learners to the key organisations in the travel and tourism sector. 	Unit 3: The Development of Travel and Tourism in the UK (Topic A3)

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	<p>of Rail Regulation (ORR), the Association of British Travel Agents (ABTA), the Association of Independent Tour Operators (AITO), UKinbound</p> <ul style="list-style-type: none"> ○ role – regulation and protection, member representation, liaison with government ○ products and/or services – dealing with consumer complaints/arbitration, advice and support, representation, insurance, repatriation, licensing. <p>Ancillary organisations</p> <ul style="list-style-type: none"> ○ types – car hire, travel insurance, airport services, event booking, product- comparison providers ○ role – supporting services for tourists and travellers ○ products and/or services – car hire, insurance, parking, lounges, information and advice 	<ul style="list-style-type: none"> ● Group activity: Provide learners with the name of key organisations and ask them to classify them as a trade and professional body or an ancillary organisation. ● Individual activity: Provide learners with three scenarios and ask them to research the different types of travel insurance they could use for each. Research could be continued as homework. 	
18 and 19 (2-hour lesson)	<p>Topic B.3 Types of organisation in the travel and tourism sector</p> <ul style="list-style-type: none"> ● Private <ul style="list-style-type: none"> ○ characteristics – organisations owned or controlled by private individuals or shareholders ○ functions – sales of goods and services to make a profit, maximise sales revenue, increase market share, support members ● Public <ul style="list-style-type: none"> ○ characteristics – funded and sometimes 	<ul style="list-style-type: none"> ● Teacher presentation to introduce learners to the types of organisations in the travel and tourism sector. ● Small group activity: Divide learners into three groups. Each group to research examples of private, public or voluntary organisations. Learners should provide the characteristic and functions of each example. ● Group activity: Provide learners with the name of an organisation such as Virgin Atlantic or VistScotland. Learners to identify whether each is private, public or voluntary. 	

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	owned by central and local government <ul style="list-style-type: none"> ○ functions – to provide a service, regulation, to educate, promote and/or inform ● Voluntary <ul style="list-style-type: none"> ○ characteristics – independent organisations; funded by membership, donations, grants, sales of products and services ○ functions – to provide a service, provide/sell products, support members, promote a particular cause, educate and inform 		
20 and 21 (2-hour lesson)	Topic B.4 The interrelationships between travel and tourism organisations <ul style="list-style-type: none"> ● Common ownership, corporate groups (vertical integration – where a business at one point of the chain of distribution purchases or acquires a business at a higher or lower level of the chain of distribution/ horizontal integration – where businesses at the same level in the chain of distribution merge together or are purchased by another business) ● Commercial partnerships (separate organisations working together for a common venture) 	<ul style="list-style-type: none"> ● Teacher presentation on the interrelationships between travel and tourism organisations. Identify the difference between common ownership and commercial partnerships. ● Group discussion: Show learners examples of integrated companies to demonstrate the difference between vertical and horizontal integration. Flow diagrams are useful here. Use specific examples such as TUI/Thomas Cook for vertical integration and British Airways for horizontal. ● Individual activity: Provide learners with the name of a travel and tourism organisation. Learners to research the other organisations they own or control. Ask learners to produce a flow diagram to illustrate how the company is integrated. 	Unit 3: The Development of Travel and Tourism in the UK (Topic A1)
22 and 23 (2-hour lesson)	Topic B.4 The interrelationships between travel and tourism organisations (cont.) <ul style="list-style-type: none"> ● Advantages for organisations of corporate groups/common ownership/commercial partnerships: <ul style="list-style-type: none"> ○ marketing and promotion ○ increase sales and income 	<ul style="list-style-type: none"> ● Teacher presentation on the advantages for organisations of interrelationships between travel and tourism organisations. ● Group discussion: Using the examples of integrated companies from lessons 20 and 21, including learner's own research; discuss the advantages of interrelationships for organisations. Learners could create a mind map at the front of the class. 	Unit 3: The Development of Travel and Tourism in the UK (Topic A1)

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	<ul style="list-style-type: none"> ○ provide good customer care ○ economies of scale ○ shared resources ○ wider customer base 		
24 and 25 (2-hour lesson)	Topic B.4 (cont.) <ul style="list-style-type: none"> ● Disadvantages or organisations of corporate groups/common ownership/commercial partnerships: <ul style="list-style-type: none"> ○ size of operation ○ less customer choice ○ loss of personalised customer care ○ inflexibility 	<ul style="list-style-type: none"> ● Teacher presentation on the disadvantages for organisations of interrelationships between travel and tourism organisations. ● Group discussion: Again using the research from the lessons 20 and 21, discuss the disadvantages of interrelationships. Learners should refer to the mind map from lesson 23 to generate ideas. 	Unit 3: The Development of Travel and Tourism in the UK (Topic A1)
	Revision session** Revision session to assess learner knowledge and understanding of learning aim B	Learners could be given centre-devised practice paper. Alternatively use questions from BTEC sample assessment materials available here from the Pearson website.	
	Revision session** Give feedback on revision examination to assess learner knowledge and understanding of learning aim B	<ul style="list-style-type: none"> ● Provide learners with feedback about their performance in the practice examination. ● Learners identify any areas of weakness and devise an action plan to facilitate their learning. 	
Learning aim C: Understand the role of consumer technology in the travel and tourism sector			
26	Topic C.1: The role of consumer technology <ul style="list-style-type: none"> ● Airports (self-service check-in, security) 	<ul style="list-style-type: none"> ● Teacher presentation to introduce learning aim C and lead into topic of consumer technology. ● Group discussion: Guide learners through a journey through an airport. Identify each element of technology that they will encounter. 	Unit 3: The Development of Travel and Tourism in the UK (Topic A1)

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		<ul style="list-style-type: none"> • Paired activity: Using the list generated in the discussion, learners to identify the advantages and disadvantages of each application of technology. 	
27	Topic C.1 The role of consumer technology (cont.) <ul style="list-style-type: none"> • Visitor attractions (multi-media, interpretation, online bookings) 	<ul style="list-style-type: none"> • Teacher presentation on the use of technology in visitor attractions. • Group discussion: Provide learners with a case study of a relevant attraction that uses technology to aid interpretation (such as the Jorvik Viking Centre in York). Ask learners to provide examples of attractions they have visited recently. Get learners to identify examples of technology they used before or after their visit. • Paired activity: Learners to pick one attraction and research the different technology applications they can use there. Learners should explain the advantages and disadvantages of each. 	<ul style="list-style-type: none"> • Unit 3: The Development of Travel and Tourism in the UK (Topic A1) • Unit 7: Travel and Tourism Business Environments (Topic C3)
28	Topic C.1 The role of consumer technology (cont.) <ul style="list-style-type: none"> • Accommodation (entertainment, communication, online bookings) 	<ul style="list-style-type: none"> • Teacher presentation on how accommodation providers use technology. If possible, show learners examples of this on mobile devices such as the apps developed by Ibis (www.ibis.com/gb/mobile/mobile.shtml). • Paired activity: Have each pair take a different type of accommodation. Identify the type of applications that they use and create a list. • Group activity: Each pair to present their list to the rest of the group. Compare and contrast the different types of technology available in each and explain the advantages and disadvantages of each. 	<ul style="list-style-type: none"> • Unit 3: The Development of Travel and Tourism in the UK (Topic A1) • Unit 7: Travel and Tourism Business Environments (Topic C3) • Unit 8: Promotion and Sales in Travel and Tourism (Topic A3)
29	Topic C.1 The role of consumer technology (cont.) <ul style="list-style-type: none"> • Mobile applications (communication of 	<ul style="list-style-type: none"> • Teacher presentation on mobile applications and electronic and mobile ticketing. 	<ul style="list-style-type: none"> • Unit 3: The Development of Travel and Tourism in the UK

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	information, booking, comparison) <ul style="list-style-type: none"> • Electronic and mobile ticketing (e-tickets, m-tickets) 	<ul style="list-style-type: none"> • Paired activity: Learners to go to the iTunes store or similar and research the range of mobile applications available for travel and tourism. • Individual activity: Learners to plan a holiday, identifying the type of mobile application they could use at each stage. 	(Topic A1) <ul style="list-style-type: none"> • Unit 7: Travel and Tourism Business Environments (Topic C3) • Unit 8: Promotion and Sales in Travel and Tourism (Topic A3)
30	Topic C.1 The role of consumer technology (cont.) <ul style="list-style-type: none"> • Websites (reviews, booking, virtual tours) 	<ul style="list-style-type: none"> • Teacher presentation providing information about websites used in the travel and tourism sector. • Paired activity: Compare and contrast the use of websites to book holidays against the use of travel agents for the same. • Individual activity: Learners to research online (using review websites, interactive features on visitor attraction websites) and choose a town or city to visit. Learners should explain why they have chosen their location, making reference to the websites they have visited. 	Unit 3: The Development of Travel and Tourism in the UK (Topic A1)
	Revision** Revision session to assess learner knowledge and understanding of unit 1	Learners could be given centre devised practice paper. Alternatively use questions from BTEC sample assessment materials available from the Pearson website.	
	Final assessment** Learners focus on how to improve the quality of their written answers	Individual activity: Provide learners with examples of good exam practice and sample questions.	
TOTAL: 30 hours			

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