



# **Travel and Tourism Management (QCF) Student Handbook 2018-19**

**A very warm welcome**

November 2018

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# Address

## Docklands Academy London

[Click here to use google maps](#)

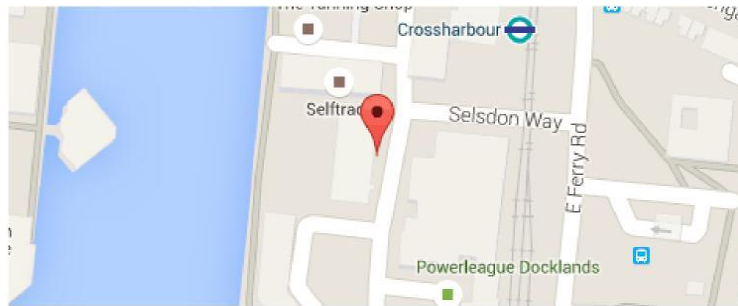
11 Selsdon Way, London E14 9GL  
[info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk) / [docklandsacademy.co.uk](http://docklandsacademy.co.uk)

**Phone:** +44 (0)207 515 9695

**Opening Hours: 8:45 am – 5 pm Mon-Fri**

**Not open on Bank Holidays**

Monday	27 August 2018	Monday	6 May 2019
Tuesday	25 December 2018	Monday	27 May 2019
Wednesday	26 December 2018	Monday	26 August 2019
Tuesday	1 January 2019	Wednesday	25 December 2019
Friday	19 April 2019	Thursday	26 December 2019



The nearest stop is [Crossharbour](#), DLR Station.

[Click here to use google maps](#)



[Sign up to O2 Wi-Fi](#). The magic word in London is hotspot.

This free O2 Wi-Fi internet service can be found at several locations including McDonalds, Debenhams, Costa Coffee, House of Fraser, and Café Rouge. You don't have to be an O2 customer, and there is no need for passwords. Download the O2 WI-FI App, so you can find your nearest hotspot, even when you are offline.

**You will have free access to Internet at the Academy.**

# Staff

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<b>Aysegul Yesildaglar</b>	<b>Principal</b>	<a href="#">Mail</a>
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# General information

This guide is designed to help you get ready for what we hope will be the experience of a lifetime, and it has lots of useful and important information. Please read it carefully.

The information is for students taking the RQF BTEC Travel and Tourism Management Programme at the Academy. It provides information on studying in the UK, how to stay safe and follow the rules at the Academy. It also provides information on the units you will study, your assessments and what you can expect from your course and experience at the Academy.

If you are coming from another country, the information tells you what to do when you arrive at the airport. It gives advice on how to travel around London and tells you about all the free services you can use when you are here. There are also some details on places you can visit while you are staying in London.

If you want more information please visit our website [docklandsacademy.co.uk](http://docklandsacademy.co.uk). You can find important information on our website about **courses, fees, how to apply, refund procedures and terms & conditions**.

## Before you arrive

### Students applying for Higher Education programmes

- See our website or call us to make sure you know how to get to the Academy
- Make sure you bring important documents and information with you on the first day if you plan to enroll in a course, including your passport, your national insurance number, any previous qualifications, proof of employment, proof of your address, details of two referees and details of next of kin.

## Useful information

### Finding your way around London

You can always find your location in London using [google maps](https://www.google.com/maps). Here is the link [DAL](#)

### Transport in London

Information on all forms of transport in London including cycle hire, routes, maps, how to plan your journey, tickets sales; real time traffic and travel updates can be found on [tfl.gov.uk](http://tfl.gov.uk)

### Paying for your travel

You may be able to pay for your travel with your contactless debit or credit card on the London underground, buses, trams and some over-ground trains. Cards are accepted from many countries. You may also buy an Oyster Card.



## Where can you use an oyster card?

- The London Underground
- Any London bus
- The railway network in Greater London
- Docklands Light Railway (DLR)
- Over-ground Railway
- 33% discount on scheduled river services

## Where is the best place to buy an oyster card?

The easiest place to buy Oyster Cards is at Underground Station ticket offices. To buy an Oyster card in a London Underground Station you pay a **£5 deposit** which is refunded when you return the Oyster card.

## Banking

You can only apply for a bank account if you are planning to stay in the UK for more than one year. To open a bank account you will need your passport and a school letter explaining that you are staying for more than a year. To get the letter please ask at reception for the Welfare Officer who will be able to advise and direct you to the closest bank. Alternatively, you can open a current account with banking services like Monese:

<https://monese.com/>

## Medical care

We strongly advise all students to take out medical and travel insurance cover before coming. Your insurance policy should cover the following:

- medical expenses
- cancellation or curtailment
- personal accident
- baggage, clothing, and personal effects
- loss of money
- travel delay

## UK students

Please ensure if you are new to the area, you register now with a local doctor's surgery rather than wait until you become ill.

## EEA and Swiss nationals

You should have applied for a European Health Insurance Card (EHIC) prior to arrival here in the UK; this entitles you to full NHS treatment. For more information please contact Academic Services.

## International students

You will need to register with a doctor on your arrival in the UK. You will hear people referring to this doctor as your GP (General Practitioner). Our **Welfare Officer** will help you to do this. Except in the case of an emergency, you should always see your GP first for your medical issues. However, you will need to pay for medical prescriptions, vaccinations, dental and optical treatment.

Once registered with a doctor, you can also call **111** for 24-hour professional medical advice. For medical emergencies which need immediate treatment you should visit the nearest hospital with an Accident & Emergency (A&E) ward. If the condition is so severe that you cannot travel to the hospital by yourself, then phone **999** to call an ambulance to assist you.

The NHS is the UK National Health Service. If you need to see a doctor or dentist while in London, speak to the **Welfare Officer**, who will help with your enquiry. We have a First Aid Box at the Academy. You will need to pay to see a dentist or optician. If you have a serious medical problem or an emergency that cannot wait until the next working day, you have the right to free emergency care and the nearest Accident and Emergency medical services are:

### **Newham General Hospital**

Glen Road Plaistow, London, E13 8SL  
**Tel:** +44 020 7363 9200

### **The Barkantine Walk-In Centre**

121 Westferry Road, Isle of Dogs  
London, E14 8JH  
**Tel:** +44 020 7791 8080



# Applications for Higher Education

## Entry requirements and application

Before you can enroll on a Higher Education Programme we will interview you and find out what you need and want. You must show that you meet the Entry Requirements for any programme you wish to join. You need to have a Level 3 qualification or at least two years of relevant work experience. You also need to pass an English and Maths Test.

- We ask questions to find out what you need and want
- We test your English grammar, reading, writing, speaking and listening
- We test your basic level of mathematics
- We ask you to complete an online application form
- We ask you to complete a learning agreement
- We ask you to apply for a student loan or pay any required fees (see the website)
- We place you in the right class for you

If you wish to apply for a student loan to cover the fees, you must be from the UK or EU. If you are eligible for the loan or maintenance grant, you can apply for them online as soon as you have enrolled on your course. In order to receive a loan, you must apply through our partners at USP College.

## Attendance

Students should attend classes. If you miss your class, you are wasting your money and missing a great learning opportunity. You will be marked absent if you miss lessons. If you are absent due to illness for more than three days you should provide a doctor's note. If you fail to attend enough classes, you may receive a warning letter and if you continue to miss classes, you may be withdrawn from the programme. Student loans may be withdrawn if your attendance is inadequate.

You may only bring water into the lesson, but no other food or drink is allowed. Please try to arrive on time for your lesson. You will not be able to enter the classroom more than 15 minutes late. If you have any questions or are unhappy about anything, please tell your teacher or you can speak to any other member of staff you like and they will do their best to help you.

You may also use our online feedback form if you prefer.

<https://murray23.typeform.com/to/fOHJ3E>

## Rules

### Abusive behaviour, bullying & harassment

Docklands Academy, London believes that everybody has the right to study in a safe, supportive and friendly environment. We do not tolerate any abusive behaviour. Abuse can be:

- Verbal: calling someone names, saying bad things or using bad language
- Physical: pushing, hitting, kicking people or damaging property
- Emotional: making someone feel disliked, ridiculing or teasing

We respect individuals regardless of their ethnicity, race, gender, nationality, age, religion, disability, sexual orientation, education, experiences, opinions and beliefs. We will take action against discrimination or bullying. In extreme cases, the police may be called.

## Our Values

You must follow four key values when you are in the UK:

- Democracy - everyone's opinion is important and counts
- Individual Liberty - freedom to be what you want if it is legal
- Respect and Tolerance – do not insult others or discriminate
- Rule of Law - observe the UK law and treat everyone equally

**You must inform the Safeguarding Officer if you think you have seen, heard about or experienced any kind of extremism that could lead to violence or discrimination.**

**While you are in the UK, you must follow UK laws. These include:**

- It is illegal to carry any sort of weapon, including a self-defense spray. You can carry a personal attack alarm with you
- Theft is taking something that you know does not belong to you. Don't do it!
- Never buy things that you think might be stolen
- It is illegal to buy stolen things and the police can take things from you
- You must have a valid (correct) ticket to travel if you use public transport. If you cannot show one on request you may be liable to pay a Penalty Fare and you risk being prosecuted
- You must not carry or use any illegal drugs, including cannabis, ecstasy, LSD or amphetamines
- It is illegal to have sex with someone under the age of 16
- You do not need to carry any identity documents with you when you are in public, but it is a good idea

If you need, you may contact the Police by calling **999**. If you are arrested by the Police, stay calm, ask for your rights and contact the Academy and/or your group leader as soon as you can.

## Academy rules

- Treat others with respect and kindness
- **Do not use fire doors except in an emergency**
- When you enter and leave you should record your attendance
- You can have soft drinks in class, but food and hot drinks are not allowed
- If you are going to be late or absent, you should ring or email to inform us
- Please do not leave any rubbish behind you. Tidy the room before you leave
- If you are more than 15 minutes late, you may not enter the class until the next lesson

# BTEC HNC/D Travel and Tourism Management (QCF)

Pearson BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate. They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding. The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key **progression path** for Pearson BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme at university, depending on the match of the Pearson BTEC Higher National units to the degree programme in question. The Pearson BTEC HNC and HND in Travel and Tourism Management offers a progression route to the professional qualifications offered by various professional bodies in the business sector.

Pearson BTEC Level 4 HNC Diploma and Level 5 HND Diploma in Travel and Tourism Management have been developed to provide:

- education and training for a range of management careers in travel and tourism businesses as a manager
- opportunities for managers to follow specialised areas of study directly relevant to individual vocations and professions within the travel and tourism industry, including study within the licensed trade, leisure and/or tourism sectors, or specialist culinary arts, leading to a nationally-recognised Level 5 vocationally-specific qualification
- opportunities for full-time learners to progress on to a full-time degree in travel and tourism management or related areas such as business management or hospitality management
- opportunities for learners to focus on the development of higher-level skills in a travel and tourism management context, including investigatory and research skills focusing on management issues within the context of travel, hospitality/leisure or tourism
- opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life within the travel and tourism industry.

This qualification provides all the above by helping you develop:

- the knowledge, understanding and skills required in the field of travel and tourism management
- the personal qualities and attributes essential for successful working life
- written and oral English language communication skills
- confidence and motivation s for future studies and career development

## **Learning outcomes and assessment criteria**

Each unit contains learning outcomes which state what you must be able to do in order to pass the module. In most units there are four Learning Outcomes but there may be three or five. Typically the Learning Outcomes ask you to understand a key aspect of the module. For each Learning Outcome there are also Assessment Criteria. These indicate what evidence you need to provide in order to demonstrate that you have been able to achieve the learning Outcomes. These always begin an operative or command verb such as assess, evaluate, describe or analyse, which tell you exactly what you need to do to pass.

## **Programme Design**

The HNC/HND courses are HE courses. HE means that it is a higher education programme equivalent to levels 4 and above. This means that a high standard of academic work is required to complete the course. These qualifications have been accredited to the Qualifications and Credit Framework (QCF).

The Qualifications and Credit Framework (QCF) code is known as a Qualification Number (QN). Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

- Pearson BTEC Level 4 HNC Diploma in Travel and Tourism Management (QCF) 500/8335/1
- Pearson BTEC Level 5 HND Diploma in Travel and Tourism Management (QCF) 500/8333/8

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

## **Pearson BTEC Level 4 HNC in Travel and Tourism Management**

The Pearson BTEC Level 4 HNC in Travel and Tourism Management provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the sector and also offers particular specialist emphasis through the choice of specialist

units.

Pearson BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free but they are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time. This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC in Travel and Tourism Management offers a progression route for learners who are employed in the Travel and Tourism sector. Learners studying the Pearson BTEC Level 4 HNC will be able to progress onto the Level 5 HND in Travel and Tourism Management, then allows progression to degrees in Travel and Tourism Management subjects.

## **Pearson BTEC Level 5 HND in Travel and Tourism Management**

The Pearson BTEC Level 5 HND in Travel and Tourism Management is a qualification with a minimum of 240 credits of which 125 are mandatory core. The Pearson BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

The Pearson BTEC Level 5 HND provides greater breadth and specialisation than the Pearson BTEC Level 4 HNC. Pearson BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the travel and tourism sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND in Travel and Tourism Management provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the travel and tourism sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in business or progress into higher education. Other learners may want to extend the specialism that they followed on the Pearson BTEC Level 4 HNC programme.

Progression from this qualification may well be into or within employment in the travel and tourism sector where learners may work towards membership of a professional body. The Pearson BTEC Level 5 HND in Travel and Tourism Management offers a progression route for learners who are studying on an Pearson BTEC Level 4 HNC in Travel and Tourism Management.

Learners studying the Pearson BTEC Level 5 HND will be able to progress to a degree in Travel and Tourism Management or one of its specialist areas. The qualification also prepares learners for employment in the business sector. Some learners may wish to use this qualification in order to enter a specialist area of employment in the sector, where learners may work towards professional membership or study for professional body examinations

## **Validating Body**

Pearson/BTEC is the awarding body which is responsible for ensuring that qualifications are awarded on completion of an approved programme of study, and that standards and quality of the course are maintained. Pearson have a great deal of experience of managing awards in business at a range of levels from level 1 through to level 5 and management level 5 to level 7.

Pearson BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate. They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Pearson BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Pearson BTEC Higher National units to the degree programme in question. The Pearson BTEC HNC and HND in Travel and Tourism Management offer a progression route to the professional qualifications offered by various professional bodies in the travel and tourism sector.

## **Pearson BTEC Level 4 HNC Structure of the Qualification**

The Pearson BTEC Level 4 HNC in Travel and Tourism Management is a qualification with a minimum of 120 credits of which 60 are mandatory core. The Pearson BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

The Pearson BTEC Level 4 HNC in Travel and Tourism Management provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the business sector and also offers particular specialist emphasis through the choice of specialist units.

Pearson BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free but they are primarily undertaken by part-time learners studying over two years or 1 year full time. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC in Travel and Tourism Management offers a progression route for learners who are employed in the Travel and Tourism sector.

Learners studying the Pearson BTEC Level 4 HNC will be able to progress onto the Level 5 HND in Travel and Tourism Management, which allows more specialisation; this then allows progression to degrees in business subjects.

## **BTEC Higher Nationals in Travel and Tourism Management Rationale**

Pearson BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment. A key progression path for Pearson BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Pearson BTEC Higher National units to the degree programme in question.

The Pearson BTEC HNC and HND in Travel and Tourism Management offer a progression route to the professional qualifications offered by various professional bodies in the Travel and Tourism Management sector.

# Course Structure

## Teaching, learning and assessment

Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded an Pearson BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5) to be awarded an Pearson BTEC Level 5 HND. The assessment of Pearson BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria. All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification. The units in Pearson BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

## Assessment Strategy

The purpose of assessment is to ensure that effective learning of the content in each unit of the HNC/D programme has taken place. Evidence of learning and the ability to apply it to work-based contexts is required for each unit. Learners produce evidence in response to a written assignment brief, which provides a work-based scenario with instructions on the tasks that need to be completed. Learners are given the opportunity to receive feedback on their performance in formative tasks before receiving assignment briefs, which are handed out in the fifth week of term.

The evidence which learners are required to provide for their assignments can take different forms depending upon the instructions they are given in the assignment briefs. There could be written reports, visual images with oral presentations, professional discussions, or observations of learners carrying out practical tasks such as running an actual project or an event. The Academy aims to include as much evidence as possible in a variety of forms including a good selection of creative and practical tasks. In particular, the Academy will create assignments for assessment purposes which require learners to carry out real life tasks which are relevant to their interests and learning outcomes. Assessment will include hands-on activities in collaboration with others as well as independent tasks. This strategy is intended to ensure that learners are fully engaged in original, rewarding and interactive tasks, whilst also developing hard and soft transferable skills that are directly applicable to a realistic business context.

All units are assessed internally by an Academy assessor according to three levels of achievement. A pass indicates that the work produced is an adequate demonstration that effective learning has taken place. A merit indicates that the work is more than adequate and a distinction indicates that the work is of a very high standard. Assessment decisions are provided to each learner verbally and in written feedback, indicating how the learner has, or has not met the criteria of a pass, merit or distinction. To ensure that the standards of assessment are fair and consistent, a sample of assessed work for each unit is checked by an internal verifier. Another sample of the work is checked again by a Pearson external examiner for final verification. Students are given the opportunity to appeal against the assessment decisions through the Academy or the Pearson appeals procedures.

## Unit format

Each unit is set out in the following way.

### Unit title, unit code, QCF level and credit value

The unit title is accredited on the QCF and this form of words will appear on the learner's

Notification of Performance. Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level-to-level 8. The level of unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in Pearson BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

### **Aim**

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

### **Unit abstract**

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

### **Learning outcomes**

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

### **Unit content**

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate. Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### **Assessment instruments**

Assessment instruments are designed by Docklands Academy, London and these should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors. Our assessor is trained to clearly indicate assessment criteria and contextualized grade descriptors on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardization processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

Each assessment instrument is moderated by Docklands Academy London via internal verification process to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Our assessors are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasized.

## Grading Higher National units

The assessment of BTEC Higher National qualifications will be at unit level and there will be no overall grade for either the Certificate or the Diploma. This means that learners are able to access the qualification through a unitised approach. Each unit will be graded as a pass, merit or distinction. A pass is awarded for the achievement of all outcomes against the specified assessment criteria. Merit and distinction grades are awarded for higher-level achievement.

## Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

### Summary of grades

In order to achieve a <b>pass</b> in a unit	all learning outcomes and associated assessment criteria have been met
In order to achieve a <b>merit</b> in a unit	pass requirements achieved all merit grade descriptors achieved
In order to achieve a <b>distinction</b> in a unit	pass and merit requirements achieved all distinction grade descriptors achieved

## Grade descriptors

### Pass grade

A pass grade is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

### Merit grade

<b>Merit descriptors</b>	<b>Exemplar indicative characteristics</b> <b>Centres can identify and use other relevant characteristics.</b> <b>This is NOT a tick list.</b>
In order to achieve a <b>merit</b>	The learner's evidence shows, for example:
Identify and apply strategies to find appropriate solutions	<ul style="list-style-type: none"> <li>• Effective judgements have been made</li> <li>• Complex problems with more than one variable have been explored</li> <li>• An effective approach to study and research has been applied</li> </ul>
Select/design and apply appropriate methods/techniques	<ul style="list-style-type: none"> <li>• Relevant theories and techniques have been applied</li> <li>• A range of methods and techniques have been applied</li> <li>• A range of sources of information has been used</li> <li>• The selection of methods and techniques/sources has been justified</li> <li>• The design of methods/techniques has been justified</li> <li>• Complex information/data has been synthesised and processed</li> <li>• Appropriate learning methods/techniques have been applied</li> </ul>
Present and communicate appropriate findings	<ul style="list-style-type: none"> <li>• The appropriate structure and approach has been used</li> <li>• Coherent, logical development of principles/concepts for the intended audience</li> <li>• A range of methods of presentation have been used and technical language has been accurately used</li> <li>• Communication has taken place in familiar and unfamiliar</li> </ul>



	<p>contexts</p> <ul style="list-style-type: none"> <li>• The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</li> </ul>
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### Distinction grade

Distinction descriptors	Exemplar indicative characteristics Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a <b>distinction</b> the learner must:	The learner's evidence shows, for example:
Use critical reflection to evaluate own work and justify valid conclusions	<ul style="list-style-type: none"> <li>• Conclusions have been arrived at through synthesis of ideas and have been justified</li> <li>• The validity of results evaluated using defined criteria</li> <li>• Self-criticism of approach has taken place</li> <li>• Realistic improvements have been proposed against defined characteristics for success</li> </ul>
Take responsibility for managing and organising activities	<ul style="list-style-type: none"> <li>• Autonomy/independence has been demonstrated</li> <li>• Substantial activities, projects or investigations have been planned, managed and organised</li> <li>• Activities have been managed</li> <li>• The unforeseen has been accommodated</li> <li>• The importance of interdependence has been recognised and achieved</li> </ul>
Demonstrate convergent/lateral/creative thinking	<ul style="list-style-type: none"> <li>• Ideas have been generated and decisions taken</li> <li>• Self-evaluation has taken place</li> <li>• Convergent and lateral thinking have been applied</li> <li>• Problems have been solved</li> <li>• Innovation and creative thought have been applied</li> <li>• Receptiveness to new ideas is evident</li> <li>• Effective thinking has taken place in unfamiliar contexts.</li> </ul>

# Travel and Tourism Management

## Level 4 HNC and Level 5 HND

### Outline Curriculum for QCF Travel and Tourism Management (TTM)

The following is an outline of the Pearson BTEC Level 4 Higher National Certificate & Level 5 Higher National Diploma TTM (QCF) programme. It starts with the dates for each term in the first year and is followed by all modules to be taught over the next two academic years. After this there is some information on teaching and assessment methods to be employed.

- Term 1: 15 Oct 2018 – 23 Dec 2018 (10 Wks)
- Term 2: 7 Jan 2019 – 21 Apr 2019 (15 Wks)
- Term 3: 6 May 2019 – 18 Aug 2019 (15 Wks)

### Year 1 HNC Level 4 Travel and Tourism Management (Oct 2018)

**Code:** 500/8335/1 Pearson BTEC Level 4 HNC Diploma in Travel and Tourism Management (QCF)

Unit Number	Unit Title	Core Specialist	Credit Value	Level
<b>Y1 Autumn Term 15 Oct 2018 – 23 Dec 2018 (10 Wks)</b>				
1	The Travel and Tourism Sector	Core	15	4
2	Finance and Funding in the Travel and Tourism Sector	Core	15	5
<b>Y1 Spring Term: 7 Jan 2019 – 21 Apr 2019 (15 Wks)</b>				
5	Marketing in Travel and Tourism	Specialist	15	4
6	Contemporary Issues in Travel and Tourism	Specialist	15	4
7	Sustainable Tourism Development	Specialist	15	5
<b>Y1 Summer Term 6 May – 18 Aug 2019 (15 Wks)</b>				
8	Legislation and Ethics in the Travel and Tourism Sector	Specialist	15	5
9	Tourist Destinations	Specialist	15	4
12	Hospitality Provision in the Travel and Tourism Sector	Specialist	15	4

**Year 2 HND Level 5 Travel and Tourism Management** (All level 4 units above are core units for level 5)

**Code:** 500/8333/8 Pearson BTEC Level 5 HND Diploma in Travel and Tourism Management (QCF)

Unit Number	Unit Title	Core Specialist	Credit Value	Level
<b>Y2 Autumn Term 15 Oct 2018 – 23 Dec 2018 (10 Wks)</b>				
3	The Developing Manager	Core	15	5
4	Research Project	Core	20	5
<b>Y2 Spring Term: 7 Jan 2019 – 21 Apr 2019 (15 Wks)</b>				
11	Travel and Tourism Entrepreneurs	Specialist	15	5
17	Work-based Experience	Specialist	15	5
23	Personal and Professional Development	Specialist	15	5
<b>Y2 Summer Term 6 May – 18 Aug 2019 (15 Wks)</b>				
14	Tour Operations Management	Specialist	15	4
18	Human Resource Management for Service Industries	Specialist	15	5
20	Visitor Attraction Management	Specialist	15	4

# How to Appeal

## Introduction to appeals

If you feel that an assessment decision is unfair or inaccurate, you have the right to appeal. In order to appeal you need to follow the procedures below.

## Summary of appeals procedure

The procedure applies to decisions on assessments made by the Academic and Advisory Board. A candidate may not lodge an appeal on the grounds of dissatisfaction with the design, curriculum or delivery (teaching, departmental support, etc.) of a course. The Academy's Complaints procedure exists in part to deal with such issues. However, the investigation of a complaint from a student may reveal issues that would have formed grounds for an appeal under the Appeals procedure. When this is the case, a student must not be prevented from exercising the right to appeal subsequent to the findings of the complaints investigation on the grounds of its being 'out of time'. In such instances, the deadlines set out in this procedure must be calculated from the date at which the complainant received the information as an outcome of the complaints investigation that might form the basis of her/his appeal. The Principal is empowered to refer the matter as an appeal to whichever is the appropriate forum for its consideration. Equally, if a student submits as a complaint, which is wholly or partly an appeal on one of the four grounds, it is an obligation of the Academy to ensure that the issue is considered under the Appeals procedure.

## Grounds for appeal

A request for a review of an assessment decision may be made on one or more of the following grounds:

- that a candidate had submitted evidence of mitigating circumstances as specified in Academy documents, but these were not considered by the assessor or the Academic and Advisory Board
- that the assessor or the Academic and Advisory Board was not aware of mitigating circumstances affecting the candidate's performance because the candidate had been unable, or for valid reasons, unwilling, to divulge them before the decision was reached
- that the assessment procedures were not followed in accordance with the regulations resulting in an error in the candidate's assessment
- that some other material irregularity had led to a breach of the procedures or regulations resulting in a decision detrimental to the student

These are the **only** grounds for appeal. There is **no** right of appeal against assessment decisions which are matters of academic judgement.

## The procedure for appeal

Students may wish to take advice as to whether to appeal or not. Their Programme Manager, the appropriate Head of Department, Student Welfare Officer and Academic Head are all suitable members of staff from whom to obtain advice about how to use the Appeals procedure.

Whatever source of information the student chooses, it is their responsibility to choose whether to appeal, the grounds upon which they do so and the evidence they decide to present.

For assessments dealt with by Academic and Advisory Board, a student who wishes to appeal against a decision of the Assessment Committee must write to the Programme Manager to invoke the Academic Appeals Procedure within 6 weeks of the date of the letter from the Chair of the Academic and Advisory Board that provides the student's result.

A request for a review must state the decision concerned, the grounds and be accompanied by documents that are evidence for the case on these grounds.

The Principal shall make an assessment of the validity of the case and decide whether or not it should be put before an Assessment Appeals Panel. The decision to proceed with such a request

will only be taken if it has been established that the case is based, prima facie, on additional information about a candidate's personal circumstances or on evidence of procedural irregularity and is not one which challenges the academic judgement of the Academic and Advisory Board. This decision should normally be made within 10 working days of receipt from the student, and be advised to them in writing.

## **The function of the Assessment Appeals Panel**

The Assessment Appeals Panel will consider appeals against assessment decisions of assessors. The Assessment Appeal Panel reports to the Academic and Advisory Board. It will establish whether there is, prima facie, a justified case of appeal and if so to consider whether:

- to uphold the decision of the Academic and Advisory Board
- to overturn the decision of the Academic and Advisory Board
- to require the Academic and Advisory Board whose decision has been challenged, to reconsider that decision.

## **The constitution of the Assessment Appeals Panel**

The membership of the Assessment Appeals Panel shall be:

- a senior manager or her/his nominee who has not previously been involved in the assessment decision and is a member of the Senior management Team
- any Head of Department who has not previously been involved in the assessment decision
- a member of teaching staff, not directly concerned with the course/programme, in which the course and the appellant are based
- the secretary to the Panel

Any potential member who has been involved in teaching, assessing, counselling or advising an appellant will be ineligible to serve on the committee hearing the case of that appellant. A quorum of the Assessment Appeals Panel is all three members, plus the Secretary.

## **Convening of Assessment Appeals Panel**

The Secretary shall convene a meeting of the Academic Appeals Panel on the first convenient date, which shall not normally be more than twenty working days after the request has been lodged. Ten working days' notice of any meeting of the Academic Appeals Panel shall be given to the members, the appellant and any other persons being required to attend.

The appellant must be present and may be accompanied by one person of his/her choosing. If the appellant does not appear and the Panel is satisfied that notice of the appeal hearing was duly sent to him/her, the appeal lapses. The Assessment Appeals Panel and/or the appellant may summon to appear any other person(s) whom they may reasonably consider to be material witnesses.

## **Conduct of Assessment Appeals Panel hearings**

Prior to the hearing, all parties to the appeal will have been circulated with written statements setting out the appellant's grounds for appeal and any written statements of those responsible for the assessment decision which is being appealed against.

The Panel will start by hearing an opening statement from the appellant, or the appellant's representative, on the grounds for the appeal.

The Chair of the Panel must ensure that witnesses are only questioned about matters germane to the case of the appellant on the grounds permitted by the Procedure.

After all witnesses have been heard, the appellant or her/his representative may make a concluding statement, summarising what has been presented to the Panel.

The Assessment Appeals Panel is not empowered to consider any appeal on grounds other than those lodged by the appellant at time of giving notice of the appeal. The Panel will then deliberate

in private and announce its decision publicly to the appellant and the appellant's representative. The Panel's decision will also be communicated in writing to:

- the appellant
- the appellant's representative, if there is one
- the Principal
- the Programme Coordinator
- the Chair of the Academic and Advisory Board which made or recorded the decision against which the appeal has been made

## **Decisions of the Assessment Appeals Panel**

The Assessment Appeals Panel shall consider the appeal and if it finds that the appellant has established a case, will either overturn the decision of the Academic and Advisory Board or require the Academic and Advisory Board whose decision has been challenged, to reconsider that decision.

Where the Assessment Appeals Panel finds that the appellant has not established a case for a review of the decision, it will uphold the Academic and Advisory Board's decision. There is no further right of appeal within the Academy.

When a decision has been referred back to the Academic and Advisory Board it shall reconsider, within three calendar months, the appellant's case, giving due consideration to the comments and recommendations of the Assessment Appeals Panel. The Board will either confirm their decisions or make such adjustments as in the circumstances they deem just. The Chair of the Academic and Advisory Board will inform the appellant and take any further necessary action.

In cases of procedural or other irregularity the Appeals Panel has the power to annul a decision of an Academic and Advisory Board. If an error or irregularity is found to have affected more than one candidate, the Appeals Panel may annul the whole assessment or any part of it. The decision of the Appeals Panel shall be final.

## **Intermission of studies and mitigating circumstances**

The Academy recognises that a student in good academic standing may need to take a break from their studies for non-academic reasons. The Academy may permit a student to intermit. However, there is a presumption that students must try to complete their programmes of study by the original end date.

It is the student's responsibility to demonstrate that there are sufficient grounds to grant permission to intermit. However, permission will not be granted on more than two occasions, one of which may not immediately succeed another. The duration of a period of intermission shall not exceed one academic year at a time within a single period of registration, with no less than one semester and no more than two semesters requested.

Requests for intermission must be made in writing to the Head of Administration. The request must include a reason for the intermission and the intended date of return to the programme of study, together with any relevant documentation. It should be submitted for consideration no less than six weeks before the effective date and be presented to the next Academic and Advisory Board.

## **Mitigating circumstances**

The Academy recognises and accepts that in rare instances, student performance will be affected by circumstances beyond their control. This may, for example, include a sudden or long-term illness that has prevented or impeded the assessment of student work through absence, the non-submission of work or poor performance.

The purpose of mitigating circumstances is to offer eligible students the opportunity to be assessed or reassessed on equal terms with other students. Students who believe that their assessed performance was affected by such circumstances should apply for mitigating circumstances using the procedures set out below. Claims for mitigation in respect of poor performance shall not be valid.

A student may submit a claim seeking mitigation for a particular item of assessed work on two occasions only. A mark/grade of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity there will be no further opportunity for reassessment.

## **Making a claim for mitigation**

Students who wish to claim mitigation, must submit a Mitigating Circumstances form to the Administration Department. It is the student's responsibility to complete and submit the form. In exceptional circumstances, the student may nominate another person to submit the form on her/his behalf.

Members of the Academy's staff may not initiate mitigation claims.

## **Academic and Advisory Board action**

Having received a claim for mitigating circumstances, the Academic Board may (1) deny the claim and allow the current mark(s) to stand; or (2) support the claim and recommend one of the following actions:

If it supports the claim, then it will make one of the following recommendations:

- to award a mark/grade on the basis of works (complete or partially completed) prepared in fulfillment of module requirements. Credit awarded in this way will be recorded as a Mitigated Pass (MP) on the grade sheet
- 
- to seek to assess and mark/grade the student's learning through whatever means they believe is appropriate. This may include additional assessment tasks or the review of previous work
- 
- to allow an examination to be taken or coursework to be resubmitted to a new timetable. The marks/grades gained from this will be recorded as if taken for the first time. Where the assessment was itself a second attempt, the process of retrieval will also be allowed to be retaken without further penalty. Where this is the outcome the Academic and Advisory Board grade sheet will be marked as Deferred (Df)
- 
- to recommend that credit is awarded but no mark/grade is entered. In this case, the aggregated end-of-level mark/grade will be based on a corresponding number of fewer modules. A maximum total of 30 credits in any single level of a programme, may be awarded in this way

The Academic and Advisory Board retains the right to exercise discretion in determining the validity of any claim and any actions or compensation that may be offered as a result of the claim.

Where there is enough evidence of the student's achievement (or it is subsequently obtained), the Academic and Advisory Board may recommend that the student is offered an appropriate award.

## **Right of appeal to an awarding organisation**

If an appeal is rejected, the appellant must be informed at the time s/he is given the decision that s/he has the right to request the awarding organisation to review the Academy's implementation of its assessment appeals process.

In such circumstances, the appellant must be provided with the address and contact name to which to send her/his request.

Awarding organisations will normally only consider appeals when they are satisfied that an institution's internal appeal processes have been exhausted: this places the onus upon all those involved with the Academy Appeals procedure to ensure that everything is formally recorded in a systematic and comprehensive manner.

# How to complain

We welcome your comments and suggestions about the Academy. You can make comments by

- contacting the person in charge such as your Teacher, Academic Head or Principle
- raising the matter with your student representative
- telling any other member of staff such as the Welfare Officer

You may wish to complain about another student, teacher or member of staff at the Academy. You can do this by following the stages below:

## Informal Stage

Try to talk about it with the person you are unhappy with. They may not realize they have done something you do not like.

If that does not help and the problem continues, tell a member of staff. This can be your Teacher, the Academic Head, the Principal or Welfare Officer.

## Stage One

If the problem continues, a complaint should be made in writing to the Academic Head or the Principal. You will get a reply within seven days and some action taken within three weeks. Everything that happens and is said will be recorded.

## Stage Two

If the reason for the complaint continues, the student can write to the Board of Governance about it. A committee to deal with the complaint will be formed and the student invited to attend a meeting about the complaint. This will be arranged within 6 weeks. The student can come to the meeting with another person such as a friend, member of staff or student representative.

## The Visitor

The Academy rules provide for an independent review of appeals and complaints through the person of a Visitor. If the complainant remains dissatisfied, having followed all the appropriate appeal or complaints procedures, it may be open to them ultimately to refer the matter to the nominated Visitor. Advice on the appropriate procedures may be obtained from the Principal.

## Feedback

You may also complain or comment on anything at the Academy by using our online feedback form. Just click on the link below. This form allows you to make any comments anonymously. This means you can say something without anyone knowing. You will have to leave your name if you want us to respond to you directly. Any comments you make will be checked by key staff at the Academy and if you leave your name, we will respond to you within 7 days.

**For Feedback click**

[https:// 23.typeform.com/to/fOHJ3E](https://23.typeform.com/to/fOHJ3E)

# Things to do in London

Write to the **Academy Social Programme Coordinator** for trips:  
Paul Vincent [Mail](#)

## Museums and galleries

British Museum. FREE entry.  
Address: 44 Great Russell St, London WC1B 3DG.  
Tube: Tottenham Court Rd.  
Opening hours: daily 10am-5.30pm

V&A Museum. FREE entry  
Address: Cromwell Rd, London SW7 2RL. Tube: South Kensington.  
Opening hours Mon-Thu, Sat, Sun 10am-5.30pm, Fri 10am-10pm.

Natural History Museum. FREE entry  
Address: Cromwell Rd, London, SW7 5  
Tube: South Kensington.  
Opening hours: Mon-Sun 10am-5.50pm

Science Museum FREE entry  
Address: Exhibition Rd, London, SW7 2DD.  
Tube: South Kensington.  
Opening hours: Mon-Sun 10am-6pm

National Gallery FREE entry  
Address: Trafalgar Square, London, WC2N 5DN.  
Tube: Charing Cross.  
Opening hours: Mon-Thu, Sat, Sun 10am-6pm, Fri 10am-9pm

Royal Museums Greenwich. FREE entry  
Address: Romney Rd, London, SE10 9NF  
Transport: Cutty Sark DLR.  
Opening hours: Daily 10am-5pm

Tate Modern. FREE entry  
Address: Bankside, London, SE1 9TG; Tube: Southwark/Blackfriars.  
Opening hours: Mon-Thu, Sat, Sun 10am-6pm, Fri 10am-10pm

Museum of London. FREE entry  
Address: 150 London Wall, London EC2Y 5H Tube: St Paul's.  
Opening hours: Mon-Sun 10am-6pm

Madame Tussauds Museum  
Address: Marylebone Rd, London, NW1 5LR;  
Opening hours: check the website [Link](#)  
Markets and bazaars

Royal Museums Greenwich. FREE entry  
Address: Romney Rd, London, SE10 9N  
Transport: Cutty Sark DLR.  
Opening hours: Daily 10am-5pm

Covent garden  
Address: The Piazza, London, WC2  
Tube: Covent Garden.  
Opening hours: daily 9am-5pm



Greenwich market  
Address: College Approach, London SE10 9HZ  
Transport: Greenwich Railway station.  
Opening hours: Tue-Sun 10am-5.30pm

Borough Market/ London South Bank  
Address: Borough High Street, London SE1  
Tube: London Bridge  
Opening hours: Fri noon-4.30pm, Sat 9am-4pm

## Sightseeing tours

London Duck tours Road and River Adventure (*check the website [Link](#)*)  
London City cruises/ Sightseeing tour on the Thames (*check the website [Link](#)*)  
Hop-on Hop-off London tours (*check the website [Link](#)*)

## Parks and gardens

- St James's park (Address: London, SW1A 2BJ; Tube: St James's park)
- Green park (Address: London, SW1A 2BJ; Tube: Green park)
- Hyde park (Address: London, W2 2UH; Tube: Hyde park corner/ Marble Arch)
- Kew gardens (Address: Kew, Richmond, TW9 3AB; Tube: Kew Gardens)
- The Regent's park (Address: Chester Rd, London NW1 4NR; Tube: Regent's park)
- Greenwich park (Address: London SE10 8QY; DLR: Greenwich)
- Kensington Gardens (Address: London, W2 2UH; Tube: Queensway/ Lancaster Gate)

## Squares and plazas

- Trafalgar Square (Tube: Charing Cross)
- Piccadilly Circus (Tube: Piccadilly Circus)
- Covent Garden Piazza (Tube: Covent Garden)
- Leicester Square (Tube: Leicester Square)

## Castles, palaces and places of interest

- Big Ben (Tube: Westminster)
- Buckingham Palace (Tube: Green Park)
- Hampton Court
- House of Parliament (Tube: Westminster)
- Kensington Palace (Tube: High Street Kensington)
- London Eye (Tube: Waterloo/ Embankment/ Westminster)
- London Zoo (How to get there: [Link](#))
- Royal Albert Hall (How to get there: [Link](#))
- Shakespeare's Globe theatre (Tube: St. Paul's)
- St. James's Palace (Tube: Green park)
- St. Paul's Cathedral (Tube: St. Paul's)
- The Emirates Air Line (Cable Car) (Tube: North Greenwich)
- The O2 Arena (Tube: North Greenwich)
- The Shard (Tube: London Bridge)
- Tower Bridge (Tube: Tower Hill)
- Tower of London (Tube: Tower Hill)
- Wembley Stadium (Tube: Wembley)
- Westminster Abbey (Tube: Westminster)

# Online Links

Online Forms	Links
Induction Quiz	<a href="https://23.typeform.com/to/Bz6QgJ">https://23.typeform.com/to/Bz6QgJ</a>
Student Induction	<a href="https://23.typeform.com/to/l6uRXc">https://23.typeform.com/to/l6uRXc</a>
Needs Analysis	<a href="https://23.typeform.com/to/wDx7dq">https://23.typeform.com/to/wDx7dq</a>
Student Feedback	<a href="https://23.typeform.com/to/fOHJ3E">https://23.typeform.com/to/fOHJ3E</a>
Learning Strategies	<a href="https://23.typeform.com/to/lc4ZS1?name=xxxxx&amp;source=xxxxx">https://23.typeform.com/to/lc4ZS1?name=xxxxx&amp;source=xxxxx</a>