WJEC LEVEL 1/2 CERTIFICATE IN TOURISM

SPECIFICATION

For first certification from 2015

Contents

1 *INTRODUCTION*

1.1   Qualification title and code

This specification covers the following qualifications:

601/4549/3 WJEC Level 1/2 Certificate in Tourism

1.2   Statement of purpose

Tourism operates in many different contexts, from local bed and breakfasts, to national parks, from large multinational companies to small specialist transport operators and includes the private, public and voluntary sectors.

The WJEC Level 1/2 Certificate in Tourism is designed to mainly support learners in schools and colleges who want to learn about tourism and may be interested in pursuing a career in this sector. Successful completion of the qualification could lead to learners starting a career in a junior role in a tourism organisation such as a trainee tourist guide or conservation assistant or an apprentice such as a Visitor Services Assistant. Alternatively, learners would be able to seek a more senior role such as a Museum Curator, Marketing and Brand Manager or Events Co-ordinator, if they have studied tourism and related subjects at a higher level. This qualification, together with other relevant qualifications at Level 2 such as GCSE English and Maths, could provide progression to vocational qualifications at Level 3 related to Travel and Tourism, Tourist Guiding, Business and Environmental Conservation. Learners could also progress to GCE qualifications such as Business, Travel and Tourism, Geography and Sociology.

There are no formal entry requirements for this qualification. It is likely to be studied by 14-16 year olds in schools alongside GCSEs or in college by 16-19 year olds as part of a programme of study or learning programme.

Qualification structure

Unit Number	Unit Title		Assessment	GLH
	WJEC Level 1/2 Certificate in Tourism			
1	Customer Experience	Mandatory	Internal	30
2	The Business of Tourism	Mandatory	External	30
3	Developing UK Tourist Destinations	Mandatory	Internal	60
4	European Tourism Destinations	Mandatory	External	30
5	Events Tourism	Mandatory	Internal	30
6	Promotional Activities for Tourism Organisations	Optional	Internal	60
7	Sustainable Tourism	Optional	Internal	60

Learners must complete all mandatory units and **ONE** optional unit.

This structure has been designed to develop in learners the understanding and skills related to a range of different types of tourism and tourism organisations. Each unit has been designed so that knowledge, skills and understanding is developed through tasks that have many of the characteristics of real work in tourism. Each unit has an applied purpose which acts as a focus for the learning in the unit. This approach is called applied learning. This approach enables learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment.

The qualification has been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work related activities in tourism and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in tourism and wider opportunities for progression into further education, employment or training.

In addition to the WJEC Level 1/2 Certificate in Tourism, there is also the WJEC Level 1/2 Award in Tourism. This is a smaller qualification, designed to be delivered in schools to 14-16 year olds alongside GCSEs. It has similar characteristics to the WJEC Level 1/2 Certificate, including some of the same units.

Unit Number	WJEC Level 1/2 Award in Tourism			
	Unit Title		Assessment	GLH
1	Customer Experience	Mandatory	Internal	30
2	The Business of Tourism	Mandatory	External	30
3	Developing UK Tourist Destinations	Mandatory	Internal	60

The purpose of the WJEC Level 1/2 Award, however, is not to support progression directly to employment, but to provide learners with a broad introduction to tourism and the types of career opportunities available.

2 *QUALIFICATION STRUCTURE*

WJEC Level 1/2 Certificate in Tourism

Unit Number	Entry Codes	WJEC Level 1/2 Certificate in Tourism		Assessment	GLH
		Unit Title			
1	9801	Customer Experience	Mandatory	Internal	30
2	9802	The Business of Tourism	Mandatory	External	30
3	9803	Developing UK Tourist Destinations	Mandatory	Internal	60
4	9804	European Tourism Destinations	Mandatory	External	30
5	9805	Events Tourism	Mandatory	Internal	30
6	9806	Promotional Activities for Tourism Organisations	Optional	Internal	60
7	9807	Sustainable Tourism	Optional	Internal	60

Learners must complete all mandatory units and **ONE** optional unit.

3 *ASSESSMENT*

The WJEC Level 1/2 Certificate in Tourism is assessed using a combination of internal and external assessment.

3.1 External assessment

Unit 2: The Business of Tourism will be externally assessed. Details of the external assessment are as follows:

- 75 minute examination
- Total of 60 marks
- Three questions on each paper
- Short and extended answer questions, based on stimulus material and applied contexts
- Each question will have an applied problem solving scenario
- Each paper will assess all four learning outcomes. Assessment criteria will be sampled in each series
- Available in June of each year
- Learners are allowed one re-sit opportunity. The highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers
- Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

Grades will be awarded on the basis of the following performance descriptions.

Performance descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptions must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others. Descriptors shown are those that are equivalent to threshold performance at each level of qualification and at the highest grade of Level 2. The Level 2 Merit grade is determined numerically.

Level 1 Pass

Learners recall, select and communicate limited knowledge and understanding of tourism and tourism businesses. They analyse and evaluate limited information and data to apply limited knowledge and understanding to tourism and tourism business related problems. They show limited use of mathematical techniques in interpreting information.

Level 2 Pass

Learners recall, select and communicate some knowledge and understanding of tourism and tourism businesses. They analyse and evaluate some information and data to apply some relevant knowledge and understanding to solving some tourism and tourism business related problems. They show use of some mathematical techniques in interpreting information.

Level 2 Distinction

Learners recall, select and communicate detailed knowledge and thorough understanding of tourism and tourism businesses. They analyse and evaluate information and data to apply relevant knowledge and understanding to solving a range of tourism and tourism business related problems. They show use of mathematical techniques in interpreting information.

Unit 4: European Tourism Destinations is externally assessed. Details of the external assessment are as follows:

- An assignment will be produced each academic year and cannot be opened before May 1st each year
- It is a **three** hour timed, supervised assessment
- Learners are not allowed to collaborate during times when they are working on assessment tasks
- The externally set assignment will set out the resources that must be provided for all learners
- Learners must complete the assessment within three weeks of it being opened by the centre
- Centres must ensure that where learners complete the external assessment in more than one session, there are processes in place to ensure that their evidence cannot be accessed between sittings
- Each session must be logged, a time sheet will be provided by WJEC for this purpose
- The assessment will cover all learning outcomes for the unit. It will indicate which assessment criteria are targeted for the assessment
- Each external assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. The scenario will relate to a European destination
- WJEC will produce a mark scheme which will be used as the basis for marking the external assessment.
- The assessment will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements.

3.2   Internal assessment

The following units are internally assessed:

- **Unit 1: Customer Experience**
- **Unit 3: Developing UK Tourist Destinations**
- **Unit 5: Events Tourism**
- **Unit 6: Promotional Activities for Tourism Organisations**
- **Unit 7: Sustainable Tourism**

For internal assessment, WJEC Level 1 /2 Certificate in Tourism has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document *'GCE, ELC, and Project Qualifications – instructions for conducting controlled assessment'*. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment
- Controls for assessment of each internally assessed unit are provided in a model assignment
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company. Further details are in the Statement of Purpose in Section 1.2
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is available from WJEC.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a Health and Safety hazard observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

The model assignment will indicate whether:

- Group work must take place
- Group work is forbidden
- Centres can elect to complete tasks through group work.

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria
- Learners **must** provide an individual response as part of any task outcome
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.)
- Evidence must be clearly attributable to each individual member of the group
- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the teacher and the candidate
- Assessment of the individual must be based on the individual contribution to the evidence produced
- Learners' achievement must not be affected by the poor performance of other group members
- Learners' achievement must not benefit from the performance of other group members.

Re-submission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work. Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to re-sit an internally assessed unit, one of the following options **must** be taken:

- The candidate must create a new piece of work within the same group
- The candidate must create a new piece of work within a new group
- The candidate must create a new piece of work with non-assessed candidates
- The candidate must create an individual piece of work.

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

Task marking

All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear about the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements.

3.3   Synoptic assessment

Synoptic assessment is:

'a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task'

'Qualifications for 14 -16 year olds and Performance Tables: Technical guidance for awarding organisations' DfE p7

All units in WJEC Level 1 /2 Certificate in Tourism have been designed to require learners to develop their learning by working towards work related purposeful tasks. Learners will select and apply their learning in completion of these tasks. Each unit has also been designed to provide learners with an understanding of how the learning is relevant to the sector. Completion of the WJEC Level 1 /2 Certificate in Tourism would necessarily require learners to complete assessments where they select relevant learning to be applied to a key task that is relevant to the tourism sector. For example:

Unit 1: Customer Experience

Learners apply their learning by considering all aspects of the customer experience. This is relevant to all sizes of organisation. The key task is to review the quality of the customer experience provided. The content is relevant to those employees in a customer service or sales role as well as to those in marketing, human resources and management.

Unit 2: The Business of Tourism

Through this unit, learners gain knowledge of different types of ownership and types of organisations. The key task is to review business solutions to tourism issues. This requires learners to understand how a range of retail tourism businesses operate and respond to key issues. The content is relevant not only to employees, but also to tourism managers. This extends the learners' appreciation of the whole vocational area.

Unit 3: Developing UK Tourist Destinations

Through this unit, learners gain an understanding of features of destinations and the appeal of different destinations to different tourists. The key task is to propose how destinations appeal can be enhanced. The content is relevant to local authorities, tourist boards and other relevant organisations.

Unit 4: European Tourist Destinations

Through this unit, learners gain an understanding of attractions within European destinations and how attractions contribute to the appeal of different destinations. The key task is to recommend destinations that appeal to different types of tourist. The content is relevant to working in tourist attractions, destinations and tour operators in sales and marketing.

Unit 5: Events Tourism

Through this unit, learners gain an understanding of the principles of event planning and operations. Learners will gain an understanding of the cost and benefits to a destination of hosting events. The key task requires learners to report on how a destination can benefit from events tourism. The content is relevant to staff in small, medium and large businesses as well as those working in events management.

Unit 6: Promotional Activities for Tourism Organisations

Through this unit, learners acquire knowledge of marketing and promotion that could be applied to different types of tourism organisations. The key task requires learners to plan a promotional campaign for a tourist organisation, applying the theoretical principles they have learned. Whilst this content is primarily relevant to marketing departments, it also has relevance to sales and customer service staff.

Unit 7: Sustainable Tourism

Through this unit, learners gain an understanding of principles of sustainability and how organisations can achieve this aim. The key task is to assess the sustainability of a tourist destination. The content is relevant to local authorities, tourist boards and other relevant organisations responsible for planning sustainable tourism products for the future.

As a result of completing six units, learners will have developed the knowledge, understanding and skills that is relevant to a wide range of tourism related job roles across a wide range of different types of tourism organisations.

3.4   Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- Document all activities
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- Ensure all assessment activities are in accordance with the task taking controls for the unit
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- Provide feedback to assessors
- Provide support to assessors on interpretation of performance band requirements.

4 GRADING

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Awarding a summative unit grade

Internally Assessed Units

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 Pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, as set out in the Distinction performance bands.

Externally Assessed Units

All Learning Outcomes will be assessed at every assessment opportunity. Assessment Criteria will be sampled within each assessment.

For **Unit 2: The Business of Tourism**, the AC will be covered within the mark allocation as follows:

Assessment Grid

Learning Outcomes	Assessment Criteria	Marks	%
LO1 Understand tourism organisations objectives	**AC1.1 D**escribe forms of ownership for tourism organisations	9-15	15-25%
	AC1.2 Explain objectives of tourism businesses		
	AC1.3 Explain methods used by tourism organisations to achieve objectives		
LO2 Understand the business environment in which tourism organisations operate	**AC2.1** Explain how the UK business environment affects tourism organisations	24-30	40-50%
	AC2.2 Explain effects of employment rights and responsibilities on tourism organisations		

Learning Outcomes	Assessment Criteria	Marks	%
LO3 Be able to review options for solutions to issues	**AC3.1** Analyse issues faced by tourism organisations	18-24	30-40%
	AC3.2 Interpret data		
	AC3.3 Review options for solutions to issues		
TOTAL		**60**	**100%**

For **Unit 4: European Tourism Destinations**, each learning outcome will be assessed in each series. Each learning outcome has equal weighting. The AC to be assessed will be specified in each assignment.

Grading the qualification

Each WJEC Level 1 / 2 Certificate in Tourism will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

The qualification grade is awarded on the basis of the aggregation of unit grade achieved. Each unit grade achieved by learners will be translated to a unit mark for the purpose of awarding the qualification. Learners who have achieved a unit mark for each unit will be awarded a grade for the qualification. Learners who do not achieve a grade for each unit will receive unit certification.

Marks available are shown in the following table:

Unit	Mark per unit			
	Level 1	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
Unit 1	1	2	3	4
Unit 2	1	2	3	4
Unit 3	2	4	6	8
Unit 4	1	2	3	4
Unit 5	1	2	3	4
Unit 6	2	4	6	8
Unit 7	2	4	6	8

The qualification grade is then calculated by comparing the learner's mark score to the qualification grade table below:

Qualification	Overall grading marks	
WJEC Level 1 Certificate in Tourism	Pass	8-13
WJEC Level 2 Certificate in Tourism	Pass	14-19
	Merit	20-26
	Distinction	27-29
	Distinction*	30-32

5 *UNITS*

Unit 1	Customer Experience

WJEC unit entry   9801
Guided learning hours   30

Aim and purpose
The applied purpose of the unit is to investigate the quality of the customer experience in tourism organisations.

Unit introduction
Why is customer service so important? What happens if a customer doesn't experience good customer service? What do customers want when they visit an attraction or use transport? Why do customers choose one tour operator rather than another? Why do customers show loyalty to a certain travel agency or chain? Why do customers stop using an organisation? These are all important questions to tourism organisations. By finding answers to these we can learn what customers see as a good or bad experience and help tourism organisations to assess and improve their performance.

In an increasingly competitive environment, knowing your customers' views on their experience enables tourism organisations to focus on delivering a quality customer experience to meet the demanding and diverse needs of their customers. Customer service departments are responsible for developing customer service policies and standards; providing training to staff; collecting and interpreting customer feedback. Customer facing staff such as holiday representatives, travel consultants and guest services in an attraction, must ensure that customer service is maintained before, during and after a sale or visit. A 'mystery shopper' or 'quality inspector' might be employed by a tourism organisation to monitor and assess customer service.

In this unit you will learn about the principles of customer service and how tourism organisations use these to set the standards that are at the heart of the customer experience. You will explore and gain an understanding of how customer service affects the behaviour of both customers and employees and the effect it has on a business. You will develop research skills so that you can investigate the quality of the customer experience across different tourism organisations, and learn how to analyse and present your findings.

Learning outcomes	Assessment criteria	Content
The learner can:	*The learner will:*	

LO1 know customer service standards of tourism organisations	**AC1.1** describe **principles of customer service**	**Principles of customer service**
		• Greeting the customer
		• Building a rapport
		• Identifying customer needs
		• Services and facilities for customers
		• Responding to feedback from customers
		• Meeting legal requirements
		   o Equalities
		   o Health, safety and security

	AC1.2 describe **situations** when customers interact with tourism organisations	**Situations** • Sales • Advice • Provision of product information • Complaints • Compliments
	AC1.3 describe how customer service delivery differs across **different mediums**	**Different mediums** • Face to face • Online/electronic e.g. brochures, websites • Telephone
LO2 understand how tourism organisations meet the expectations of customers	**AC2.1** describe **needs** of different **types of customer**	**Needs** • Information • Health, safety and security • Accessibility • Communication • Advice **Types of customers** • Existing • New • Individuals • Groups • Different age groups • Different cultures/ethnicity • Those with additional needs

Learning outcomes	Assessment criteria	Content
The learner can:	*The learner will:*	
	AC2.2 explain how tourism organisations meet **expectations** of different types of customers	**Expectations** • Meeting needs • Quality of service • Costs of service • Customer relationships
	AC2.3 explain **impacts** of customer service on tourism organisations	**Impacts** • Positive e.g. customer loyalty • Negative e.g. poor reputation
LO3 be able to investigate the quality of customer experience in tourism organisations	**AC3.1** design **research tools**	**Research tools** • Mystery shopper checklists • Questionnaires • Preparatory notes for interviews • Secondary research logs
	AC3.2 process information	**Process** • Record information • Analyse information • Interpret information
	AC3.3 present information	**Present** • Structure information • Use of diagrams e.g. pie charts, tables, graphs • Use written communication
	AC3.4 draw **conclusions** from research	**Conclusions** • Evidence based

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Know customer service standards of tourism organisations	**AC1.1** Describe principles of customer service	Outlines principles of customer service.	Describes principles of customer service in a tourism organisation.		
	AC1.2 Describe situations when customers interact with tourism organisations	Outlines a limited range of situations when customers interact with tourism organisations.	Describes a limited range of situations when customers interact with tourism organisations. Some situations may be described with limited detail.	Describes a wide range of situations when customers interact with tourism organisations. Some situations may be described with detail.	
	AC1.3 Describe how customer service delivery differs across different mediums	Outlines differences in customer service delivery across different mediums.	Describes customer service delivery in a range of mediums, outlining differences.	Describes differences in customer service delivery in different mediums. Evidence may be focussed on a limited range of mediums.	Clearly describes differences in customer service delivery across different mediums.
LO2 Understand how tourism organisations meet the expectations of customers	**AC2.1** Describe needs of different types of customer	Outlines needs of a limited range of customers.	Describes needs of a limited range of customers. Needs may be described with limited exemplification.	Describes with exemplification needs of a range of customers.	
	AC2.2 Explain how tourism organisations meet expectations of different types of customers	Simple explanation of how a tourism organisation meets expectations of a limited range of customer types.	Explains how tourism organisations meet the expectations of a limited range of customer types. Evidence is mainly descriptive with limited reasoning.	Clear well-reasoned explanation of how tourism organisations meet the expectations of a limited range of customer types.	Clear well-reasoned explanation of how tourism organisations meet expectations of a range of customer types.
	AC2.3 Explain impacts of customer service on tourism organisations	Simple explanation, in general terms of a limited range of impacts of customer service on organisations. Evidence is mainly descriptive.	Explains a limited range of impacts of customer service on a tourism organisation. Evidence is mainly descriptive with some reasoning. Impacts may be focussed on either negative or positive.		

Learning outcomes	Assessment criteria	Content			
The learner can:	*The learner will:*				
LO3 Be able to investigate the quality of customer experience in tourism organisations	**AC3.1** Design research tools	Basic research tools produced. There may be frequent language errors.	Research tools designed with appropriate language.	Research tools are structured and designed for ease of use with appropriate language.	
	AC3.2 Process information	Records limited information. Evidence may be focussed on primary or secondary sources. There is basic analysis of information.	Records appropriate information from both secondary and primary sources. Information is analysed with key points highlighted.	Records appropriate information from a range of primary and secondary sources. Information from primary and secondary sources is analysed, capturing relevant points.	Records appropriate information from a range of primary and secondary sources. Information from primary and secondary sources is analysed and interpreted.
	AC3.3 Present information	Presentation with limited structure and content.	Structured presentation with use of images. Some content and language is appropriate.	Structured presentation with appropriate use of content, images and language.	
	AC3.4 Draw conclusions from research	Limited range of straightforward conclusions drawn from research.	Limited range of reasoned conclusions with some reference to research findings.	A limited range of substantiated conclusions with some clear references to research findings.	A range of substantiated conclusions are drawn with clear references to research findings.

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions. The controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Information on where direct supervision is provided in the model assignment
- Directions on where collaboration is allowed within this unit will be detailed in the model assignment for this unit
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give centres additional guidance to help to manage the assessment task.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion have been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging master classes from tourism organisations such as how to deliver customer service in different situations
- Visits to tourism organisations such as an attraction to observe customer service
- Carrying out a practical activity based around a work-based scenario such as a customer questionnaire designed to investigate the customer experience of tourism organisations in a local area from the perspective of young people.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to investigate the quality of customer experience in tourism organisations.

Example 1

A local independent travel agency provides learners with a master class on customer service standards. Learners participate in role play activities devised by the travel agency. They peer assess each performance against standards set by the travel agency. Learners produce a blog of their views of the service provided based upon their observations and then summarise their comments in a presentation to the travel agency.

Example 2

A representative of a local attraction sets learners a research project investigating the quality of the customer experience. Learners work in groups, each focussing on a different aspect or area of the attraction. They initially carry out secondary research identifying customer service standards and any feedback provided on the attraction. They also review the websites of the attraction. They then undertake primary research, each group using a different approach. Learners analyse results of their findings and present to the representative of the attraction. They also review the different sources, approaches to research and validity of information used.

Example 3

An online tour operator gives a presentation to learners on the design of a website using remote communication technology. Learners are provided with a number of customer related scenarios and investigate the website to obtain information. Learners then provide feedback to the tour operator on their experience as customers engaging with their online store.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Attractions
- Tour operators
- Transport providers
- Travel agencies
- Trading Standards
- Market research organisations
- Social enterprises
- Citizen Advice Bureau.

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

WJEC, *Leisure and Tourism E book*

Websites

Association of British Travel Agents www.abatnet.com

Brecon Beacon National Park www.breconbeacons.org

British Airways www.ba.com

Cardiff www.visitcardiff.com

CADW www.cadw.wales.gov.uk

Council for National Parks www.cnp.org.uk

Easyjet www.easyjet.com

Institute of Travel and Tourism www.itt.co.uk

Ryanair www.Ryanair.com

Snowdonia National Park www.eryri-npa.gov.uk

The National Trust www.nationaltrust.org.uk

The Tourism Society www.tourismsociety.org

Tourism Concern www.tourismconcern.org.uk

Virgin Atlantic www.vriginatlantic.com

Visit Britain www.visitbritain.com

Visit Wales www.visitwales.com

World Tourism Organisation www.world-tourism.org

Unit 2   The Business of Tourism

WJEC unit entry   9802
Guided learning hours 30

Aim and purpose

The purpose of this unit is to enable learners to review options for business solutions for a range of issues faced by tourism organisations.

Unit introduction

How important is tourism to the UK? How do tourism organisations achieve success? How do travel agencies survive in business when so many customers shop online? How can some airlines offer fares that are so cheap and others are so expensive? How do tourism organisations help to protect the environment?

Tourism organisations operate in a changing, global environment where enterprise and innovation are key to successfully competing in changing local, national and international markets. In recent years, there have been a number of tourism organisations that have ceased trading. At the same time, new organisations have been started and many have expanded. This is often because they have been innovative and enterprising in their approaches and the use of new technologies. Whilst senior managers might be responsible for developing these strategies, those working in customer facing roles such as sales consultants, cabin crew, receptionists and guest services will be required to contribute. It is important that all employees of tourism organisations are aware of what is happening both within and outside of the tourism sector and how their own and other organisations are responding.

Through this unit you will learn about the issues faced by tourism organisations in today's highly competitive market. You will gain knowledge of how they organise their businesses to respond to change. You will be able to use the knowledge and understanding you gain to analyse situations, identify issues and review suggestions made for how different types of tourism organisations can respond to issues.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 understand tourism organisations' objectives	**AC1.1** describe **forms of ownership** for tourism organisations	**Forms of ownership** • Sole traders • Partnerships • Limited companies • Not for profit **Tourism organisations** • Transport • Accommodation • Attractions • Travel agents • Tour operators • Support services e.g. VisitBritain • Events • Pressure groups e.g. Tourism Concern
	AC1.2 explain **objectives** of tourism organisations	**Objectives** • Financial e.g. increase profit/turnover • Social e.g. ethical trading • Business e.g. growth • Political e.g. employment creation, image • Environmental
	AC1.3 explain **methods** used by tourism organisations to achieve objectives	**Methods** • Marketing initiatives e.g. local loyalty schemes, websites, trade shows • Diversification • Staff training • Use of new technologies • Improvements to facilities • Expansion

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	

LO2 understand the business environment in which tourism organisations operate	**AC2.1** explain how the **UK business environment affects** tourism organisations	**UK business environment**
		• Economic factors
		    o Disposable income
		    o Tax rates
		    o Employment levels
		    o Inflation
		    o Exchange rates
		• Environmental factors e.g. sustainability
		• Social factors e.g. demographic changes
		• Technological factors
		
		Affects
		• Financial e.g. profitability
		• Visitor/Customer numbers
		• Sales
		• Employees

	AC2.2 explain effects of employment **rights and responsibilities** on tourism organisations	**Rights and responsibilities** • Types of employment contracts • Working hours • Rates of pay • Holiday entitlement • Health and safety

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO3 be able to review options for solutions to issues	**AC3.1 analyse** issues faced by tourism organisations	**Analyse** • Filter information • Synthesize information • Identify salient points
	AC3.2 interpret data	**Interpret** • Manipulates data **Data** • Size of sector • Profitability • Visitor numbers • Sales • Visitor expenditure
	AC3.3 review options for solutions to issues	**Review** • Summarise different options • Advantages/disadvantages of different options • Use supporting information

Assessment

This unit is externally assessed. The external assessment will be available in the June of each year. The specification for the external assessment is as follows:

Duration: 1 hour 15 minutes

Number of marks: 60

Weightings of Learning Outcomes:

	LO1	LO2	LO3
%	**15-25%**	**40-50%**	**30-40%**
Marks	**9-15**	**24-30**	**18-24**

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging guest speakers to give input on how tourism businesses have responded to change. For example, a hotelier and camp-site owner
- Arranging visits to tourism organisations to investigate local issues and business responses
- Carrying out activities around a work-based scenario set by employers, such as reviewing options considered for response to specific issues.

The following are examples of approaches to delivery which could be used to enhance the learners review options for business solutions in tourism.

Example 1

A local coach operator meets with learners and outlines a series of issues they are facing. Learners are presented with a series of options that are being considered. In groups, they review each of the options, taking account of the current state of the external environment. Each group presents their suggestions for which option(s) to follow, giving reasons for their choices. Learners receive feedback from the employer.

Example 2

A representative of a local business support organisation works with learners on a scenario for setting up a small tourism organisation. Learners work in groups and are supported to develop an outline business plan, considering type of ownership and setting business objectives. Learners are presented with information highlighting possible issues their organisation may face and asked to suggest ways the organisation may respond to issues. Learners present their options to each group, and receive feedback on their suggestions from their peers and the organisation's representative.

Example 3

The Tourism Development Manager of a destination visits the centre. Learners are provided with historical data outlining visitor numbers and expenditure. Learners analyse data, identifying causes of patterns and trends identified. The Tourism Development Manager presents learners with the actions taken within the destination to increase/maintain visitors and expenditure levels. Learners discuss likely impacts of actions on data and then are presented with current data.

Making Contacts

Examples of organisations that may be approached to provide help include:
- Local authorities – economic development, town planning
- Business development organisations
- Marketing organisations
- Tourism organisations.

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Textbooks

WJEC, *Leisure and Tourism E book*

Websites

Association of British Travel Agents www.abatnet.com

Association of Leading Visitor Attractions www.alva.org.uk

Brecon Beacon National Park www.breconbeacons.org

British Airways www.ba.com

Cardiff www.visitcardiff.com

CADW www.cadw.wales.gov.uk

Easyjet www.easyjet.com

Natural England www.naturalengland.org.uk

National Statistics Online www.statistics.gov.uk

Institute of Travel and Tourism www.itt.co.uk

Ryanair www.Ryanair.com

Snowdonia National Park www.eryri-npa.gov.uk

The National Trust www.nationaltrust.org.uk

Tourism Concern www.tourismconcern.org.uk

Virgin Atlantic www.vriginatlantic.com

Visit Britain www.visitbritain.com

Visit Wales www.visitwales.com

World Tourism Organisation www.world-tourism.org

Youth Hostel Association Website addresses www.yha.org

Unit 3	Developing UK Tourist Destinations

WJEC unit entry   9803
Guided learning hours   60

Aim and purpose

The purpose of this synoptic unit is for learners to draw upon their knowledge of meeting customer needs and the business environment in which tourism organisations operate to recommend how destinations could be enhanced to add to their appeal and popularity.

Unit introduction

Why are some tourist destinations more popular than others? Do business tourists look for something different from a destination than a leisure tourist? Are all beaches appealing? If a destination doesn't have a railway station, can it still be popular? How important is accommodation to the appeal of a destination? Can an attraction bring new tourists to a destination?

Tourist destinations exist in a changing, competitive and increasingly global environment. New technologies have made destinations throughout the world accessible to tourists in the UK. For UK destinations to maintain or increase their appeal to different types of tourists, organisations need to work together to find ways of improving the tourist experience and making potential tourists aware of what is available. Those working in tourist attractions, accommodation providers and transport providers will be looking at ways they can improve their products and services in order to increase the appeal of destinations.

Through this unit you will understand the features of different types of tourist destinations, considering what it is about those features that make a destination appealing to different types of tourists. You will gain knowledge of the range of organisations that can support the development of a destination, and the role they can play in that development. With this knowledge and understanding you will be able to recommend ways that destinations can enhance their appeal, drawing on evidence of how different destinations have been successful in increasing their appeal and popularity.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 understand appeal of destination features to tourists	**AC1.1** describe **features** of **destinations**	**Features** • Location • Accessibility • Natural attractions • Built attractions • Accommodation • Other e.g. events, guides, information **Destinations** • Coastal • Rural • Towns and cities
	AC1.2 describe **characteristics** of **different types of tourists**	**Characteristics** • Purpose of stay • Age • Cultural • Socio-economic • Interests **Different types of tourist** • Leisure • Business • Different ages • Different cultures
	AC1.3 explain how **features** of destinations give appeal to **different types of tourists**	**Features** • Location • Accessibility • Natural attractions • Built attractions • Accommodation • Other e.g. events, guides, information **Different types of tourist** • Leisure • Business • Different ages • Different cultures

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO2 understand factors affecting appeal of destinations	**AC2.1** explain **factors** influencing tourist decision making	**Factors** • Financial • Expectations • Destination reputation • Media / marketing • Destination features • Technological developments
	AC2.2 describe how **destination features** are enhanced to give appeal	**Features** • Location • Accessibility • Natural attractions • Built attractions • Accommodation • Other e.g. events, guides, information
LO3 understand role of organisations in tourism development	**AC3.1** describe **role** of o**rganisations** involved in tourism development	**Role** • Provision of products and/or services • Provision of information • Funding • Setting of policy and strategy **Organisations** • Transport providers • Accommodation providers • Attractions • Marketing organisations • Local authorities • Tourist boards • Tourist information centres • Pressure groups e.g. Tourism Concern
	AC3.2 explain **relationships** between **organisations** involved in tourism development	**Relationships** • Ownership • Partnership • Joint marketing/promotion

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO4 be able to recommend how destinations increase appeal to different types of tourists	**AC4.1 suggest** how destinations increase appeal to different types of tourists	**Suggest** • Products and/or services • Promotion • Organisational involvement • Funding
	AC4.2 justify suggestions for increasing appeal of destinations to different types of tourists	**Justify** • Presenting a case for action • Use of persuasive language • Use of evidence to support proposal
	AC4.3 present suggestions for increasing appeal of destinations to different types of tourists	**Present** • Format e.g. presentation, written report, email • Style e.g. language, tone • Structure e.g. use of headings, signposting • Organisation of information

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Understand appeal of destination features to tourists	**AC1.1** Describe features of destinations	Outlines in general terms features of a limited range of types of destination.	Describes in limited detail a range of features that give appeal to destinations. Some features selected may be inappropriate.	Describes in some detail a range of appropriate features that give appeal to destinations.	
	AC1.2 Describe characteristics of different types of tourists	Outlines some characteristics of a limited range of tourist types.	Describes with some exemplification characteristics of a range of different types of tourist.		
	AC1.3 Explain how features of destinations give appeal to different types of tourists	Outlines in general terms, with limited reasoning, how features of destinations give appeal to a limited range of tourist types.	Explains how features of destinations give appeal to different types of tourist. Features and destinations have some relevance. Evidence may have limited reasoning and may give emphasis to a limited range of tourist types.	Explains how features of destinations give appeal to different types of tourist. Features and destinations selected are mainly relevant. Evidence is mainly well-reasoned with consideration for an appropriate range of tourist types.	Explains with clear and detailed reasoning how features of destinations give appeal to an appropriate range of different types of tourist. Features and destinations selected are mainly relevant.

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO2 Understand factors affecting appeal of destinations	**AC2.1** Explain factors influencing tourist decision making	Outlines in general terms, with limited reasoning, a limited range of factors affecting choice of destination for a limited range of tourist types.	Explains a range of factors influencing decision making for different types of tourist. Some factors selected are appropriate although emphasis may be given to a limited range of tourist types. Explanations have limited reasoning and are mainly descriptive.	Explains a range of appropriate factors influencing decision making for different types of tourist. Explanations are mainly well-reasoned.	Explains with clear and detailed reasoning how a range of appropriate factors influence decision making of different types of tourists to a specified destination.
	AC2.2 Describe how destination features are enhanced to give appeal	Outlines in general terms how a limited range of destination features are enhanced to give appeal to a limited range of tourist types.	Describes how destinations features are enhanced to give appeal to different types of tourists. Features selected are mainly appropriate.		

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO3 Understand role of organisations in tourism development	**AC3.1** Describe role of organisations involved in tourism development	Outlines in general terms the role of a limited range of organisations involved in tourism development.	Describes in limited detail the role of a range of organisations involved in tourism development. Some organisations selected are appropriate.	Describes in some detail the role of a range of appropriate organisations involved in tourism development.	
	AC3.2 Explain relationships between organisations involved in tourism development	Outlines in general terms, with limited reasoning, relationships between a limited range of organisations involved in tourism development.	Explains relationships between organisations involved in tourism development. Reasoning is limited and evidence tends to describe key activities of organisations with some reference to relationships. Some references are appropriate.	Explains relationships between organisations involved in tourism development. Reasoning does focus on relationships and most references are appropriate.	Explains with clear and detailed reasoning a range of relationships between appropriate organisations involved in appropriate tourism development activities.

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO4 Be able to recommend how destinations increase appeal to different types of tourists	**AC4.1** Suggest how destinations increase appeal to different types of tourists	Outlines in general terms, a limited range of options for how destinations can increase appeal to a limited range of tourist types. Suggestions are mainly realistic.	Suggests a range of options for how destinations can increase appeal to different types of tourist. Suggestions have limited detail and are mainly realistic.	Suggests a range of options for how destinations can increase appeal to different types of tourist. Suggestions have some detail and are mainly realistic.	
	AC4.2 Justify suggestions for increasing appeal of destinations to different types of tourists	Outlines in general terms why suggestions for increasing appeal of destinations are appropriate.	Justifies with some reasoning a range of suggestions for increasing appeal of destinations to different types of tourist. Some examples used in justification are appropriate. Evidence may focus on a limited range of tourist types.	Reasoned justification, drawing on some references to appropriate examples, a range of suggestions for increasing appeal of destinations to different types of destinations.	Justifies with clear and detailed reasoning and reference to appropriate examples a range of suggestions made to increase appeal to different types of tourist.
	AC4.3 Present suggestions for increasing appeal of destinations to different types of tourists.	Submits a presentation of suggestions with some attempt to structure information and consideration of tone and style.	Submits a structured presentation of suggestions that use mainly appropriate tone and style.		

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions. The controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Information on where direct supervision is provided in the model assignment
- Directions on where collaboration is allowed within this unit will be detailed in the model assignment for this unit
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give centres additional guidance to help to manage the assessment task.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging guest speakers from local tourism development organisations to present details of how needs of different types of tourist were determined
- Arranging visits to a destination to meet with tourism development organisations and observe actions taken to increase appeal
- Carrying out activities around a work-based scenario set by employers.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to recommend how destinations could be enhanced to add to their appeal and popularity.

Example 1

Learners work with a local history society to develop a weekend programme of events and activities to celebrate a prominent local personality. Learners work in groups with tourism professionals, each group allocated a specific time period or part of the local area and different type of tourist. Learners identify organisations that could support the development of their suggestions. Learners present their ideas to each group, receiving feedback from peers and tourism professionals on their suggestions and their presentation skills.

Example 2

The local authority set learners a task to identify reasons why local people do not spend time in their local area. Learners discuss with local authority representatives plans that are in place to increase popularity and appeal. Learners develop a questionnaire which is used to identify views of local residents. Learners analyse findings and present results to representatives of the local authority, including a local councillor. As a result of findings, they engage with representatives to discuss proposals and make recommendations for which plans should be taken forward.

Example 3

Learners visit a range of features in a destination. They classify features, identifying those that give appeal and those that exist. They also note which features have been enhanced to give appeal. Working with a local marketing organisation, learners produce promotional material, describing features that give appeal. They receive feedback from representatives of the marketing organisation on the quality of their materials.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Local authorities
- Accommodation providers
- Transport operators
- Attractions
- Business development organisations
- Marketing organisations.

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Textbooks

WJEC, *Leisure and Tourism E book*

Websites

Association of British Travel Agents www.abatnet.com

Association of Leading Visitor Attractions www.alva.org.uk

Blue Badge Guides www.blue-badge.org.uk

Brecon Beacon National Park www.breconbeacons.org

CADW www.cadw.wales.gov.uk

Council for National Parks www.cnp.org.uk

Easyjet www.easyjet.com

Natural England www.naturalengland.org.uk

National Statistics Online www.statistics.gov.uk

Institute of Travel and Tourism www.itt.co.uk

Ryanair www.Ryanair.com

Snowdonia National Park www.eryri-npa.gov.uk

The National Trust www.nationaltrust.org.uk

The Tourism Society www.tourismsociety.org

The Travel Foundation www.thetravelfoundation.org.uk

Tourism Concern www.tourismconcern.org.uk

Virgin Atlantic www.vriginatlantic.com

Visit Britain www.visitbritain.com

Visit Wales www.visitwales.com

World Tourism Organisation www.world-tourism.org

Youth Hostel Association Website addresses www.yha.org

Unit 4	European Tourism Destinations

WJEC unit entry   9804

Guided learning hours   30

Aim and purpose

The applied purpose of this unit is to enable learners to recommend destinations that appeal to different types of tourist.

Unit introduction

What types of tourism destinations are there? Why do some tourists visit Benidorm time and time again and others would never consider going there? Why do some parts of the countryside never attract tourists? Why do some tourists drive to southern Europe when there are cheap flights available?

Tourism is about travelling to and staying in a destination and there are many tourist organisations involved in ensuring that destinations are appealing to tourists. These could include marketing organisations that are promoting a destination, tour operators looking for new destinations for package holidays, airlines looking for new destinations for their flights and travel agents providing information on a destination to potential customers. Knowing the features of a destination and understanding how they contribute to its appeal, helps those working in tourism organisations to select the right destination and give the right focus to attract tourists.

In this unit you will learn about destinations in the countries of the European Union. You will learn about rural, coastal and urban areas. You will learn about the different types of features of different types of destinations as well as how transport and accessiblity contribute to the appeal of a destination. You will develop an understanding of factors other than features and transport that can influence a tourist's choice of destination. You will use what you have learned to recommend destinations to appeal to different types of tourist.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	**Learners are required to learn about destinations in each type of area from across the European Union. Learners will also need to be able to interpret information on tourist destinations.**
LO1 understand features of European tourist destinations	**AC1.1** describe **attractions** that differentiate types of **tourist destination**	**Attractions** • Natural attractions • Built attractions • Purpose built attractions **Tourist destination** • Urban area • Rural area • Coastal area
	AC1.2 explain how **destination features** contribute to a destination's appeal	**Destination features** • Location • Accessibility • Attractions • Facilities • Climate • Culture • Heritage • Events • Entertainment
	AC1.3 assess the suitability of tourist destinations to different **types of tourist**	**Types of tourist** • Leisure • Business • VFR • Health • Education

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	**Learners are required to learn about destinations in each type of area from across the European Union. Learners will also need to be able to interpret information on tourist destinations.**
LO2 understand transport options available to tourists	**AC2.1** describe **forms of transport** available to tourists	**Forms of transport** • Air e.g. plane • Rail e.g. tram • Road e.g. taxi • Water e.g. ferry • To access a destination • Within a destination
	AC2.2 explain **factors** affecting choice of transport modes	**Factors** • Accessibility • Availability • Cost • Convenience • Comfort • Safety • Journey time • Purpose of travel
	AC2.3 analyse how transport **impacts** upon tourist destinations	**Impacts** • Environmental • Economic • Socio-cultural

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	**Learners are required to learn about destinations in each type of area from across the European Union. Learners will also need to be able to interpret information on tourist destinations.**
LO3 understand the factors that influence tourists' choice of destination	**AC 3.1** explain how **promotion** influence tourists' choice of destination	**Promotion** • Advertising • Public relations • Review websites
	AC3.2 explain how **lifestyle** influences tourists' choice of destination	**Lifestyle** • Affluence • Demographic • Technology • Environmental awareness • Personal interest

Assessment

This unit is externally assessed.

- An assignment will be produced each academic year and cannot be opened before May 1st each year
- It is a **three** hour timed, supervised assessment
- Learners are not allowed to collaborate during times when they are working on assessment tasks
- The externally set assignment will set out the resources that must be provided for all learners
- Learners must complete the assessment within three weeks of it being opened by the centre
- Centres must ensure that where learners complete the external assessment in more than one sitting, there are processes in place to ensure that their evidence cannot be accessed between sittings
- Each session a candidate works on the assignment must be logged. A time sheet will be provided by WJEC for this purpose
- Each assessment will cover all learning outcomes for the unit. It will indicate which assessment criteria are targeted for the assessment
- Each external assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. The scenario will relate to a European destination
- WJEC will produce a mark scheme which will be used as the basis for marking the external assessment
- The assessment will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Carrying out research on behalf of a destination to identify factors affecting its appeal
- Visits to a destination in order to experience different forms of transport
- Carrying out activities around a work-based scenario set by employers such as developing a guide for young people to a destination.

The following are examples of approaches to delivery which could be used to enhance the learners ability to recommend destinations that appeal to different types of tourist:

Example 1

A hotel chain is planning a promotion of a number of its hotels in different destinations. Learners are asked to prepare information materials on less well known destinations where the hotels are located. The purpose of the materials is to encourage sales of those hotels to a range of different types of tourist and the learners are asked to consider this in their materials.

Example 2

A tour operator sets the learners a project to recommend a new destination to feature in its 'brochure'. Learners are given some information on the type of customer that books with the tour operator. Learners work in groups researching possible destinations that they think would appeal to the tour operator's customers and prepare presentation materials. Learners give their presentation to tour operator representatives and receive feedback on their ideas.

Example 3

A local travel agent prepares a series of 'pen portraits' based on customers that have used their agency. Learners are asked to recommend tourist destinations to meet their needs. The travel agent then provides the learner with details of the destinations that were booked by the customers. Learners compare the destinations in their proposals with the ones that were booked.

Making Contacts

Examples of organisations that may be approached to provide help include:

- National tourist boards
- Transport operators
- Accommodation providers
- Natural and built attractions
- Destination management organisations
- Tour operators.

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

www.europeanbestdestinations.org

www.lonelyplant.com

www.roughguides.com

www.cntravel.com

www.bized.co.uk

www.bbc.co.uk

Unit 5	Events Tourism

WJEC unit entry   9805

Guided learning hours   30

Aim and purpose

The applied purpose of this unit is to report on how a destination can maximise benefits of events tourism

Unit introduction

Is the FA Cup sports tourism? Is Glastonbury an example of events tourism? How do organisations find staff to work at the British Grand Prix when Silverstone is near to a small village? How does a city rearrange transport when a street is closed for Diwahli? What happens to Wimbledon when all the spectators, sportspeople and media have gone? How does a destination market a niche event? Can an event change the way people perceive a destination?

There are many different types of events and related to these is a growing sector of the global tourism industry. There are more opportunities available than ever before as destinations look to introduce new ways of attracting tourists. However, if destinations are to be successful in promoting events tourism, the social, economical and environmental implications must be considered. Developing and promoting events tourism involves many different roles. Events planning will provide opportunities for a variety of different roles ranging from volunteers providing guiding roles, catering staff providing hospitality to marketing professionals and local authority regeneration officers.

In this unit you will learn about different types of events. This may be events that have taken place in the UK or overseas, but you will apply what you have learned to events tourism in the UK. You will learn what is needed to make an event successful. You will also learn about the costs and benefits of events to a destination. Within this unit, you will also develop your written communication skills so that you can report on how a destination can maximise the benefits of events tourism.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 Understand how destinations meet requirements for events	**AC1.1** describe different types of **events**	**Events** • Cultural • Entertainment • Sport • Business
	AC1.2 explain event tourism **objectives**	**Objectives** • Attract tourists ○ First visit/Repeat visit • Attract inward investment • Image enhancement • Social change
	AC1.3 explain **requirements** for different types of events	**Requirements** • Accommodation • Accessibility • Staffing • Hospitality • Marketing • Facilities • Support services
	AC1.4 describe how organisations provide **requirements** for events tourism	

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO2 understand impacts of events tourism on a destination	**AC2.1** explain costs to a destination of hosting events	**Costs** • Social • Economic • Environmental • Legacy
	AC2.2 assess benefits of hosting events	**Benefits** • Social • Economic • Environmental • Legacy
LO3 be able to report on options to maximise benefits of events tourism	**AC3.1** use language appropriate to purpose and audience	**Language** • For providing information • Formal tone • Formal style • For sustaining audience interest • Technical language • Grammar, spelling, punctuation, syntax
	AC3.2 structure reports	**Structure** • Use of headings • Use of introduction • Sequencing information • Maintaining focus in content • Draw conclusions

		Performance bands			
Learning Outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Understand how destinations meet requirements for events	**AC1.1** Describe different types of events	Outlines different types of events in general terms.	Describes with some exemplification different types of events.	Describes in some detail and with exemplification, different types of events.	
	AC1.2 Explain event tourism objectives	Outlines in general terms and with limited reasoning, objectives of event tourism.	Explains objectives of event tourism, referring to relevant examples. Explanations have limited reasoning and are mainly descriptive.		
	AC1.3 Explain requirements for different types of events	Outlines in general terms, with limited reasoning, requirements for different types of event.	Explains requirements for different types of event. Explanations have limited reasoning and are mainly descriptive.	Explains requirements for a range of events. Explanation is mainly reasoned.	Clear and well-reasoned explanation requirements for a range of events.
	AC1.4 Describe how organisations provide requirements for events tourism	Outlines in general terms how organisations provide requirements for tourism events.	Describes how organisations provide requirements for tourism events.	Describes in some detail organisations provide requirements for tourism events.	

		Performance bands			
Learning Outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO2 Understand impacts of events tourism on a destination	**AC2.1** Explain costs to a destination of hosting events	Outlines in general terms costs to a destination of hosting events.	Explains costs to a destination of hosting events. Explanations have limited reasoning and are mainly descriptive.	Explains costs to a destination of hosting events. Explanation is mainly well-reasoned.	
	AC2.2 Assess benefits of hosting events	Outlines benefits of hosting events. There is an attempt to make judgements.	Assesses benefits of hosting events. There is limited reasoning to support conclusions.	Assesses benefits of hosting events. Assessment is mainly well-reasoned with some substantiated conclusions.	Clear and well-reasoned assessment of hosting events. Conclusions are mainly substantiated.
LO3 Be able to report on options to maximise benefits of events tourism	**AC3.1** Use language appropriate to purpose and audience	There is some attempt to use language appropriate to purpose and audience.	Uses language appropriate to purpose and audience. There may be some errors but these will not detract from clarity or meaning.	Uses language, including technical language, appropriate to purpose and audience with minor errors.	
	AC3.2 Structure reports	There is some evidence of techniques used to structure report.	Report has a clear and logical structure but may make limited use of techniques available.	Report has a clear and logical structure with use of a range of techniques available, some of which may not be appropriate to support effective communication.	Report has a clear and logical structure with appropriate use of a range of techniques available to support effective communication.

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions. The controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Information on where direct supervision is provided in the model assignment
- Directions on where collaboration is allowed within this unit will be detailed in the model assignment for this unit
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give centres additional guidance to help to manage the assessment task.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Carrying out research on behalf of a destination to identify potential for hosting events
- Visits to an event to experience the tourism product available and identify requirements
- Carrying out activities around a work-based scenario set by employers such as assessing the legacy of an event to a destination.

The following are examples of approaches to delivery which could be used to enhance the learners reporting on how a destination can maximise benefits of events tourism:

Example 1

A destination is preparing to submit to host a national school sporting event. Learners are asked to prepare a report outlining requirements for school groups attending the event. Learners work in groups: one group considering spectator requirements and the other group considering participant requirements. Learners discuss their ideas with local councillors representing the local authority of the destination. Following the discussion, learners produce one formal report on requirements.

Example 2

A tour operator sets the learners a project to produce a package which could be sold to tourists visiting a destination for a planned cultural event. Learners work in groups investigating existing provision in the destination in order to identify facilities and activities that can be included in the package. Learners share their proposals with another group who carry out a cost/benefits assessment of the package on the destination. Learners present their ideas in the form of a formal report to the tour operator, with suggestions for how the benefits to the destination can be maximised.

Example 3

A destination is hosting an international conference at a venue on the outskirts of the destination. The conference centre shares with learners aspects of its operational plan. Learners assess the impact of the operational plan on the destination. They submit an impact report to the conference centre management.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Local authorities – economic development, sport development
- Conference centres
- Destination management organisations
- Transport providers
- Hotels and accommodation providers
- Entertainment organisations
- Events organisers.

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

www.festivalsearcher.com

www.europeanrailguide.com

www.lonelyplanet.com

www.sanfermin.com

www.carnifest.com

www.letour.com

www.ilpalio.org

www.oktoberfest.de

Unit 6	**Promotional Activities for Tourism Organisations**

WJEC unit entry   9806

Guided learning hours   60

Aim and purpose

The applied purpose of the unit is to plan promotional campaigns for tourism organisations.

Unit introduction

How do tourism organisations promote products and services to stand out from their competitors? What makes a fantastic promotion? Why are websites always changing? How early do tourism organisations start planning for promotional activities? Does the use of social media make a difference to the success of promotional campaigns?

Tourism organisations operate in a changing, global environment where innovation is key to success. They use promotional materials as well as social and digital media to try and draw customers to their products and services. Tourism organisations use their brand to try and stand out from their competitors and add value to their products. For promotional campaigns to be a success organisations carry out market research and analyse sales and visitor data. Whilst some campaigns are arranged by marketing organisations, there are staff working for tourism organisations that will be directly involved. This could include travel consultants updating window displays and overseas representatives producing promotional materials for excursions. Knowing how promotional campaigns are developed helps staff develop materials that contribute to their success.

In this unit, you will develop design skills so that you design your own promotional materials. You will explore and gain an understanding of the principles of marketing, including how market segmentation is used to promote products and services as part of an overall campaign. This unit will develop your creativity and communication skills which you will apply to the design of promotional materials, including those using digital and social media such as blogs and tweets. The knowledge, understanding and skills gained will enable you to plan promotional activities to meet tourism organisations' marketing campaign objectives.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 understand principles of marketing	**AC1.1** explain the importance of **segmentation** in tourism marketing	**Segmentation** • By age • By gender • By lifestyle • By socio-economic groupings • Developing customer profiles
	AC1.2 explain how the **marketing mix** works together to achieve tourism marketing objectives	**Marketing mix** • Product • Price • Place • Promotion
LO2 understand importance of promotion to achieving tourism marketing objectives	**AC2.1** explain how **promotional activities** contribute to achieving tourism marketing objectives	**Promotional activities** • Use of social media • Use of digital media • Use of print media
	AC2.2 explain how **target marketing is used** in tourism promotion	**Target marketing is used** • Design of materials • Selection of channel • Type of activity • Language • Tone • Timing
	AC2.3 explain how **branding** is used in tourism promotion	**Branding** • Logo • Colour scheme • Tagline • Identifiable characters
	AC2.4 evaluate **promotional activities**	**Promotional activities** • Use of social media • Use of digital media • Use of print media

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	

LO3 be able to plan tourism promotional campaigns	**AC3.1 plan** promotional activities to meet tourism marketing objectives	**Plan**
		• Sequencing activities
		    ○ Primary activities i.e. development of materials
		    ○ Secondary activities e.g. organising advertising space, updates to website
		• Resources required
		• Timing
		• Monitoring strategies
		• Evaluation

	AC 3.2 design promotional materials	**Design** • Structure • Layout • Branding • Use of images • Colour • Space • Consideration of target market
	AC3.3 communicate promotional information to customers	**Communicate** • Using persuasive language • Grammar • Spelling • Punctuation • Tone **Customers** • Actual • Potential • Different market segments

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Understand principles of marketing	**AC1.1** Explain the importance of segmentation in tourism marketing	Outlines in general terms the importance of segmentation in marketing.	Explains the importance of segmentation in marketing. Explanation may lack reasoning and be mainly descriptive.		
	AC1.2 Explain how the marketing mix works together to achieve tourism marketing objectives	Outlines in general terms how the marketing mix contributes to the marketing objectives.	Explains how the marketing mix works together to achieve marketing objectives. Explanation may lack reasoning and be mainly descriptive.	Explains with some clear reasoning how the marketing mix works together to achieve marketing objectives.	Clear and well-reasoned explanation of how the marketing mix works together to achieve marketing objectives.
LO2 Understand importance of promotion to achieving tourism marketing objectives	**AC2.1** Explain how promotional activities contribute to achieving tourism marketing objectives	Outlines in general terms the relationship between the planned promotional activities and marketing objectives. There may be some omissions.	Explains how planned promotional activities would contribute to achieving the marketing objectives. Explanation may lack reasoning and be mainly descriptive. There may be some omissions.	Explains with some clear reasoning how the planned promotional activities would contribute to achieving the marketing objectives.	Clear and well-reasoned explanation of how the planned promotional activities would contribute to achieving the marketing objectives.
	AC2.2 Explain how target marketing is used in tourism promotion	Outlines in general terms how target marketing is used in the planned activities. There may be some omissions.	Explains how target marketing is used in the planned activities. Explanation may lack reasoning and be mainly descriptive.		
	AC2.3 Explain how branding is used in tourism promotion	Outlines in general terms how branding is used in promotion.	Explains how branding is used in the planned activities. Explanation may lack reasoning and be mainly descriptive.	Explains with some clear reasoning how branding is used in the planned activities.	
	AC2.4 Evaluate promotional activities	Outlines key aspects of promotional activities. There is an attempt to make judgements.	Evaluates a range of promotional activities. Evidence has some reasoned conclusions but is mainly descriptive.	Evaluates a range of promotional activities with mainly reasoned conclusions.	Evaluation of promotional activities is clear and well-reasoned.

Performance bands					
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO3 Be able to plan tourism promotional campaigns	**AC3.1** Plan promotional activities to meet tourism marketing objectives	A plan is produced which focuses on primary promotional activities and may contain some errors and omissions.	A plan is produced which mainly addresses primary promotional activities for the campaign. There may be some errors and omissions in the plan.	A plan is produced which covers all primary and some secondary promotional activities for the campaign. There may be some minor omissions in activities and resources and errors in sequencing.	A detailed plan is produced which covers all promotional activities for the campaign. There may be some minor omissions in activities and resources and errors in sequencing.
	AC 3.2 Design promotional materials	All promotional materials are produced. There are some elements of design in some materials.	All promotional materials are produced. There is some application of design principles in each material.	All promotional materials are produced. Consistent application of design principles are applied across all materials.	
	AC3.3 Communicate promotional information to customers	Promotional materials are produced with some evidence of considering target audience in content, tone and style of language.	Promotional materials are mainly focussed on either actual or potential customers. There is some attempt to adopt a consistent tone and style of language. Grammar, spelling and punctuation are mainly accurate.		

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions. The controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Information on where direct supervision is provided in the model assignment
- Directions on where collaboration is allowed within this unit will be detailed in the model assignment for this unit
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give centres additional guidance to help to manage the assessment task.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging master classes from tourism organisation such as how to design visual merchandising installations
- Visits to tourism organisations such as attractions or transport interchanges to review promotional activities
- Carrying out a practical activity based around a work-based scenario such as designing digital marketing material to promote products and services.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to plan tourism promotional campaigns.

Example 1

A representative of a marketing organisation provides learners with a master class on how to design visual merchandising installations. Learners participate in discussions with the organisation's representative to explore ideas for promotional activities using events and themes. Learners are set organisation's marketing objectives by the marketing organisation and are asked to design promotional materials.

Example 2

Learners work with a local transport operator to research market segmentation in an area. Learners design promotional materials linked to those market segments and set up a local community blog on behalf of the transport operator.

Example 3

Learners are provided with details of a tour operator's promotional campaign. Learners review the organisation on-line promotional activities. They are then provided with examples of their offline activities and compare which materials have the most effective design.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Tourism organisations
- Digital marketing organisations
- Graphic design companies
- Web designers
- Community groups
- Marketing companies.

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

www.tourismnetwork.co.uk

www.slideshare.net

www.bized.co.uk

www.cumbria**tourism**.org/**marketing**

Unit 7   Sustainable Tourism

WJEC unit entry   9807

Guided learning hours   60

Aim and purpose

The applied purpose of this unit is to assess the sustainability of a tourist destination.

Unit introduction

Is all tourism good? Is all rural tourism bad for the environment? How do locals feel about living in a tourist destination? What happens to a destination when it is no longer popular with tourists? What is good tourism development? Should we stop tourists walking in the countryside so that it is protected? Do we need to worry about the effect of tourism on major cities like London and New York?

In recent years, the tourism industry has become increasingly aware of its responsibilities in relation to sustainable tourism and the need to reduce the negative impacts of tourism. Many tourism organisations and destinations now have policies to reduce their negative impacts and to encourage customers to behave responsibly. Tour operators, travel agents, transport operators, accommodation providers, attractions and those providing support services all employ staff with specific responsibilties for developing and supporting sustainable tourism. There are also staff without specific responsibilities but who come into contact with hosts and visitors and so support the promotion of sustainable tourism.

In this unit you will learn about the principles of sustainable tourism and how these are set out and followed by organisations and destinations. You will learn about the impact that tourism can have on a destination and its host community. You will also learn how sustainable tourism aims to minimise negative impacts and get maximum benefit from tourism. You will learn about the types of organisations, groups and individuals that have an interest in tourism development, known as stakeholders and how these can work together to achieve sustainable tourism objectives. As a result of this, you will be able to assess the sustainability of a tourist destintion.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 uunderstand principles of sustainable tourism	**AC1.1** describe the **principles** of sustainable tourism	**Principles** • Make optimal use of environmental resources • Respect socio-cultural authenticity • ensure viable long-term economic operations
	AC1.2 explain how to encourage sustainable tourism	
	AC1.3 explain how **destinations** achieve sustainable tourism	**Destinations** • Rural • Coastal • Urban
LO2 understand impacts of tourism	**AC2.1** assess **impacts** of tourism on a destination	**Impacts** • Environmental • Economic • Socio-cultural • Positive • Negative
	AC2.2 assess **impacts** of tourism on host communities	
	AC2.3 explain **strategies** used to maximise positive impacts of tourism	**Strategies** Examples could include • Retention of visitor spending • Widening access to facilities • Investment of tourism income in community projects • Involvement of local people
LO3 understand the role of key stakeholders in sustainable tourism	**AC3.1** explain how key **stakeholders** apply the principles of sustainable tourism	**Stakeholders** • Private sector organisations • Public sector organisations and bodies • Voluntary sector • Individuals • Host community
	AC3.2 explain how **stakeholder** objectives impact on tourism development	

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Understand principles of sustainable tourism	**AC1.1** Describe principles of sustainable tourism	Outlines principles of sustainable tourism.	Describes with some exemplification the principles of sustainable tourism.	Describes in some detail and with exemplification the principles of sustainable tourism.	
	AC1.2 Explain how to encourage sustainable tourism	Outlines in general terms how responsible tourism can be encouraged.	Explains different ways of encouraging responsible tourism. Explanations have limited reasoning and are mainly descriptive.		
	AC1.3 Explain how destinations achieve sustainable tourism	Outlines in general terms, with limited reasoning, how destinations achieve sustainable tourism.	Explains how destinations achieve sustainable tourism. Explanations have limited reasoning and are mainly descriptive.	Explains how different types of destination achieve sustainable tourism. Explanation is mainly well-reasoned.	Clear and well-reasoned explanation of how different types of destination achieve sustainable tourism.
LO2 Understand the impacts of tourism	**AC2.1** Assess impacts of tourism on a destination	Outlines in general terms how tourism impacts on a destination. There is an attempt to make judgements.	Assesses impacts of tourism on a destination. There is limited reasoning to support conclusions.	Assesses impacts of tourism on a destination. Asessment is mainly well-reasoned with some substantiated conclusions.	
	AC2.2 Assess impacts of tourism on communities	Outlines in general terms how tourism impacts on communities. There is an attempt to make judgements.	Assess impacts of tourism on communities. There is limited reasoning to support conclusions.	Assess impacts of tourism on communities. Asessment is mainly well-reasoned with some substantiated conclusions.	
	AC2.3 Explain strategies used to maximise positive impacts of tourism	Outlines in general terms, with limited reasoning, strategies used to maximise positive impacts of tourism.	Explains how different strategies are used to maximise positive impacts of tourism. Explanations have limited reasoning and are mainly descriptive.	Explains how different strategies are used to maximise positive impacts of tourism. Explanation is mainly well-reasoned.	Clear and well-reasoned explanation of how different strategies are used to maximise positive impacts of tourism.

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO3 Understand the role of key stakeholders in sustainable tourism	**AC3.1** Explain how key stakeholders apply the principles of sustainable tourism	Outlines in general terms, with limited reasoning, how key stakeholders apply the principles of sustainable tourism.	Explains how key stakeholders apply the principles of sustainable tourism. Explanations have limited reasoning and are mainly descriptive.	Explains how key stakeholders apply the principles of sustainable tourism. Explanation is mainly well-reasoned.	Clear and well-reasoned explanation of how key stakeholders apply the principles of sustainable tourism.
	AC3.2 Explain how stakeholder objectives impact on tourism development	Outlines in general terms, with limited reasoning, how stakeholder objectives impact on tourism development.	Explains how stakeholder objectives impact on tourism development. Explanations have limited reasoning and are mainly descriptive.		

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions. The controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Information on where direct supervision is provided in the model assignment
- Directions on where collaboration is allowed within this unit will be detailed in the model assignment for this unit
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give centres additional guidance to help to manage the assessment task.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Carrying out research amongst the local community regarding the impacts of tourism they have experienced
- Visits to a destination to assess the impacts of tourism
- Carrying out activities around a work-based scenario set by employers such as designing promotional material to promote responsible tourism.

The following are examples of approaches to delivery which could be used to enhance the learners ability to assess the sustainability of a tourist destination:

Example 1

A tour operator sets learners a research project to investigate destinations that feature in their brochure. Learners work in groups to assess the sustainabilty of each destination. They share results and prepare a rating system that can be attached to each destination.

Example 2

A local farm is planning to diversify its operations. It will convert one of its barns to accommodation, allow one of its field to be developed for caravans and camping and will also organise a range of activities for day and overnight tourists. Learners visit the farm and review plans and carry out a sustainable tourism impact assessment. Learners present their conclusions to the farm owner, together with proposals for how the sustainability of the plans could be improved.

Example 3

A destination is to host an international sporting event over two weeks during the summer. Learners are presented with details of the destination and planned event. Learners work with representatives of the organising committee. They are divided into groups, each group looking at a different aspect of operations. Each group sets out how sustainable tourism would be evidenced in their operational activities and then assesses those activities against the requirements they have set. They then discuss their conclusions with the representatives of the organising committee.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Local authorities – economic development and regeneration
- Destination management organisations
- Transport providers
- Marketing organisations
- Tour operators.

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Association of British Travel Agents www.abatnet.com

Association of Leading Visitor Attractions www.alva.org.uk

CADW www.cadw.wales.gov.uk

Natural England www.naturalengland.org.uk

National Statistics Online www.statistics.gov.uk

Institute of Travel and Tourism www.itt.co.uk

Snowdonia National Park www.eryri-npa.gov.uk

The National Trust www.nationaltrust.org.uk

Tourism Concern www.tourismconcern.org.uk

Visit Britain www.visitbritain.com

Visit Wales www.visitwales.com

World Tourism Organisation www.world-tourism.org

Youth Hostel Association Website addresses www.yha.org

6 *ENTRY PROCEDURE*

WJEC Level 1 /2 Certificate in Tourism will be available for certification from June 2015.

Thereafter, each qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Entries for the June series must be submitted no later than 21 February.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place.

7 *EXTERNAL MODERATION*

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Each centre will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.

Postal moderation will take place each year in June. For each series where learners are entered, centres will submit a sample, according to the formula below.

Total number of candidates	Work to be submitted (Numbers relate to alphabetical order)
1 – 10	All
11 - 19	1st and every second (1, 3, 5, 7 etc.) **plus** the lowest scoring* folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16 etc.) **plus** the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34 etc.) **plus** the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10

* The score is based upon the marks the learners obtain for each of the units being submitted for moderation.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support assessor's judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication- is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

8 *AWARDING AND REPORTING*

Awarding and reporting of results in WJEC Level 1 /2 Certificate in Tourism will take place in August of each year.

A **Qualification Certificate,** issued at a later date, will confirm the:

- Title
- Level
- Grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*)
- Unit titles contributing to the qualification

9 *ACCESS AND SPECIAL CONSIDERATION*

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

(a) the choice of units and qualifications available, and

(b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *'Access Arrangements and Reasonable adjustments'.* This document is available on the JCQ website (www.jcq.org.uk).

10 *POST-RESULTS SERVICES*

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

11 *CLASSIFICATION CODES*

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs. The classification code for this specification is NK

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or DAQW (www.daqw.org.uk).

12 *THE WIDER CURRICULUM*

Opportunities for Use of Technology

Learners are expected to make effective use of ICT in ways that are appropriate to these qualifications. Opportunities will arise during normal classroom activities as follows:

- Use spreadsheets for data analysis
- Use the internet as sources of secondary evidence
- Use multi-media software to present information.

Spiritual, Moral, Ethical, Social and Cultural Issues

Developing outcomes that have applications to individuals, societies, environments and businesses require learners to consider the points of view of others, including employers, employees, communities and customers, in both written and spoken forms, presented in a variety of ways.

Learners will have opportunities to develop critical and analytical skills in their study of information on sustainable tourism, tourism destinations and tourism businesses. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form. In classroom discussion and writing, they will be required to reflect on a range of spiritual, moral, ethical, social, and cultural issues when discussing applications of the customer experience, tourism development, promotion and sustainable tourism and their approaches to resolving problems.

Citizenship

The applications and implications of tourism in society, which are inherent in this specification, encourage the development of a responsible attitude to citizenship. An understanding that individuals have a collective responsibility is fostered in relation to various ethical issues that can be raised in delivering this specification.

The specification gives learners opportunities to develop the skills of critical and analytical reading and listening. It also allows them to both express and develop their point of view in writing and speaking, whilst encouraging them to consider critically and constructively the views of others. This ability to make informed and considered judgements is a skill vital in the development of individual citizenship. This specification also underpins the development of a range of skills which are of vital importance to individuals in the wider world.

Environmental Issues

This specification affords candidates the opportunity to read about, write about, and discuss environmental issues associated with tourism, its development and delivery. Whether considering impacts of tourism on an environment, sustainability in business operations and the destinations or impacts of promotional activities related to the environment, there are opportunities to develop an awareness of environmental issues and controversies.

Health and Safety Consideration

At all times both teachers and candidates should be aware of Health and Safety issues arising from work both within and outside the centre. Risk assessments are required for all practical work whether it takes place during a visit to a destination or in an IT room. The specification requires candidates to develop the relevant skills and awareness of Health and Safety issues, particularly as applied to tourism organisations.

The European Dimension

The approach used in constructing the specification lends itself to the establishment of links with other areas of study, particularly those involving economic understanding. It may also be used to illustrate the European dimension and requires consideration of the issues posed by different perspectives.

APPENDICES

Appendix 1- Unit Structure

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided learning hours (GLH)

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lectures, supervised practical periods and supervised study time.

Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit Introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

Assessment Criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance Bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

Assessment

WJEC Level 1 /2 Certificate in Tourism units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

Appendix 2 - Skills Mapping

Personal, Learning and Thinking Skills (PLTS)

PLTS	*Unit 1*	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*	*Unit 7*
Independent enquirers	✔	✔	✔	✔	✔	✔	✔
Creative thinkers	✔	✔	✔	✔	✔	✔	✔
Reflective learners	✔	✔	✔	✔	✔	✔	✔
Team workers	✔	✔	✔	✔	✔	✔	✔
Self managers	✔	✔	✔	✔	✔	✔	✔
Effective participators	✔	✔	✔	✔	✔	✔	✔

KEY SKILLS AND ESSENTIAL SKILLS (WALES)

Application of Number

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*	*Unit 7*
Understand numerical data	✔	✔	✔			✔	
Carry out calculations	✔	✔	✔			✔	
Interpret results and present findings	✔	✔	✔			✔	

Communication

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*	*Unit 7*
Speaking and listening	✔	✔	✔	✔	✔	✔	✔
Reading	✔	✔	✔	✔	✔	✔	✔
Writing	✔	✔	✔	✔	✔	✔	✔

ICT

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*	*Unit 7*
Use ICT systems	✔	✔	✔	✔	✔	✔	✔
Find, select and exchange information, using ICT	✔	✔	✔	✔	✔	✔	✔
Develop and present information, using ICT	✔	✔	✔	✔	✔	✔	✔

Improving own Learning and Performance

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*	*Unit 7*
Set targets using information from appropriate people and plan how these will be met	✔	✔	✔	✔	✔	✔	✔
Take responsibility for your learning, using your plan to help meet targets and improve your performance	✔	✔	✔	✔	✔	✔	✔
Review progress and establish evidence of your achievements	✔	✔	✔	✔	✔	✔	✔

Problem Solving

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*	*Unit 7*
Explore a problem and identify ways of tackling it	✔	✔	✔	✔	✔	✔	✔
Plan and implement at least one way of solving the problem	✔	✔	✔	✔	✔	✔	✔
Check if the problem has been solved and review your approach to problem solving	✔	✔	✔	✔	✔	✔	✔

Working with Others

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Plan work with others	✔	✔	✔	✔	✔	✔	✔
Seek to develop co-operation and check progress towards your agreed objectives	✔	✔	✔	✔	✔	✔	✔
Review work with others and agree ways of improving collaborative work in the future	✔	✔	✔	✔	✔	✔	✔