



WJEC LEVEL 1/2 AWARDS IN TOURISM

SPECIFICATION

For first teaching from September 2014

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INTRODUCTION

1.1 Qualification Titles and Codes

This specification covers the following qualifications:

600/9908/2 WJEC Level 1/2 Awards in Tourism

1.2 Rationale

WJEC Level 1/2 Awards in Tourism offer a learning experience that focuses learning for 14-16 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study tourism. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable 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 ability to apply learning in vocational contexts.

The qualifications have 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 thus enabling learners to apply and extend their learning. 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.

1.3 Prior Learning and Progression

There is no specific requirement for prior learning with this specification. The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to literacy, numeracy, problem solving and enterprise.

The WJEC Level 1/2 Awards in Tourism have been designed to develop in learners the skills needed for progression from Key Stage 4 and GCSE learning to further education, employment and training.

The successful completion of this qualification, together with other equivalent qualifications, could provide the learner with opportunities to access a range of Level 3 qualifications including GCE, apprenticeships and vocationally related qualifications. These include:

- GCE in Travel and Tourism;
- Level 3 Vocational qualifications in travel/tourism;
- Apprenticeships in travel services, cabin crew or aviation operations on the ground.

Equally, the skills and understanding developed, including Essential Skills (Wales), Functional Skills, Key Skills and Personal, Learning and Thinking Skills (PLTS), are relevant to any qualification at Level 3, whether 'General' or 'Vocational'.

2 **QUALIFICATION STRUCTURE**

WJEC Level 1/2 Awards in Tourism Unit Titles

WJEC Level 1/2 Qualifications in Tourism			
Unit Number	Unit Title	Assessment	GLH
9801	Customer Experience	Internal	30
9802	The Business of Tourism	External	30
9803	Developing UK Tourist Destinations	Internal	60

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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 each assessment criteria. 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.

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 Awards 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 internally assessed 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.

4 ASSESSMENT

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

4.1 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 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.

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.

4.2 Internal Assessment

The following units are internally assessed:

- *Unit 1: Customer Experience*
- *Unit 3: Developing UK Tourist Destinations*

For internal assessment, WJEC Level 1/2 Awards in Tourism have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal Learning in the Diploma 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 rationale 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 provided with each model assignment.

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 are not expected to 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-sitting

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 resit 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. Each model assignment that allows performance evidence will include a sample observation record and witness statement.

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.

4.3 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 Awards 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. In addition, *Unit 3: Developing UK Tourist Destinations* allows learners to reinforce their learning from units 1 and 2 in different contexts in order to propose solutions to problems of tourism operations.

4.4 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.

4.5 Training Lead Assessors

WJEC will provide training for Lead Assessors and assessors each academic year. Assessor support material, including sample documentation, will also be made available to assessors and Lead Assessors.

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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 Level 2 Merit performance band.

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

Externally Assessed Units

All Learning Outcomes will be assessed at every assessment opportunity. All Assessment Criteria will be covered within the mark allocation.

Assessment Grid

Learning Outcomes	Assessment Criteria	Marks	%
LO1 Understand tourism organisations objectives	AC1.1 Describe 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		
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%

Grading the qualification

Each WJEC Level 1/2 Award 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 grades achieved. Each unit grade achieved by learners will be translated to a Unit Mark for the purpose of awarding the qualification. Learners who achieve the minimum Unit Marks will be awarded a grade for the qualification.

Points available are shown in the following table:

Unit	Points per unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 9801	1	2	3	4
Unit 9802	1	2	3	4
Unit 9803	2	4	6	8

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

Qualification	Overall grading points	
WJEC Level 1 Award in Tourism 9800	Pass	4-6
	Distinction*	16
WJEC Level 2 Award in Tourism 9800	Pass	7-10
	Merit	11-13
	Distinction	14-15
	Distinction*	16

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UNITS

Unit 1 Customer Experience**WJEC unit entry code** 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
<p>LO1 Know customer service standards of tourism organisations</p>	<p>AC1.1 Describe principles of customer service</p>	<p>Principles of customer service</p> <ul style="list-style-type: none"> • Greeting the customer • Building a rapport • Identifying customer needs • Services and facilities for customers • Responding to feedback from customers • Meeting legal requirements <ul style="list-style-type: none"> ○ Equalities ○ Health, safety and security
	<p>AC1.2 Describe situations when customers interact with tourism organisations</p>	<p>Situations</p> <ul style="list-style-type: none"> • Sales • Advice • Provision of product information • Complaints • Compliments
	<p>AC1.3 Describe how customer service delivery differs across different mediums</p>	<p>Different mediums</p> <ul style="list-style-type: none"> • Face to face • Online/electronic e.g. brochures, websites • Telephone
<p>LO2 Understand how tourism organisations meet the expectations of customers</p>	<p>AC2.1 Describe needs of different types of customer</p>	<p>Needs</p> <ul style="list-style-type: none"> • Information • Health, safety and security • Accessibility • Communication • Advice <p>Types of customers</p> <ul style="list-style-type: none"> • Existing • New • Individuals • Groups

		<ul style="list-style-type: none"> • Different age groups • Different cultures/ethnicity • Those with additional needs
	AC2.2 Explain how tourism organisations meet expectations of different types of customers	Expectations <ul style="list-style-type: none"> • Meeting needs • Quality of service • Costs of service • Customer relationships
	AC2.3 Explain impacts of customer service on tourism organisations	Impacts <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Mystery shopper checklists • Questionnaires • Preparatory notes for interviews • Secondary research logs
	AC3.2 Process information	Process <ul style="list-style-type: none"> • Record information • Analyse information • Interpret information
	AC3.3 Present information	Present <ul style="list-style-type: none"> • Structure information • Use of diagrams e.g. pie charts, tables, graphs • Use written communication
	AC3.4 Draw conclusions from research	Conclusions <ul style="list-style-type: none"> • Evidence based

		Performance Bands			
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	Explains a limited range of impacts of customer service on a tourism organisation. Evidence is mainly descriptive with some reasoning.		

		descriptive	Impacts may be focussed on either negative or positive		
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 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 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 of 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 3 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 code 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 keys 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
<p>LO1 Understand tourism organisations' objectives</p>	<p>AC1.1 Describe forms of ownership for tourism organisations</p>	<p>Forms of ownership</p> <ul style="list-style-type: none"> • Sole traders • Partnerships • Limited companies • Not for profit <p>Tourism organisations</p> <ul style="list-style-type: none"> • Transport • Accommodation • Attractions • Travel agents • Tour operators • Support services e.g. VisitBritain • Events • Pressure groups e.g. Tourism Concern
	<p>AC1.2 Explain objectives of tourism organisations</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Financial e.g. increase profit/turnover • Social e.g. ethical trading • Business e.g. growth • Political e.g. employment creation, image • Environmental
	<p>AC1.3 Explain methods used by tourism organisations to achieve objectives</p>	<p>Methods</p> <ul style="list-style-type: none"> • Marketing initiatives e.g. local loyalty schemes, websites, trade shows • Diversification • Staff training • Use of new technologies • Improvements to facilities • Expansion
<p>LO2 Understand the business environment in which tourism organisations operate</p>	<p>AC2.1 Explain how the UK business environment affects tourism organisations</p>	<p>UK business environment</p> <ul style="list-style-type: none"> • Economic factors <ul style="list-style-type: none"> ○ Disposable income ○ Tax rates

		<ul style="list-style-type: none"> ○ Employment levels ○ Inflation ○ Exchange rates ● Environmental factors e.g. sustainability ● Social factors e.g. demographic changes ● Technological factors <p>Affects</p> <ul style="list-style-type: none"> ● Financial e.g. profitability ● Visitor/Customer numbers ● Sales ● Employees
	<p>AC2.2 Explain effects of employment rights and responsibilities on tourism organisations</p>	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> ● Types of employment contracts ● Working hours ● Rates of pay ● Holiday entitlement ● Health and safety
<p>LO3 Be able to review options for solutions to issues</p>	<p>AC3.1 Analyse issues faced by tourism organisations</p>	<p>Analyse</p> <ul style="list-style-type: none"> ● Filter information ● Synthesize information ● Identify salient points
	<p>AC3.2 Interpret data</p>	<p>Interpret</p> <ul style="list-style-type: none"> ● Manipulates data <p>Data</p> <ul style="list-style-type: none"> ● Size of sector ● Profitability ● Visitor numbers ● Sales ● Visitor expenditure
	<p>AC3.3 Review options for solutions to issues</p>	<p>Review</p> <ul style="list-style-type: none"> ● 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 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 3 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 code 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
<p>LO1 Understand appeal of destination features to tourists</p>	<p>AC1.1 Describe features of destinations</p>	<p>Features</p> <ul style="list-style-type: none"> • Location • Accessibility • Natural attractions • Built attractions • Accommodation • Other e.g. events, guides, information <p>Destinations</p> <ul style="list-style-type: none"> • Coastal • Rural • Towns and cities
	<p>AC1.2 Describe characteristics of different types of tourists</p>	<p>Characteristics</p> <ul style="list-style-type: none"> • Purpose of stay • Age • Cultural • Socio-economic • Interests <p>Different types of tourist</p> <ul style="list-style-type: none"> • Leisure • Business • Different ages • Different cultures
	<p>AC1.3 Explain how features of destinations give appeal to different types of tourists</p>	<p>Features</p> <ul style="list-style-type: none"> • Location • Accessibility • Natural attractions • Built attractions • Accommodation • Other e.g. events, guides, information <p>Different types of tourist</p> <ul style="list-style-type: none"> • Leisure • Business • Different ages • Different cultures

LO2 Understand factors affecting appeal of destinations	AC2.1 Explain factors influencing tourist decision making	Factors <ul style="list-style-type: none"> • Financial • Expectations • Destination reputation • Media / marketing • Destination features • Technological developments
	AC2.2 Describe how destination features are enhanced to give appeal	Features <ul style="list-style-type: none"> • 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 organisations involved in tourism development	Role <ul style="list-style-type: none"> • Provision of products and/or services • Provision of information • Funding • Setting of policy and strategy Organisations <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Ownership • Partnership • Joint marketing/promotion

<p>LO4 Be able to recommend how destinations increase appeal to different types of tourists</p>	<p>AC4.1 Suggest how destinations increase appeal to different types of tourists</p>	<p>Suggest</p> <ul style="list-style-type: none"> • Products and/or services • Promotion • Organisational involvement • Funding
	<p>AC4.2 Justify suggestions for increasing appeal of destinations to different types of tourists</p>	<p>Justify</p> <ul style="list-style-type: none"> • Presenting a case for action • Use of persuasive language • Use of evidence to support proposal
	<p>AC4.3 Present suggestions for increasing appeal of destinations to different types of tourists</p>	<p>Present</p> <ul style="list-style-type: none"> • 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.
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	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

		Performance bands			
Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
			descriptive		
	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		
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

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 3 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

7 **ENTRY PROCEDURES**

WJEC Level 1/2 Qualifications in Tourism will be available for certification from June 2015. Thereafter, each qualification will be available for certification each June. 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.

8 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.

<i>Total number of candidates</i>	<i>Work to be submitted (Numbers relate to alphabetical order)</i>
1 – 10	All
11 - 19	First 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	First 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	First 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 total points the learners obtain for their units before converting to a qualification grade.

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.

9

AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 1/2 Qualifications 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.

10

ACCESS AND SPECIAL CONSIDERATION

Qualifications at this level often require assessment of a broad range of competencies. This is because they are general qualifications and, as such, 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 has been reviewed to identify whether any of the competences required by the subject pose a potential barrier to any of the nine protected characteristics covered by the Equality Act 2010. None were identified.

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 e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language or Irish Sign Language. 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 *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

11 **POST RESULTS SERVICE**

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.

12

CLASSIFICATION CODES

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is NK. Centres should be aware that candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two qualifications. The same view may be taken if candidates take two specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

13

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 tourism developments, 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 and tourism businesses 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 impact of tourism on an environment, sustainability in business operations or customer interests and expectations 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 Skills Mapping

Personal, Learning and Thinking Skills (PLTS)

<i>PLTS</i>	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Independent enquirers	✓		✓
Creative thinkers	✓	✓	✓
Reflective learners	✓	✓	✓
Team workers	✓	✓	✓
Self managers	✓		✓
Effective Participators	✓	✓	✓

KEY SKILLS AND ESSENTIAL SKILLS (WALES)

Application of Number

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Understand numerical data	✓	✓	
Carry out calculations	✓	✓	
Interpret results and present findings	✓	✓	

Communication

	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
Speaking and listening	✓	✓	✓
Reading	✓	✓	✓
Writing	✓	✓	✓

ICT

	Unit 1	Unit 2	Unit 3
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
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
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
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	✓	✓	✓

Appendix 2 Glossary

A 2.1 Knowledge learning outcomes

Knowledge learning outcomes are effectively assessed through the learner giving the 'facts' of a situation.

Differentiators

Differentiators in performance are often given using the following terms:

Accuracy

Is what they are claiming as fact actually correct?

Breadth/range

Is there an expectation of breadth rather than depth i.e. they should have superficial knowledge of a lot of facts rather than in-depth knowledge of a few.

Clarity

This is often related to communication skills, but you can anticipate that someone who really knows something knows how to organise what they are saying and doesn't mix with information that is incorrect or irrelevant. People who waffle tend to be less certain of their knowledge than those who can be succinct and to the point.

Depth/detail

Have they given sufficient detail to confirm that they really do know something?

Relevance /application

Do the facts have to be relevant to the situation? Is it simply pure theory or do you want them to show knowledge through their discarding of what they consider is not relevant.

Command Verbs

A consideration of the command verbs used in the AC, can help determine which differentiators could be used. Below are definitions of knowledge related command verbs.

Describe – paint a picture in words, provide information with detail. Using this analogy, you would expect there to be some detail in what they know. Describe could be extended to merit and/or distinction, but could also be pass only. If it is to be extended to distinction, then there will probably need to be a number of qualifiers.

Define – state the meaning of a term. It is unlikely this could be extended to merit or distinction level.

Identify – recognise, distinguish and establish what something is. It is unlikely that this could be extended to distinction level. Differentiation is likely to be about relevance and accuracy.

Illustrate – exemplify, describe with reference to examples. This could be extended to merit and distinction level.

Outline – a general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail, e.g. a list of the main points covered or to be covered in a speech. This is unlikely to be extended to merit and distinction level. A good outline becomes a description!

State – make an assertion. This would not extend beyond pass.

Summarise- to give a shortened version of something that has been said or written, stating its main points.

A 2.2 Understand learning outcomes

Understanding learning outcomes are effectively assessed through the learner showing how they have applied their knowledge through effective reasoning.

Differentiators

Clarity

Is the reasoning explicit or implicit. Where reasoning is implicit the level of understanding has to be interpreted. Explicit reasoning shows the understanding clearly exists.

Depth

How detailed is the reasoning?

Justification

Are you persuaded of their argument and reasoning?

Substantiation

Has the learner drawn on evidence to support any conclusions made.

Validity

Is the reasoning valid? Is it accurate? Is it based on the context of the situation? Is it based on theory?

Command Verbs

Below are definitions of understanding related command verbs.

Analyse – examine in detail, break into component parts, examine relationships.

Assess – make a judgement about the quality or value of something

Compare – explain similarities and differences

Evaluate – make judgements against criteria, usually based on analysis and data

Explain – give reasons

Justify – persuade someone of the validity of an argument, to validate a proposal

A 2.3 Be able to learning outcomes

'Be able to' learning outcomes focus on learner's development of skills. They involve practical, hands on activities. Related AC's are often assessed through the production of ephemeral evidence, such as witness testimonies and observation records.

Differentiators

Accuracy

Were they able to elicit accurate information by using the skills?

Adaptation

Can they use the skill in different contexts?

Appropriate

Was the skill used appropriately, taking account of the situation/location?

Confidence

Very difficult to assess as it is an intrinsic feeling so assessors will find this challenging to determine. It is sometimes used, however. Consider hesitance as a sign of a lack of confidence, so fluidity and consistency can be aspects of confidence.

Effectiveness

Did the use of the skill produce the expected outcomes?

Independence

Were the learners able to demonstrate the skill without support or guidance from others?

Command Verbs

Below are definitions of 'be able to' related command verbs.

Collaborate – make a contribution to the work of a team, supporting team members as required

Communicate – ensure information is received effectively

Display – organise and present information diagrammatically

Handle – manipulate a tool/equipment to a desired effect

Monitor – observe and record activity, could also include ensuring expected progress is maintained

Maintain - to keep in an appropriate condition

Plan – organise a range of components into a logical sequence. This could also include timings. It could also include how this organisation is presented.

Present – organise and communicate in a way that can be clearly followed and understood. Often refers to oral communication skills and may include use of supporting information.

Process – use a series of actions to elicit results

Record – obtain and store data and information

Use – employ something for a purpose