



UNCOVER LEARNING POTENTIAL

Level 3 Applied Certificate in
TOURISM

Award from 2024

Version 2 - March 2025

SPECIFICATION

Qualification Information

Qualification Title	WJEC Level 3 Applied Certificate in Tourism	
WJEC Qualification Code	English medium: 4803QC	Welsh medium: 4803CC
QiW Number	C00/4818/1	
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1. Qualification Overview

1.1. Who is this qualification for?

WJEC Level 3 Applied Qualifications provide learners with opportunities to study practical subjects alongside A levels and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 16-19 and offer an experience that focuses on 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.

1.2. Sector overview

Globally, travel and tourism's direct contribution to GDP was approximately 5.8 billion U.S. dollars in 2021.¹ In 2021, travel and tourism in the United Kingdom generated, directly and indirectly, 4.11 million jobs. In April 2022, there were an estimated 2.1 million visits to the UK with spending by overseas residents in April 2022 being estimated at £1.7 billion. In Wales, tourism currently gives over £6.2 Billion to the Welsh economy and provides over 172,000 jobs.²

Tourism Industries accounted for 11.3% of employment in Wales in 2020. Across the EU young workers remain a high proportion of all workers, alongside nearly one in seven people employed as foreign citizens.³ This highlights the importance of qualifications that develop knowledge, understanding and skills relevant to the industry.

1.3. Qualification objective

This qualification has been designed for learners who want to learn about the sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study or training. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

1.4. Prior learning requirements

There are no prior learning requirements for this specification. Any requirements set for entry to a course following this specification are at the discretion of centres.

It is reasonable to assume that many learners will have achieved qualifications equivalent to level 2. Learners would find the following learning skills and aptitudes helpful: literacy, numeracy and digital literacy, an aptitude for working with computers and motivation to work independently.

¹ https://www.statista.com/topics/962/global-tourism/#topicHeader_wrapper

² <https://www.wta.org.uk/>

³ https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment

1.5. Qualification Structure

This qualification consists of the following units:

Unit	GLH	Mandatory/ Optional	Assessment
The Global Tourism Industry	60	Mandatory	External
Managing the Customer Experience	60	Optional	Internal
Global Destinations	60	Optional	Internal
Planning, Co-ordinating and Running an Event	60	Optional	Internal
Digital Marketing for Tourism and Events	60	Optional	Internal
Employment in Tourism and Events	60	Optional	Internal
Adapting to Change in the Tourism Industry	60	Optional	Internal
Total	180		

1.6. Guided Learning Hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

Guided learning hours are allocated per unit to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

1.7. Total Qualification Time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 270 hours. This includes:

- 180 hours of guided learning and/or supervised assessment
- 90 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

In addition to this qualification, WJEC also offers the Level 3 Extended Certificate in Tourism. This is a larger qualification with six units (Unit 1 – The Global Tourism Industry, Unit 2 – Wales as a Tourist Destination (both mandatory units), and four of the six optional units from the table above).

2. Summary of assessment

All learners must complete the following assessment:		
Unit 1: The Global Tourism Industry		
On-screen/Written examination: Time of exam – 1 hour 40 minutes	40% of qualification	100 marks
Questions requiring objective responses, short and extended answers, with some based around applied situations.		
Unit 2: Not applicable for the certificate		
Learners will complete two of the following assessments depending on the units selected:		
Unit 3: Managing the Customer Experience		
Non-examination assessment: 18 hours	30% of qualification	75 marks
The assignment brief, which will include a scenario and several tasks, will be available via the WJEC Secure Website, and will remain the same for the lifetime of the specification.		
Unit 4: Global Destinations		
Non-examination assessment: 16 hours	30% of qualification	75 marks
An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.		
Unit 5: Planning, Co-ordinating and Running an Event		
Non-examination assessment: 20 hours	30% of qualification	75 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website, and will remain the same for the lifetime of the specification.		
Unit 6: Digital Marketing for Tourism and Events		
Non-examination assessment: 20 hours	30% of qualification	75 marks
An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.		
Unit 7: Employment in Tourism and Events		
Non-examination assessment: 18 hours	30% of qualification	75 marks
The assignment brief, which will include a scenario and several tasks, will be available via the WJEC Secure Website, and will remain the same for the lifetime of the specification.		

Unit 8: Adapting to Change in the Tourism Industry

Non-examination assessment: 16 hours

30% of qualification

75 marks

An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.

3. Units

3.1. Unit template

Section	Description
Unit title	Summarises, in a concise manner, the content of the unit.
Unit code	Code used to enter candidates.
Guided learning hours (GLH):	<p>Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.</p> <p>GLH is provided per unit to support delivery. Centres may choose to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.</p>
Context:	Sets the vocational context for the unit i.e. why is it important that the learner gains the knowledge, understanding and skills delivered through this unit.
Overview of unit:	Provides a summary of the unit content.
Topics:	List of topics covered by the unit.
Summary of assessment:	Summarises the assessment method for the unit.
Content (sections and amplification)	<p>Content for each topic is sub-divided into sections.</p> <p>Amplification for each section, provided in the right-hand column, includes content that must be taught.</p> <p>There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.</p>

3.2. How to read the amplification

The amplification provided in the right-hand column uses the following four stems:

- 'Learners should know' is used when learners are required to use direct recall.
- 'Learners should be aware of' is used when learners do not need to understand all aspects of the specified content in detail. Teachers should refer to guidance for teaching documents for further guidance on the depth and breadth to which this content should be taught.

- 'Learners should understand' is used when learners are required to demonstrate greater depth than straight identification or recall, for example, they can apply knowledge to familiar or unfamiliar contexts and can synthesise and evaluate information for a given purpose.
- 'Learners should be able to' has been used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

Unit 1

Unit title	The Global Tourism Industry	
Unit entry code	External assessment – on-screen: 4803UA	External assessment – paper: 4803UB
GLH	60	
Mandatory/Optional	Mandatory (Certificate)	
Vocational context	<p>Tourism continues to be a vitally important and evolving global industry, offering a multitude of opportunities for those working within it. For the countries who offer tourism products and services, there is potential for high levels of employment and positive economic and social outcomes, such as improved infrastructure and standards of living along with income generation for local businesses and communities. There are also numerous employment opportunities for those wishing to develop their careers, from the more 'traditional' or well-known job roles such as cabin crew, travel agents and holiday representatives to digital marketers, festival organisers and sports and activities instructors. Understanding how the industry is structured and how its component parts interrelate, will provide a solid grounding for those considering a career in the industry.</p>	
Overview of unit	<p>This unit introduces learners to the many sectors that exist to provide tourism products and services, the types of tourist who might be attracted to a destination and their motivations, the interrelationships that allow the tourism industry to work successfully and the undeniable value that tourism can have on an economy. The aim of the unit is to provide learners with an understanding of the foundations of the global tourism industry.</p>	
Topics	<p>1.1 Sectors of the tourism industry 1.2 Tourists and motivations for travel 1.3 Structures and interrelationships in tourism 1.4 The value of tourism to the economy</p>	
Assessment	<p>This unit is externally assessed through a written examination available in May/June each year on screen or on paper.</p> <p>The external assessment will:</p> <ul style="list-style-type: none"> • be set and marked by WJEC • consist of a 1 hour, 40 minute paper • assess content from each topic in the unit each series • include 100 marks • include a balance of short and extended answer questions, based on stimulus material and applied contexts • only use the command verbs listed in the Assessment Guide • be graded a-e. <p>All content in each topic area will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.</p>	

1.1 Sectors of the tourism industry

In this topic learners will gain knowledge and understanding of the following areas:

1.1.1 The different sectors that make up the tourism industry and their functions

1.1.2 Infrastructure to support tourism

1.1.3 Customer-facing technology

Content

Section	Amplification
<p>1.1.1</p> <p>The different sectors of the tourism industry and their functions</p>	<p>Learner should understand the following sectors of the tourism industry and their functions:</p> <p>Transport providers:</p> <ul style="list-style-type: none"> • air • rail • road • sea. <p>Accommodation providers:</p> <ul style="list-style-type: none"> • serviced • non-serviced. <p>Attractions:</p> <ul style="list-style-type: none"> • natural • purpose built. <p>Events:</p> <ul style="list-style-type: none"> • business and workshops • celebrations • entertainment • exhibitions • global and national • social enterprise. <p>Travel agencies:</p> <ul style="list-style-type: none"> • business travel agencies and travel management platforms • high street • leisure travel agencies • online only. <p>Tour operators:</p> <ul style="list-style-type: none"> • dynamic • mass • package • specialist.

	<p>Hospitality and entertainment providers:</p> <ul style="list-style-type: none"> • bars • restaurants • street food and pop ups • theatres. <p>Ancillary organisations:</p> <ul style="list-style-type: none"> • car hire • foreign exchange • travel insurance. <p>Supporting organisations: regulatory, trade associations and government:</p> <ul style="list-style-type: none"> • government • passport and visa offices • regulatory (including legislation) • tourist boards • trade associations <p>United Nations World Tourism Organisation (UNWTO).</p>
<p>1.1.2 Infrastructure to support tourism</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • what infrastructure is • the importance of infrastructure to tourism. <p>Learners should understand the following range of infrastructures:</p> <p>Transportation networks</p> <ul style="list-style-type: none"> • airports • rail stations • roads • sea ports • tram lines. <p>Utilities</p> <ul style="list-style-type: none"> • electricity • fresh water • gas • renewable • sewerage. <p>Communication systems</p> <ul style="list-style-type: none"> • the Internet • mobile phone network.

1.1.3

Customer-facing technology

Learners should understand the use of technology for:

Before a visit:

- download of apps
- foreign exchange
- information sourcing
- online brochures
- payment
- price comparison websites
- virtual tours.

Airports and airlines:

- check-in online
- electronic visas
- facial recognition/biometrics in passport control
- mobile boarding passes
- mobile flight tickets
- remote baggage drop.

Accommodation:

- booking excursions
- contacting customer support
- digital check-in
- online menus and service directories
- virtual tours.

During a visit:

- contactless payments
- currency exchange
- destination and company apps
- guided tour commentary
- route finders/trackers
- ticket purchase
- translation apps.

After a visit:

- customer questionnaires and feedback.

1.2 Tourists and motivations for travel

In this topic learners will gain knowledge and understanding of the following areas:

1.2.1 Types of tourists

1.2.2 Tourist motivations

1.2.3 Traditional and global audience segments

Content

Section	Amplification
1.2.1 Types of Tourists	Learners should know the following types of tourists: <ul style="list-style-type: none"> • inbound • outbound • domestic.
1.2.2 Tourist Motivations	Learners should understand: <ul style="list-style-type: none"> • Maslow's hierarchy of needs theory • the push and pull factor.
1.2.3 Traditional and global audience segments	Learners should understand: <p>Traditional segments:</p> <ul style="list-style-type: none"> • age • ethnicity • gender • income • occupation. <p>Global audience segments:</p> <ul style="list-style-type: none"> • adventurers • experience seekers • culture buffs • explorers • sightseers.

1.3 Structures and interrelationships in tourism

In this topic learners will gain knowledge and understanding of the following areas:

1.3.1 Public, private and voluntary organisations

1.3.2 Interrelationships

1.3.3 Integration

Content

Section	Amplification
<p>1.3.1 Public, private and voluntary organisations</p>	<p>Learners should understand the following aims of organisations:</p> <p>Public organisations:</p> <ul style="list-style-type: none"> • funding from government • funding organisations • local councils • providing a service. <p>Private organisations:</p> <ul style="list-style-type: none"> • making a profit • revenue comes from customers and investors. <p>Voluntary organisations:</p> <ul style="list-style-type: none"> • conservation • raising awareness of a cause • revenue from donations, subscriptions and funding organisations.
<p>1.3.2 Interrelationships</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • how private, public and voluntary organisations work together • how businesses are involved directly and/or indirectly with the industry.
<p>1.3.3 Integration</p>	<p>Learners should understand the advantages and disadvantages of:</p> <ul style="list-style-type: none"> • horizontal integration • vertical integration.

1.4 The value of tourism to the economy

In this topic learners will gain knowledge and understanding of the following areas:

1.4.1 Visitor numbers

1.4.2 Value to the economy

1.4.3 Employment in the industry

Content

Section	Amplification
1.4.1 Visitor numbers	Learners should understand: <ul style="list-style-type: none"> • generating countries • inbound • outbound • domestic.
1.4.2 Value to the economy	Learners should understand: <ul style="list-style-type: none"> • Gross Domestic Product (GDP) • income/visitor spending • leakages • the multiplier effect.
1.4.3 Employment in the industry	Learners should understand: <ul style="list-style-type: none"> • numbers of people employed in the industry • direct employment • indirect employment.

Unit 3

Unit title	Managing the Customer Experience
Unit entry code	4803U3
GLH	60
Mandatory/Optional	Optional
Vocational context	Customer experience is the impression customers have of an organisation, the relationships between them and each interaction no matter how small. Providing excellence in the customer experience is of vital importance to all organisations within the tourism sector. The level of service experienced by the customer is an extremely powerful tool which can have hugely positive impacts but at the same time can have perilous consequences if it does not live up to expectations. By meeting customer specific needs and providing excellent customer experiences, businesses will understand their customers, gain their loyalty, generate new business and increase profitability.
Overview of unit	This unit introduces learners to appreciate and understand the importance of providing excellence in customer experiences in the tourism industry. In this unit learners will learn about the importance of evaluating the customer experience. The learner will develop excellence in managing the customer experience and demonstrate the delivery of an excellent experience for customers in tourism situations.
Topics	<p>3.1 Factors that influence customers</p> <p>3.2 Setting standards for the customer experience through policies, procedures and legislation</p> <p>3.3 The importance of delivering and monitoring the customer experience</p> <p>3.4 Delivering and evaluating customer experiences</p>
Assessment	<p>This unit is internally assessed through a controlled assessment. Learners will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres via the WJEC Secure Website. This will remain for the lifetime of the specification.</p> <p>The controlled assessment will:</p> <ul style="list-style-type: none"> • be marked by the centre and moderated by WJEC • consist of 18 hours • assess content from each topic and each section in the unit • include 75 marks • only use the command verbs listed in the Assessment Guide • be graded a-e.

3.1 Factors that influence customers

In this topic learners will gain knowledge and understanding of the following areas:

3.1.1 Customer expectations and experience

3.1.2 Skills and qualities needed to deliver excellent customer experiences

3.1.3 The impact of skills and qualities when creating a customer centred culture

Content

Section	Amplification
<p>3.1.1</p> <p>Customer expectations and experience</p>	<p>Learners should understand how companies aim to meet customer expectations:</p> <ul style="list-style-type: none"> communicating clearly in both verbal and written communication (including the need for bilingual communication) meeting the needs of different target groups (including customers with disabilities) responding to customer needs.
<p>3.1.2</p> <p>Skills and qualities needed to deliver excellent customer experiences</p>	<p>Learners should understand the importance of the following skills in delivering excellent customer experiences:</p> <ul style="list-style-type: none"> communication (including bilingualism) creativity and innovation critical thinking digital literacy leadership listening literacy negotiation numeracy organisation problem solving selling. <p>Learners should understand the importance of the following qualities in delivering excellent customer experiences:</p> <ul style="list-style-type: none"> empathy and emotional intelligence flexibility innovation patience people first attitude positive attitude problem solving professionalism self-motivation teamwork willingness to learn.

3.1.3

The impact of skills and qualities when creating a customer centred culture

Learners should understand positive impacts of staff skills and qualities, such as:

- how ensuring excellent customer experiences will lead to:
 - improved staff morale
 - increased opportunities for career progression
 - job satisfaction
 - lower turnover of staff
- the importance of involving staff in the whole process of managing the customer expectations through a number of ways (for example team review meetings, inviting staff feedback and suggestions).

Learners should understand negative impacts of staff skills and qualities, such as:

- damaged reputation
- higher staff turnover
- impact on sales and profit
- loss of business.

3.2 Setting standards for the customer experience through policies, procedures and legislation

In this topic learners will gain knowledge and understanding of the following areas:

3.2.1 Why consumer policies and legislation are important in the tourism industry

3.2.2 Key policies and legislation which play a major role in ensuring a customer centred culture

3.2.3 Implications of noncompliance with policies and legislation

Content

Section	Amplification
3.2.1 Why consumer policies and legislation are important in the tourism industry	Learners should understand: <ul style="list-style-type: none"> the need to protect consumers the impact of fair treatment of customers positive working environment customer satisfaction.
3.2.2 Key legislation and policies which play a major role in ensuring a customer centred culture	Learners should be able to apply knowledge and understanding of key legislation including the: <ul style="list-style-type: none"> Data Protection Act 2018 Health and Safety at Work Act 2015 Consumer Rights Act 2015 Unfair Trading Regulations Act 2008 (Consumer Protection).
3.2.3 Implications of noncompliance with policies and legislation	Learners should understand that noncompliance can lead to: <ul style="list-style-type: none"> damaged reputation financial losses and custodial punishment loss of customers.

3.3 The importance of delivering and monitoring the customer experience

In this topic learners will gain knowledge and understanding of the following areas:

3.3.1 The benefits of delivering and monitoring the customer experience

3.3.2 Methods of monitoring, measuring and evaluating the customer experience

3.3.3 The impact of reviewing customer experiences on a tourism business

Content

Section	Amplification
3.3.1 The benefits of delivering and monitoring the customer experience	Learners should understand: <ul style="list-style-type: none"> • customer advocates • increased spending of loyal customers improving the public image of a business • increasing the market share of the business • the costs involved in attracting new customers • the value of repeat business.
3.3.2 Methods of monitoring, measuring and evaluating the customer experience	Learners should understand tools used to measure and monitor the customer experience, such as: <ul style="list-style-type: none"> • customer data (for example, buying habits) • customer experience staff feedback • forums • online reviews • satisfaction surveys • social media • the use of apps. <p>Learners should be able to design appropriate tools to monitor and measure customer experiences.</p>
3.3.3 The impact of reviewing customer experiences on a tourism business	Learners should understand how to use information gathered from the customer to improve customer experience levels.

3.4 Delivering and evaluating customer experiences

In this topic learners will gain knowledge and understanding of the following areas:

3.4.1 Demonstrating excellence in customer experiences

3.4.2 Evaluating customer experiences

3.4.3 Reviewing customer experiences and making recommendations for future delivery

Content

Section	Amplification
3.4.1 Demonstrating excellence in customer experiences	<p>Learners should be able to demonstrate an understanding of what excellence in customer service is.</p> <p>Learners should be able to demonstrate excellence in delivering customer experiences that meet a variety of customer needs in both:</p> <ul style="list-style-type: none"> customer facing situations non-facing customer situations.
3.4.2 Evaluating customer experiences	Learners should be able to analyse results from the monitor and measuring of customer experiences.
3.4.3 Reviewing customer experiences and making recommendations for future delivery	Learners should be able to review and make recommendations for future delivery of customer experiences.

Unit 4

Unit title	Global Destinations
Unit entry code	4803U4
GLH	60
Mandatory/Optional	Optional
Vocational context	<p>This unit develops learners' understanding and knowledge of the physical elements of travel geography as well as the appeal of global destinations to the visitor. Developing confidence in knowledge of the 'make-up' of the world is of paramount importance and is integral to anyone pursuing a career in the tourism industry. This unit further develops the understanding of what motivates the visitor to travel to the four corners of the world in search of a wide range of different destinations. Learners will also learn how niche markets travel by means of set itineraries and pre-arranged plans – a concept known as tailor-made holidays.</p>
Overview of unit	<p>This unit introduces learners to appreciate and understand the importance of travel geography and what attracts visitors to global destinations. In this unit learners will learn about core geographical facts, along with the types of global destinations and the attractions and their main appeal. The learner will also develop knowledge about niche markets and the motivational factors behind their decision making.</p>
Topics	<p>4.1 Worldwide destinations 4.2 Key tourism features of a destination 4.3 Factors that motivate tourists 4.4 Developing tailor-made holidays</p>
Assessment	<p>This unit is internally assessed through a controlled assessment. Learners will undertake a series of set tasks that are to be applied to a prescribed context set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.</p> <p>The controlled assessment will:</p> <ul style="list-style-type: none"> • be marked by the centre and moderated by WJEC • consist of 16 hours • assess content from each topic and each section in the unit • include 75 marks • only use the command verbs listed in the Assessment Guide • be graded a-e.

4.1 Worldwide destinations

In this topic learners will gain knowledge and understanding of the following areas:

4.1.1 The physical features of travel geography

4.1.2 Characteristics of global tourist destinations

4.1.3 Developed and developing global tourist destinations

Content

Section	Amplification
<p>4.1.1</p> <p>The physical features of travel geography</p>	<p>Learners should understand the physical features of travel geography such as:</p> <ul style="list-style-type: none"> • capital cities • continents • countries and regions • mountain ranges and forests • oceans, seas, rivers and lakes.
<p>4.1.2</p> <p>Characteristics of global tourist destinations</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • natural attractions such as flora and fauna, climate, topography • built attractions such as museums, theme parks, cultural and religious sites.
<p>4.1.3</p> <p>Developed and developing global tourist destinations</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • standard of living • sustainability • the generating of income and employment • wealth and poverty.

4.2 Key tourism features of a destination

In this topic learners will gain knowledge and understanding of the following areas:

4.2.1 The key features necessary for global tourism destinations

4.2.2 Types of global tourist destinations

4.2.3 Impacts on the destination

Content

Section	Amplification
<p>4.2.1</p> <p>The key features necessary for global tourism destinations</p>	<p>Learners should understand the importance of:</p> <ul style="list-style-type: none"> • accessibility • amenity • ancillary services • capacity • climate • infrastructure • resources.
<p>4.2.2</p> <p>Types of global tourist destinations</p>	<p>Learners should understand the following destinations:</p> <ul style="list-style-type: none"> • business and educational • cultural and historical • environmental • recreational.
<p>4.2.3</p> <p>Impacts on the destination</p>	<p>Learners should understand the following impacts on a destination:</p> <ul style="list-style-type: none"> • economic • environmental • socio-cultural.

4.3 Factors that motivate tourists

In this topic learners will gain knowledge and understanding of the following areas:

4.3.1 Motivational factors for visiting global destinations

4.3.2 Barriers to visiting global destinations

4.3.3 Evaluating key motivations

Content

Section	Amplification
<p>4.3.1</p> <p>Motivational factors for visiting global destinations</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • culture • escapism • prestige • relaxation • self-fulfilment. <p>Learners should be able to select appropriate global destinations that match the motivational factors of tourists.</p>
<p>4.3.2</p> <p>Barriers to visiting global destinations</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • financial issues • lack of infrastructure • physical constraints • political unrest • regulations.
<p>4.3.3</p> <p>Evaluating key motivations</p>	<p>Learners should be able to evaluate the key motivations for visiting a range of long and short haul destinations.</p>

4.4 Developing tailor-made holidays

In this topic learners will gain knowledge and understanding of the following areas:

4.4.1 Understanding niche markets

4.4.2 Components of tailor-made holidays

4.4.3 Developing itineraries for tailor-made holidays

Content

Section	Amplification
4.4.1 Understanding niche markets	Learners should understand: <ul style="list-style-type: none"> the difference between mass and niche markets why customers may want tailor-made holidays.
4.4.2 Components of tailor-made holidays	Learners should understand the following components of tailor-made holidays: <ul style="list-style-type: none"> accommodation contact details and information costing entry and visa requirements experiences health advice schedule transport.
4.4.3 Developing itineraries for tailor-made holidays	Learners should be able to: <ul style="list-style-type: none"> research itineraries for long and short haul compile logical itineraries aimed at specific niche-markets evaluate how the itinerary meets the customers' needs.

Unit 5

Unit title	Planning, Co-ordinating and Running an Event
Unit entry code	4803U5
GLH	60
Mandatory/Optional	Optional
Vocational context	Globally, events in tourism are a dynamic and fast-growing sector with a clear link and benefit for the tourism industry. Events in tourism have a positive role to play in enhancing destination attractiveness and competitiveness, helping destinations have a place on the world map. For the industry, events provide a vital role as a contributor to the global economy, promoting domestic growth, media exposure, stimulating infrastructure upgrades and a wide variety of employment opportunities. In the UK alone Statista found that in 2019, 69 million people attended a football match and with 42 million people attending a live concert ⁴ . Events in tourism are often seen as one of the most exciting sectors in the industry, connecting major destinations and promoting cities, regions and countries.
Overview of unit	<p>This unit will provide opportunity to develop transferable employability skills, that are useful when pursuing a career in events management. The unit will also deepen learning by undertaking real life activities.</p> <p>The aim of this unit is for learners to develop key tourism management and employment skills as they plan to prepare, run, and evaluate an event. The unit provides learners with a balance of theoretical and practical learning. This is an exciting opportunity to connect and experience real life events in the tourism industry, allowing learners to develop cognitive, problem solving and interpersonal skills.</p>
Topics	<p>5.1 The range and management of events</p> <p>5.2 Planning and preparing for an event</p> <p>5.3 Running and evaluating an event</p>
Assessment	<p>This unit is internally assessed through a controlled assessment. Learners will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres via the WJEC Secure Website. This will remain for the lifetime of the specification.</p> <p>The controlled assessment will:</p> <ul style="list-style-type: none"> • be marked by the centre and moderated by WJEC • consist of 20 hours • assess content from each topic and each section in the unit • include 75 marks • only use the command verbs listed in the Assessment Guide • be graded a-e.

⁴ Statista (2022) *Number of tourism day visits which included attending an event in Great Britain in 2019, by type* <https://www.statista.com/statistics/628797/number-of-day-visits-for-events-by-type-great-britain-uk/>

5.1 The range and management of events

In this topic learners will gain knowledge and understanding of the following areas:

5.1.1 Different types of events

5.1.2 The requirements to plan, co-ordinate and run an event

5.1.3 The skills required to plan, co-ordinate and run an event

Content

Section	Amplification
5.1.1 Different types of events	<p>Learners should be aware of a variety of different types of events.</p> <p>Learners should be able to select an appropriate event that meets a client's needs.</p>
5.1.2 The requirements to plan, co-ordinate and run an event	<p>Learners should understand the requirements to plan, co-ordinate and run an event, including:</p> <ul style="list-style-type: none"> • organisation • legal requirements (including health and safety) • organisational procedures (including risk assessments).
5.1.3 The skills required to plan, co-ordinate and run an event	<p>Learners should understand the skills required to plan, co-ordinate and run an event including:</p> <ul style="list-style-type: none"> • budgeting • communication • leadership • minute taking • negotiation • organisation • problem solving • target setting • team building. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • identify their own strengths and weaknesses • consider their personal development needs in order to successfully plan, co-ordinate and run an event.

5.2 Planning and preparing for an event

In this topic learners will gain knowledge and understanding of the following areas:

5.2.1 Teamwork

5.2.2 Feasibility of planning and preparing for an event

5.2.3 Event planning and project management

5.2.4 Marketing and promotion

Content

Section	Amplification
5.2.1 Teamwork	Learners should understand team roles ⁵ including: <ul style="list-style-type: none"> • resource investigator • team worker • co-ordinator • plant • monitor evaluator • specialist • shaper • implementer • completer finisher.
5.2.2 Feasibility of planning and preparing for an event	Learners should be able to select and demonstrate use of feasibility measures such as: <ul style="list-style-type: none"> • market research (including primary and secondary) • mind map of event ideas • purpose of the event • SWOT analysis.
5.2.3 Event planning and project management	Learners should be able to select and demonstrate use of: <ul style="list-style-type: none"> • event planning • project management.
5.2.4 Marketing and promotion	Learners should be able to select and demonstrate use of appropriate promotional activities for a range of target markets such as: <ul style="list-style-type: none"> • digital media such as a website, blogs and podcasts to promote events • print media such as flyers, leaflets and posters to promote events • social media campaigns to promote events. <p>Learners should be able to include key information about the event within a marketing campaign.</p>

⁵ Taken from Belbin, R., (1981) *Management teams*. London: Heinemann.
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5.3 Running and evaluating an event

In this topic learners will gain knowledge and understanding of the following areas:

5.3.1 Management of running an event

5.3.2 Evaluation of an event

5.3.3 Review of personal performance and skill development

Content

Section	Amplification
5.3.1 Management of running an event	Learners should be able to stage and manage an event by considering: <ul style="list-style-type: none"> the management of the event problem solving.
5.3.2 Evaluation of an event	Learners should be able to evaluate the success of the event by: <ul style="list-style-type: none"> collecting and analysing feedback forms meeting aims and objectives reviewing the success of the event and considering future improvements the conciliation of a budget.
5.3.3 Review of personal performance and skill development	Learners should be able to review their personal performance and skill development through: <ul style="list-style-type: none"> an evaluation of personal performance a review of skill development.

Unit 6

Unit title	Digital Marketing for Tourism and Events
Unit entry code	4803U6
GLH	60
Mandatory/Optional	Optional
Vocational context	<p>With the growth of technological development and capabilities, and the way in which the tourism industry connects with its customers and audiences, tourism has been transformed with technology now being used in organisations of all different sizes across the globe. Customer behaviour has also changed, with customers using different tools to engage with the industry, such as social media and online search platforms, websites and emails. Digital marketing is constantly evolving and is often at the heart of most companies marketing strategies.</p> <p>Unlike traditional marketing, digital marketing provides opportunities to connect and communicate with audiences across the globe 24/7, through a variety of digital devices. A recent report showed that currently there are 6.648 billion smartphone users across the world, totalling 83.4% of the world population.⁶ Successful digital marketing does not replace traditional marketing, but complements and extends it; ensuring that customers are being targeted through both online and offline exposure.</p>
Overview of unit	<p>The unit will provide learners with knowledge of the importance and the role of digital marketing within the tourism and events sector and how online strategies are used to influence consumers today.</p> <p>This unit introduces learners to the role of digital marketing within the tourism and events sector, focusing on how different strategies and influences have inspired the industry to entice people to new destinations across the globe. Learners will examine the concerns of legal and ethical considerations, when producing online digital content.</p>
Topics	<p>6.1 The role of digital marketing</p> <p>6.2 Legal and ethical considerations for digital marketing</p> <p>6.3 Planning a digital promotional campaign</p> <p>6.4 Creating and reviewing a digital promotional campaign</p>

⁶ <https://www.bankmycell.com/blog/how-many-phones-are-in-the-world>
© WJEC CBAC Ltd.

Assessment

This unit is internally assessed through a controlled assessment. Learners will undertake a series of set tasks that are to be applied to a prescribed context set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.

The controlled assessment will:

- be marked by the centre and moderated by WJEC
- consist of 20 hours
- assess content from each topic and each section in the unit
- include 75 marks
- only use the command verbs listed in the Assessment Guide
- be graded a-e.

6.1 The role of digital marketing

In this topic learners will gain knowledge and understanding of the following areas:

6.1.1 The role of digital marketing

6.1.2 Digital marketing technology and strategies used to target customers

6.1.3 The impact of digital marketing

Content

Section	Amplification
<p>6.1.1</p> <p>The role of digital marketing</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the role of digital marketing how digital marketing can identify customer needs and behaviour analysing factors that influence customer purchasing target market segmentation.
<p>6.1.2</p> <p>Digital marketing technology and strategies used to target customers</p>	<p>Learners should be aware of the different types of marketing technology and strategies used to target customers:</p> <ul style="list-style-type: none"> digital marketing strategies achieving digital marketing aims and objectives digital marketing technology.
<p>6.1.3</p> <p>The impact of digital marketing</p>	<p>Learners should understand the factors of how a digital marketing approach can impact on:</p> <ul style="list-style-type: none"> the customer the industry.

6.2 Legal and ethical considerations for digital marketing

In this topic learners will gain knowledge and understanding of the following areas:

6.2.1 The concerns of using digital marketing techniques

6.2.2 The importance of legal considerations for digital marketing

6.2.3 The importance of ethical considerations for digital marketing

Content

Section	Amplification
<p>6.2.1</p> <p>The concerns of using digital marketing techniques</p>	<p>Learners should understand the concerns surrounding the use of digital marketing techniques on:</p> <ul style="list-style-type: none"> the customer the industry.
<p>6.2.2</p> <p>The importance of legal considerations for digital marketing</p>	<p>Learners should understand the importance of legal considerations for digital marketing such as:</p> <ul style="list-style-type: none"> advertising to businesses advertising to consumers codes of practice data collection laws direct digital marketing laws (CAP code⁷) direct marketing and ePrivacy legislation unfair trading regulations.
<p>6.2.3</p> <p>The importance of ethical considerations for digital marketing</p>	<p>Learners should understand the importance of ethical considerations for digital marketing such as:</p> <ul style="list-style-type: none"> honesty transparency responsibility.

⁷ The UK Code of Non-broadcast Advertising and Direct & Promotional Marketing
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6.3 Planning a digital promotional campaign

In this topic learners will gain knowledge and understanding of the following areas:

6.3.1 The influences on digital marketing decisions

6.3.2 The purpose of market research

6.3.3 How to plan a digital promotional campaign

Content

Section	Amplification
<p>6.3.1</p> <p>The influences on digital marketing decisions</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the use of marketing mix including: <ul style="list-style-type: none"> people physical evidence place price process product promotion the use of promotional mix including: <ul style="list-style-type: none"> advertising direct marketing personal selling public relations sales promotion.
<p>6.3.2</p> <p>The purpose of market research</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the role of market research such as: <ul style="list-style-type: none"> the definition of market research the purpose of market research quantitative data qualitative data validity of research appropriateness of research reliability of research currency of research cost of research the different methods of primary research such as: <ul style="list-style-type: none"> focus groups interviews mystery shops observations questionnaires surveys the different methods of secondary research including: <ul style="list-style-type: none"> internal research external research.

	<p>Learners should be able to select an appropriate form of market research.</p> <p>Learners should be able to undertake analysis of research including:</p> <ul style="list-style-type: none"> • data from primary research • data from secondary research.
<p>6.3.3</p> <p>How to plan a digital promotional campaign</p>	<p>Learners should be able to plan a digital promotional campaign including:</p> <ul style="list-style-type: none"> • the goals of the campaign • identifying and understanding the needs of the target market • the size and structure of the market • the timeline of the campaign.

6.4 Creating and reviewing a digital promotional campaign

In this topic learners will gain knowledge and understanding of the following areas:

6.4.1 Selecting a digital marketing method

6.4.2 Creating a digital promotional campaign

6.4.3 Reviewing a digital promotional campaign

Content

Section	Amplification
6.4.1 Selecting a digital marketing method	Learners should be able to select an appropriate digital marketing method for a promotional campaign by considering: <ul style="list-style-type: none"> • type of media • reach of media • demographic of selected media.
6.4.2 Creating a digital promotional campaign	Learners should be able to create a comprehensive digital promotional campaign for a target market by using: <ul style="list-style-type: none"> • appropriate content • appropriate marketing techniques • creativity.
6.4.3 Reviewing a digital promotional campaign	Learners should be able to review the appropriateness of a digital promotional campaign including: <ul style="list-style-type: none"> • the marketing messages • meeting target market needs • successful elements of the campaign.

Unit 7

Unit title	Employment in Tourism and Events
Unit entry code	4803U7
GLH	60
Mandatory/Optional	Optional
Vocational context	<p>Exploring a variety of employment opportunities is a very important aspect of planning for the future, especially in the tourism and events industry, due to it being highly competitive. In 2021, the number of jobs in the travel and tourism sector worldwide was 289 million⁸ which reflects the importance of employment for the economy, self-satisfaction and personal development. Employment in tourism is a vital source for the economy, contributing to Gross domestic product (GDP) and supporting a variety of jobs across the UK.</p> <p>Working in the tourism and events sector provides people with excitement for a world of new opportunities, allowing them to work in an environment that allows them to be creative, flexible and adaptable.</p>
Overview of unit	<p>This unit provides learners with the opportunity to develop a range of transferable employability skills and a foundation of knowledge to progress into future education such as degrees, graduate and apprenticeship schemes. The skills developed will prepare learners for their future career prospects.</p> <p>The unit will provide learners with the ability to research actively and methodically, identifying specific pathways in the tourism and events sector. The unit allows learners to explore a wide range of employment opportunities, where they can identify the variety of skills, qualities and qualifications required for a range of employments in the sector. Learners will develop knowledge on the process and the importance of recruitment and selection, helping them develop an awareness of the variety of employability skills which are required through the application process. Learners will be given the opportunity to produce their own professional digital identity, which will prepare them ready for when applying for future employment.</p>

⁸ Statista (2022) Number of travel and tourism jobs worldwide from 2019 to 2021
<https://www.statista.com/statistics/1268465/number-of-travel-and-tourism-jobs-worldwide/>
 © WJEC CBAC Ltd.

Topics	<p>7.1 Employment opportunities in the tourism and events sector</p> <p>7.2 Skills, qualities and qualifications required for the tourism and events sector</p> <p>7.3 Pathways to a career within the tourism and events sector</p> <p>7.4 Producing a professional digital identity</p>
Assessment	<p>This unit is internally assessed through a controlled assessment. Learners will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres via the WJEC Secure Website. This will remain for the lifetime of the specification.</p> <p>The controlled assessment will:</p> <ul style="list-style-type: none"> • be marked by the centre and moderated by WJEC • consist of 18 hours • assess content from each topic and each section in the unit • include 75 marks • only use the command verbs listed in the Assessment Guide • be graded a-e.

7.1 Employment opportunities in the tourism and events sector

In this topic learners will gain knowledge and understanding of the following areas:

7.1.1 The different types of employment opportunities available

7.1.2 Responsibilities

7.1.3 Benefits of providing good customer service and sales

Content

Section	Amplification
<p>7.1.1</p> <p>The different types of employment opportunities available</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the different types of employment opportunities available such as: <ul style="list-style-type: none"> full time work part time work seasonal work UK and overseas work voluntary work the range of employment opportunities in the events and tourism sectors.
<p>7.1.2</p> <p>Responsibilities</p>	<p>Learners should understand the responsibilities required for job roles such as:</p> <ul style="list-style-type: none"> managing and providing customer service health, safety and security legislation financial.
<p>7.1.3</p> <p>Benefits of providing good customer service and sales</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the importance of providing good customer service such as: <ul style="list-style-type: none"> customer satisfaction image and reputation of organisation positive experience the importance of sales in an organisation for: <ul style="list-style-type: none"> financial impact for the organisation organisational success and growth staff benefits and loyalty.

7.2 Skills, qualities and qualifications required for the tourism and events sector

In this topic learners will gain knowledge and understanding of the following areas:

7.2.1 Skills and qualities

7.2.2 Qualifications

7.2.3 Employee expectations

Content

Section	Amplification
<p>7.2.1</p> <p>Skills and qualities</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the importance of having skills such as: <ul style="list-style-type: none"> communication (including bilingualism) creativity and innovation critical thinking digital literacy leadership listening literacy negotiation numeracy organisation problem solving selling skills the importance of having personal qualities such as: <ul style="list-style-type: none"> empathy flexibility patience people first attitude positive attitude professionalism self-motivation willingness to learn.
<p>7.2.2</p> <p>Qualifications</p>	<p>Learners should understand the different qualifications required for employability for example:</p> <ul style="list-style-type: none"> A Levels apprenticeships degrees GCSE's graduate schemes vocational qualifications.
<p>7.2.3</p> <p>Employee expectations</p>	<p>Learners should understand employee expectations including:</p> <ul style="list-style-type: none"> to the organisation to the customer to themselves (the employee).

7.3 Pathways to a career within the tourism and events sector

In this topic learners will gain knowledge and understanding of the following areas:

7.3.1 Different pathways available in the tourism and events sector

7.3.2 The recruitment and selection process

7.3.3 Ethical and legal considerations in the recruitment and selection process

Content

Section	Amplification
<p>7.3.1</p> <p>Different pathways available in the tourism and events sector</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> pathways available to them on a local, national and global scale in the tourism/events sector specific requirements for employment in the tourism/events sector.
<p>7.3.2</p> <p>The recruitment and selection process</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the recruitment process on behalf of the organisation including: <ul style="list-style-type: none"> the purpose of a job advertisement methods of advertisements job descriptions personal specifications the recruitment and selection process such as: <ul style="list-style-type: none"> applications entry assessments interview process letter of application online recruitment personal CVs.
<p>7.3.3</p> <p>Ethical and legal considerations in the recruitment and selection process</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> the importance of ethical and legal considerations throughout the recruitment process such as: <ul style="list-style-type: none"> confidentiality disclosure of friends and family working for the same organisation equal opportunities legislation fairness having the correct documentation including work permits honesty right to work legislation.

7.4 Producing a professional digital identity

In this topic learners will gain knowledge and understanding of the following areas:

7.4.1 Reviewing personal skills and qualities

7.4.2 Producing a personal development plan

7.4.3 Producing a professional digital identity

Content

Section	Amplification
7.4.1 Reviewing personal skills and qualities	Learners should understand how to review own personal skills and qualities including: <ul style="list-style-type: none"> the importance of skills analysis methods of skills analysis the importance of reviewing the results of a skills analysis to establish strengths and weaknesses.
7.4.2 Producing a personal development plan	Learners should be able to produce a personal development plan that includes: <ul style="list-style-type: none"> targets for personal skills and qualities development required training and knowledge development.
7.4.3 Producing a professional digital identity	Learners should be able to produce a digital identity considering the following factors: <ul style="list-style-type: none"> the purpose of a professional digital identity platforms used to present a digital identity information required for a digital identity statements of goals and ambition the use of digital images and profiles.

Unit 8

Unit title	Adapting to Change in the Tourism Industry
Unit entry code	4803U8
GLH	60
Mandatory/Optional	Optional
Vocational context	<p>Tourism is an ever-evolving and dynamic industry. Due to its inherent nature, it will always be sensitive to external factors, many of which might not seem relevant at first glance. Take for example, the conflict in Ukraine in 2022. Why should that impact the tourism industry in the UK? One way it caused an impact was through the rapid rise in oil prices, which had a knock-on effect for diesel, and which is used in most forms of transportation. This resulted in higher costs for operating flights, which then was passed onto the customer in the form of higher flight prices. This will always result in a cause and effect in a globalised economy. Consumers will always change and desire new and altered products and services and destinations, and companies within the tourism industry must be ready for this. Sometimes the tourism industry will need to pre-empt changes. Whatever the situation, tourism needs to be resilient, relevant and always ready for change.</p>
Overview of unit	<p>This unit introduces learners to study and investigate the 'bigger picture' surrounding the tourism industry. It introduces the lifecycle of destinations and products, issues and trends and how the industry can respond. Focussing on local, national and global perspectives encourages a wide and complex set of skills development, which will not only support learners in this qualification, but through future learning and career paths.</p>
Topics	<p>8.1 The need for tourism development</p> <p>8.2 How tourism is changing</p> <p>8.3 Planning for change in tourism development</p>
Assessment	<p>This unit is internally assessed through a controlled assessment. Learners will undertake a series of set tasks that are to be applied to a prescribed context set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.</p> <p>The controlled assessment will:</p> <ul style="list-style-type: none"> • be marked by the centre and moderated by WJEC • consist of 16 hours • assess content from each topic and each section in the unit • include 75 marks • only use the command verbs listed in the Assessment Guide • be graded a-e.

8.1 The need for tourism development

In this topic learners will gain knowledge and understanding of the following areas:

8.1.1 Adapting to change

8.1.2 Butler's Tourism Area Life Cycle (TALC)

8.1.3 The role of stakeholders in tourism development

Content

Section	Amplification
8.1.1 Adapting to change	Learners will understand adapting to change in tourism, including: <ul style="list-style-type: none"> the definition of tourism development the need for adaptation tourism as a catalyst for development.
8.1.2 Butler's Tourism Area Life Cycle (TALC)	Learners will understand the six stages of Butler's (1980) Tourism Area Life Cycle (TALC): <ul style="list-style-type: none"> Stage 1 – Exploration Stage 2 – Involvement Stage 3 – Development Stage 4 – Consolidation Stage 5 – Stagnation Stage 6 – Decline or Rejuvenation.
8.1.3. The role of stakeholders in tourism development	Learners will understand the role and objectives of stakeholders in tourism development including: <ul style="list-style-type: none"> host communities private organisations public organisations voluntary organisations.

8.2 How tourism is changing

In this topic learners will gain knowledge and understanding of the following areas:

8.2.1 Factors that can cause change

8.2.2 Issues that cause change

8.2.3 Analysing current changes

Content

Section	Amplification
<p>8.2.1</p> <p>Factors that can cause change</p>	<p>Learners will be aware of current changes in the tourism industry such as:</p> <ul style="list-style-type: none"> • channels of distribution • consumer behaviour • income and sales • marketing • markets, destinations, products, services • media coverage • operating procedures.
<p>8.2.2</p> <p>Issues that cause change</p>	<p>Learner will be able to analyse issues that cause change, using PESTLE:</p> <ul style="list-style-type: none"> • political • economic • socio-cultural • technological • legal • environmental.
<p>8.2.3</p> <p>Analysing current changes</p>	<p>Learner will be able to analyse current changes shaping the tourism industry through a SWOT analysis.</p>

8.3 Planning for change in tourism development

In this topic learners will gain knowledge and understanding of the following areas:

8.3.1 Sustainable development

8.3.2 Working towards Sustainable Development Goals (SDG)

8.3.3 Global sustainable development in action

Content

Section	Amplification
8.3.1 Sustainable development	Learners should understand: <ul style="list-style-type: none"> the definition of sustainable development the importance of sustainable development.
8.3.2 Working towards Sustainable Development Goals (SDG)	Learners should understand: <ul style="list-style-type: none"> the UN Sustainable Development Goals (SDG)⁹ the role of The World Tourism Organisation (UNWTO) how tourism can contribute to the Global Goals.
8.3.3 Global Sustainable Development in action	Learners should understand the strategies that tourism destinations and organisations use to achieve Sustainable Development Goals (SDG), such as: <ul style="list-style-type: none"> destination management impact analysis codes of practice.

⁹ Also known as Global Goals
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4. Assessment

4.1. Assessment objectives

This qualification has three assessment objectives:

AO1 Demonstration of knowledge of content from across the specification.

AO2 Application of knowledge and understanding.

AO3 Synthesis and evaluation.

AO1 is only assessed in examined units. AO2 and AO3 are assessed in both examined and non-examined units.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	Total
Unit 1	20%	12%	8%	40%
Optional A	0%	21%	9%	30%
Optional B	0%	21%	9%	30%
Overall weighting	20%	54%	26%	100%

4.2. External assessment

The following unit is externally assessed:

- Unit 1: The Global Tourism Industry (first assessment in 2024).

Full details of the format of the assessments can be found in the relevant unit and sample assessment materials are available from the subject page of the WJEC website (wjec.co.uk).

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website. (www.jcq.org.uk).

4.3. Internal assessment

The following units are internally assessed and submitted for external moderation (first submission in 2024):

- Unit 3: Managing the Customer Experience
- Unit 4: Global Destinations
- Unit 5: Planning, Co-ordinating and Running an Event
- Unit 6: Digital Marketing for Tourism and Events
- Unit 7: Employment in Tourism and Events
- Unit 8: Trends and Issues Affecting Tourism

Full details of the format of the assessment can be found in the relevant unit.

Candidate and Assessor Assessment Packs are available on the secure website (www.wjecservices.co.uk) for centres to download from the first Monday in September each year.

Centres have flexibility in when to they schedule internal assessment, but must ensure that they are using the correct packs for the series in which they intend to enter the work for moderation. Candidates must not have access to the Candidate Packs until they start their assessment which should be after all the teaching and learning for the unit has been completed.

For internal assessments, centres must follow the instructions for running controlled assessments in the Administration Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy).

4.4. Managing suspected Malpractice

Information regarding malpractice is available in our [Malpractice, A Guide for Centres](#) document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

4.5. Preventing malpractice

Candidates must not:

- submit work which is not their own
- make available their work to other candidates through any medium
- allow other candidates to have access to their own independently sourced material
- assist other candidates to produce work
- use books, the internet or other sources without acknowledgement or attribution
- submit work that has been word processed by a third party without acknowledgement
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice>

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.

5. Entries

5.1. Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC (centres@WJEC.co.uk) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the **General Conditions for WJEC Centres** and the appropriate **JCQ regulations**. All WJEC approved centres with a national centre number (NCN) must complete the **annual declaration sent by NCN**. Failure to do so will result in suspension of WJEC registration.

5.2. Entry procedure

WJEC Level 3 Certificate in Tourism will be available for certification from June 2024. Thereafter, each qualification will be available for certification each June.

5.3. Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated below.

		Entry Codes	
		English medium	Welsh medium
Unit 1	External assessment – on-screen	4803UA	4803NA
	External assessment – paper	4803UB	4803NB
Unit 2	Not applicable for the certificate		
Unit 3	Internal assessment	4803U3	4803N3
Unit 4	Internal assessment	4803U4	4803N4
Unit 5	Internal assessment	4803U5	4803N5
Unit 6	Internal assessment	4803U6	4803N6
Unit 7	Internal assessment	4803U7	4803N7
Unit 8	Internal assessment	4803U8	4803N8

5.4. 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.

	Cash-in code	
	English medium	Welsh medium
WJEC Applied Level 3 Certificate in Tourism	4803QC	4803CC

6. Awarding, grading and reporting

6.1. Unit grades

Units within WJEC Applied Certificates are awarded on a five-point scale a-e.

Individual units are recorded on a uniform mark scale (UMS) with the following grade equivalences:

	Max	a	b	c	d	e
Unit 1	120	96	84	72	60	48
Unit 2						
Unit 3	90	72	63	54	45	36
Unit 4	90	72	63	54	45	36
Unit 5	90	72	63	54	45	36
Unit 6	90	72	63	54	45	36
Unit 7	90	72	63	54	45	36
Unit 8	90	72	63	54	45	36

6.2. Qualification grade

WJEC Applied Certificates are awarded on a five-point scale A-E.

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

Max	A	B	C	D	E
300	240	210	180	150	120

Candidates who do not achieve the minimum uniform marks required to achieve an E will have their achievement recorded as U (unclassified) and will not receive a certificate.

6.3. Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the WJEC website.

6.4. Resitting units

Candidates may resit internally assessed units once only, and externally assessed units twice. The best grade will be used for aggregation.

6.5. Resitting the qualification

If a candidate wishes to resit an internal unit more than once or an external unit more than twice, no results from units taken previously may be used in aggregating the new grade and all units in the qualification must be taken again. This is referred to as a fresh start.