

# WJEC Entry Level / Level 1 Foundation Travel and Tourism

## Draft Specification

For teaching from September 2027

First award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

## Qualification Information

Qualification title	WJEC Entry / Level 1 Foundation Travel and Tourism
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	
QiW Number	
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date

Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Made for Wales WRFQ Qualification Approval Criteria](#) which set out requirements for any new WRFQ qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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## Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

## A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and enjoy meaningful success.

A key feature of our WRFQs is their unitised structure that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady, meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner-centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach, acknowledging that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance lower performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

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## Summary of assessment

Unit 1: Exploring travel and tourism in Wales  
Centre marked non-examination assessment

Portfolio of evidence – maximum assessment time of 12 hours  
Assessed in centre and moderated by WJEC

Unit 2: Designing a tourist attraction for Wales  
Centre marked non-examination assessment

Portfolio of evidence – maximum assessment time of 18 hours  
Assessed in centre and moderated by WJEC

This is a unitised qualification.

Unit 1 is an introductory unit and should be taught first.

Unit 1 will be available from summer 2028, with Unit 2 available in summer 2029.

The first award of the qualification will be 2029.

# 1. Introduction

## 1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

WRFQs offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, WRFQs support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps in education or training.

The WRFQ in Travel and Tourism aims to support learners to:

- promote understanding of the travel and tourism industry, including the sectors, their functions and job roles
- embed essential knowledge about destinations in Wales, their features and tourists' reasons for travel
- foster understanding of the impact of travel and tourism and sustainable practices for the future
- develop practical skills relevant to travel and tourism including research, generating ideas, communicating and reviewing
- develop problem-solving and planning abilities through attraction design, understanding and knowing how to meet visitor needs, understanding feedback and making suggestions for improvement
- foster transferable employability skills such as planning and organisation, meeting visitor needs, communication within a travel and tourism context
- prepare learners for progression into further study, apprenticeships, or employment in travel and tourism.

## 1.2. Curriculum for Wales

This WRFQ Travel and Tourism qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#)<sup>1</sup>, along with the [statements of what matters](#)<sup>2</sup> in the Area of Learning and Experiences for [Humanities](#).

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in Section 2.3; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WRFQ Travel and Tourism qualification supports the Curriculum for Wales by:

- supporting the Humanities statements of what matters by giving learners the opportunity to:
  - gain a deeper understanding of the concepts underpinning travel and tourism, and their application in Wales
  - gather and use information to further inform their understanding of the world
  - learn how various worldviews and factors can influence their own and others' perceptions of tourist destinations and the impact of travel and tourism
  - identify what makes places or destinations and spaces distinct
  - develop an awareness of interrelationships between human actions and the natural world
  - build their sense of identity and belonging through exposure to the story of their locality, Wales and the wider world
  - appreciate how the evolution of places or destinations is driven by the interplay between a range of factors, including environmental, economic, human actions and beliefs
  - heighten their awareness of how the future sustainability of our world and climate change is influenced by the impact of human actions
  - develop as self-aware, informed, ethical global citizens, who reflect on their own and others' beliefs, values and attitudes.
- supporting the Humanities principles of progression by encouraging learners to:
  - demonstrate greater independence in finding suitable information
  - organise and make links between knowledge
  - increase their breadth and depth of knowledge and underlying concepts in travel and tourism
  - explore the world around them to develop an understanding of themselves in the world
  - frame questions and use evidence to construct an answer
  - demonstrate a growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar contexts, through practical tasks.

<sup>1</sup> [Curriculum for Wales - Hwb](#)

<sup>2</sup> [Curriculum for Wales - Hwb](#)

### 1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training, or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/2 qualifications, including VCSE Travel and Tourism, supporting continued progression and learner aspiration. In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

### 1.4. Guided learning hours and Total Qualification Time

WRFQ Travel and Tourism has been designed to be delivered within 120 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit provides an indication of the of the GLH required for each unit.

	GLH
Unit 1	48
Unit 2	72
<b>Totals</b>	<b>120 hours</b>

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 GLH, and additional time spent in preparation, study and some formative assessment activities.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

### 1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

## 1.6. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the Travel and Tourism sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at [www.jcq.org.uk](http://www.jcq.org.uk).

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

## 2. Units

### 2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
Resources required for assessment	Details the materials, equipment, facilities, and staffing needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the guidance for teaching. Experiences will not be directly assessed.

## 2.2. Learning outcome stems

In WJEC WRFQ qualifications, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' is used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able' to is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

## 2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

## 2.4. Assessment Tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability, and validity.

Centres may choose to use these tasks as provided, adapt them or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

## Unit 1 Exploring travel and tourism in Wales

GLH	48
Overview of unit	<p>Travel and Tourism is a dynamic and thriving industry in Wales and globally, offering diverse employment opportunities and contributing significantly to communities whilst promoting understanding between different communities and cultures. This unit introduces learners travel and tourism industry primarily in Wales. It aims to build knowledge of sector structures and employment opportunities alongside knowledge of destinations, reasons for travel and the impacts of travel and tourism. The unit provides an essential knowledge base that underpins the content and practical work in the remaining units.</p> <p>It supports pathways into further study, apprenticeships and employment by fostering:</p> <ul style="list-style-type: none"> <li>• knowledge of what is meant by travel and tourism</li> <li>• knowledge of key industry sectors</li> <li>• knowledge of destinations, their attractions and reasons for travel</li> <li>• understanding of the impacts of travel and tourism and ideas for the future in Wales</li> <li>• knowledge of job roles within travel and tourism</li> </ul> <p>Learners completing this unit will be prepared for further study or entry-level roles in travel and tourism, with a strong foundation in industry knowledge.</p>
Learning Outcomes	<p>By completing this unit, learners will:</p> <p>LO1.1 – Know what travel and tourism means</p> <p>LO1.2 – Know the key sectors of the travel and tourism industry</p> <p>LO1.3 – Know destinations, their attractions and reasons for travel</p> <p>LO1.4 – Understand the impacts of travel and tourism and ideas for the future in Wales</p> <p>LO1.5 – Know the different jobs in the travel and tourism industry</p>
Summary of assessment	<p>Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways.</p> <p>To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Suggested activities and evidence are included after the unit.</p> <p>Centres must ensure that assessment activities do not exceed the maximum duration of 12 hours. For most learners, assessment will typically fall within the indicative range of 9-12 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.</p>

	Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	<p>Learners completing this unit may also be interested in the following Skills for Life and Work units:</p> <p>Skills for Life: Community Participation  Skills for Life: Equality, Diversity and Inclusion  Skills for Life: Ethical Choices  Skills for Life: Faith and Belief in the Community  Skills for Life: Skills in the Natural Environment  Skills for Life: Sustainability in Action  Skills for Life: Understanding Self and Others  Skills for Life: Values for Life</p> <p>Skills for Work: Sustainable Economic Development  Skills for Work: Career Creativity  Skills for Work: Exploring Career Pathways  Skills for Work: Jobs of the Future  Skills for Work: Personal Development Planning  Skills for Work: Rights and Responsibilities in the Workplace</p>

## Content

Learning outcome The learner will	Taught content
<p><b>LO1.1</b> Know what travel and tourism means</p>	<p>Travel refers to the movement of people from one place to another, often for leisure, business, or other purposes.</p> <p>Tourism involves people travelling to and staying in places outside their usual environment for less than one consecutive year for leisure, business, or other purposes.</p> <p>Reasons for travelling (for example, going on holiday, visiting family or friends in another town or country, educational trip or travelling for work or meetings).</p> <p>Examples of tourism activities (for example, sightseeing, taking part in adventure activities, staying overnight in accommodation, eating out in restaurants or cafes, exploring cultural or historical landmarks, attending sporting events or festivals, visiting spas or wellness retreats).</p>
<p><b>LO1.2</b> Know the key sectors of the travel and tourism industry</p>	<p>The main sectors that make up the global travel and tourism industry including:</p> <ul style="list-style-type: none"> <li>• Accommodation – where visitors stay (for example, hotels, guest houses, campsites, caravans, hostels)</li> <li>• Events – organised activities that attract visitors and contribute to tourism (for example festivals, concerts, sporting events, exhibitions, conferences, local celebrations)</li> <li>• Transport – how visitors travel to and from destinations (road, rail, air, sea)</li> <li>• Travel services – organisations that help people plan and book travel (for example, travel agents, tour companies, visitor information centres)</li> <li>• Visitor Attractions – places people visit for enjoyment or interest (for example, castles, beaches, zoos, national parks, museums, theme parks).</li> </ul>
<p><b>LO1.3</b> Know destinations, their attractions and reasons for travel</p>	<p>What is a destination? – An area offering a variety of attractions for people to visit</p> <p>Examples of local, national and international destinations:</p> <ul style="list-style-type: none"> <li>• local – as relevant to centres and learners</li> <li>• national – such as Cardiff, Tenby, Wrexham, Eryri</li> <li>• international – such as London, Paris, Barcelona, New York.</li> </ul> <p>Features of destinations that attract tourists to Wales including:</p>

	<ul style="list-style-type: none"> <li>• Natural attractions– for example beaches (Llyn peninsula), mountains (Bannau Brycheiniog), forests (Hafren forest), countryside (the Wye Valley), national parks (Pembrokeshire Coast), walking trails (Elan Valley Trail).</li> <li>• Built attractions– for example: Stadiums (Principality stadium) museums (National Museum of Wales), castles (Caernarfon), adventure parks (ZipWorld, Heatherton World of Activities).</li> <li>• Cultural attractions– for example food (Welsh cakes), music (National Eisteddfod/ In it together festival and Focus Wales), Welsh language (National Eisteddfod, Tafwyl Welsh language festival), events (Ironman Wales).</li> </ul> <p>Reasons for travel including:</p> <ul style="list-style-type: none"> <li>• adventure</li> <li>• education or study</li> <li>• health or wellbeing</li> <li>• leisure or holidays</li> <li>• visiting friends and family</li> <li>• work or business.</li> </ul> <p>What makes Wales a popular destination and why it is chosen over other destinations, for example:</p> <ul style="list-style-type: none"> <li>• cost and accessibility</li> <li>• natural beauty</li> <li>• staycation</li> <li>• Welsh culture.</li> </ul>
<p><b>LO1.4</b> Understand the impacts of travel and tourism and ideas for the future in Wales</p>	<p>Impacts of travel and tourism can be seen in Wales and globally:</p> <ul style="list-style-type: none"> <li>• people, places and the environment.</li> </ul> <p>Positive impacts in Wales including:</p> <ul style="list-style-type: none"> <li>• creates jobs and supports local economies (for example tourism employment in destinations such as Llyn Peninsula, Cardiff and Eryri)</li> <li>• improves services and transport (for example National parks in Wales, Pembrokeshire coastal path facilities for walkers and cyclists, Transport for Wales explore pass, boat trip to Caldey island)</li> <li>• protects heritage and culture (for example funding for Cadw sites).</li> </ul> <p>Negative impacts in Wales including:</p> <ul style="list-style-type: none"> <li>• litter and pollution (for example coastal areas and national parks seeing an increase in waste on walking trails and at mountain summits/rubbish and pollution on beaches/tourism events)</li> <li>• loss of culture (for example growth of chain hotels and holiday lets, reduced traditional shops by tourist focused retail shops, decrease in Welsh language due to prioritisation of English for tourists)</li> <li>• overcrowding (for example Bannau Brycheiniog National Park, Gower Peninsula during peak</li> </ul>

	<p>seasons, Tenby with narrow streets and high visitor numbers)</p> <ul style="list-style-type: none"> <li>• seasonal or low-paid job (for example seaside resorts, holiday parks, hotels, cafes, attractions).</li> </ul> <p>Ideas for the future of travel and tourism in Wales including:</p> <ul style="list-style-type: none"> <li>• ways travel and tourism can help people, places and nature in Wales (for example eco-trails, bike and bus routes, recycling initiatives, accessible walking paths)</li> <li>• technology to make tourism easier and sustainable (for example virtual tours, e-tickets, QR codes, travel apps and the potential for the use of AI in the industry).</li> </ul>
<p><b>LO1.5</b> Know the different jobs in the travel and tourism industry</p>	<p>Travel and tourism jobs, for example:</p> <ul style="list-style-type: none"> <li>• airport check in assistant</li> <li>• cabin crew</li> <li>• holiday representative</li> <li>• hotel receptionist</li> <li>• housekeeper</li> <li>• museum guide</li> <li>• theme park attendant</li> <li>• tour guide</li> <li>• transport workers</li> <li>• travel agent</li> <li>• waiter/waitress.</li> </ul> <p>Duties and responsibilities, for example:</p> <ul style="list-style-type: none"> <li>• ensuring safety</li> <li>• helping customers</li> <li>• providing information</li> <li>• taking bookings.</li> </ul> <p>Skills and qualities needed, for example:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• organisation</li> <li>• problem solving</li> <li>• teamwork.</li> </ul>

Learning outcome – the learner will	Assessment Criteria – the learner can				Points awarded
	Entry 1 With a high level of support (1 point)	Entry 2 with a moderate level of support: (2 points)	Entry 3 With a minimal level of support: (3 points)	Level 1 Independently: (4 points)	
<b>LO1.1</b> Know what travel and tourism means	1.1.1 Name one example of travel	1.1.1 List at least two different examples of travel	1.1.1 State what is meant by travel, giving at least one example and one reason for travel	1.1.1 Give a definition of what is meant by travel using relevant examples and reasons for travel	/4
	1.1.2 Name one example of tourism activity	1.1.2 List at least two different examples of tourism activities	1.1.2 State what is meant by tourism, giving at least one example	1.1.2 Give a definition of what is meant by tourism using relevant examples	/4
<b>LO1.2</b> Know the key sectors of the travel and tourism industry	1.2.1 Name one key sector in travel and tourism	1.2.1 List two key sectors in travel and tourism	1.2.1 State the key sectors in travel and tourism	1.2.1 Outline the key sectors and provide examples for each	/4
	1.2.2 Name one type of place or service from a sector	1.2.2 List types of places or services from two different sectors	1.2.2 State what the key sectors offer or provide for visitors	1.2.2 Outline what the key sectors offer or provide for visitors with examples	/4
<b>LO1.3</b> Know destinations, their attractions and reasons for travel	1.3.1 Point out a destination people visit for travel and tourism using images or maps	1.3.1 Label at least two destinations people visit using images or maps	1.3.1 Label a local and a national or an international destination people visit using images or maps	1.3.1 Label local, national and international destinations using images or maps	/4
	1.3.2	1.3.2	1.3.2	1.3.2	

	Name one attraction of a destination people like to visit in Wales	List at least two attractions of a destination people like to visit in Wales	State one natural, one built and one cultural attraction of at least one destination people like to visit in Wales	Outline natural, built and cultural attractions of destinations people like to visit in Wales	/4
	1.3.3 Name one reason why people travel to Wales	1.3.3 List at least two reasons why people travel to Wales	1.3.3 State different reasons why people travel to a named destination in Wales	1.3.3 Outline different reasons why people travel using a named destination in Wales and a named international destination	/4
LO1.4 Understand the impacts of travel and tourism and ideas for the future in Wales	1.4.1 Select a positive impact of travel and tourism in Wales	1.4.1 Suggest at least two positive impacts of travel and tourism in Wales	1.4.1 Describe a range of positive impacts of travel and tourism in Wales using an example	1.4.1 Explain a range of positive impacts of travel and tourism and their effects using Welsh examples	/4
	1.4.2 Select a negative impact of travel and tourism in Wales	1.4.2 Suggest at least two negative impacts of travel and tourism in Wales	1.4.2 Describe a range of positive impacts of travel and tourism in Wales using an example	1.4.2 Explain a range of negative impacts of travel and tourism and their effects using Welsh examples	/4
	1.4.3 Select one idea for how travel and tourism could improve in the future in Wales	1.4.3 Suggest at least two ideas for how travel and tourism could improve in the future in Wales	1.4.3 Describe ideas for how travel and tourism could improve in the future in Wales	1.4.3 Explain ideas for how travel and tourism could improve in the future in Wales including how technology can make tourism easier and more sustainable	/4
LO1.5 Know the different jobs in	1.5.1 Name one job in travel and tourism	1.5.1 List at least two jobs in travel and tourism and	1.5.1 State different jobs in travel and tourism with some	1.5.1 Outline different jobs in travel and tourism with examples of	/4

the travel and tourism industry		one duty and/or responsibility	examples of their duties and responsibilities	their main duties, responsibilities and skills required	
	1.5.2 Match a travel and tourism job to a skill or quality needed for that job	1.5.2 Link at least two jobs to a skill or quality needed for each job	1.5.2 Identify the main skills or personal qualities needed for different jobs in travel and tourism	1.5.2 State the key skills and personal qualities needed for a range of different jobs in the travel and tourism industry	/4
<b>Total number of points awarded</b>					<b>/48</b>

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## Examples of tasks

### LO1.1

The following activities would be suitable for use with Entry Level 1 (with a high level of support):

- Matching activity: learners match pictures of travel (bus, plane, car, train) and tourism (beach, mountains, attractions) to simple words
- Sorting task: learners categorise Travel vs Tourism
- Travel and tourism bingo: call out travel and tourism activities and learners find them on bingo cards.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- List-from-images task: learners look at a range of images and identify the forms of travel
- Sentence starter sheets: learners complete short 'travel means' / 'tourism is' sentence starters
- Video activity: learners watch short video clips of tourism activities in Wales (for example Cardiff Castle, Tenby beach) followed by simple group discussion
- Poster: learners create a simple collage or poster showing examples of travel and examples of tourism.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Definition building activity: learners use word cards to build a definition of travel and of tourism
- 
- Video activity: learners watch a short video about tourism in Wales and answer guided questions
- Comparison activity: learners complete a short comparison activity: travel vs tourism with some explanation
- Short writing prompts: learners use prompts such as "Travel/tourism is when...", "one example is" and "one reason for travel is"

The following activities would be suitable for use with Level 1 learners (independently):

- Fact file: learners create short fact files explaining travel and tourism using examples from Wales
- Introduction to Wales: learners produce an introductory page of a Wales tourism guide with information about travel and tourism in Wales. Definition writing task: Learners write a clear definition of travel and tourism using at least two examples
- Case Study: Learners read a short scenario (for example, a family holiday) and identify travel and tourism elements, including examples and reasons for travel.

### LO1.2

The following activities would be suitable for use with Entry learners (with a high level of support):

- Picture identification: learners point to a key sector (for example accommodation)
- Matching game: learners match icons (for example, hotel, plane, museum) with sector names.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Picture sorting activity: learners sort pictures of accommodation, transport, visitor attractions, events and travel services

- Using large cards with simple descriptions (hotel, bus, castle, festival) and grouping them by sector.

The following activities would be suitable for use with Entry Level 3 and learners (with a minimal level of support):

- Sector Identification sheet: learners state the key sectors
- Sector posters: learners create a poster detailing key sectors and what they provide
- Industry mapping task: learners create a mind map of some travel and tourism industry sectors and what they offer or provide for visitors.

The following activities would be suitable for use with Level 1 learners (independently):

- Sector summary table: learners complete a table or diagram comparing sectors and examples
- Research tasks: learner's research one Welsh business for each sector (hotel, attraction, transport route, visitor centre)
- Small group activity: learners plan a visitor's day out and identify which sectors they use.

### LO1.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Map task: learners use simplified maps of Wales and point out destinations they are familiar with
- Sensory activity: learners have pictures of beaches, mountains, castles and so on and choose what they like and say why
- Matching activity: learners match 'reason for travel' cards to pictures (for example holiday, visit family, event).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Map labelling task: learners use simplified maps of Wales and place icons on popular destinations
- Group discussion: learners discuss destinations they have visited or would like to visit and the different attractions they have enjoyed or would enjoy there
- Poster: learners create a simple poster with reasons to travel to Wales.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Map task: learners use simple maps to label a local destination as well as a national or international destination
- Sorting activity: learners use images to identify natural, built and cultural attractions
- Interview activity: learners interview peers about their favourite destinations and reasons for travel.

The following activities would be suitable for use with Level 1 learners (independently):

- Map task: learners use maps of Wales and beyond to locate and label local, national and international destinations
- Comparison task: learners write a comparison of two destinations (for example Swansea vs Eryri)
- Research case study: learners research natural, built and cultural attractions for a destination in Wales
- Class survey: learners conduct a short survey with their class on Welsh and international destinations they would like to visit and their reasons for travel and outline responses received.

#### LO1.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture sorting activity: learners sort pictures of impacts into positive and negative
- Ideas for the future: learners select preferred option of a possible improvement from a list.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Complete a table: learners complete a table suggesting positive and negative impacts on Wales
- Future ideas mapping: learners complete a simple mind map with ideas of how to improve travel and tourism in the future in Wales.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Fact sheet: learners complete a positive vs negative impact fact sheet
- Poster: learners design a simple marketing poster encouraging responsible tourism

The following activities would be suitable for use with Level 1 learners (independently):

- Impact analysis: learners use Welsh case studies (such as Bannau Brycheiniog congestion, Ynys Môn (Anglesey) in peak season, Cardiff events) to explain a range of positive and negative impacts
- Future ideas task: learners produce ideas for 'Future Tourism in Wales' by designing an infographic including accessible paths, eco-transport, technology use.

#### LO1.5

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Photo flashcards: learners name a job from the job picture
- Matching activity: learners match jobs with duties and responsibilities, and skills or qualities.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Video tasks: learners look at video prompts to identify job roles and/or a duty or responsibility
- Job cards: learners create small visual job cards with name of job + picture + one skill.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Job advert: learners create job profiles for job adverts including duties, skills and qualities. Role play: learners take part in simple role play of different job roles (hotel receptionist, museum guide, air cabin crew)
- Table/chart activity: learners complete a table linking jobs to skills with explanations.

The following activities would be suitable for use with Level 1 learners (independently):

- Job descriptions: learners create job profiles including duties, skills and qualities
- Roleplay scenario: learners take part in role play scenarios for example customer interaction at an attraction
- Research activity: learners interview a staff member or research a real Welsh tourism workplace.

## Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- Explore the various career opportunities within the travel and tourism industry by talking to people in the industry.
- Explore the various career opportunities within the travel and tourism industry by using industry generated resources such as [Work in hospitality and tourism | Working Wales](#), [Jobs in Tourism, Hospitality, Sport and Leisure | Future Jobs Wales](#) and [Careers in 360 - Wales](#)
- Learn about different jobs, training routes, and qualifications directly from travel and tourism employers and training providers by inviting guest speakers or conducting visits
- Gain inspiration and motivation from hearing personal career journeys and success stories
- Interact with guest speakers from the travel and tourism industry to gain first-hand insight into real-world practices and expectations
- Ask questions and discuss current trends, challenges, and innovations in the sector with industry professionals
- Develop networking skills by engaging with travel and tourism staff
- Visit local tourist destinations to understand the travel and tourism experience first-hand.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

## Unit 2 Designing a tourist attraction for Wales

GLH	72
Overview of unit	<p>This unit develops practical skills and knowledge for researching, developing ideas for, planning, communicating and reviewing a tourist destination for Wales. Learners will explore visitor attractions in Wales and how they meet visitor needs and apply this information and research skills to generate ideas for a tourist attraction. Learners will gain hands-on experience in planning communicating and reviewing attraction ideas.</p> <p>This unit support progression into further study or careers in travel and tourism by fostering practical and transferable skills such as understanding and meeting visitor needs, planning and organising, communicating and reviewing.</p> <p>By completing this unit, learners will have acquired knowledge and practical skills, including soft skills that are essential to careers in the travel and tourism industry.</p>
Learning Outcomes	<p>By completing this unit, learners will:</p> <p>LO2.1 – Know and understand visitors in Wales and how attractions meet visitor needs and expectations.</p> <p>LO2.2 – Be able to use research to identify attractions, visitor types and their needs.</p> <p>LO2.3 – Be able to generate an idea for a tourist attraction in Wales.</p> <p>LO2.4 – Be able to plan a tourist attraction in Wales.</p> <p>LO2.5 – Be able to communicate ideas for a tourist attraction in Wales.</p> <p>LO2.6 – Be able to review the tourist attraction.</p>
Summary of assessment	<p>Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways.</p> <p>To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Suggested activities and evidence are included after the unit.</p> <p>Centres must ensure that assessment activities do not exceed the maximum duration of 18 hours. For most learners, assessment will typically fall within the indicative range of 14 – 18 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.</p> <p>Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.</p>
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	<p>Learners completing this unit may also be interested in the following Skills for Life and Work units:</p> <p>Skills for Life: Community Participation</p> <p>Skills for Life: Equality, Diversity and Inclusion</p>

Skills for Life: Ethical Choices  
Skills for Life: Skills in the Natural Environment  
Skills for Life: Sustainability in Action  
Skills for Life: Understanding Self and Others  
Skills for Life: Values for Life  
Skills for Work: Sustainable Economic Development  
Skills for Work: Customer Service

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## Content

Learning outcome The learner will	Taught content
<p><b>LO2.1</b> Know and understand visitors in Wales and how attractions meet visitor needs and expectations</p>	<p>Different types of visitors to Wales for example:</p> <ul style="list-style-type: none"> <li>• couples</li> <li>• families</li> <li>• overseas tourists</li> <li>• school groups</li> <li>• solo travellers.</li> </ul> <p>Visitor needs when visiting attractions in Wales for example:</p> <ul style="list-style-type: none"> <li>• accessibility</li> <li>• facilities</li> <li>• safety</li> <li>• transport</li> <li>• value for money</li> <li>• visitor information, including language options.</li> </ul> <p>Visitor expectations for example an engaging variety of activities and experiences, excellent service.</p> <p>How attractions in Wales meet visitor needs:</p> <ul style="list-style-type: none"> <li>• accessibility, such as accessible access (ramps, lifts, quiet spaces)</li> <li>• facilities, such as toilets, baby changing, dining options</li> <li>• safety, such as safe and clean environment</li> <li>• transport, such as transport routes, car parking</li> <li>• value for money, such as family tickets, group discounts or loyalty passes, child friendly zones</li> <li>• visitor information, such as signs, maps and leaflets including bilingual and multi-language options.</li> </ul>
<p><b>LO2.2</b> Be able to use research to identify attractions, visitor types and their needs</p>	<p>Different tools that can be used to identify attractions, visitor types and their needs, such as questionnaires, surveys, interviews and focus groups to collect data.</p> <p>Different information sources about local or national attractions in Wales (examples of attractions in unit 1), for example Visit Wales website, Tripadvisor and local tourist board websites for example Visit Anglesey.</p> <p>Different information sources about international tourist attractions that may be suitable for Wales.</p> <p>How to present research findings.</p>

<p><b>LO2.3</b> Be able to generate an idea for a tourist attraction in Wales</p>	<p>How to make use of research to identify an attraction idea suitable for Wales, for example:</p> <ul style="list-style-type: none"> <li>• A themed museum, outdoor activity centre, wildlife attraction, cultural attraction, indoor play area, heritage site, seasonal attraction.</li> </ul> <p>The visitor types the attraction is aimed at, for example:</p> <ul style="list-style-type: none"> <li>• Families, couples, solo travellers, overseas tourists, school groups, local residents, older visitors, adventure seekers, visitors with accessibility needs.</li> </ul> <p>The main features of the attraction, for example:</p> <ul style="list-style-type: none"> <li>• Themed areas, exhibitions, viewing areas, outdoor and indoor spaces.</li> </ul>
<p><b>LO2.4</b> Be able to design a tourist attraction in Wales</p>	<p>Planning considerations for a tourist attraction including:</p> <ul style="list-style-type: none"> <li>• where the attraction should be located and why</li> <li>• the activities and experiences the attraction will provide to meet visitor expectations (for example: live shows, activity zones (such as fairground rides, animal area) interactive experiences (such as animal feeding, craft activities)</li> <li>• how the attraction meets visitor needs, including:             <ul style="list-style-type: none"> <li>• accessibility</li> <li>• facilities</li> <li>• safety</li> <li>• transport</li> <li>• value for money</li> <li>• visitor information such as language options.</li> </ul> </li> </ul>
<p><b>LO2.5</b> Be able to communicate ideas for a tourist attraction in Wales</p>	<p>Methods of communication for design ideas for example, presentation, posters, drawings, diagrams.</p> <p>Important information required, including:</p> <ul style="list-style-type: none"> <li>• name of attraction</li> <li>• location</li> <li>• who it is for</li> <li>• key activities</li> <li>• key facilities</li> <li>• costs or special offers.</li> </ul> <p>How information is presented including:</p> <ul style="list-style-type: none"> <li>• clear structure</li> <li>• layout</li> <li>• use of visuals.</li> </ul> <p>Communicating information to others including:</p> <ul style="list-style-type: none"> <li>• important information details</li> <li>• clarity/accuracy of information</li> <li>• responding to queries.</li> </ul>

**LO2.6**

Be able to review the tourist attraction

Consider the strengths and weaknesses of the design and communication of the attraction idea, including:

- is the attraction suitable for Wales?
- is the attraction appropriate for the type of visitor it is aimed at?
- do they activities and experiences meet the visitor expectations?
- is the communication of the attraction appealing to visitors?

Identify personal strengths and weaknesses when designing and communicating the attraction, including:

- research skills
- creativity of ideas or presentation
- planning
- communication skills.

For Level 1

Identify areas of personal improvement relating to their weaknesses.

Learning outcome – The learner will	Assessment Criteria – The learner can				Points awarded
	Entry 1 With a high level of support (1 point)	Entry 2 With a moderate level of support (2 points)	Entry 3 With a minimal level of support (3 points)	Level 1 Independently (4 points)	
<b>LO2.1</b> Know and understand visitors in Wales and how attractions meet visitor needs and expectations	2.1.1 Identify from a list one type of visitor to Wales	2.1.1 List at least two types of visitors to Wales	2.1.1 Describe different types of visitors to Wales	2.1.1 Explain a range of different types of visitors to Wales	/4
	2.1.2 Identify from a list one need or expectation visitors have when visiting Wales	2.1.2 State at least two needs and/or expectations visitors have when visiting Wales	2.1.2 Outline different visitor needs and expectations when visiting Wales	2.1.2 Explain a range of visitor needs and expectations when visiting Wales	/4
	2.1.3 Match one way an attraction meets visitors' needs or expectations	2.1.3 Identify at least two ways an attraction meets visitors' needs or expectations	2.1.3 Outline different ways a named attraction meets visitor needs and expectations	2.1.3 Explain a range of ways a named attraction meets a range of visitors' needs and expectations	/4
<b>LO2.2</b> Be able to use research to identify attractions, visitor types and their needs	2.2.1 Select from a list a question to include in a research tool about visitor needs or attractions	2.2.1 Choose at least two questions for a research tool about visitor needs or attractions	2.2.1 Create questions for a research tool to find out about visitor needs and attractions	2.2.1 Design a research tool to include a variety of questions to find out about visitor needs and attractions	/
	2.2.2 Use one question to find out about visitor needs or attractions	2.2.2 Carry out research by asking at least two questions about visitor needs or attractions	2.2.2 Carry out research by using questions created to gather responses about visitor needs and attractions	2.2.2 Use a research tool to gather a range of responses about visitor needs and attractions	/4

	2.2.3 Show the responses collected from the question about visitor needs or attractions	2.2.3 Display responses collected from at least two questions about visitor needs or attractions	2.2.3 Present findings from the research questions about visitor needs and attractions	2.2.3 Illustrate findings from the research tool about visitor needs and attractions, making a conclusion from the findings	/4
	2.2.4 Use an information source to find out about an attraction in Wales	2.2.4 Use at least two types of information sources to find out about attractions in Wales	2.2.4 Show your findings from different information sources on different attractions in Wales	2.2.4 Present your findings from a range of information sources on different attractions in Wales	/4
LO2.3 Be able to generate an idea for a tourist attraction in Wales	2.3.1 Show an idea for a new attraction in Wales	2.3.1 Draw an idea for a new attraction in Wales with a reason	2.3.1 Illustrate an idea for a new attraction in Wales, using information collected from research questions or information sources	2.3.1 Design an idea for a new attraction in Wales, using information collected from research questions and a range of information sources	/4
	2.3.2 Select from a list one visitor type the attraction is aimed at	2.3.2 Identify the visitor type/s the attraction is aimed at	2.3.2 State the visitor type/s the attraction is aimed at, giving at least one reason	2.3.2 Present the visitor type/s the attraction is aimed at, with reasons	/4
	2.3.3 Show one feature of the chosen attraction	2.3.3 Draw two main features of the chosen attraction	2.3.3 Illustrate some of the main features of the chosen attraction and how they appeal to the visitor type/s the attraction is aimed at	2.3.3 Design the main features of the chosen attraction, exploring how they appeal to the visitor type/s the attraction is aimed at	/4
LO2.4 Be able to design a tourist	2.4.1 Identify, using a labelled map, where	2.4.1	2.4.1	2.4.1 Illustrate where the attraction should be located on a map	

attraction in Wales	the attraction should be located	Label where the attraction should be located on a map	Show where the attraction should be located giving a reason	with an explanation of your choice	
	2.4.2 Suggest an activity or experience the attraction will provide using prompts or pictures	2.4.2 Show at least two activities or experiences the attraction will provide	2.4.2 Illustrate activities or experiences the attraction will provide, showing how they meet visitor expectations	2.4.2 Design activities and experiences the attraction will provide, demonstrating clearly how they meet visitor expectations	/4
	2.4.3 Suggest how the attraction will meet a visitor need from a list	2.4.3 Show how the attraction will meet at least two visitor needs	2.4.3 Demonstrate how the attraction will meet visitor needs giving examples	2.4.3 Present how the attraction will meet a range of visitor needs with an explanation of your choices	/4
<b>LO2.5</b> Be able to communicate ideas for a tourist attraction in Wales	2.5.1 Complete a template of a simple method to communicate your idea for a tourist attraction including two pieces of important information	2.5.1 Make materials to communicate design idea using a communication method that includes most important information.	2.5.1 Create materials to communicate design idea using an appropriate communication method that includes most important information and some elements of presentation	2.5.1 Design materials to communicate design idea using an effective communication method that includes important information and has a clear structure, layout and use of visuals	/4
	2.5.2 Point out an idea to others that includes two pieces of important information	2.5.2 Communicate an idea to others that includes most important information	2.5.2 Demonstrate ideas to others including important information and responds to some queries	2.5.2 Present ideas to others including important information and responds to queries	/4
<b>LO2.6</b>	2.6.1	2.6.1	2.6.1	2.6.1	

Be able to review the tourist attraction	Identify what they like or dislike about their attraction design or communication	State at least two strengths and/or weaknesses of the attraction design and communication	Outline key strengths and weaknesses of the attraction design and communication	Evaluate strengths and or weaknesses in all aspects of the design and communication of the attraction	/4
	2.6.2 Identify what they did well or not so well	2.6.2 State at least two personal strengths and/or weaknesses	2.6.2 Outline personal strengths and weaknesses in relation to research skills, creativity of ideas and presentation, planning and communication skills	2.6.2 Evaluate personal strengths and weaknesses in relation to research skills, creativity of ideas and presentation, planning and communication skills including a suggestion for improvement	/4
<b>Total number of points awarded</b>					<b>x/68</b>

## Examples of tasks

### LO2.1

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Identification activity: learners identify a type of visitor (for example, family, solo traveller, couple) by selecting from images
- Picture based matching: learners match visitor types and needs using pictures
- Small group discussion: learners discuss places they have visited or would like to visit and describe how a feature of this destination or attraction met or would meet their needs.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Sorting activity: learners sort cards showing at least two types of visitors
- Videos: learners identify a visitor need and expectation in response to video prompts
- “My favourite place in Wales”: learners create page identifying positive features that met or may meet their needs in their favourite place in Wales.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Short description task: learners write a short description of visitors in Wales using prompts
- Research: learners research different types of visitors
- Complete a table: learners complete a table matching visitor groups to needs, expectations, attractions
- Reviews: learners look at reviews (TripAdvisor/Visit Wales) to see how one named attraction meets need.

The following activities would be suitable for use with Level 1 learners (independently):

- Case study: learners choose a real Welsh attraction and research different visitor types to the attraction, the different needs of these visitor types and how the attraction meets these needs.

### LO2.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Select from a list: learners choose a question they would like to ask from a predefined list
- Questioning: learners ask peers/staff simple questions using the selected symbols/yes-no questions
- Tally of results: learners show responses using ticks or simple tallies
- Explore images/information from Visit Wales or tourist board websites with support.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Choose symbols/yes-no questions for a simple survey about attractions or visitor needs
- Ask small groups of peers the questions chosen
- Summary: learners will produce a summary of answers to yes/no questions with support
- Small research project: learners use different published information (for example websites, leaflets) to find out about attractions in their local area.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Question writing: learners write open/closed questions for a short survey
- Conducting research: learners Conduct survey with peers and staff
- Graph/picture chart: learners create a simple graph/picture chart representing yes/no answers with support
- Presentation: learners create a short presentation showing findings from different information sources.

The following activities would be suitable for use with Level 1 learners (independently):

- Research tool design: learners create a tool using a variety of question types
- Conducting research: learners use their tool to gather responses from a variety of visitor types (e.g. peers, family and so on)
- Demonstrating results: learners create chart/table of results and summarise conclusions
- Comparison activity: learners compare findings from at least two sources (for example, Visit Wales and TripAdvisor or attraction website).

### LO2.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Ideas: learners use pictures to show an idea for a new attraction
- Picture activity: learners choose visitor type attraction is for from picture cards (families, tourists, school groups)
- Labelling: learners add simple icon to the design showing a feature (café, parking, play area).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Drawing activity: learners use drawing template to show an attraction idea with a simple reason. The drawing will include main features of the chosen attraction
- Labelling activity: learners show visitor types using labelled pictures or simple text.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Drawing activity: learners illustrate an attraction idea that links to their research in some way. Complete table: learners complete a table to identify the target visitor types with reason
- Map: learners create a basic map of the attraction showing some of the main features.

The following extended activity would be suitable for use with Level 1 learners (independently):

- Design activity: learners complete a detailed design or build a model of their idea to include the main features and reasons for their design choices based on their research
- Written explanation: learners will detail the visitor types their attraction is aimed at with reasons.

### LO2.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Location stickers: learners choose a location for the attraction in Wales by placing a sticker on a map
- Picture selection: learners choose activities for the attraction from picture cards (exhibits, play zones, viewing areas)
- Icon labels: learners use icons for accessibility, safety, toilets, transport to label design.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Map work: learners use simplified maps of Wales and label where the attraction should be located
- Generating ideas for activities and experiences: learners create a mind map of ideas for activities and experiences and identify their choices
- Table completion: learners complete a table to show at least two visitor needs and how the attraction will meet them.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Map work: learners identify location using maps and give a reason for their choice
- Produce a table: learners produce a table listing activities/experiences and how they meet visitor expectations
- Map labelling: learners use the map from 2.3 label how the attraction will meet visitor needs (for example, parking, transport, facilities, ramps, quiet areas).

The following activities would be suitable for use with Level 1 learners (independently):

- Map work: learners identify location using maps and explain their chosen location
- Activity schedule: learners produce an activity schedule linked to visitor expectations for their attraction
- Written explanation: learners detail how the attraction meets a range of needs (for example, safety, accessibility, facilities, value for money).

## LO2.5

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Poster template: learners use a template to create simple poster including name + location + one feature
- Partner activity: learners work with a partner and point out ideas from their poster.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Slideshow: learners make a simple slide that includes most important information
- Group work: learners work in small groups to show their slides/ideas.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Presentation: learners create digital presentation of attraction ideas
- Group/class presentation: learners deliver presentation of ideas to class with a Q&A session.

The following activities would be suitable for use with Level 1 learners (independently):

- Pitch materials: learners design and produce materials that communicate attraction ideas to support a structured pitch of ideas
- 'Dragon's Den' pitch: learners 'pitch' their attraction ideas to the class, answering question as needed.

## LO2.6

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- Smiley/sad face review of the attraction
- Choosing symbols or statements showing “something I did well” and “something I found hard”.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Statement bank: learners will use statement banks to highlight the strengths and weaknesses of the attraction design and communication
- Sort/order activity: learners will sort statements on strengths and weakness indicating how well they did.

The following activities would be suitable for use with Entry Level 3 learners:

- Checklist: learners could use a checklist to review their attraction design and communication
- What went well/ What would be better if: learners will complete sentence starters on what went well and what could have been better in relation to research skills, creativity of ideas and presentation, planning and communication skills.

The following activities would be suitable for use with Level 1 learners (independently):

- Reflective notes: learners will make notes reflecting reflection notes on research, creativity, planning, communication
- Grid activity: learners will design and complete a grid to make judgements on their personal strengths and weaknesses in relation to research skills, creativity of ideas and presentation, planning and communication skills
- Improvements: learners will identify improvements relating to their weaknesses.

## Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- Interact with guest speakers from the travel and tourism industry to gain first-hand insight into real-world practices and expectations
- Ask questions about and discuss attractions and visitors with industry professionals
- Develop networking skills by engaging with travel and tourism staff
- Visit local tourist attractions to understand the travel and tourism experience first-hand.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

## 3. Assessment

This qualification through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document [\*Internal Assessment: A guide for centres\*](#), which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that learners are not assessed continuously or prematurely.

### 3.1. Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities, and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills, and understanding.

Assessment tasks must enable learners to meet each assessment criterion for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development, and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

### 3.2. Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should normally fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

### 3.3. Evidence requirements

Learners may demonstrate that they have met the assessment criteria through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity.
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner’s level.
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills.
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections.
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned.
- peer or self-assessment – structured opportunities for learners to evaluate their own or others’ work (with guidance).
- photographic evidence – images showing the learner’s work or participation in an activity, with context provided.
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback.
- project work – extended tasks or investigations that demonstrate planning, execution, and review.
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios.
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding.
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion.
- witness testimonies – statements from teachers, support staff, or others who have observed the learner’s performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term ‘portfolio’ refers to a structured collection of evidence.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website (link to be added when page is available). This Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be submitted digitally. Where learners produce paper-based work or physical evidence, these should be scanned, photographed or filmed so that a clear digital version can be submitted. Information on the submission process can be found in the document [e-submission: IAMIS \(Internal Assessment Mark Input System\) Upload – Subject Guidance](#), which can be accessed from the administration section of the WJEC website.

### 3.4. Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

### 3.5. Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

### 3.6. Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct performance bands of assessment criteria, designed to reflect a broad spectrum of learner abilities. It is recognised that a learner's performance may vary across different learning outcomes within the same unit. [The](#)

overall unit grade achieved by the learner is determined through the grading rules outlined in Section 4.3 Grading.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the assessor, a witness statement must be completed. The assessor is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records and is available from the subject page of the WJEC website. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

### 3.7. Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Learners may resubmit to:

- address omissions or incomplete evidence for the current level
- attempt to achieve additional or higher-level assessment criteria (for example, progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been assessed.

Learners are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Learners have one opportunity to resit assessment in a future assessment series (see section 4.4).

### 3.8. Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their WRFQ.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). 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](#).

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## 4. Technical information

### 4.1. Unit entry

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in summer each year until the end of the life of the qualification.

External moderation of Unit 1 will be available for the first time in summer 2028 (and every summer series thereafter).

External moderation of Unit 2 will be available for the first time in summer 2029 (and every summer series thereafter).

Entry for individual units must be made by submitting the relevant unit shown below.

Unit	Entry Codes	
	English medium	Welsh medium
Unit 1		
Unit 2		

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

### 4.2. Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates 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.

	English medium	Welsh medium
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

### 4.3. Grading and reporting

WJEC Work-Related Foundation Qualifications and the units within them are graded on a four point grade scale from Entry 1 Pass to Level 1 Pass. Overall grades are determined by the total points achieved across all criteria, allowing strengths in some areas to balance weaknesses in others.

#### Unit grades

Learners will be awarded a summative grade for each unit determined by the total points the learner has achieved within that unit.

Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a learner must achieve to be awarded each unit grade.

	Max Points	E1	E2	E3	L1
<b>Unit 1</b>	48	10	19	29	38
<b>Unit 2</b>	68	14	27	41	54

Candidates who do not achieve the minimum number of assessment criteria to be awarded Entry 1 will have their unit achievement reported as unclassified (u).

#### Qualification grade

The qualification grade will be based upon the overall points the learner achievements across both units.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points.

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a learner must achieve to be awarded each qualification grade.

	Max Points	E1	E2	E3	L1
Qualification	116	23	46	70	93

Candidates who do not achieve the points required to achieve an Entry 1 Pass will have their achievement reported as unclassified (U) and will not receive a certificate.

## 4.4. Resitting assessments after external moderation

Learners may resit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- learners may resubmit previously submitted work. Learners and teachers must ensure that new and/or amended evidence is clearly identifiable.
- if a learner was entered for an assessment but recorded as absent, the absence does not count as an attempt.
- if a learner submitted evidence but did not meet any assessment criteria, this will count as an attempt.
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the learner has not exceeded the maximum number of attempts for any unit.
- if a learner exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

## 4.5. Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The learner must produce a new portfolio of evidence. Learners cannot improve previously submitted work; all evidence must be generated afresh for the resit. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. No results from units taken prior to the retake can be used in aggregating the new grade(s).

## Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.


Curriculum for Wales Strands	Unit 1	Unit 2
<b>Cross-cutting Themes</b>		
Local, national and international contexts	LO1.1, LO1.2, LO1.3, LO1.5	LO2.1
Sustainability	LO1.4	LO2.1, LO2.3
Relationships and sexuality education	LO1.3, LO1.4	LO2.1, LO2.2
Human rights education	LO1.3	LO2.1
Careers and work-related Experiences	LO1.2, LO1.5	All
<b>Cross-curricular Skills – Literacy</b>		
Listening	All	All
Reading	All	All
Speaking	All	All
Writing	All	All
<b>Cross-curricular Skills - Numeracy</b>		
Developing mathematical proficiency	LO1.4	LO2.1, 2.2
Understanding the number system helps us to represent and compare relationships between numbers and quantities	LO1.4	LO2.1, 2.2
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	LO1.3	LO2.4
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	LO1.4	LO2.1, 2.2

Digital Competence		
Citizenship	LO1.3, LO1.4	LO2.1, 2.2
Interacting and collaborating	LO1.2, 1.3, 1.4 and 1.5	LO2.1, 2.2, 2.3, 2.4, 2.5
Producing	LO1.3, LO1.4	LO2.2 to 2.6
Data and computational thinking	LO1.4	LO2.1 and LO2.2
Integral Skills		
Creativity and innovation	LO1.3 and LO1.4	LO2.2, 2.3, 2.4, 2.5
Critical thinking and problem solving	LO1.3 and LO1.4	All
Planning and organisation	LO1.3, LO1.4 and LO1.5	LO2.1, LO2.3, LO2.4
Personal effectiveness	LO1.3, LO1.4 and LO1.5	LO2.6



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