

APPLIED



WJEC Level 3 Applied Diploma in TOURISM

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SPECIFICATION

Teaching from 2017
For award from 2019





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1. INTRODUCTION

1.1. Qualification title and code

This specification covers the following qualification:

WJEC Level 3 Applied Diploma in Tourism

The Ofqual Qualification Number (listed on [The Register](#)) is: 603/0826/6

This specification is designated for use in Wales. The Qualifications Wales Designation Number (listed on [QiW](#)) is: C00/1177/2

1.2 About WJEC Applied Certificates and Diplomas

WJEC Applied Certificates and Diplomas are Level 3 qualifications that can be taught as standalone qualifications or alongside GCE AS and A Levels and other Level 3 qualifications as part of a programme of study.

They are designed to offer exciting and interesting experiences that focus learning for 16-19 year-old learners through applied learning i.e. the acquisition of knowledge and understanding in purposeful contexts linked to a sector or subject area.

Applied Certificates and Diplomas are characterised by:

- clearly structured content and straightforward assessment criteria
- opportunities for flexible teaching approaches
- regular teacher training courses
- high quality resources including teacher guides and digital resources
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- accessibility of materials
- direct access to subject specialists

APPLIED DIPLOMA IN TOURISM 4

Available in the following subject areas and sizes, Applied Certificates and Diplomas support learners progressing to University:

	Certificate (180 GLH)	Diploma (360GLH)	Extended Diploma (720GLH)
Business (new for 2017)	✓	✓	
Criminology	✓	✓	
Environmental Science		✓	✓
Food Science and Nutrition	✓	✓	
Health and Social Care (England) (new for 2017)	✓	✓	
Medical Science	✓	✓	
Professional Construction Practice (new for 2017)		✓	
Statistical Problem Solving Using Software	✓		
Tourism (new for 2017)	✓	✓	

1.3. About the Qualification

The WJEC Level 3 qualifications in Tourism for England and Wales are designed to provide learners with the underpinning knowledge, understanding and skills associated with tourism organisations and activities. The qualifications will provide a broad basis for further or higher education or for moving into employment.

Although there are no formal entry requirements, the qualifications support progression from GCSE subjects such as Leisure and Tourism or the WJEC Level 1/2 Award/Certificate in Tourism. The qualifications will be designed to be delivered over one or two years and are likely to be studied in schools and colleges alongside GCE A Levels and other Level 3 vocational qualifications.

1.4. Skills development and the Welsh Baccalaureate

The Applied Diploma in Tourism enables learners to gain essential employability skills that are valued by employers, further and higher education including:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

In Wales, these skills are formally assessed as part of the Skills Challenge Certificate (Welsh Baccalaureate).

1.5. Structure

The Applied Diploma in Tourism is made up of four units (360 GLH: two Certificate units plus two further units). All units are mandatory.

Diploma structure

Unit	Title	Assessment	GLH
1	The United Kingdom Tourism Product	External	90
2*	Worldwide Tourism Destinations	Internal	90
3	The Dynamic Tourism Industry	External	90
4*	Event and Itinerary Planning	Internal	90
Key: * Synoptic			

1.6. Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Each unit in the Applied Diploma in Tourism has been allocated a number of Guided Learning Hours (GLH). This is the number of guided learning hours that WJEC expects the centre to provide to support learners to achieve a unit. 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.

The total number of GLH assigned to the Applied Diploma in Tourism is 360 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification: this is referred to as the Total Qualification Time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning and e-assessment and all guided learning.

The total number of TQT assigned to the Applied Diploma in Tourism is 540 hours.

2. UNITS

2.1. Unit format

Unit title

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

Guided Learning Hours (GLH)

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

Aim

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

Unit overview

The overview gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Skills development

This section outlines the specific essential employability skills that will be developed through the unit.

Assessment criteria

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

Unit content

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

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

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

Performance Bands

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

Assessment

Applied Diplomas are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

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

Resources

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

2.2. Unit 1

Unit title	The United Kingdom Tourism Product
GLH	90

Aim

The aim of this unit is for learners to:

- understand what the United Kingdom offers to inbound and domestic tourists
- appreciate the range of employment opportunities available in the tourism industry.

Overview

The UK is one of the world's most popular tourism destinations. Why are so many tourists attracted to the UK? What are the main attractions? Are all the visitors on holiday or do they visit for other reasons? Why are increasing numbers of people taking domestic holidays in the UK rather than travelling abroad?

The UK has a wide variety of landscapes which appeal to tourists. Where else would these tourists expect to visit? Coastal resorts such as Bournemouth, Blackpool and Llandudno have been attracting visitors for over 100 years. How have these destinations changed over time and have they developed new attractions and facilities? Does the UK's and London's importance as a commercial centre have an impact on the number of visitors?

The UK has two of the world's busiest airports handling thousands of passengers each day, but how easy is it to travel around the UK? Do most tourists travel by car, train or other methods?

The UK is competing with other countries which are seeking to attract tourists to boost their economy. How is the UK marketed to tourists from other countries around the world? What bodies are responsible for marketing England, Wales, Northern Ireland and Scotland to domestic and inbound tourists?

How is the tourism industry in the UK structured? The travel agent provided a very important service in the past, but how and why has this job changed? The growth in the use of technology has had a significant impact of the job roles of some people working in the tourism industry.

The tourism industry is one of the biggest employers in the UK. Jobs can be permanent or temporary, part-time or seasonal. What careers are available within the UK tourism industry?

How will UK tourism destinations develop in the future? What will need to be done to attract new customers or to keep the same customers returning? Can the destinations be developed sustainably? How will tourists' behaviour and requirements change in the future?

At the end of this unit, learners will have gained an understanding of the wide range of tourist destinations within the UK and why it is such a popular destination. They will also understand that tourists travel for a wide range of reasons, not only to go on holiday. The UK tourism industry is dynamic and is constantly adapting to new situations. Learners will gain an understanding of why it is important to continually develop the tourism product and to successfully market this to the rest of the world.

Skills Development

At the end of this unit you will have developed the skills of:

- numeracy by researching and analysing employment trends
- critical thinking by evaluating a wide range of employment opportunities available within the industry.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Understand types of tourists	AC 1.1 Describe ways in which types of tourist can be classified	Types of tourists <ul style="list-style-type: none"> • inbound • outbound • domestic • business • visiting friends and relatives (VFR) • leisure • special interest • education • sports • adventure • health/medical • dark • cultural/religious • ecotourists • backpacker/youth 	Learners should be aware of ways in which tourists can be grouped into different categories. Different types of tourists will have different needs and will require different products and services from the tourism industry.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC 1.2 Explain the appeal of the UK as a tourism destination	Appeal <ul style="list-style-type: none"> • natural attractions • built/purpose built attractions • events • transport methods and facilities • business facilities, reputation and status • weather and climate 	Learners should understand that different types of UK tourists will be attracted to different destinations. This could be the natural environment, the culture of a destination or the facilities and built attractions available. Some attractions such as national parks and heritage sites may appear in more than one category.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO2 Know UK tourism destinations	AC 2.1 Describe sectors of the UK tourism industry	Sectors <ul style="list-style-type: none"> • accommodation providers • attractions • tour operators • travel agents • transport organisations • guiding and information services • non-governmental organisations (NGO's) • charitable organisations • government organisations 	The UK tourism industry is composed of a number of distinct sectors which work together in a number of ways. Learners should be aware of the roles of these sectors and the products and services they provide for tourists. The organisations may be commercial, non-commercial or a combination of both.
	AC 2.2 Describe types of UK tourism destinations	Types <ul style="list-style-type: none"> • coastal • cultural • countryside • city 	Learners should be aware of the range of destinations and their attractions in the UK which appeal to tourists. Some destinations may appear in more than one category.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC 2.3 Describe how different organisations market UK tourism	How <ul style="list-style-type: none"> • websites • trade fairs/conferences – home and abroad World Travel Market exhibition • Dot London • advertising campaigns – TV, radio, websites, London buses • apps, ‘pop ups’ • campaigns – English Gardens, Wales Year of Adventure • office and staff abroad – promoting, building relationships with overseas contacts • Tourist Information Centres (TICs) and visitor centres – leaflets, flyers, • billboards different organisations <ul style="list-style-type: none"> • Visit Britain • national tourist boards • regional tourist boards • destination marketing organisations (DMO’s) • local councils • private sector organisations • Tourist Information Centres (TICs) and visitor centres 	The UK is competing with other destinations to attract inbound tourists. At the same time countries and regions within the UK are competing to attract visitors. For both destinations and attractions marketing is vitally important.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 Understand employment options within the UK tourism industry	AC 3.1 Evaluate the range of employment opportunities within the UK tourism industry	Employment opportunities <ul style="list-style-type: none"> • seasonal • temporary/permanent • management, supervisory, operative • sectors of UK tourism industry 	Tourism is one of the largest employment sectors in the UK and learners should be aware of examples of the range of jobs available in different sectors and at different levels.
	AC 3.2 Describe skills, qualities and qualifications required to work in the UK tourism industry	Skills, qualities and qualifications <ul style="list-style-type: none"> • personal and inter-personal • technical • practical • qualities, e.g. <ul style="list-style-type: none"> - honesty - reliability • qualifications 	Learners should be aware of the range of skills and qualities required to work in the tourism industry. In addition, learners should be aware of the important professional bodies within the UK tourism industry as well as being aware of the educational and professional qualifications required by the industry.
	AC 3.3 Analyse employment trends within the UK tourism industry	Employment trends <ul style="list-style-type: none"> • direct and indirect employment • part time/flexible contracts • seasonal work • graduate opportunities • apprenticeships • employment agencies • sources of data 	The labour requirements of the UK tourism industry fluctuate over time for a number of reasons. Learners should be able to analyse and interpret trends in employment data during the course of the year and over longer periods of time.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO4 Understand managing UK tourism destinations	AC 4.1 Explain the importance of managing UK tourism destinations	Importance of managing objectives of destination management <ul style="list-style-type: none"> • multiplier effect • Butler model • changing trends and fashions • competition • changing customer demographics • economic • social • environmental • stakeholder needs, e.g. <ul style="list-style-type: none"> - tourism businesses - local communities 	Every tourism destination has different characteristics which add to its appeal. Learners should understand how and why tourism destinations develop over time and the importance of ensuring that they are managed effectively to ensure continued success.
	AC 4.2 Discuss factors which could impact on the future development of UK tourism destinations	Factors <ul style="list-style-type: none"> • image and reputation • political factors • social factors • economic factors • environmental factors 	Learners should be aware that there are a number of factors which are outside the control of the tourism industry, which could affect the future development of destinations within the UK.

Assessment summary

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

Duration: 1 hour 30 minutes

Number of marks: 75

Weighting of Learning Outcomes:

	LO1	LO2	LO3	LO4
%	10-20%	15-25%	25-35%	20-30%
Marks	7 - 15	11 – 19	19 – 26	15 – 23

Guidance for delivery

Making teaching vocationally relevant

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

- Arranging visits to workplaces, for example, an attraction or an accommodation provider within a popular destination to discuss with managers what types of tourists the destination appeals to and why.
- Arranging talks by visiting speakers, for example, a representative of a local tourist board or tourism business relating to a major event which is to be held in a tourism destination.
- Carrying out a practical activity based around an observation or a survey within a tourism destination to obtain information on the appeal of the destination to different types of tourist.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to apply their understanding of the UK tourism product to be studied in Unit 1.

Example 1

A Destination Marketing Organisation within a tourism destination has undertaken a study of perceptions of the destination by tourists who are considering visiting. The survey showed that some of the unique aspects of the history of the destination were not being exploited. It was noted that similar destinations have been promoting 'Ghost Tours' and similar activities to tell the history of the destination. Learners could work with representatives of the DMO to develop a schedule for a 'Ghost Tour' or similar experience which would appeal to visitors.

Example 2

Learners could work in collaboration with a local hotel or major attraction to identify what skills, qualities and qualifications they have which would be of interest to potential employers. Learners could produce CVs and using application forms supplied by the organisation, could 'apply' for jobs. Managers from the organisation could conduct mock interviews and question learners about their suitability for different jobs within the organisation.

Example 3

Learners could be asked to research a tourism destination and to draw up their plans for what the destination might look like in 10 to 15 years time, suggesting what new attractions and facilities might be added and asked to identify the tourist groups the destination might appeal to. They could be supplied with a 'budget' and data relating to recent trends in visitor numbers or similar information. The plans developed by the learners could be presented to a member of the local council with a responsibility for planning or a representative of the local tourist board.

Making contacts

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

- local authorities
- accommodation providers
- transport operators
- attractions
- business development organisations
- marketing organisations.

Resources/websites

Travel and Tourism; Richard Sharpley

Introducing Travel and Tourism; Bob Holland and Ray Youell

Travel and Tourism Case Studies: Stephen Rickerby

Association of British Travel Agents - www.abatnet.com

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

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

Brecon Beacon National Park - www.breconbeacons.org

CADW - www.cadw.wales.gov.uk

Council for National Parks - www.cnp.org.uk

Easyjet - www.easyjet.com

Natural England - www.naturalengland.org.uk

National Statistics Online - www.statistics.gov.uk

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

Ryanair - www.Ryanair.com

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

The National Trust - www.nationaltrust.org.uk

The Tourism Society - www.tourismsociety.org

The Travel Foundation - www.thetravelfoundation.org.uk

Tourism Concern - www.tourismconcern.org.uk

Virgin Atlantic - www.vriginatlantic.com

Visit Britain - www.visitbritain.com

Visit Wales - www.visitwales.com

World Tourism Organisation - www.world-tourism.org

Youth Hostel Association - www.yha.org

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification.

2.3. Unit 2

Unit title	Worldwide Tourism Destinations
GLH	90

Aim

The aim of this unit for learners to understand that:

- all tourism destinations have a range of attractions and facilities
- destinations acquire an image and reputation that affects the types of tourists to whom they appeal.

Overview

Not all destinations are alike, not everyone travels for the same reasons. Why do people want to travel to tourism destinations? Is it only for a holiday or is it for other reasons? What types of holiday are there? People no longer just take 'sun, sea and sand' holidays; there are so many different types of holiday available. What factors motivate people to travel?

There are hundreds of tourism destinations throughout the world. Some of these are classified as 'short haul' others as 'long haul'. Some destinations appeal to tourists more than others. What factors contribute to the appeal of a destination? Why does a destination appeal to some tourist types more than others?

What options do tourists have to travel to destinations? There are a number of ways that tourists can travel to major short haul destinations. How have changes to transport methods to some destinations changed over time?

How are tourism destinations marketed? What are appropriate marketing materials?

At the end of this unit learners will have an understanding of the reasons or motivation for people to travel to different destinations. They will appreciate that there is a range of holiday types that tourists can choose to take. Learners will have studied a range of short haul and long haul destinations and have gained an understanding of what gives the destinations appeal.

Skills Development

At the end of this unit learners will have developed the skills of:

- creativity and innovation through designing and producing presentational materials
- literacy by evaluating how people travel to and within tourism destinations
- planning and organisation by planning and developing a marketing campaign for a tourism destination
- numeracy by analysing data.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification <i>(in addition, see Guidance for Teachers)</i>
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Understand the motivation for travel	AC 1.1 Explain the range of factors that can motivate tourists to travel to worldwide destinations	Factors that can motivate <ul style="list-style-type: none"> • purpose of visit, e.g. <ul style="list-style-type: none"> - visiting friends and relatives (VFR) - business - sport - education - holiday • image and reputation • time • cost • facilities/attractions • security/safety • climate • events 	Learners should be aware of the wide range of factors which motivate people to travel as well as the factors which might influence tourists in choosing to visit one destination as opposed to another. Synoptic links: Learners should also understand the connections to types of tourist (Unit 1 AC 1.1).
	AC 1.2 Explain motivations of tourists to choose different types of holiday	Types of holiday <ul style="list-style-type: none"> • backpackers • independent • touring, e.g. caravan • all inclusive • package • special interest • sports • cruise • adventure tourism 	Learners should understand that there is a wide variety of different types of holiday which tourists can choose to take.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO2 Understand the range and appeal of worldwide tourism destinations</p>	<p>AC 2.1 Explain the appeal of long haul tourism destinations</p>	<p>Appeal</p> <ul style="list-style-type: none"> • image and reputation • landscape features • attractions • facilities • events • culture 	<p>Tourists are now able to visit long haul destinations far easier than they could in the past. Learners should understand the factors which make long haul destinations appeal of different tourists.</p> <p>Synoptic links: Learners should also understand the connections to the appeal of the UK as a tourist destination (Unit 1 AC 1.2).</p>
	<p>AC 2.2 Evaluate transport options for tourists within long haul tourism destinations</p>	<p>Transport options</p> <ul style="list-style-type: none"> • buses • subway/suburban railway • tourist bus • taxis • car hire/private car • miscellaneous tourist transport • cycle 	<p>Tourists will need to travel within long haul destinations to visit attractions and to explore the culture. Learners will need to be able to evaluate the transport option for tourists visiting long haul destinations.</p>
	<p>AC 2.3 Describe transport methods to short haul destinations</p>	<p>Transport methods</p> <ul style="list-style-type: none"> • air • sea/Ferry • cruise • road • fly/drive 	<p>Learners should understand that tourists often have a choice of transport methods to travel to short haul destinations.</p>

	<p>AC 2.4 Explain changes in the accessibility of short haul tourism destinations</p>	<p>Changes</p> <ul style="list-style-type: none"> • new developments • changing costs • tour operators • transport operators 	<p>Learners should be aware that a range of factors can affect the accessibility of short haul destinations.</p>
	<p>AC 2.5 Analyse climate data for short and long haul tourism destination</p>	<p>Climate data</p> <ul style="list-style-type: none"> • temperature max/min • average & range of temperature • precipitation totals and seasonal changes • humidity • high/low season 	<p>Learners will need to be able to analyse climate data for long and short destinations.</p> <p>Synoptic links: Learners should also understand the connections to the skill of data analysis (Unit 1 AC 3.3).</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 Plan marketing campaigns for tourism destinations	AC 3.1 Plan marketing campaigns for tourism destinations	Plan <ul style="list-style-type: none"> • aims and objectives • present and potential markets • resources • timescales • impacts 	Learners will need to be able to plan marketing campaigns for long haul tourism destinations which have specific aims and objectives. Synoptic links: Learners should also understand the connections to marketing (Unit 1 AC 2.3).
	AC 3.2 Design and produce materials for use in marketing campaigns for tourism destinations	Materials <ul style="list-style-type: none"> • structure • use of persuasive language • maps and images • leaflets, brochures, websites • consideration of the target market • appropriate strategy Content <ul style="list-style-type: none"> • appeal • attractions • facilities • events 	Learners will need to be able to design and produce marketing materials with appropriate content to support marketing campaigns for tourism destinations.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC 3.3 Justify marketing campaigns for tourism destinations	Justifications <ul style="list-style-type: none"> • presentation of a case for action • statistical information • evidence to support use of materials and approach taken • use of persuasive language 	Learners will need to justify the marketing campaign they have developed.

Performance bands

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO1 Understand the motivation for travel	AC 1.1 Explain the range of factors that can motivate tourists to travel to worldwide destinations	Limited explanation of a limited range of factors that motivate people to travel to worldwide destinations. Response is mainly descriptive and incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 1.1 are evident.	Clear explanation of a range of factors that motivate people to travel to worldwide destinations. Response will include mainly appropriate judgements. Clear synoptic links to appropriate theory in Unit 1 AC 1.1 are evident.	Well-developed explanation of a range of factors that motivate people to travel to worldwide destinations. Well-reasoned judgements are evident. Well-developed synoptic links to appropriate theory in Unit 1 AC 1.1 are evident.	
	AC 1.2 Explain motivations of tourists to choose different types of holiday	Limited explanation of the motivation of tourists to choose different types of holiday. Response is mainly descriptive and incomplete.	Clear explanation of the motivation of tourists to choose different types of holiday. Response will include mainly appropriate judgements.		

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO2 Understand the range and appeal of worldwide tourism destinations	AC 2.1 Explain the appeal of long haul tourism destinations	Limited explanation of the appeal of long haul tourism destinations. Response is mainly descriptive and incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 1.2 are evident.	Clear explanation of the appeal of long haul tourism destinations. Response will include mainly appropriate judgements. Clear synoptic links to appropriate theory in Unit 1 AC 1.2 are evident.		
	AC 2.2 Evaluate transport options for tourists within long haul tourism destinations	Limited evaluation of transport options for tourists within long haul destinations. Response is mainly descriptive and incomplete.	Clear evaluation of transport options for tourists within long haul destinations. Response will include mainly appropriate judgements which consider some of the main transport options.	Well-developed evaluation of the main transport options available for tourists within long haul destinations. Well-reasoned judgements are evident which consider a range of transport options.	Excellent, detailed evaluation of the main transport options available for tourists within long haul destinations. Detailed evaluations are evident which consider a wide range of transport options.
	AC 2.3 Describe transport methods to short haul destinations	A description of transport options to short haul destinations. 1-2 marks may only be a list and incomplete. 3-4 marks for a clear description			

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
	AC 2.4 Explain changes in the accessibility of short haul tourism destinations	Limited explanation which may only mention changes or mention examples and is mainly descriptive and incomplete.	Clear explanation which includes clear and relevant examples. Response will include mainly appropriate judgements.		
	AC 2.5 Analyse climate data for short and long haul tourism destinations	Limited analysis of aspects of climate data for short and long haul tourism destinations and is mainly descriptive and incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 3.3 are evident.	Clear analysis of climate data for short and long haul tourism destinations. Response will include mainly appropriate judgements. Clear synoptic links to data analysis skills in Unit 1 AC 3.3 are evident.		

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO3 Plan marketing campaigns for tourism destinations	AC 3.1 Plan marketing campaigns for tourism destinations	Limited plan for a marketing campaign. Some appropriate aims, markets, resources, timescales and impacts may briefly be outlined but are incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 2.3 are evident.	Clear plan for a marketing campaign shows clear evidence of appropriate aims, markets, resources, timescales and impacts in some detail. Clear synoptic links to appropriate theory in Unit 1 AC 2.3 are evident.		
	AC 3.2 Design and produce materials for use in marketing campaigns for tourism destinations	Materials are limited in design. There is limited clarity of purpose for the materials and is incomplete.	Clear materials are designed with relevant content and which stimulate interest. Technical accuracy, persuasive language and clarity of purpose are evident.	Well-developed materials are designed with highly relevant content which stimulates interest. Language is accurate and highly persuasive with clarity of purpose evident.	

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
	AC 3.3 Justify marketing campaigns for tourism destinations	Limited justification of a marketing campaign. Response is mainly descriptive with few judgements and is incomplete.	Clear justification for a marketing campaign which shows reasoning. Response will include mainly appropriate judgements. Evidence to support the use of appropriate materials and information is present. Some persuasive language is present.	Well-developed justification for a marketing campaign. Well-reasoned judgements are evident to support the use of appropriate materials and information is present. Clear persuasive language is present.	Excellent detailed justification for a marketing campaign which is very well-reasoned. Detailed evidence to support the use of appropriate materials and information is present. Detailed, technical and persuasive language is present.

Assessment summary

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

Guidance for delivery

Making teaching vocationally relevant

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

- Arranging visits to workplaces such as travel agents and tour operators to speak with managers and employees about what motivates tourists to visit different destinations.
- Arranging talks by visiting speakers, for example, such as travel writers or independent travellers who have visited a range of destinations to discuss their motivations for travel.
- Carrying out a practical activity based around a focus group of tourists to discuss their transport choices for travelling to short haul destinations.
- The following are examples of approaches to delivery which could be used to enhance the learners' ability to apply their understanding of worldwide tourism destinations to be studied in Unit 2.

Example 1

Working with representatives of a local business with employees who have to travel regularly to long and/or short haul destinations, learners could be presented with a range of scenarios of travel requirements for business meetings and other events. Learners could present their ideas to representatives of the organisation and discuss the pros and cons of the itineraries suggested.

Example 2

The marketing manager of a tour operator could be asked to suggest a long or short haul destination they are considering offering in the near future. Learners could be asked to present images of the destination which reflect its image and reputation. Learners could also produce marketing ideas for the destination which could be discussed with the manager.

Example 3

Learners could be asked to produce mini guides to a long or short haul destination focusing on events which are due to take place in the destination. The value of the mini guides could be discussed with representatives of a tour operator.

Example 4

Learners could be asked to set up a Facebook page giving advice and guidance to backpackers and other young people visiting a destination in real time, with up to the minute information on weather conditions, events, travel problems and other key information.

Making contacts

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

- national tourist boards
- transport operators
- accommodation providers
- natural and built attractions
- destination management organisations
- tour operators.

Resources/websites

Travel and Tourism; Richard Sharpley

Introducing Travel and Tourism; Bob Holland and Ray Youell

Travel and Tourism Case Studies: Stephen Rickerby

www.europeanbestdestinations.org

www.lonelyplanet.com

www.roughguides.com

www.cntravel.com

www.bized.co.uk

www.bbc.co.uk

Additional guidance can be found in the document *Guidance for Teaching* which accompanies this qualification.

2.4. Unit 3

Unit title	The Dynamic Tourism Industry
GLH	90

Aim

The aim of this unit is for learners to understand that:

- tourism is an ever-changing industry which has to adapt quickly to external pressures and changes in society at the national and global scale.

Overview

Does the tourism industry have any control over a hurricane having a devastating effect on a Caribbean island or severe snow storms in southern England? Clearly not. The tourism industry has to respond to many environmental, economic and political events over which it has no control. These are called external pressures.

Would it be true to say that, over the years, tourists have come to expect higher standards of service? In what ways have changes in lifestyle, working patterns, an increased awareness of equality and developments in technology affected the tourism industry? How many people visit travel agents to book travel and how many do so online? Online bookings, ticketless travel and the use of social media have all impacted on the tourism industry worldwide. At the same time, a number of developments in transport technology have enabled people to travel quicker and in more comfort to many destinations.

We are now far more aware of the negative impacts that tourism can have on the environment. How can the most sensitive and important destinations be managed to ensure that they are not destroyed by tourism? How can we ensure that the most important attractions are managed so that people can visit them today without destroying them for future generations? Climate change is now generally accepted as impacting on many tourism destinations in a number of ways. How has the global tourism industry responded to this threat?

What other issues face the global tourism industry? How can the threat of terrorism be managed? How has the industry responded to the opportunities presented by tourists from new markets, such as China and India, travelling more frequently? How has the UK tourism industry responded to the issues it faces at the current time?

At the end of this unit learners will have gained an understanding of the dynamic nature of the global tourism industry. They will appreciate that there are many events and circumstances over which the industry has no control, but has to respond to.

Learners will appreciate that these changes are ongoing and that every day world events are occurring to which the global tourism industry has to respond.

Skills Development

At the end of this unit learners will have gained the skills of:

- critical thinking by understanding how the global tourism industry has embraced new information and communication technology to revolutionise travel
- literacy by evaluating how the tourism industry has developed strategies to deal with climate change and how important attractions and destinations are managed.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Understand the range of external pressures and changing customer needs and expectations	AC 1.1 Describe the range of external pressures on the UK tourism industry	External pressures <ul style="list-style-type: none"> • environmental, e.g. climate change, severe weather • Economic, e.g. fall in living standards, exchange rates • political, e.g. legislation, terrorism 	Learners need to understand that the UK tourism industry needs to respond to pressures and events over which it has no control. This could take the form of severe flooding which affects guests in a hotel or a terrorist attack affecting a group of tourists.
	AC 1.2 Describe how the UK tourism industry has met the changing needs, fashions and expectations of customers	Changing needs, fashions and expectations <i>Planning to meet:</i> <ul style="list-style-type: none"> • higher expectations • wider range of needs • equality/disability • changes in lifestyle • working patterns • technological developments • ethical considerations • environmental awareness • new activities, e.g. <ul style="list-style-type: none"> - gap year - volunteer tourism - medical/health tourism - music/festival tourism 	Over time tourists have become more sophisticated and expect higher standards and value for money. This, coupled with changing lifestyles, technological developments, disability and environmental awareness have meant that the UK tourism industry has had to plan and adapt in many ways to meet these changing needs.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO2 Understand recent developments in transport and technology within the global tourism industry</p>	<p>AC 2.1 Describe recent developments in transport technology</p>	<p>Developments</p> <ul style="list-style-type: none"> • airlines/airports, e.g. larger/more efficient aircraft • road, e.g. new bridges, motorways • rail, e.g. HS2/HS3 • water, e.g. fast ferries, cruise liners • impacts <ul style="list-style-type: none"> - economic - environmental - social 	<p>A time frame of <i>about 25 years</i> should be considered. This should include developments such as the Oresund Bridge, the Bullet Train and Eurostar, the increasing size of cruise ships, fast ferries, and new aircraft such as the A380 and the Dreamliner. The potential impacts on developments such as Crossrail, HS2 and new airport development should also be considered. Learners should be aware of the impacts these developments have had on tourists and the global tourism industry.</p>
	<p>AC 2.2 Discuss how the tourism industry has made use of new information and communication technology</p>	<p>Information and communication technology</p> <ul style="list-style-type: none"> • GDS • databases • online bookings and payments • websites/email • feedback • ticketless travel • apps • social media • apple watches and similar devices 	<p>Learners should develop an understanding of how the tourism industry has embraced new information and communication technologies. These have enabled different relationships between the tourism industry and its customers. Learners should consider the impact of the growth of online bookings and the development of Global Distribution Systems which has enabled online payments.</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification <i>(in addition, see Guidance for Teachers)</i>
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO3 Understand how increased environmental awareness has affected the global tourism industry</p>	<p>AC 3.1 Explain strategies used to manage important heritage and cultural attractions</p>	<p>Strategies</p> <ul style="list-style-type: none"> • education • signage • visitor management • limiting visitor numbers • restricted opening times • designation • conservation • interpretation 	<p>Learners should be aware that important heritage and cultural attractions in destinations throughout the world need to be carefully managed to ensure that they are not damaged by tourists. Attraction managers employ a wide range of strategies to ensure that important attractions are protected for future generations to appreciate.</p>
	<p>AC 3.2 Examine how sensitive tourism destinations are managed</p>	<p>Managed</p> <ul style="list-style-type: none"> • designation, e.g. National Parks, AONB's, SSSI's • carrying capacity • zoning • restricting access • sustainability indicators • education 	<p>Destinations which contain important or landscape features of fragile ecosystems need to be managed so that the impacts of tourism can be minimised. Learners need to be aware of the range of strategies used throughout the world to ensure that sensitive destinations are protected.</p>
	<p>AC 3.3 Evaluate how the tourism industry has responded to the threat of climate change</p>	<p>Responses</p> <ul style="list-style-type: none"> • transport • accommodation • tour operators • destinations <ul style="list-style-type: none"> - coastal - mountain 	<p>There is a general acceptance that the Earth's climate is changing, resulting in warmer winters and rising sea levels amongst other impacts. Learners need to understand that the global tourism industry has had to respond to the threats brought about by climate change through a range of strategies and initiatives.</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO4 Understand current issues facing the tourism industry	AC 4.1 Discuss issues facing the global tourism industry	Issues <ul style="list-style-type: none"> • emergence of new markets, e.g. China and India • terrorism – ensuring the safety of tourists • epidemics and pandemics • impacts on LEDC's • globalisation 	Learners need to appreciate the degree to which the global tourism industry has to face a range of issues and respond to them. These may range from the threat of epidemics and pandemics in established destinations to negative impacts that some tourist activities have on LEDC destinations.
	AC 4.2 Assess how the UK tourism industry manages current issues	Manages current issues <ul style="list-style-type: none"> • movement, availability and cost of labour • passport and visa requirements • regulations • security • infrastructure planning, e.g. airport expansion • exchange rates 	Learners should appreciate that the UK tourism industry has to continually respond to a range of issues over which it has no control. These include environmental issues or decisions made by government.

Assessment summary

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

Duration: 1 hour 30 minutes

Number of marks: 75

Weighting of Learning Outcomes:

	LO1	LO2	LO3	LO4
%	10 - 20%	15 - 25%	25 - 35%	20 - 30%
Marks	7 - 15	11 – 19	19 – 26	15 – 23

Guidance for delivery

Making teaching vocationally relevant

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

- Arranging visits to workplaces such as tour operators, for example, to discuss how personnel have had to manage the impacts of events over which they had no control and how the steps they had to take to ensure the safety and security of their clients.
- Arranging talks by visiting speakers, for example, local politicians, to explain changes in government policy at the national and international level may impact on the tourism industry in the UK.
- Carrying out a practical activity such as a survey based around the reactions of tourists to worldwide events and how these may affect travel plans. This could include gaining information about tourist's perceptions of destinations which are more safe or less safe to visit than they were in the past.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to apply their understanding of the dynamic tourism industry to be studied in Unit 3.

Example 1

Learners could organise a focus group of experienced travellers to discuss the benefits or otherwise of recently proposed transport developments. These could include airport runway development or the impact of major projects such as HS2. Do members of the focus group feel that the economic benefits outweigh environmental concerns?

Example 2

Learners could be asked to develop materials which can be used to explain to tourists who are not confident with modern technology how the latest apps, Apple watches, social media sites, Uber taxis etc. can be used by tourists before they visit and while they are staying in destinations.

Example 3

A visit could be arranged to a National Park or other type of protected area to spend time with rangers or other personnel to understand more about how visitor management and other techniques are used to manage the area to allow access for visitors but protect it for future generations.

Example 4

A visit could be arranged for learners to be given a 'behind the scenes' guide to a National Trust, English Heritage or CADW property to see how the property is managed and the range of strategies used to ensure that important heritage is preserved for future generations.

Making contacts

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

- local authorities – economic development and regeneration
- destination management organisations
- transport providers
- marketing organisations
- tour operators.

Resources/websites

Introducing Travel and Tourism; Bob Holland and Ray Youell

Travel and Tourism; Richard Sharpley

Travel and Tourism Case Studies: Stephen Rickerby

Association of British Travel Agents - www.abatnet.com

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

CADW - www.cadw.wales.gov.uk

Natural England - www.naturalengland.org.uk

National Statistics Online - www.statistics.gov.uk

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

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

The National Trust - www.nationaltrust.org.uk

Tourism Concern - www.tourismconcern.org.uk

Visit Britain - www.visitbritain.com

Visit Wales - www.visitwales.com

World Tourism Organisation - www.world-tourism.org

Youth Hostel Association Website addresses - www.yha.org

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification.

2.5. Unit 4

Unit title	Event and itinerary planning
GLH	90

Aim

The aim of this unit is for the learner to:

- understand the process of event management and the nature of tour itineraries within the UK.

Overview

What is a tourism event and what makes a successful tourism event? Events do not just happen; they take weeks, months and in some cases years of planning.

What goes into the planning of a tourism event? How do the various elements of event planning combine to make a tourism event successful or not? How important are factors such as risk assessments, timescales, marketing and resources? How can unforeseen problems be anticipated and dealt with? Thousands of successful tourism events occur every year with tourists travelling to attend sporting, music and business events.

Each year within the UK there is a wide range of tour itineraries offered to domestic and inbound tourists by tour operators. These tours may visit a number of towns, cities, countryside areas and attractions within the UK. What types of tourists choose to take part in organised tours? What are the most popular destinations for UK tours and what types of tourism organisations operate them? Where do the people who join tours come from? Is a tour a good way to visit different parts of the UK? How much money do these tours generate for the UK economy?

How are the needs of different types of customers met on tours of the UK? Do they all use the same type of accommodation and visit the same attractions?

What is involved in developing an itinerary for a UK tour? What are the key elements of a UK tour and how do they work together to make a tour successful?

Skills Development

At the end of this unit you will have developed the skills of:

- critical thinking by assessing the business elements which are involved
- planning and organisation by planning a tourism event
- creativity by developing and presenting your own suggestion for a UK tour.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Understand the process of planning tourism events	AC 1.1 Assess the business planning elements of tourism events	Business planning elements <ul style="list-style-type: none"> • tourism events, e.g. sporting, cultural, business, social • purpose • resources • finance/budget • legal aspects • risk assessment • timescales • target market • marketing • foreseen/unforeseen problems 	Learners will understand that there is a wide range of tourism events which have a variety of purposes and objectives. Tourism events need to be planned efficiently in order to make them successful. Learners will need to be aware of the business elements involved in planning tourism events and assess how the elements work together to create successful events. Synoptic links: Learners should also understand the connections to planning a marketing campaign (Unit 2 AC 3.1) and how tourism industries have planned to meet customer needs (Unit 3 AC 1.2).
	AC 1.2 Explain how tourism events can be evaluated	Evaluation methods <ul style="list-style-type: none"> • feedback • observation • qualitative analysis • quantitative analysis 	Learners should understand the need to evaluate tourism events and be aware of the various methods which can be used.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO2 Understand the nature of UK inbound and domestic tourism	AC 2.1 Describe the types of inbound and domestic tour operators	Types <ul style="list-style-type: none"> • national • local • inbound • domestic 	Learners should appreciate that tours offered to the domestic and inbound markets are an important sector of the UK tourism industry. Some inbound and domestic tourists travel independently and some join organised tours offered by tour operators, travelling by coach, rail, sea or a combination of all three. These may be offered by organisations operating at the national or local level.
	AC 2.2 Examine the characteristics of the UK inbound and domestic tourism markets	Characteristics <ul style="list-style-type: none"> • customer types • transport • destinations • guiding • partnerships 	Learners should be aware of the characteristics of the market for UK tours. This will include domestic and inbound tourists. Synoptic links: Learners should also understand the connections to types of tourist (Unit 1 AC 1.1) and to the appeal of the UK as a tourist destination (Unit 1 AC1.2)
	AC 2.3 Analyse data relating to the UK inbound and domestic tourism markets	Data <ul style="list-style-type: none"> • trends • customer demographics • customer origins • regional patterns • economic value 	Learners should be aware of the range of data produced by Visit Britain and other organisations to provide data which supports organisations involved in UK tourism. Learners should be able to analyse relevant data. Synoptic links: Learners should also understand the connections to analysis of data (Unit 1 AC 3.3 and Unit 2 AC 2.5).

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC 2.4 Assess how the range of tour itineraries offered to inbound and domestic tourists meet the needs of different customer types	Range <ul style="list-style-type: none"> • destinations • market segmentation/demographics • attractions • activities • accommodation • budget/luxury • cruise • accessibility • customer types 	<p>Learners should be aware of the wide range of tours offered by inbound and domestic tour operators. Different types of tours are offered to different market segments to meet the needs of different customer types.</p> <p>Learners should consider how the needs of different types of tourists booking tours are met by investigating a range of published itineraries offered by different operators.</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 Be able to develop itineraries for UK tours	AC 3.1 Explain objectives of a UK tour itinerary	Objectives <ul style="list-style-type: none"> • financial • customer experience • educational 	Learners should consider the objectives of UK tours and be able to identify what makes tours successful.
	AC 3.2 Explain the key elements of managing tour itineraries	Elements <ul style="list-style-type: none"> • planning • costing • purpose • timescales • geographic area • transport • legal • budget • administration • appropriate attractions and activities • accommodation • guiding 	Learners will need to understand that a number of key elements of tours need to be considered when managing a tour itinerary. Synoptic links: Learners should also understand the connections to managing destinations (Unit 1 AC 4.1) and attractions and destinations (Unit 3 AC 3.1 and 3.2)
	AC 3.3 Present a UK tour itinerary	Presentation <ul style="list-style-type: none"> • structure of information • use of appropriate images • use of persuasive language • consideration of target audience 	Learners will need to present a tour itinerary they have developed using appropriate language and presentation techniques.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Amplification (in addition, see Guidance for Teachers)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC 3.4 Justify the structure of UK tour itineraries	Justification <ul style="list-style-type: none"> • purpose • timescales • geographic area • transport • legal • budget • administration • appropriate attractions and activities • accommodation • guiding 	Learners will need to justify the tour itinerary they have developed and presented, giving consideration to the main elements.

Performance Bands

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO1 Understand the process of planning tourism events	AC 1.1 Assess the business planning elements of tourism events	Limited assessment of a limited range of business planning elements of tourism events. Response is mainly descriptive and is incomplete. Little or no synoptic links to appropriate theory in Unit 2 AC 3.1 and Unit 3 AC 1.2 are evident.	Clear assessment of a range of business planning elements of tourism events. Response will include mainly appropriate judgements. Clear synoptic links to appropriate theory in Unit 2 AC 3.1 and Unit 3 AC 1.2 are evident.	Well-developed assessment of a wide range of business planning elements of tourism events. Well-reasoned judgements are evident. Well-developed synoptic links to appropriate theory in Unit 2 AC 3.1 and Unit 3 AC 1.2 are evident.	Excellent detailed assessment of business planning elements of tourism events. Detailed very well-reasoned judgements are evident. Detailed synoptic links to appropriate theory in Unit 2 AC 3.1 and Unit 3 AC 1.2 are evident.
	AC 1.2 Explain how tourism events can be evaluated	Limited explanation of how tourism events can be evaluated. Response is mainly descriptive and is incomplete.	Clear explanation of how tourism events can be evaluated. Response will include mainly appropriate judgements.		

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO2 Understand the nature of UK inbound and domestic tourism	AC 2.1 Describe the types of inbound and domestic tour operators	A description of the types of inbound and domestic tour operators. 1-2 Marks may be a list and incomplete. 3-4 marks for clear description.			
	AC 2.2 Examine the characteristics of the UK and domestic tourism markets	Limited examination of some characteristics of the UK domestic and inbound tourism markets. Response is mainly descriptive and is incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 1.1 and 1 AC 1.2 are evident.	Clear examination of a range of characteristics of the UK domestic and inbound tourism markets. Response will include mainly appropriate judgements. Clear synoptic links to appropriate theory in Unit 1 AC 1.1 and AC 1.2 are evident.		

	<p>AC 2.3 Analyse data relating to the UK inbound and domestic tourism markets</p>	<p>Limited analysis of data relating to the UK domestic and inbound tourism markets. Response is mainly descriptive and incomplete. Little or no synoptic links to data analysis in Unit 1 AC 2.5 and Unit 2 AC 3.3 are evident.</p>	<p>Clear analysis of data relating to the UK domestic and inbound tourism markets. Response will include mainly appropriate judgements. Clear synoptic links to data analysis skills from Unit 1 AC 2.5 and Unit 2 AC 3.3 are evident.</p>		
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Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
	AC 2.4 Assess how the range of tour itineraries offered to inbound and domestic tourists meet the needs of different customer types	Limited assessment of how the needs of different tourists are met by a limited range of tours itineraries. Response is mainly descriptive and is incomplete.	Clear assessment of how the needs of different tourists are met by a range of tour itineraries. Assessments consider tours offered to inbound and domestic tourists and briefly distinguish between them. Response will include mainly appropriate judgements.	Well-developed assessment of how the needs of different tourists are met by a range of tour itineraries. Well-reasoned assessments which distinguish between tours offered to inbound and domestic tourists.	Excellent, detailed assessment of how the needs of different tourists are met by a range of tour itineraries. Detailed assessments which clearly distinguish between tours offered to inbound and domestic tourists.

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 16 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO3 Be able to develop itineraries for UK tours.	AC 3.1 Explain objectives of a UK tour itinerary	Limited explanation of a UK tour itinerary. Response is mainly descriptive and is incomplete.	Clear explanation of a UK tour itinerary. Response will include mainly appropriate judgements.		
	AC 3.2 Explain the key elements of managing tour itineraries	Limited explanation of a limited range of elements of managing tour itineraries. Response is mainly descriptive and is incomplete. Little or no synoptic links to appropriate theory in Unit 1 AC 4.1 and Unit 3 AC 3.1 and 3.2 are evident.	Some explanation of a range of elements of managing tour itineraries Response will include mainly appropriate judgements. Clear synoptic links to appropriate theory in Unit 1 AC 4.1 and Unit 3 AC 3.1 and 3.2 are evident.		
	AC 3.3 Present a UK tour itinerary	Present a limited UK tour itinerary with omissions.	Present a clear UK tour itinerary. The itinerary is well-structured, makes use of persuasive language and considers target audience.		

	AC 3.4 Justify the structure of a UK tour itinerary	Limited justification of a UK tour itinerary. Response is mainly descriptive and is incomplete.	Clear justification of a UK tour itinerary. Response will include mainly appropriate judgements and makes some use of persuasive language.	Well-developed justification of a UK tour itinerary. Well-reasoned judgements are evident. Clear, persuasive language is present.	Excellent detailed justification of a UK tour itinerary. The justification is very well-reasoned and makes excellent use of technical and persuasive language.
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Assessment summary

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

Guidance for delivery

Making teaching vocationally relevant

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

- Arranging visits to workplaces, for example, an attraction or stadium which is holding an event to speak to organisers who have a range of roles in the staging and management of the event.
- Arranging talks by visiting speakers, for example, qualified tour guides or tour operators who can explain to learners the nature of their work and the challenges involved in providing guiding services and developing appropriate itineraries which interest tourists and are commercially viable.
- Carrying out a practical activity such as undertaking a questionnaire survey amongst tourists visiting a destination to discover information about those who are part of an organised tour as opposed to independent travellers.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to apply their understanding of event and itinerary planning to be studied in Unit 4.

Example 1

A day visit could be organised to an attraction and learners could be asked to devise a questionnaire which can be used to evaluate the visit. Learners could be asked to collate and analyse the information collected.

Example 2

A local tour operator is interested in developing tours of regions of the UK with itineraries which are of particular interest to the 18 to 25 age group. Learners could be asked to present suggestions for attractions and activities which are available within the chosen region which could be incorporated into the itineraries.

Example 3

Learners could be asked to collect promotional materials from different sources for a range of UK tour itineraries appealing to different types of tourist. These could be discussed and analysed by learners to identify why the tours would appeal to the market at which they are aimed.

Making contacts

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

- local authorities – economic development, sport development
- conference centres
- destination management organisations
- transport providers
- hotels and accommodation providers
- entertainment organisations
- events organisers.

Resources/websites

Travel and Tourism; Richard Sharpley

Introducing Travel and Tourism; Bob Holland and Ray Youell

Travel and Tourism Case Studies: Stephen Rickerby

www.festivalsearcher.com

www.europeanrailguide.com

www.lonelyplanet.com

www.sanfermin.com

www.carnifest.com

www.letour.com

www.ilpalio.org

www.oktoberfest.de

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification.

3. ASSESSMENT

The Applied Diploma in Tourism is assessed using a combination of internally assessed controlled assessments and an external examination.

3.1. External assessment

The following units will be externally assessed:

- **Unit 1: The United Kingdom Tourism Product**
- **Unit 3: The Dynamics of Tourism**

Details of the external assessment are as follows:

- 90-minute examination
- total of 75 marks
- three questions on each paper
- short and extended answer questions, based on stimulus material and applied contexts
- each question will have an applied problem-solving scenario
- each paper will assess all learning outcomes and assessment criteria will be sampled in each series
- electronically assessed (e-assessment). A paper version will be available to centres who choose not to offer on-screen assessment
- available in June of each year
- learners are allowed one resit opportunity; the highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers
- graded on a scale of A to E

For **Unit 1: The United Kingdom Tourism Product**, the assessment criteria (AC) will be covered within the mark allocation as follows:

Assessment Grid

Unit	Learning Outcomes	Assessment Criteria	Marks	%
1	LO1 Understand types of tourists	AC 1.1 Describe ways in which types of tourist can be classified	7-15	10-20%
		AC 1.2 Explain the appeal of the UK as a tourism destination		
	LO2 Know UK tourism destinations	AC 2.1 Describe sectors of the UK tourism industry	11-19	15- 25%
		AC 2.2 Describe types of UK tourism destinations		
		AC 2.3 Describe how different organisations market UK tourism		
	LO3 Understand employment options within the UK tourism industry	AC 3.1 Evaluate the range of employment opportunities within the UK tourism industry	19- 26	25-35%
		AC 3.2 Describe skills, qualities and qualifications required to work in the UK tourism industry		
		AC 3.3 Analyse employment trends within the UK tourism industry		
	LO4 Understand managing UK tourism destinations	AC 4.1 Explain the importance of managing UK tourism destinations	15-23	20-30%
		AC 4.2 Discuss factors which could impact on the future development of UK tourism destinations		

- For **Unit 3: The Dynamics of Tourism (Diploma unit only)**, the assessment criteria (AC) will be covered within the mark allocation as follows:

Assessment Grid

Unit	Learning Outcomes	Assessment Criteria	Marks	%
3	LO1 Understand the range of external pressures and changing customer needs and expectations	AC 1.1 Describe the range of external pressures on the UK tourism industry	7-15	10-20%
		AC 1.2 Describe how the UK tourism industry has met the changing needs, fashions and expectations of customers		
	LO2 Understand recent developments in transport and technology within the global tourism industry	AC 2.1 Describe recent developments in transport technology	11-19	15-25%
		AC 2.2 Discuss how the tourism industry has made use of new information and communication technology		
	LO3 Understand how increased environmental awareness has affected the global tourism industry	AC 3.1 Explain strategies used to manage important heritage and cultural attractions	19-26	25-35%
		AC 3.2 Examine how sensitive tourism destinations are managed		
		AC 3.3 Evaluate how the tourism industry has responded to the threat of climate change		
	LO4 Understand current issues facing the tourism industry	AC 4.1 Discuss issues facing the global tourism industry	15-23	23-30%
		AC 4.2 Assess how the UK tourism industry manages current issues		

3.2. Internal assessment

The following units are internally assessed:

- **Unit 2: Worldwide Tourism Destinations**
- **Unit 4: Planning Tourism Services (Diploma unit only)**

Units 2 and 4 are synoptic units that draw on skills and knowledge from the other units. The amplification column of the content in Units 2 and 4 indicate where learners should draw on learning from the other units.

Synoptic links are embedded into the appropriate assessment criteria in Units 2 and 4. Grades learners receive for these units are dependent upon their use of learning from other units.

For internal assessment in Applied Certificates and Diplomas, WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*Instructions for conducting controlled assessment*'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

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

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to the assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.
- All grades are awarded based on the number of marks attained in each assessment. Grade descriptors are provided for Grades A, C and E.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

Task setting

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

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each learner with the opportunity to address all assessment criteria and all marks available.

- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose, and this must be submitted to WJEC for accreditation. Sample documentation for this activity is available from WJEC.

Task taking

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

Time

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

Resources

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

Supervision

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

Authentication: supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the assessment criteria and how they can be interpreted. Assessors must intervene where a health and safety hazard is observed.

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

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

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

Collaboration

The model assignment will indicate whether:

- group work must take place
- group work is forbidden
- centres can elect to complete tasks through group work

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

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

Resubmission

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

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate **must** choose one of the following options:

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

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

Task marking

All marking of evidence must be made against the assessment criteria marks available in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and marks available.

Performance evidence, for example, of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance.

Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement.

Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

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

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the assessment criteria and marks available

3.3. Synoptic assessment

Synoptic assessment requires candidates to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task.

Synoptic assessment in the Applied Diploma in Tourism is provided through Units 2 and 4. All units in WJEC Level 3 Diploma in Tourism have been designed to require learners to develop, select and apply their learning to purposeful tasks.

Unit 2 requires learners to draw on the skill of analysis of data from Unit 1.

Unit 2 requires learners to draw on the knowledge of the types of tourist, appeal and marketing of destinations from Unit 1.

Unit 4 requires learners to draw on the skill of analysis of data from Units 1 and 2.

Unit 4 requires learners to draw on the knowledge of managing from Units 1 and 3; planning from Unit 2 and tourist types and appeal of destinations from Unit 1.

The amplification column of the content in Units 2 and 4 indicate where learners should draw on learning from the other units.

Synoptic links are embedded into the appropriate assessment criteria in Units 2 and 4. Grades learners receive for these units are dependent upon their use of learning from other units.

3.4. Centre assessment and standardisation

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

Where more than one assessor is involved, the centre must appoint a Lead Assessor.

The role of the Lead Assessor is to:

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

3.5. Grading, Awarding and Reporting

Grading

The overall grades for the Applied Diploma in Tourism will be recorded on a scale A* to E.

Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating learners' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale.

For the Level 3 Diploma, a Grade A* will be awarded to candidates who have achieved a Grade A (320 uniform marks) in the overall qualification and at least 90% of the total uniform marks for the two additional diploma units (Units 3 and 4).

To achieve an (A*) A-E grade, learners must obtain:

- the minimum UMS mark for the qualification grade

and

- pass **ALL** units.

Uniform marks correspond to unit grades as follows:

Unit weighting	Maximum Raw Mark	Maximum UMS Mark	A	B	C	D	E
Unit 1 (Externally assessed) 25%	75	100	80	70	60	50	40
Unit 2 (Internally assessed) 25%	100	100	80	70	60	50	40
Unit 3 (Externally assessed) 25%	75	100	80	70	60	50	40
Unit 4 (Internally assessed) 25%	100	100	80	70	60	50	40

The following grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades for assessment. The descriptors must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend on the number of marks awarded, these are intended to give a general indication of standards. Shortcomings in some aspects of the assessments may be balanced by better performances in others.

E grade descriptor

Learners demonstrate basic knowledge of the tourism sector and have gained a basic understanding of tourism sector. Learners apply limited knowledge, understanding and skills to tourism-related issues. Learners collect information using given techniques and use a limited range of relevant information sources. They carry out some basic analysis issues and problems. Learners evaluate evidence to draw basic conclusions about relevant issues. Learners use written communication which is adequate to convey meaning but which may be expressed in a non-specialist way.

C grade descriptor

Learners demonstrate clear knowledge of the tourism sector and have gained a sound understanding of the tourism sector. Learners apply knowledge, understanding and skills to relevant issues. Learners collect information independently and use a range of relevant information sources. They carry out some analysis of issues and problems. Learners evaluate evidence to draw valid conclusions about relevant issues. Learners use written communication which conveys meaning with use of some specialist vocabulary.

A Grade descriptor

Learners demonstrate a depth of knowledge of the tourism sector that shows thorough understanding of the tourism sector. Learners apply knowledge, understanding and skills accurately and independently to a range of issues. Learners undertake research using a range of techniques and use a wide range of relevant information to analyse issues and problems. Learners evaluate evidence to draw valid conclusions and make reasoned judgements about relevant issues. Learners use written communication which is well-structured and clearly expressed, with appropriate specialist vocabulary.

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of A to E.

Reporting

Awarding and reporting of results for WJEC Level 3 takes place in August of each year.

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

- title
- level
- grade of qualification
- unit titles contributing to the qualification

4. TECHNICAL INFORMATION

4.1. Making entries

WJEC Applied Certificates and Diplomas are unitised qualifications which allow for an element of staged assessment.

The Applied Diploma in Tourism will be available for certification from June 2019.

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

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

Unit entry

Entry for individual units must be made by submitting the relevant unit. Entries must be submitted no later than 21 February each year.

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. The cash-in codes for the qualification are:

Entry Codes

	Title	Entry codes	
		English-medium	Welsh-medium
Unit 1	The United Kingdom Tourism Product – Onscreen assessment	4583UA	4583NA
	The United Kingdom Tourism Product – Paper based assessment	4583UB	4583NB
Unit 2	Worldwide Tourism Destinations	4583U2	4583N2
Unit 3	The Dynamics of Tourism – Onscreen assessment	4583UC	4583NC
	The Dynamics of Tourism – Paper based assessment	4583UD	4583ND
Unit 4	Planning Tourism Services	4583U4	4583N4
Diploma in Tourism Cash-in		4583QD	4583CD

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

4.2. External moderation

The consistency of assessment practices and decisions across centres will be assured through external moderation of a sample of work for each unit entered. Postal moderation will take place each year in June.

WJEC will identify the candidates who are to be submitted in a sample for external moderation. The sample size will be according to the table below.

Total number of candidates entered for the unit	Sample size
1-99	10
100-199	15
Over 200	25

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

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

- the controlled assignment brief used to set the assessment activity
- a controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- completed mark record sheets outlining which performance bands are met by the evidence
- all evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor
- moderators will review all evidence presented to ensure standards are aligned. evidence will be judged against the following criteria:
 - task setting – were tasks set within the controls set by WJEC in the model assignment?
 - task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
 - performance bands – does the evidence support the assessor’s judgement of the learner’s work against national standards?
- annotation – is the evidence produced by learners appropriately annotated?
- Authentication – is it clear that the evidence submitted was authentically produced by the learner?
- standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 15 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

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

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

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

4.3. Access and special consideration

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

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

- (a) the choice of units and qualifications available, and
- (b) the potential for personalisation of controlled assessment.

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

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

4.4. Post Results Services

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

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

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

4.5. Performance measures and classification codes

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

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

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes. Information on performance points can be obtained from DfE (www.education.gov.uk) and/or QiW (<https://www.qiw.wales/>).