

VOCATIONAL



WJEC Level 3 Applied
Certificate and Diploma in
TOURISM

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SAMPLE ASSESSMENT
MATERIALS - INTERNAL

Teaching from 2017
For award from 2019





WJEC Level 3 Applied Certificate and Diploma in Tourism

SAMPLE INTERNAL ASSESSMENT

For teaching from 2017

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LEVEL 3 APPLIED CERTIFICATE AND DIPLOMA IN TOURISM

UNIT 4: EVENT AND ITINERARY PLANNING

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

To understand:

- The process of planning tourism events
- The nature of UK inbound and domestic tourism
- The process of developing itineraries for UK tours

BRIEF

You have been asked to plan and evaluate a tourism event. In planning the event you need to assess a wide range of business planning elements which need to be considered if your planned event is to be a success. Your event could involve a trip or visit to a tourism destination for a group of customers. Also, it could be an on-site event which has a significant tourism element.

Dave Higginson has spent over 20 years teaching history in schools and colleges. He is particularly interested in Twentieth Century history, especially the two World Wars.

About 10 years ago, Dave launched Higginson's Tours which specialised in visits to the World War 1 battlefields of Northern France and the Normandy beaches, scene of the D-Day landings in World War 2.

Dave's business has been successful. He operates a small fleet of coaches which take client groups on tours of the battlefields and Normandy beaches. His tours sell to school and college groups as well as older clients who are interested to history.

Dave has no experience in operating tours within the UK, either for inbound or domestic tourists, but he is considering developing his business to include UK tours for the first time. Dave has asked you to prepare a report for him.

The report should contain information about the current UK inbound and domestic tour market, including the types of operator, the characteristics of the market and data relating to the market.

The report should also contain an itinerary for a UK tour of about 7 to 10 days which you have developed in order to illustrate what a potentially profitable tour would look like. Dave has asked you to consider including a number of major attractions and cultural destinations within the itinerary. He also has asked you to provide some information on the likely cost of the tour.

For inbound tourists, the tour can begin and end at any major gateway into the UK. For domestic tourists, pick-up points near major cities can be arranged.

TASKS

Task 1

Prepare a report which assesses the business planning elements of a tourism event and evaluates a tourism event.

Task 2

Prepare a report on the nature of UK inbound and domestic tourism.

Task 3

- a) Develop and present an itinerary for a UK tour itinerary
- b) Justify the structure of a UK tour itinerary

SUMMARY

Task Number	Evidence	Assessment Criteria	Controls
1.	Written report	<p>AC 1.1 Assess the business planning elements of tourism events</p> <p>AC 1.2 Explain how tourism events can be evaluated</p>	<p>Time 2 hours</p> <p>Resources: access to class notes; no access to internet; access to ICT software</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you have produced until it has been marked</p>
2.	Written report	<p>AC 2.1 Describe the types of inbound and domestic tour operators.</p> <p>AC 2.2 Examine the characteristics of the UK inbound and domestic tourism markets.</p> <p>AC 2.3 Analyse data relating to the UK inbound and domestic tourism markets.</p> <p>AC 2.4 Assess how the range of tour itineraries offered to inbound and domestic tourists meet the needs of different customer types.</p>	<p>Time 4 hours</p> <p>Resources: access to class notes; no access to internet; access to ICT software</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you have produced until it has been marked</p>
3.	Itinerary with justification	<p>AC 3.1 Explain objectives of a UK tour itinerary</p> <p>AC 3.2 Explain the key elements of managing tour itineraries</p> <p>AC 3.3 Present a UK tour itinerary</p> <p>AC 3.4 Justify the structure of a UK tour itinerary</p>	<p>Time 3 hours</p> <p>Resources: access to class notes; no access to internet; access to ICT software</p> <p>Supervision You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you have produced until it has been marked</p>

Total task time: 9 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Unit 4: Event And Itinerary Planning is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.

WJEC Level 3 qualifications in Tourism have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework'. 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.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Task setting

WJEC have produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This 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 a business or scientific investigation. Further details are in the Rationale in Section 1.2 of the specification.
- 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 candidate with the opportunity to address all assessment criteria and all the marks available.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality-assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose. The context for the task is fictitious although it has been developed in conjunction with industry representatives to ensure it is credible and appropriate for the level. The assignment brief provides learners with opportunities to engage with real employers. All tasks are coherently related to the applied purpose. The summary table makes clear the evidence requirements.

Task taking

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

Time

'Time' has limited control. There are **9** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. As the evidence for task 1 can be presented in any written format, learners should be provided with appropriate ICT software, although the evidence can be hand-written. Learners can have access to class notes, including text books, for all tasks but should not be allowed access to the Internet.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Feedback

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates **cannot** redraft based on feedback from an assessor.

Authentication

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

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

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

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is forbidden.

Task marking

All marking of evidence must be made against the mark bands given in each unit of the specification. Marked evidence must comply with the controlled requirements set out in this model assignment.

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

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 of the requirements of the learning outcomes, assessment criteria and mark bands 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 mark bands

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

For this assignment, any format is acceptable. If any task, or part of a task, is presented orally, observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate 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. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance. The content of the observation record should focus on the content and not the style of the oral communication.

Tasks

Only references to the context of the assignment brief can be changed in the tasks.

Purpose

No changes allowed.

Context

The context must be realistic and credible but can be fictitious. There must be reference to an organisation. The brief must make reference to more than one destination. The destination(s) must be from the content of the unit specification.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the task-taking: resource section of this Assessor Guidance. There can be no changes to these.

Collaboration

Group work is not allowed for this unit.

Supervision

No changes are allowed.

Feedback

No changes are allowed.

WJEC LEVEL 3 APPLIED CERTIFICATE AND DIPLOMA IN TOURISM MARK RECORD SHEET

UNIT:

Centre name:	Centre no:
Candidate name:	Candidate no:

NOTICE TO CANDIDATE
<p>The work you submit for assessment must be your own. If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.</p>

Candidate Declaration

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance beyond that allowed.

Candidate's Signature: **Date:**

Declaration by Assessor:

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

Assessor Name: (Please print) **Signature:** **Date:**

Lead Assessor Declaration:

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Lead Assessor Name:(Please print) **Signature:** **Date:**

Overall marks awarded for this unit
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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.		

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