

WJEC Level 1/2 Vocational Award in Events (Technical Award)

SPECIFICATION

For teaching from 2022
For award from 2024

Summary of Amendments

Version	Description	Page number

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1. Qualification Overview

Qualification Title	WJEC Level 1/2 Vocational Award in Events (Technical Award)
DfE Qualification Type	Technical Award
Ofqual QN	603/7016/6
WJEC Qualification Code	
DfE Discount Code	
Age group approved for	14+
First teaching	September 2022
First certification	January 2024
Key documents	Sample Assessment Materials Administration Guide
Guidance for Teaching	Assessment Guide Delivery Guide Unit 1 Guidance for Teaching Unit 2 Guidance for Teaching

1.1 Who is this for?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Level 1/2 Vocational Awards (Technical Awards) are available in 9 subject areas. Subjects marked with an * below meet Ofqual and DfE requirements for the KS4 performance table qualifications:

- Construction and the Built Environment
- Engineering
- Events
- Health and Social Care
- Hospitality and Catering
- ICT
- Performing Arts
- Retail Business
- Sport and Coaching Principles.

1.2 Sector overview for WJEC Level 1/2 Vocational Awards in Events (Technical Awards)

The events industry brings in more than £42.3 billion to the UK economy. The latest available data¹ estimates that the individual segments of the events sector are worth:

- conferences and meetings – £19.9 billion
- UK exhibitions and trade shows – £11 billion
- global exhibitions by UK organisers – £2 billion
- sporting events – £2.3 billion
- music events – £1.3 billion
- incentive travel and performance improvement – £1.2 billion
- corporate hospitality – £1.2 billion
- outdoor events – £1.1 billion
- festivals and cultural events – £1.1 billion

¹ www.businessvisitsandeventspartnership.com, (source: 'UK Economic Impact Study 2013')

1.3 Qualification objective

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

1.4 Prior learning requirements

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently.

1.5 What will learners study?

This is a unitised qualification consisting of two mandatory units:

Unit	Title	Assessment	GLH
1	The events industry	External	48
2	Planning and running an event	Internal	72

2. Specification at a glance

2.1 Subject content

Unit 1 enables learners to gain knowledge and understanding of the events industry. Learners will explore the considerations required to effectively plan a successful event and study employment opportunities including the skills, qualifications and qualities needed to work in the events industry. Learners will also consider the value and social and cultural impact of the events industry (page 8).

Unit 2 enables learners to draw on their knowledge and experience of the events industry and the factors contributing to the success of events. Learners will gain knowledge and understanding of how to research, plan, coordinate, run and evaluate their own event (page 18).

2.2 Assessment Overview

Summary of Assessment	
Unit 1: The events industry Written examination: 1 hour 20 minutes 40% of qualification	80 marks
Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: Planning and running an event Controlled assessment: 14 hours 60% of qualification	120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.	

2.3 Assessment Objectives

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding from across the specification.

AO2

Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

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

	AO1	AO2	AO3	Total
Unit 1	20%	11%	9%	40
Unit 2	5%	39%	16%	60
Overall weighting	25%	50%	25%	100%

3. Units

3.1 Unit format

Unit title:	Summarises, in a concise manner, the content of the unit.
Guided learning hours (GLH):	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. GLH has been allocated per unit to support delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.
Vocational context:	Provides a vocational rationale for the content of the unit.
Overview of unit:	Provides a summary of the unit content. It sets the context of the unit and highlights the purpose of the learning in the unit.
Topics	Includes the list of topics covered by the unit.
Assessment:	Summarises the assessment method for the unit.

3.2 Amplification

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

- ‘Learners should know’ has been used for the recall of facts such as legislation and definitions
- ‘Learners should know and understand’ has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding
- ‘Learners should be aware of’ has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail
- ‘Learners should be able to’ has been used when learners need to apply their knowledge to a scenario or practical situation.

The subject content is presented in 2 units, each sub-divided into clear and distinct topic areas. Within each topic area the knowledge, understanding and skills are set out with an initial overview and then in two columns. The left hand column identifies the content to be studied. The right hand column provides amplification of the knowledge, understanding and skills that learners should develop in this area. Together, these two columns give the full content of the specification. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

The amplification provided in the right-hand column includes all of the assessable content for the relevant section, unless it states, ‘e.g.’ ‘including’ or ‘such as’. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners’ needs and interests. The use of the word ‘including’ indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words ‘e.g.’ or ‘such as’ are for guidance only, and an alternative can be chosen.

Unit 1

Unit title	The events industry
GLH	48
Vocational context	The events industry is a fast paced, exciting working environment. It encompasses a variety of roles. There are key areas of knowledge that any events specialist will be required to know. This knowledge allows them to provide the best service and advice possible for their clients and the industries they are working in.
Overview of unit	In this unit learners will gain knowledge and understanding of the events industry. Learners will explore the considerations required to effectively plan a successful event, study employment opportunities including the skills, qualifications and qualities needed to work in the events industry. Learners will also consider the economic, social, cultural and environmental impact, both positive and negative, of the events industry.
Topics	<p>1.1 Introduction to the events industry</p> <p>1.2 Employment in the events industry</p> <p>1.3 Scope and impact of the events industry</p>
Assessment	<p>This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.</p> <p>Duration: 1 hour 20 minutes</p> <p>Number of marks: 80</p> <p>Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.</p>

1.1 Introduction to the events industry

In this topic learners will gain knowledge and understanding of the events industry, specifically:

- 1.1.1 Events – purpose, categories, space, scale and frequency
- 1.1.2 Types of venues
- 1.1.3 Organisations involved in events
- 1.1.4 Client and customer types, needs and expectations
- 1.1.5 Principles of event planning
- 1.1.6 Regulatory requirements

Content	Amplification
<p>1.1.1 Events – purpose, categories, space, scale and frequency</p>	<p>Event Purpose Learners should know and understand that the main purpose of events is to:</p> <ul style="list-style-type: none"> • convene, socialise, celebrate and enjoy • gain publicity • make contacts/network • provide a platform for competition • raise awareness • raise money • recognise success. <p>Event categories Learners should know the different categories of events and understand which group specific events fall into:</p> <ul style="list-style-type: none"> • business/corporate events: <ul style="list-style-type: none"> • conferences • exhibitions • seminars/workshops • trade shows • private/charity/leisure/social events: <ul style="list-style-type: none"> • celebrations, e.g.: baby shower, reunions • concerts/festivals • culture • food festivals • literature • parties: weddings, birthday • seasonal events • sport.

	<p>Learners should know that hallmark events can belong to all event categories and are:</p> <ul style="list-style-type: none">• major events of international status which are held on either a regular or a one-off basis• embedded in a particular culture• linked with the host destination which form part of its image. <p>Space, scale and frequency</p> <p>Learners should know and understand that events can be:</p> <ul style="list-style-type: none">• indoor, outdoor or virtual• local, national or international• recurring or a 'one-off'• small (limited in size or scope) or large (wide ranging or extensive).
<p>1.1.2 Types of venues</p>	<p>Learners should be aware of the following types of venues and understand that their size can sometimes vary depending on their suitability for the event:</p> <ul style="list-style-type: none">• concert halls• cinemas• historic venues e.g. castles• restaurants• sports/social clubs• nightclub• art gallery• exhibition/conference centres• hotels, pubs, theatres• marquees• schools/colleges/universities• sports/business centres• stadia• town/city/village halls and community centres• urban parks and the open countryside. <p>Learners should also be aware of the suitability of venues for different types of events.</p>

<p>1.1.3 Organisations involved in events</p>	<p>Learners should know how organisations work together in planning, setting up and running events (pre and post) such as:</p> <ul style="list-style-type: none"> • private sector organisations including: <ul style="list-style-type: none"> • security • catering • entertainment • event management • exhibitors • media • transport providers • sport governing bodies • public sector organisations including: <ul style="list-style-type: none"> • councils/local authorities • emergency services.
<p>1.1.4 Client and customer types, needs and expectations</p>	<p>Client and customer types</p> <p>Learners should know and understand that clients and customers can be categorised based on the type of event:</p> <ul style="list-style-type: none"> • business/corporate event client types: <ul style="list-style-type: none"> • delegates, exhibitors, speakers, sponsors, partners, groups, individuals. • private/charity/leisure/social event client types: <ul style="list-style-type: none"> • audience/spectators, participants, corporate groups, families, children, individuals, sponsors, guests, groups, couples. <p>Client and customer needs</p> <p>Learners should know and understand that events should be inclusive and that successful events welcome and represent all attendees. Learners should know that the more inclusive events are, the larger the potential audience will be. This may necessitate consideration of:</p> <ul style="list-style-type: none"> • dietary requirements • gender neutral bathrooms • feedback forms: <ul style="list-style-type: none"> • gender neutral pronouns • language/translation • accommodating people with a hearing/visual impairment • parenting rooms • pet accommodation • prayer and meditation rooms • limited mobility.

	<p>Client and customer expectations</p> <p>Learners should know and understand that all customers and clients expect appropriate health and safety measures to be in place:</p> <ul style="list-style-type: none"> • first aid room/staff • electrical safety (e.g. audio-visual equipment) • fire exit signs • food safety • risk assessment. <p>Learners should be aware that different clients and customers have varying expectations dependent on the type of event and their individual requirements that may include:</p> <ul style="list-style-type: none"> • administration before, during and after the event • technology – websites, Wi-Fi, printing, apps • entertainment • green credentials – recycling, energy and water saving, paperless options • travel and transport – car parking, shuttle and taxi services, transfer from railway stations and airports • accommodation – different price ranges and facilities.
<p>1.1.5 Principles of event planning</p>	<p>Learners should know and understand the following event planning principles:</p> <ul style="list-style-type: none"> • setting aims and objectives that are SMART (specific, measurable, achievable, realistic and timebound) • assessing the target audience/market • deciding on the type of event • setting and agreeing a budget • matching a location and venue selection to match customer requirements • agreeing the date and duration • assessing risks to include the five key stages of a risk assessment: <ol style="list-style-type: none"> 1. identify the hazards 2. decide who might be harmed and how 3. evaluate the risks and decide on precautions 4. record your findings and implement them 5. review your risk assessment and update as necessary • contingency planning • setting a marketing strategy • planning how the event will be evaluated and how the feedback will be gathered.

1.1.6

Regulatory requirements

Learners should know how events comply with regulatory and health and safety requirements in relation to the planning and running of events:

- marketing events and promotional materials
- safety plan
- insurance to include:
 - public liability insurance
 - cancellation insurance
 - equipment hire
- licences
- permissions
- written agreements including terms and conditions.
- GDPR.

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1.2 Employment in the events industry

In this topic learners will gain knowledge and understanding of employment in the events industry, specifically:

1.2.1 Employment opportunities, job roles and responsibilities

1.2.2 Skills and qualities

Content	Amplification
<p>1.2.1 Employment opportunities, job roles and responsibilities</p>	<p>Learners should be aware of employment opportunities in the following areas in the events industry as well as the roles and responsibilities associated within these areas:</p> <ul style="list-style-type: none"> • event planning: event planner/manager • marketing and promotions: marketing and communications executive, promotions assistant • sales: coordinator/assistant • finance: account administrator/manager • catering: kitchen brigade waiting staff, housekeeping and maintenance • customer services: adviser/assistant • security: officer/manger.
<p>1.2.2 Skills and qualities</p>	<p>Learners should know and understand the different skills and qualities which are needed within the events industry.</p> <p>Communication skills</p> <ul style="list-style-type: none"> • non-verbal: <ul style="list-style-type: none"> • body language, smiling, eye contact, facial expressions, gestures, posture • confidence • listening skills • appearance • verbal: <ul style="list-style-type: none"> • speech (tone, speed, volume) • clarity • positive, persuasive and motivational • helpful/friendly • written communication. <p>Problem solving skills</p> <ul style="list-style-type: none"> • analysing • listening • researching • communication • creative thinking.

Technical skills

- ICT/audio visual/communications
- mathematical/budget management
- mechanical
- critical thinking.

Qualities

- attention to detail
- adaptability
- determination
- flexibility
- honesty
- perseverance
- reliability
- ability to work as part of a team
- good work ethic
- time management/working to deadlines
- multi-tasking.

1.3 Scope and impact of the events industry

In this topic learners will gain knowledge and understanding of the scope and impact of the events industry, specifically:

1.3.1 Economic impacts

1.3.2 Social and cultural impacts

1.3.3 Environmental impacts

Content	Amplification
<p>1.3.1 Economic impacts</p>	<p>Learners should know and understand how the events industry impacts the wider economy through a range of factors, including:</p> <p>Expenditure by visitors from outside the region:</p> <ul style="list-style-type: none"> • revenue through spending on travel, accommodation, goods and services in the host city or region • visitor numbers • profile of a destination. <p>Capital expenditure on facilities required to conduct the event:</p> <ul style="list-style-type: none"> • catalysts effect • leaving a legacy • job creation • creation of new tourism infrastructure including hospitality, retail and service facilities. <p>Staging the event:</p> <ul style="list-style-type: none"> • employment of local and specialist businesses. <p>Media input:</p> <ul style="list-style-type: none"> • reach and exposure – local, national, international • profile of a town or city • reputation.
<p>1.3.2 Social and cultural impacts</p>	<p>Learners should know and understand the range of positive and negative social and cultural impacts that events can have:</p> <ul style="list-style-type: none"> • community development • cultural influence • education • employment • local facilities • social inclusion and participation.

<p>1.3.3 Environmental impacts</p>	<p>Learners should know and understand the environmental impacts that events can have:</p> <ul style="list-style-type: none">• energy – greenhouse gasses from use of fuel and power• waste – landfill, composting and recycling• travel and transport – pollution from vehicle emissions and noise• water usage – waste and sewerage• food and beverages – locally sourced.
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Unit 2

Unit title	Planning and running an event
GLH	72
Vocational context	<p>Event planning is an industry that never stays still. It is constantly evolving and there is always something new to learn or a challenge to overcome.</p> <p>A career in events is far more than organising a few family parties, which is why the UK events sector alone, is worth £42.3 billion and facilitates more than 85 million event attendees every year.²</p>
Overview of unit	<p>This unit introduces the factors that contribute to the success of events. Learners will gain knowledge and understanding of how to research, plan, coordinate, run and evaluate their own event.</p> <p>This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topics:</p> <ul style="list-style-type: none"> • types of venues • clients and customers – types, needs and expectations • principles of event planning • skills and qualities (employment in the events industry) • social and cultural impacts • regulatory requirements <p>in order to be able to plan and run the event which forms the assessment in this unit (Unit 2).</p>
Topics	<p>2.1 Writing a successful event proposal</p> <p>2.2 Event planning and organisation</p> <p>2.3 Running an event</p> <p>2.4 Event evaluation</p>

² <https://www.eventbrite.co.uk/blog>

Assessment

This unit is internally assessed through controlled assessment which contributes 60% to the overall qualification grade.

Duration: 14 hours

Number of marks: 120

Format: The assignment brief, which will include a scenario and several tasks, will remain the same for the lifetime of the specification and will be issued to centres in a Candidate Assessment pack via the WJEC Secure Website. Tasks are not intended to change for the lifetime of the qualification. If candidates chose to resit this unit at a later date, they must organise a different event.

2.1 Writing a successful event proposal

In this topic learners will gain knowledge and understanding of how to write successful event proposals, with regard to:

- 2.1.1 Event proposal plans
- 2.1.2 Resource requirements
- 2.1.3 Financial planning
- 2.1.4 Contingency planning
- 2.1.5 Event promotion

Content

Amplification

2.1.1

Event proposal plans

Learners should be able to create an event proposal plan that includes SMART (specific, measurable, achievable, realistic and timebound) objectives and detail the following:

- target audience to include market research
- dates
- health and safety
- venue.

2.1.2

Resource requirements

Learners should be aware that event proposals will detail the following resources:

- human resources: staff, organisers, teams, suppliers, first aid and security
- venue: size of venue, seating arrangement, layout, tables and catering
- relevant equipment.

<p>2.1.3 Financial planning</p>	<p>Learners should know and understand financial projections and budgeting and be able to provide accurate event costings, including:</p> <ul style="list-style-type: none">• fixed costs• variable costs• break-even• profit margins. <p>Learners should know and understand that the revenue for the event comes from:</p> <ul style="list-style-type: none">• entrance fees• sponsorship• grants• secondary spending (refreshment sales and raffles).
<p>2.1.4 Contingency planning</p>	<p>Learners should be aware of the following factors to consider when contingency planning:</p> <ul style="list-style-type: none">• attendees – how their number may demand change of venue or increase in venue capacity and staffing, cancellation of entertainment/guest speakers/hosts• failure in equipment, presentations, music, microphones, availability of alternative technical equipment and support• safety of guests and venue, disruptive guests, fire, flooding, security, staff illness, evacuation, medical emergency• transport issues, routes, parking, access to venues• venue considerations for indoor and outdoor venues, weather, heating/air conditioning – alternative venues.
<p>2.1.5 Event promotion</p>	<p>Learners should be aware of the following promotional activities:</p> <ul style="list-style-type: none">• digital media such as a website, blogs and podcasts to promote events• print media such as flyers, leaflets and posters to promote events• social media campaigns such as Facebook, Instagram and Snapchat to promote events.

2.2 Event planning and organisation

In this topic learners will gain knowledge and understanding of event planning, specifically:

- 2.2.1 Roles and responsibilities of individuals in teams
- 2.2.2 Event organisation
- 2.2.3 Planning event activities

Content	Amplification
<p>2.2.1 Roles and responsibilities of individuals in teams</p>	<p>Learners should know and understand the roles, responsibilities, skills and qualities, required of an events team:</p> <p>Roles:</p> <ul style="list-style-type: none"> • event coordinator • venue coordinator • equipment coordinator • promotions coordinator • hospitality coordinator • treasurer. <p>Responsibilities:</p> <ul style="list-style-type: none"> • performance: complete all duties competently • accountability: taking responsibility for their actions • compliance: complying with policies and guidelines • duty of care: a legal obligation to ensure the safety of others. <p>Skills:</p> <ul style="list-style-type: none"> • good communicator (verbal and non-verbal) • friendly • ICT/audio visual/communications • mathematical/budget management • critical thinking • analysing • listening • researching • creative thinking. <p>Qualities:</p> <ul style="list-style-type: none"> • attention to detail • adaptability • determination • flexibility • honesty

	<ul style="list-style-type: none">• perseverance• reliability• ability to work as part of a team• good work ethic• time management/working to deadlines• multi-tasking.
<p>2.2.2 Event organisation</p>	<p>Learners should be able to contribute to meeting minutes and action logs relating to:</p> <ul style="list-style-type: none">• how to achieve the event objectives• following policies and procedures• meeting customer needs and expectations.
<p>2.2.3 Planning event activities</p>	<p>Learners should be able to create an action plan to capture the following:</p> <ul style="list-style-type: none">• monitoring – considering who is responsible for each task, along with how, what and why• sequencing – considering what tasks must be completed and in what order should they be done• timing – to include specific steps, task duration and deadlines.

2.3 Preparing and running an event

In this topic learners will gain knowledge and understanding of how to run an event, specifically:

2.3.1 Factors affecting customer service at events

2.3.2 Health and safety, and staff briefing

2.3.3 Principles and features of customer service

Content	Amplification
<p>2.3.1 Factors affecting customer service provided at events</p>	<p>Learners should be able to plan for and accommodate the following factors that can affect customer service, before, during and after an event:</p> <ul style="list-style-type: none"> customer types, including individuals, groups and families, different ages, and specific needs use of technology, including AV technical equipment use of administration, event information documentation and post event feedback.
<p>2.3.2 Health and safety, and staff briefing</p>	<p>Learners should be able to plan for health and safety, including:</p> <ul style="list-style-type: none"> first aid, risk assessment, emergency procedures, staffing and scheduling. <p>Learners should be able to brief staff for events, including:</p> <ul style="list-style-type: none"> induction and specific role related briefing, preparing staff for FAQs and full event briefings.
<p>2.3.3 Principles and features of customer service</p>	<p>Learners should know and understand the principles of good customer service, including listening and responding, patience, empathy, courtesy, knowledge of products and services, and being a team player.</p> <p>Learners should be able to communicate and engage with customers and demonstrate the following features of customer service:</p> <ul style="list-style-type: none"> a welcoming and courteous manner at all points of contact the ability to build strong customer relationships using excellent communication skills, both verbal and non-verbal the ability to identify customer needs and expectations and meet/exceed these expectations the ability to encourage feedback from customers, respond to feedback and provide services and facilities for customers.

2.4 Event evaluation

In this topic learners will gain knowledge and understanding of the importance of event evaluation, specifically:

- 2.4.1 Review event success
- 2.4.2 Review customer feedback
- 2.4.3 Review own performance
- 2.4.4 Review performance of others

Content	Amplification
2.4.1 Review event success	Learners should be able to review the success of an event to evaluate whether: <ul style="list-style-type: none"> • the event achieved its SMART (specific, measurable, achievable, realistic and timebound) objectives • the event met its budgetary requirements • the event met customer needs and expectations • required policies and procedures were correctly followed by team members.
2.4.2 Review customer feedback	Learners should be able to review customer feedback in order to: <ul style="list-style-type: none"> • address areas for improvement for future events • collate, display and analyse results • draw conclusions.
2.4.3 Review own performance	Learners should be able to: <ul style="list-style-type: none"> • identify areas of improvement in terms of the efficacy of their role within the team, how they responded to instructions, dealt with customers, helped to meet the event objectives • identify their own strengths and weaknesses relating to planning, coordinating and delivering the event.
2.4.4 Review performance of others	Learners should be able to review the strengths and weaknesses of individuals within their teams: <ul style="list-style-type: none"> • identify the team's areas for improvement in terms of roles within the team, how individuals responded to instructions, dealt with customers, helped to meet the event objectives • identify the team's strengths and weaknesses relating to planning, coordinating and delivering the event.

4. Assessment

4.1 External assessment (Unit 1)

Unit 1 is assessed through an external examination available in January and May/June each year (first assessment in January 2024).

Each external examination will:

- be set and marked by WJEC
- consist of a 1 hour, 20 minute paper
- assess content from each topic in the unit each series
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the Assessment Guide (Chapter 4)
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

All content in each topic area will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.

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

4.2 Internal assessment (Unit 2)

Unit 2 is assessed through controlled assessment, submitted for external moderation. Unit 2 is available for submission in January and May each year (first submission in January 2023). Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

4.3 Synoptic assessment

Unit 2 is synoptic and requires learners to draw on knowledge and experience gained through Unit 1 (see page 18 for details).

4.4 Candidate and assessor packs

Candidate and Assessor Assessment Packs are available on the secure website for centres to download. Candidates must not have access to the Candidate Packs until the start of the assessment which will be during September of each academic year. Sample Assessment Materials are available on the Eduqas.co.uk website.

4.5 Managing the assessments

Centres are required to manage and conduct internal assessments in line with the arrangements outlined in the Administration Guide in Chapter 3 and in the Sample Assessment Materials. There are four areas that are controlled: supervision, guidance, resources and collaboration. Specific details for each unit can be found in the corresponding Unit guide.

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5. Guided learning hours and total qualification time

5.1 Guided learning hours

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

The total number of GLH assigned to this qualification is 120 hours.

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

5.2 Total qualification time

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

The total qualification time for this qualification has been calculated as 180 hours. This includes:

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

6. Entries

6.1 Centre approval

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

If your centre already offers General Qualifications and has been issued with an NCN centre number, please read the WJEC Conditions for Registered Centres and contact us to request an application form.

If you are a new institution, please read the following documents before contacting us to discuss your prospective centre:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- WJEC Conditions for Registered Centres.

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

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

6.2 Entry procedure

WJEC Level 1/2 Vocational Award in Events (Technical Award) will be available for certification from January 2024.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

Entry codes

		Entry Code
Unit 1	External assessment	
Unit 2	Internal assessment	
Cash in code		

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7. Awarding, grading and reporting

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual units are recorded on a Uniform Mark Scale (UMS) with the following grade equivalences:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	180	162	144	126	108	90	72	54	36

Qualification	300	270	240	210	180	150	120	90	60
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8. Resit arrangements

8.1 Resitting units prior to certification

Candidates may resit the **internally** assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates may resit the **externally** assessed unit prior to certification; however, this qualification has a 40% terminal requirement which must be satisfied by the externally assessed unit. Therefore, only the uniform mark score from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than the previous attempt.

8.2 Resitting units following certification

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the **externally** assessed unit, only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt. The candidate does not need to resit the **internally** assessed unit as marks for the internally assessed unit may be carried forward for the lifetime of the specification.

Where the candidate resits the **internally** assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the **externally** assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

8.3 Post-results services

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

9. Malpractice

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

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

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

9.1 Preventing malpractice

Candidates must not:

- Submit work which is not their own
- Make available their work to other candidates through any medium
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material.

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

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

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

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

Teaching staff must:

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