Principal Moderator Feedback

Summer 2012

PL Travel & Tourism
Level 1

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TT102
General

The purpose of this unit is for learners to gain an understanding of how to use sources of information to locate and find out about local, national and worldwide destinations.
Knowledge of travel geography will help develop an understanding of these types of destinations.
Learners should also carry out investigations into a local area to see what it offers to its visitors and what the impacts of the visitors are on the area.

Key messages and general guidance

It is important that centres develop an approach to teaching and learning that supports the applied learning requirement of the Diploma. The delivery of this unit would benefit from employer engagement.
Tutors should approach employers early in the planning stages of the Principal Learning, with the aim of initiating sustained engagement with them. Employers could help tutors, for example, with the planning of programmes of learning, or the provision of visits, guest speakers and mentors.
The assessment should ensure that the learners are able to use sources of information to help them find out about destinations and visitor attractions. This could be carried out in a travel and tourism business or in a simulated travel and tourism environment in the centre. The ability to use sources of information for this purpose will be useful for further sector related work or study. It will also help to develop the learners' knowledge of travel geography.
The exploration of the local area will enable learners to interact with local travel and tourism businesses including a visitor attraction. The learners will appreciate the need for responsible travel and tourism and also the reason for fluctuating visitor numbers.
This unit is 60 guided learning hours (GLH) in length. All the content included in the, "What you need to learn" section needs to be taught. There should be a focus on learning to develop knowledge, skills and understanding and then a small amount of time to assess. The suggested number of guided learning hours (GLH) required to complete the controlled assessment is ten and it expected that the work submitted should bear some relationship to this time period. In this series some work clearly did not represent this time limit.

This unit must be covered by a single assignment which is described in the "How you will be assessed" section. Learners must show that they have used sources of information to find out about:

- Major UK and worldwide destinations
- Major UK and worldwide visitor attractions

The learners must research at least four different major UK destinations, four different worldwide destinations and two visitor attractions, appropriate for different visitors, and submit evidence in an appropriate format.

Learners also need to explore a local area and use their findings to generate ideas for how travellers and visitors can be responsible. Whilst learners may research an area in small groups and pool their findings, the work presented for assessment should be their own.

Following introduction to the assignment, learners should be allocated unsupervised time to gather information and research their area. This could involve collaborative working. They should then use the information gathered to individually complete their assessment under controlled conditions.

Accuracy of marking

For the sole centre that entered learners, marking was inaccurate. There was a tendency to be generous, particularly when awarding marks from within mark band 3. Many learners were awarded marks from mark band 3 when mark band 2 or even mark band 1 was more appropriate.

Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' mark band.

Assessors are advised to use the full range of marks available within the mark band. To facilitate this, assessors are advised to start at the midpoint in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of candidates work. Marks should only be awarded from the range for mark band 3 when all requirements of the statement.

This unit has six Learning Outcomes:

LO.1 Know the location and features of major UK and worldwide destinations

LO.2 Know the location and key features of major local, UK and worldwide visitor attractions

LO.3 Understand why visitor numbers to popular UK destinations and visitor attractions change

LO.4 Be able to use sources of information to investigate destinations and visitor attractions for different visitors

LO.5 Be able to research features and visitor attractions of local areas

LO.6 Understand how to be a responsible traveller and visitor.

The "Teaching this unit" section in the specification gives good indicative guidance.

Much of the evidence had not been "Applied" to the real world of work; it was often generic in nature. At lot of the evidence submitted was classroom/internet based. Work was generally very limited and descriptive.

For LO1 learners should be able to locate the major UK and worldwide destinations and describe their key features. Knowledge of geographic locations is paramount when working in the travel and tourism sector, and learners need to begin to develop this.

Learners could, initially, locate destinations that they have either visited themselves or have an interest in, and then extend this to other destinations, both in the UK and worldwide. They should be encouraged to consider how the features of different destinations may appeal to different travellers/visitors. This will help them prepare for learning outcome 4. Early

exploration of a variety of destinations is recommended, in order for learners to understand and appreciate the choices that are available to different types of customers.

A way of initiating interest in this activity, especially in relation to worldwide destinations, could be to ask learners to research the 'seven wonders of the world'. This could include the seven wonders of the ancient, modern and natural worlds.

The evidence presented for LO1.1 was often weak when describing the location and features of the destinations. The destinations investigated should cover four UK, four worldwide and two visitor attractions.

For LO2 learners should have opportunities to explore as many examples as possible of local, UK and worldwide attractions. These could include, for example, theme and leisure parks, museums and galleries, piers, zoos and animal attractions, heritage railways and historic transport, science and discovery centres, farm attractions, parks and gardens, places of worship and historic houses. Learners could investigate the features of destinations and attractions through 'the eyes of the visitor' by visiting a UK destination and/or attraction. There are again links here with Unit 1: Planning Journeys for Travel and Tourism, as learners could take different transport options to their destinations. Learners would also benefit from a work experience placement to facilitate their understanding of local and popular UK visitor attractions.

The evidence presented for LO2.1 demonstrated some description which had some detail of the key features and the location of major local, UK and worldwide visitor attractions.

Reasons for changes in visitor numbers to popular UK destinations and visitor attractions, for LO3, could include environmental factors such as seasons and any health and safety issues. Economic factors, such as changing exchange rates, can also be considered, as can any media coverage and marketing activities.

Findings gained from the local area study, for learning outcome 5, could be used to further develop learning outcome 3. For example, a visit to a local tourist information centre could provide opportunities for learners to gain a valuable insight into how and why visitor numbers to a destination change. They could ask questions and investigate how current issues impact on the popularity of a destination.

When addressing LO1.3, candidates need to show they understand visitor numbers and their trends/changes rather than just listing visitor attractions numbers which often had no relevance to the assessment evidence requirements.

The nature of a destination relates to the key features that give it appeal and differentiate it from other destinations. LO4 links to learning outcomes 1 and 2, and learners need to be able to use a range of resources to investigate a range of urban, coastal and rural destinations for different visitors. They should practise using different sources of information, including secondary sources such as maps, atlases, brochures, guidebooks, leaflets and the internet. This will help to prepare them for the assessment. Interpreting leaflets, maps and guides of places that are familiar to learners

will enable them to engage with such sources of information early in the unit.
In LO4.1 candidates showed their ability to research and use appropriate sources of information. This was strength in the work seen.

In LO5, the local area to be explored could be local to the school or college. It could also be another local area, for example close to where learners have visited whilst on holiday, or close to relatives. It should be an area they can visit, rather than relying on secondary sources.
In LO5.1 the plan produced was often non-existent, limited in detail or irrelevant. The research from LO4.1 was applied in most cases in LO5.2, often in a basic way. There does need to be evidence of real, applied planning included in the work.

For LO6, learners need to be introduced to the fact that travel and tourism have both positive and negative impacts. Environmental impacts considered should involve a range, from regeneration to habitat loss and pollution. Economic impacts could include job creation or the dependency on visitors. Socio cultural impacts could include the preservation of traditional customs and crafts or the reduction of local identity. Learners should use the results of their investigation to help them consider the potential impacts of visitors on the local area. This will also help them to focus their investigation. Learners should consider how positive impacts may be enhanced and negative ones reduced.
Case studies of destinations, both in the UK and overseas, could be useful to help learners to understand how travellers and visitors can behave responsibly. Behavioural aspects to be considered could include showing respect for local environment and cultures, energy and water conservation, recycling, or adhering to codes of practice such as the Countryside Code. Many businesses and destinations have codes of conduct, for example the Countryside Code. Learners could research other codes, such as the Historical City Code for Travellers, or the Seaside Code!
LO6 was mainly addressed in a basic manner but some generally understanding was clear.

Administration
Work needs to submitted as well organised and structured portfolios. The correct and appropriate documentation should be used. There should be evidence of internal verification. Annotation should be used to highlight where the assessment criteria is present. Annotation also helps the moderation process. There needs to a robust authentication of the learners' work and observation records where used and submitted should be detailed and well written.

TT103
General

The purpose of this unit is for learners to be able to deliver customer service to meet customer needs using a range of different communication methods, showing sensitivity towards different customer groups. You will develop skills in building positive customer relationships with customers and communication skills that are crucial to any job you wish to pursue in the travel and tourism sector or any other sector or industry, and within different contexts.
This unit aims to develop the learners' understanding of the importance of excellent customer service for travel and tourism businesses, their employees and their customers, as well as knowledge of the methods used to monitor customer satisfaction levels, and an awareness of the importance of personal presentation.

Key messages and general guidance

It is important that centres develop an approach to teaching and learning that supports the applied learning requirement of the Diploma. The delivery of this unit would benefit from employer engagement. Tutors should approach employers early in the planning stages of the Principal Learning, with the aim of initiating sustained engagement with them. Employers could help tutors, for example, with the planning of programmes of learning, or the provision of visits, guest speakers and mentors.

The main purpose of this unit is to introduce learners to customer service in the travel and tourism sector. With this in mind, it is recommended that the practical aspects of the travel and tourism sector are emphasised from the outset. This unit is important for the development of personal, learning and thinking skills, such as reflective learner and effective participator skills, which should be seen as a continually developing area to support achievement. Summative assessment could take place later in the course when learners have gained a basic understanding of customer service in the travel and tourism sector. By evaluating their strengths and limitations, setting themselves goals with success criteria, inviting feedback from others and making changes to further their learning, learners will have opportunities to develop their reflective learner skills. Learners will have opportunities to develop their team worker skills when showing sensitivity towards different customer groups. They will also have opportunities to develop their self-manager skills by coping with challenges and managing their emotions.
This unit is 60 guided learning hours (GLH) in length. All the content included in the, "What you need to learn" section needs to be taught. There should be a focus on learning to develop knowledge, skills and understanding and then a small amount of time to assess. The suggested number of guided learning hours (GLH) required to complete the controlled assessment is two and it expected that the work submitted should bear some relationship to this time period. In this series some work clearly did not represent this time limit.
Before their summative assessment learners should practise a range of customer service activities that develop their understanding of

communication skills and which can be used with customers and colleagues. This will include speaking clearly and professionally, using active listening skills and the importance of positive facial expressions and body language. Learners will also need to gain experience of building positive relationships with customers; this could be, for example, over the telephone, face to face, through emails.

Practice scenarios should be used to enable learners to reflect on their progress and to develop their customer service skills over time. Learners should carry out role plays covering a diverse range of customer service situations. They would benefit by being involved in simulated activities in a suitable environment.

Practical sessions provide opportunities to develop skills essential to working in the travel and tourism sector. Role play could also be used to gain an understanding of the needs of different types of customer.

Accuracy of marking

For the sole centre that entered learners, marking was inaccurate. There was a tendency to be generous, particularly when awarding marks from within mark band 3. Work was generally descriptive and there was limited annotation.

Some of the evidence presented lacked meaningful application. Many learners were awarded marks from mark band 3 when mark band 2 or even mark band 1 was more appropriate. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' mark band.

Assessors are advised to use the full range of marks available within the mark band. To facilitate this, assessors are advised to start at the midpoint in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of candidates work. Marks should only be awarded from the range for mark band 3 when all requirements of the statement.

This unit has five Learning Outcomes:

LO.1 Know what customer service is
LO.2 Understand the importance of customer service to travel and tourism businesses
LO.3 Know how travel and tourism businesses monitor customer satisfaction levels
LO.4 Be able to communicate with customers
LO.5 Be able to review own performance.

For LO1, learners could look at how customer needs vary in relation to an industry within the travel and tourism sector they are familiar with, for example a tour operator, a TIC, a visitor attraction, a hotel, an airline or a train operator.

Customer needs can include needing information on directions, facilities, price, climate, availability, requiring assistance with luggage. This could be provided either within the centre or through a travel and tourism business that learners have visited as part of their learning. Learners need to know

about to formal and informal communication giving an example of each, for instance, formal language may be contained in the terms and conditions printed in the back of a holiday brochure, whereas informal communication may take place between a holiday representative and holidaymakers. Learners should understand the importance of having a smart appearance both from the perspective of the impact it has on the image of the business and in terms of meeting personal appearance standards.

Learners should be aware of the importance of meeting the appropriate dress code. The evidence presented for LO1.1 was often weak when describing the needs of different customers and how these needs were met.

For LO2 learners should have the opportunity to explore and reflect on their own experiences of customer service and think of the effects of good customer service on external customers, for example repeat business, average spend per customer increases, customer loyalty, brand loyalty. Learners need to appreciate the importance of customer service to the travel and tourism sector.

The evidence presented for LO1.2 demonstrated basic and brief descriptions about the methods used to communicate with customers. The evidence presented was a list with no expansion of detail.

Travel and tourism businesses use various methods to evaluate their customer service levels. Learners should be aware of the monitoring mechanisms used to measure customer service levels when delivering LO3. Learners should carry out role plays covering a diverse range of customer service situations.

When addressing LO1.3, the learners were able to show some understanding of personal appearance but again the work was often presented as a list.

Learners will need to take into account customer service policies and procedures when communicating with customers to build positive customer relationships. These skills are likely to be demonstrated through role play in simulated environments, but could be in real situations. Learners are expected to respond as if the situation was real and should be encouraged to make an effort in terms of personal presentation and dress code. They should avoid customer misunderstandings through clear communication of products or services available and the changes that may be made, for example because of journey delays, room availability.

In LO2.2 the evidence was presented as a PowerPoint presentation. Some understanding was shown concerning policies and practices. The explanation was often brief and sometimes descriptive. The evidence was often simply copied and pasted information with no real understanding evident in the work.

The emphasis of learning outcome 5 should be on reviewing the knowledge learners have gained from the observation in order to improve their own standards of performance. Areas for improvement should be achievable and appropriate to the level of the qualification.

For LO5.1 learners were able to address this learning outcome appropriately and showed some attempts at self review and reflection. Improvements were also identified but often in a basic way.

Administration

Work needs to submitted as well organised and structured portfolios. The correct and appropriate documentation should be used. There should be evidence of internal verification. Annotation should be used to highlight where the assessment criteria is present. Annotation also helps the moderation process. There needs to a robust authentication of the learners' work and observation records where used and submitted should be detailed and well written.

TT104
General
The purpose of this unit is for learners to prepare for progression into work or further study. They should explore employment opportunities in the travel and tourism sector, and then set goals for their own personal development in preparation for these.
They should explore the breadth of the travel and tourism sector, including the wide ranging and diverse opportunities for employment, and the skills and attributes required for this.
The learners need to know how to reflect on their own skills and attributes in relation to those needed for employment in the sector.
The learners should focus on the requirements of specific job roles that interest them, and carry out self-assessments in relation to these. Work experience can be a very valuable and relevant part of this unit.

Key messages and general guidance

It is important that centres develop an approach to teaching and learning that supports the applied learning requirement of the Diploma. The delivery of this unit would benefit from employer engagement. Tutors should approach employers early in the planning stages of the Principal Learning, with the aim of initiating sustained engagement with them. Employers could help tutors, for example, with the planning of programmes of learning, or the provision of visits, guest speakers and mentors.

This unit is 30 guided learning hours (GLH) in length. All the content included in the, "What you need to learn" section needs to be taught. There should be a focus on learning to develop knowledge, skills and understanding and then a small amount of time to assess. The suggested number of guided learning hours (GLH) required to complete the controlled assessment is six and it expected that the work submitted should bear some relationship to this time period. In this series some work clearly did not represent this time limit.

This unit must be covered by a single assignment which is described in the "How you will be assessed" section. It will be based on working in the travel and tourism sector at the end of the learners' course, and they will need to begin planning for this. Sources of information and advice should be used to research job roles and employers that are of interest to the learner. At least two of the industries should be considered justifying the choice of industries. Also learners should take into account the size of different organisations and the impact this may have on the nature of employment, employment opportunities and progression.
They should find out about relevant employers and actual job roles and then carry out a self- -assessment in relation to working in the sector and set some realistic goals for development.

Accuracy of marking

For the sole centre that entered learners, marking was inaccurate. There was a tendency to be generous, particularly when awarding marks from within mark band 3.

Work was generally descriptive and there was limited annotation. Some of the evidence presented lacked meaningful application.

Many learners were awarded marks from mark band 3 when mark band 2 or even mark band 1 was more appropriate.

Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' mark band.

Assessors are advised to use the full range of marks available within the mark band. To facilitate this, assessors are advised to start at the midpoint in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of candidates work. Marks should only be awarded from the range for mark band 3 when all requirements of the statement.

This unit has five Learning Outcomes:

LO.1 Know the range of industries that comprise the travel and tourism sector

LO.2 Understand how and why organisations within the travel and tourism industries vary in size

LO.3 Understand the skills and qualities required for employment in the travel and tourism sector

LO.4 Be able to use sources of information and advice to find out about the range of employment opportunities in the travel and tourism sector

LO.5 Be able to set goals for personal development and work or further study in travel and tourism.

For LO1, learners need to be introduced to the range of industries within the travel and tourism sector. They will need clear direction in the activities associated with this, but it could be facilitated through mini group projects, with a display of the outcomes being created. Such teamwork will also help to prepare learners for working in the sector, and emphasis can be placed on this and the skills involved. Assessing their contribution to a team activity will help learners to develop their ability to be reflective learners, and help with their goal setting for personal development.

The evidence presented for LO1.1 was often weak when describing the functions of the industries in the travel and tourism sector. Often the work presented showed little understanding and only a brief description.

LO2 requires learners to be introduced to the nature of organisations within the travel and tourism industries, and how and why they vary in size. The delivery of this can be linked to that for LO 1, with learners considering different types of organisations within the different industries. Case studies can be used effectively to focus research into selected organisations of differing types, size and scale, including consideration of multinational, national, regional and local organisations.

Visits to different types of travel and tourism organisations will support this research. The use of guest speakers from the sector is also recommended.

LO2 was not really addressed appropriately. Often organisations were listed without any explanation as to why they vary in size. All the work seen was limited and showed a lack of understanding.

Skills and personal qualities appropriate for work in the travel and tourism sector could be introduced, for LO 3, through, class or small group discussions, role play or case studies. Input from employers, explaining what they look for in their employees in terms of skills, personal qualities and behaviour, will be particularly beneficial and will help to provide a basis for the self-appraisal required in learning outcome 5.
Learners need to know the importance of personal presentation for working in the travel and tourism sector. A starting point would be to make them aware of their own presentation in relation to the industry norms, and work towards conforming to those.
In LO3.1 candidates were able to research the relevant skills and qualities required for employment with some limited explanation evident. This was a stronger learning outcome as all learners were able to access it from the sole centre and show some understanding.

For LO 4, the ability to use different sources of information to find out about employment opportunities in the sector must be developed. As well as resources such as trade journals and local newspapers, learners should be introduced to Sector Skills Councils in relation to the careers information they provide. This will also help to ensure that a good range of employment opportunities is covered. Learners will need access to electronic sources and should be introduced to specialist websites. Visits to travel and tourism organisations will enable learners to connect with people at work and to become aware of entry points into employment in the sector and possible areas for progression and pay structures.
Learners were able to continue with their research skills in LO4.1 and use relevant sources to investigate employment opportunities, in some of the work seen, appropriately.

Examination of person specifications and job descriptions provided by travel and tourism employers will support delivery of this learning outcome. Learners should choose jobs that are of personal interest to them and would offer realistic opportunities for entry and progression. These jobs should form the basis of their self-assessment and goal setting for LO5.
The ability to self-assess and review their own skills in relation to employment or further study is the main focus of learning outcome 5. Appropriate software can be useful in helping learners to focus on feasible employment options and this is a good starting point to support self-assessment.
Templates may be provided to aid the self-assessment process. Work experience will be helpful in giving learners opportunities for skills development and this could support their self-assessment.
For LO5.1/2/3 learners were able to assess their own skills, qualities and behaviours, provide proposals and set goals for their personal development. Some learners were able to develop their evidence to achieve marks from the higher mark bands. This was another strong learning outcome for the learners' work sampled from the sole centre.

Administration

Work needs to submitted as well organised and structured portfolios. The correct and appropriate documentation should be used. There should be evidence of internal verification. Annotation should be used to highlight where the assessment criteria is present. Annotation also helps the moderation process. There needs to a robust authentication of the learners' work and observation records where used and submitted should be detailed and well written.

TT105
General

The applied purpose of this unit is for learners to be able to collaborate with team members to plan, develop and deliver travel and tourism products or services to meet set objectives, interacting positively with team members and complying with legislation relevant to the activities.
Learners will be able to develop team working and communication skills that are crucial to any job they wish to pursue in the travel and tourism sector or any other sector or industry and within different contexts.

Key messages and general guidance

It is important that centres develop an approach to teaching and learning that supports the applied learning requirement of the Diploma.
The delivery of this unit would benefit from employer engagement.
Tutors should approach employers early in the planning stages of the Principal Learning, with the aim of initiating sustained engagement with them.
Employers could help tutors, for example, with the planning of programmes of learning, or the provision of visits, guest speakers and mentors.
This unit is 60 guided learning hours (GLH) in length. All the content included in the, "What you need to learn" section needs to be taught.
There should be a focus on learning to develop knowledge, skills and understanding and then a small amount of time to assess.
The suggested number of guided learning hours (GLH) required to complete the controlled assessment is six and it expected that the work submitted should bear some relationship to this time period. In this series some work clearly did not represent this time limit.

This unit must be covered by a single assignment which is described in the "How you will be assessed" section.
This unit gives learners the opportunity to apply the knowledge and skills they have developed in other units to a 'real life' scenario. The unit allows learners to demonstrate the employability skills required by travel and tourism employers, particularly communication and team working skills, and to apply project planning techniques.
Learners will have the opportunity to work with others as a team to plan travel and tourism products or services. These products or services could be made available within the centre environment and must be related to one or more of the industries that are represented within the scope of the travel and tourism sector.
Learners will have the opportunity to be creative in the development of their travel and tourism products or services.

Accuracy of marking

For the sole centre that entered learners, marking was inaccurate. There was a tendency to be generous, particularly when awarding marks from within mark band 3.
Work was generally descriptive and there was limited annotation. Some of the evidence presented lacked meaningful application.

Many learners were awarded marks from mark band 3 when mark band 2 or even mark band 1 was more appropriate.

Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' mark band.

Assessors are advised to use the full range of marks available within the mark band. To facilitate this, assessors are advised to start at the midpoint in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of candidates work.

Marks should only be awarded from the range for mark band 3 when all requirements of the statement.

This unit has four Learning Outcomes:

LO.1 Know the importance of working as part of a team in travel and tourism

LO.2 Be able to plan and set objectives for team delivery of travel and tourism products or services

LO.3 Be able to collaborate with others to develop and deliver travel and tourism products or services to set objectives

LO.4 Be able to review performance.

For LO1, learners need to know how teams operate in different travel and tourism businesses and what skills make someone a good team worker. To understand how to work as a team to generate ideas for and produce travel and tourism products or services, learners should be encouraged to consider different types of teams within the travel and tourism sector and team working skills.

They could be involved in a team activity to understand how teams can work effectively.

Learners should be given the opportunity to experience different roles, responsibilities and approaches to decision making in order to ensure their development of transferable team working skills. Learners should be set objectives that they can work towards.

Learners must be able to appreciate how communication methods are perceived by different people in different situations.

The evidence presented for LO1 was often weak when describing how team members work together. The description did not cover the "how" part of this Learning Outcome. It is essential to address all parts of each learning outcome appropriately.

The evidence presented for LO1.2 was basic. There was not really any description of how decisions were reached in a team. The evidence submitted should be appropriate to meet the assessment criteria. Brief one to one discussion with a tutor does not constitute an understanding of how decisions are reached in a team.

When addressing LO1.3, candidates were able to show some understanding of roles and responsibilities when working as a team. The description was often basic.

Learners need to know how to plan and set objectives for activities in LO2, for example customer service, marketing, organisational practices,

teamwork, acquiring new skills and techniques, delivery of travel and tourism products or services, and what the key stages involve.

Learners should be able to put together a time and resources plan for the project involving the development of travel and tourism products or services. This could include organising an event for visitors to the area or a trip for local people to a destination outside the area.

The plan should include the opportunity to implement the project and evaluate its outcome as well as the development process. Learners will need clear direction in tasks and activities at this level, enabling them to develop teamwork and planning skills.

LO2.1 and LO2.2 were addressed more competently by most candidates. They were able to set objectives in a basic way. Resources were described but costs were often omitted.

Learners should be self-critical and recognise areas for improvement in LO4. Teamwork and communication skills are important to the travel and tourism sector and learners need to be aware of their own skills. Learners should determine the standards against which evaluation should take place and the evidence from which judgements can be drawn.

Evaluating their contribution, team activities and achievement of agreed objectives will develop their ability to be reflective learners and enable them to set goals for personal development. Learners should be aware of the factors impacting on performance, for example poor health and lifestyle, conflict with colleagues, personal problems.

For LO4.1 and LO4.2 candidates were able to address this learning outcome appropriately and showed some attempts at self-assessment of their contribution and were able to suggest improvements.

Administration

Work needs to submitted as well organised and structured portfolios. The correct and appropriate documentation should be used. There should be evidence of internal verification. Annotation should be used to highlight where the assessment criteria is present. Annotation also helps the moderation process. There needs to a robust authentication of the learners' work and observation records where used and submitted should be detailed and well written.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx