

# Principal Moderator Feedback

Summer 2012

PL Hospitality Level 3  
Paper 1A

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# Diploma: Principal Learning in Hospitality

## Level 3: Internal Units

### **Introduction**

This was the sixth series of moderation undertaken for the Level 3 Hospitality Diploma internal coursework units. A total of 4 centres submitted work for this moderation series. The samples of learner work submitted for moderation varied across the mark bands in terms of quality and overall learner achievement. Learners from all centres accessed marks in mark bands 1, 2 and 3 based on evidence and depth of responses to unit criteria. Throughout the majority of learner evidence centres had clearly annotated in addition to using the grading sheets from the specifications to identify where marks have been awarded assisting both the internal and external moderation processes. Feedback had in most cases been supplied to learners across all units but in some cases this was brief and did not serve to improve the quality of work submitted. Whilst there is a lot of good practice in centres it is essential that moderation procedures are improved in order to ensure the quality of assessment across the qualification. Centres are therefore encouraged to note and action the recommendations suggested within this report.

### **Unit 2. (HO302) Law and Procedures in the Hospitality Industry**

The external moderation of this work indicates that the more able candidates are achieving higher marks on this unit that accurately reflect the standard of work submitted. As such this unit very clearly identifies and distinguishes between able and less-able candidates. The tasks used by the two centres submitting work for this series were focused and appropriate, accurately reflecting the LOs (Learning Outcomes) targeted. The standardisation process indicates that the assessors are applying the LOs and mark band criteria consistently. The assessor written feedback is appropriate and identifies both the strengths and areas for development in the learner work. As such there are no identified training needs for centres as a result of the external moderation process.

### **Key issues emerging:**

- Centres are applying the tasks in a precise vocational context to encourage and focus the learners.
- Tasks were set at the appropriate level using language and terminology that is accessible to learners at Level 3.
- Centres recognise the importance of ensuring the currency and accuracy of the legislation referred to in the tasks
- Moderation indicates that the centres are interpreting and applying the marking criteria accurately and consistently
- The learner work reflects national standards for this Level 3 unit

- Centres are using marks across the range available to differentiate effectively between learners' abilities at this level.

### **Unit 3. (HO303) Customer Service Standards in the Hospitality Industry**

#### **General Comments**

Only three centres submitted work for Unit 303 and generally the samples had been assessed generously with marks awarded being reduced during the moderation process. The centre which sent the most samples of learner work had inconsistently applied the assessment criteria within the mark bands. One sample of work was well organised and well presented with the evidence from learners clearly found, the other samples were disorganised. All centres appeared to choose to use the suggested Edexcel assessment material as the evidence coming from all the learners was similar. Learner work ranged from poor to very good with marks being awarded across all mark bands.

Learners are required to know how hospitality businesses deliver, monitor and measure customer service to promote continuous improvements to service quality. Learners are required to produce a simple customer care policy to implement during performance of customer service tasks and subsequently perform customer service tasks to required standards in different functional areas of a hospitality business eg kitchen and restaurant. Furthermore they must be able to review performance to inform future improvement within a hospitality setting.

There are a total of 4 learning outcomes for this unit encompassing Mark Grid A and B. Moderated work concentrated on Mark Grid A which covered 3 of the learning outcomes.

#### **LO1**

Most learners did not provide evidence to meet the requirements contained within the marking grid, with responses not targeted to provide the relevant evidence to gain marks eg on how to improve customer service provision from customer feedback. Most learners did not provide this evidence although some did provide evidence on how feedback was gathered. Some learner work included research material which had not been referenced, linked to content or put in an appendix.

Some of the learner work appeared to have been carried out as group work with very similar documents appearing within different learner work eg research material on two different organisations.

#### **LO2**

The presentation of the required Customer Care policy was generally weak including only simple, obvious statements with no time-scales being set

other than saying 'before service' or 'during service'. Most learners did not mention dealing with customer complaints in their policies nor did they mention the industry standard of carrying out 'satisfaction' checks during a food service operation. Much of the learner work appeared to have been carried out as group work with customer care policies being very similar and the same presentation notes from a guest speaker being submitted.

#### **LO4**

Generally this LO had been over marked with assessors awarding marks within mark band 3 when it was not a 'thorough' evaluation. Within their evaluations many learners were very general with their comments and did not relate specifically to standards of customer care, which was what would gain them the marks. Most learners focussed on providing evidence of having collected feedback but failed to evaluate this feedback effectively or make suggestions for improvements.

#### **Key issues emerging:**

- There was evidence of over generous marking for some of the learning outcomes
- Some marks were considered generous by the PM due to insufficient evidence or depth of response for each learning outcome
- Allocation of higher marks bands were not awarded based on insufficient evidence
- Assessor feedback was generally limited and not constructive to allow the learners to make improvements within their work in order to reach a higher mark band.
- Most centres had provided no evidence of an internal moderation having been carried out.
- Some annotation was provided by assessors but this was not explicit in most cases and could have been more fully developed.

### **Unit 4. (HO304) Building and Developing Effective Hospitality Teams**

#### **General Comments**

Only two centres submitted work for Unit 304 and the samples had been assessed fairly accurately with only a few amendments being made. Evidence from learners was clearly found although some was very weak. Both centres appeared to choose to use the suggested Edexcel assessment material as the evidence coming from all the learners was similar. Learner work ranged from poor to very good with marks being awarded across all mark bands.

Candidates were asked to perform a team leader role and a team player role in a practical working environment – this turned out to be in either

the college's training restaurant or production kitchen (RWE). All of the tasks were then drawn from and largely related to this practical activity.

There are a total of 6 learning outcomes for this unit encompassing Mark Grid A and B. Moderated work concentrated on Mark Grid A which covered 5 of the learning outcomes.

### **LO1**

Some learners went in to a lot of detail on roles and responsibilities but lost marks on writing about positive and negative characteristics and their effects on a team.

### **LO2**

Most descriptions of how a team leader can contribute to the success of a hospitality team lacked detail. Some learners failed to target their response to the requirement of the LO ie to contributing to the success of a hospitality team in achieving its objectives and did not use this phrase in their answer.

### **LO3**

Some candidates gave a thoroughly detailed and considered evaluation of conflict and why it is important to deal with it. However some responses were weak and removed from the focus of the LO with learners seeming unclear as to what conflict was and how it could relate to their workplace.

### **LO4**

Most responses to this were good with the standards identified as needing to be met being realistic ones with relevant detail. Some candidates lost potential marks as the timescales set by most learners were very simple ones eg 'before service'. Due to this some learners lost marks during moderation as their responses failed to set sufficient or appropriate realistic time-scales.

### **LO6**

Within the evaluation many learners were very general with their comments and did not relate specifically to reviewing their own performance. Some learner evaluations focussed on the event too much and not on their performance as a team member and/or team leader. Assessor marks in general were accurate but learners did score low on this and missed opportunities to gain more marks by looking in detail at their strengths and weaknesses and on suggestions on how to improve their performance. More guidance is required from tutors to enable learners to reflect and evaluate their personal and group performances better.

### **Key issues emerging:**

- Using the RWEs (training restaurant or kitchen) worked well, but most learners lost potential marks by not being able to effectively review their performance to inform future improvement.
- Allocation of higher marks bands were not awarded based on insufficient evidence to warrant the grade
- Assessor feedback was generally limited and not constructive to allow the learners to make improvements within their work in order to reach a higher mark band.
- Some marking was considered slightly generous due to “gaps” identified during the moderation process in the evidence provided by learners.
- Some annotation was provided by assessors but this was not explicit in most cases and could have been more fully developed.
- Centres had provided no evidence of an internal moderation having been carried out.

### **Unit 5. HO305 Managing People in the Hospitality Industry**

Learners are required to know how hospitality businesses plan the human resources they require, be able to practise and evaluate the recruitment and selection procedures used in a hospitality setting, create a training and development programme for individuals, know the employment rights of staff and be able to evaluate the performance of individuals in a hospitality business.

#### **General Comments**

Learners were able to submit a variety of evidence that demonstrated their knowledge and understanding of managing people in the hospitality industry. Overall, evidence submitted covered each of the learning outcomes and was of a good/satisfactory standard. The majority of evidence had annotation, however not all centres did annotate or show evidence of internal verification which is necessary to assist the moderation process. Generally marks had been awarded appropriately by the assessor with feedback contained within the comments section of the learner evidence; however in some cases this was brief. Learners were able to practice and reflect on the recruitment and selection processes involved in running a hospitality business and provide evidence to meet each of the criteria within the unit. Learners were also able to compare a variety of hospitality establishments for specific parts of the unit with this allowing contextualisation of the theoretical aspects of each of the units to realistic practice within the hospitality industry. It was positive to see that learners were able to identify key aspects of managing people in a variety of hospitality contexts.

**LO1:** Learner evidence submitted did within the main relate to the learning outcome within the specifications; however it was only satisfactory. Whilst learners were able to provide an overview of 'how' internal and external factors affect human resource planning this was in most cases only brief and covered the minimal criteria. The active verb within the unit specification was not acted upon with most evidence being a descriptive account of what the internal and external factors are.

**LO2:** The majority of learners submitted the required evidence for this learning outcome by practising the recruitment and selection procedures used within a hospitality business. All learners submitted additional evidence that gave an evaluation of these procedures and this was positive to see. This allowed learners to further demonstrate knowledge for this learning outcome with the majority of marks were awarded in MB1 and MB2 for the quality and depth of evidence submitted. In some cases evidence could have been expanded upon to give a greater account of the impact of these recruitment and selection methods.

**LO3:** Learners were able to give a good account of the employment rights of staff describing in detail a variety of practical implications for learning outcome 3. The evidence for the majority of learners was clear, concise and addressed the main features from the specifications. Marks were awarded across all of the mark bands for this learning outcome where learners had demonstrated a good knowledge and understanding of the criteria.

**LO4:** Evidence submitted was in the main satisfactory and identified a basic list of tasks/duties to be carried out in preparation for undertaking a hospitality role. A number of learners submitted a staff handbook which was unfortunately in the incorrect format required by the specifications; however the detail was comprehensive. A small proportion of learners did provide a more detailed response including timescales and were awarded marks accordingly. It is advised that centres use examples of external documents that learners can refer to when compiling evidence.

## **Unit 6. HO306 Finance and Budgetary Control in the Hospitality Industry**

Learners are required to understand costing, pricing and the use of break-even analysis used within the hospitality industry. Embedded throughout the learner evidence should be an interpretation (either through limited, competent or thorough) of financial information to move between the three mark bands. Learners should know how hospitality businesses use budgets within their day to day operations, understand how controlling and accounting methods for resources are used within hospitality establishments and understand how financial information is used to assess and measure business performance within a hospitality setting.

### **General Comments**

Learners were able to submit a variety of evidence that demonstrated their knowledge and understanding of finance and budgetary control in the hospitality industry. Evidence submitted was good; however with varying degrees of success within specific elements of the unit. Overall the evidence did meet each of the learning outcomes and allowed learners to carry out a variety of financial calculations for a hospitality business. In the majority of evidence submitted annotation had been applied identifying where marks had been accrued along with internal moderation to agree assessment decisions. Not all centres did annotate or show evidence of internal verification which is necessary to assist the moderation process. Generally marks had been awarded appropriately by assessors with feedback contained within the comments section of learner evidence. In some cases marks had been deducted during the moderation process where assessors had been generous within marking practices.

**LO1:** Learners submitted a variety of evidence for this learning outcome which demonstrated their ability to use calculations and state income at different profit levels. Unfortunately, learners missed an opportunity to fully expand their evidence and use break-even analysis to draw relevant conclusions from the various income levels to explain their findings. Only a very small proportion of learners submitted a description detailing break-even analysis to support the calculations they had completed, unfortunately it lacked any great depth and clarity. However, learners were able to use calculations well and evidence was presented appropriately. Edexcel specification sheets were used to good effect across all centres and this was positive to see.

**LO2:** Evidence submitted for this learning outcome was unfortunately weak across most centres. Learners gave a limited interpretation of business performance and only noted a few instances where business performance could be improved; subsequently marks were awarded in the lower grade boundaries. Where learners were able to develop their response they achieved marks in the MB2 criteria. Centre assessors had

generally marked this criteria well being able to discriminate between MB1 and MB2 criteria. It is essential that learners are exposed to realistic financial accounting documentation to in order to allow them to become familiar with the unit specification and grade criteria.

**LO3:** The majority of learners responded to this learning outcome well providing evidence of a variety of budgets used within a hospitality business. Evidence was of a descriptive nature 'about' the type of budgets used with marks being awarded across the board in the MB1 and MB2 criteria. Unfortunately, the 'how' element of the learning outcome was lacking. Whilst learners did demonstrate knowledge and understanding of this learning outcome evidence was unfortunately limited.

**LO4:** The evidence submitted for learning outcome 4 required learners to provide an explanation of how controlling and accounting methods assist a hospitality business. Once again, evidence was of a descriptive nature about the 'type' of methods used with marks being awarded across the board in the MB1 and MB2 criteria. Unfortunately, the 'how' element of the learning outcome was lacking in detail with only a small proportion of learners being able to be awarded marks in MB3. A small proportion of learners were able to develop their responses and give a good account of 'how' controlling and accounting methods assist a hospitality business, these learners were therefore allocated marks accordingly.

**LO5:** The learner evidence submitted for this learning outcome was only of a satisfactory standard. Learners were unable to provide a justifiable analysis of business performance using a variety of performance measures. Evidence was weak across the most centres with marks being awarded in MB1 and the lower MB2 criteria. Learners only responded to the more obvious suggestions of improving business performance and very rarely addressed more substantial examples from an industry perspective. It is essential that centres work through the relevant learning outcome in order to ensure learner understanding across a range of MB1, MB2 and MB3 grade criteria. It would be advised that centres use a case study example in order to contextualise how business can improve in response to economic changes.

## **Unit 8. HO308 Running a Hospitality Business**

Learners are required to understand how hospitality businesses become successful, know the legal implications of setting up a hospitality business and the type and sources of finance available. Learners should also provide evidence that demonstrates that they are able to create a business plan for running a hospitality business and present a hospitality **business plan**.

### **General Comments**

Learners were able to submit a variety of evidence that demonstrated their knowledge and understanding of running a hospitality business. Overall the evidence covered the learning outcomes and marks were awarded accordingly. In the majority of submitted evidence annotation had been applied, however not all centres did annotate or show evidence of internal verification which is necessary to assist the moderation process. Generally marks had been awarded appropriately by assessors with feedback contained within the comments section of the learner work. In some cases marks had been deducted during the moderation process where assessors had been slightly generous based on evidence supplied. This unit presented learners with an opportunity to develop a business idea and present the key aspects of running a hospitality business. It was positive to see that learners had been creative in some aspects of this unit and explored a range of business ideas that may have had some credibility within the external hospitality industry. It appeared that research had taken place for the various elements of this unit and that learners had enjoyed the various aspects of devising a hospitality business for a start-up initiative.

**LO1:** Learners were able to respond satisfactorily to this learning outcome being able to explain a few obvious factors which contribute to the success of a new hospitality business. Whilst the evidence submitted demonstrated some knowledge and understanding of the learning outcome it unfortunately did not expand upon the main criteria within the specifications. Although learners did state a variety of valid factors they were only awarded marks in MB1 and MB2 based on the depth of explanation provided.

**LO2:** The majority of learners responded to this learning outcome well providing evidence of the legal implications of setting up a hospitality business and identifying a suitable source of finance. Evidence was of a good descriptive nature with marks being awarded across all of the grade boundaries. Unfortunately, only a small proportion of learners were awarded marks in MB3 based on a more developed and thorough response to the learning outcome. Whilst all learners did demonstrate knowledge and understanding of this learning outcome some evidence was limited to move into the higher grade boundary. Examples were clear, concise and detailed the main legislative factors of setting up a hospitality business.

**LO3:** Learners were able to provide a satisfactory level of evidence for this learning outcome. Whilst business plans were detailed there were areas that could have been expanded upon. The majority of learners across all centres selected very similar business operations (i.e. juice or cocktail bar) and therefore did not really stretch their creativity within the context of the hospitality industry. Most learners selected fairly obvious sales and promotional techniques in order to market the business and did not demonstrate much flair within their original business idea. Evidence within the resource planning element of the business venture demonstrated research had been undertaken and this was positive to see, however only a small proportion of learners provided images, realistic costs and a full breakdown of the resources needed to successfully launch the business. Evidence of research skills in the majority of learner work was internet based and did not fully explore primary and secondary sources. It is imperative that learners are given the opportunity to access industry journals and magazines to widen their knowledge of the sector. It is also recommended that centres record the learning outcome within the evidence and supporting moderation documentation as LO3.1, LO3.2 and LO3.3. Some centres grouped the learning outcome making moderation difficult. This will not only assist the learner identify where marks have been met but also assist the centre during the internal verification process.

## **Unit 9. (HO309) Managing a Food Operation in Hospitality**

### **General Comments**

A wide spread of marks was evidenced from the centres submitting work for this moderation series. Candidates are achieving across the range of marks/grades available. Some centres provide detailed assessor feedback on formal feedback sheets supplemented by annotation on the learner work; other centres rely more heavily on verbal feedback provided on a more informal basis. Although both approaches are appropriate it is recommended that a more formal approach is used so that learners can reflect back on the assessor's comments as they identify the strengths and areas for improvement in their work. Overall the standardisation process confirmed the marks awarded by the centres with only minor positive and negative adjustments.

### **Key issues emerging:**

- Centres are using tasks that accurately reflect the requirements of the specifications
- Tasks are targeted at the correct level using language and terminology that is accessible to learners at this level.
- There is a varied standard of assessor feedback provided across the four centres who submitted coursework for this unit

- The standard of evaluation provided by learners for LO5 is variable. This is a recurring issue that centres need to encourage their learners to progress more effectively.
- Centres are interpreting and applying the marking criteria consistently and accurately.
- The work sampled is generally graded appropriately.
- Some centres provide detailed written assessor feedback supplemented by annotation on the learners' work. Other centres rely more on verbal feedback, - however it is useful to evidence and formally record the feedback provided.

## **Unit 10. (HO310) Hospitality Services**

### **General Comments**

The quality of learner work submitted for moderation was generally pleasing with learners achieving across the range of marks available. It is evident that centres are now more familiar with the demands of this unit and are setting appropriate tasks at the correct level. Some minor adjustment of marks was necessary during the moderation process, but there was nothing significant that indicated underlying problems and/or misinterpretation of the unit by centres. Different standards of written assessor feedback were provided. Some centre annotate extensively on the learners' work, while others prefer to provide more detailed statement type feedback on a "feedback sheet". There is no correct format as long as learners are aware of their strengths in the work submitted and can clearly identify those areas for further development and improvement.

### **Key issues emerging:**

- Appropriate grading and observation records were used to focus and guide learners.
- Tasks were appropriate and were set at the correct level with clear vocational context.
- Tasks across the centres sampled were accessible to Level 3 learners using appropriate language and terminology.
- Observation records were used effectively by several centres to assess some of the tasks.
- Centres are interpreting and applying the assessment criteria accurately.
- There is understanding in the centres of the standards that must be achieved by Level 3 learners, and this is reflected in the tasks set and the quality of learner work submitted.
- The moderation process generally confirmed the spread of marks awarded by centres with some minor positive/negative adjustment.

Most of these recommendations have been made following previous external moderation exercises. However it is appropriate to re-state them:

- Ensure that candidates are able to understand, and distinguish between the use of active verbs in the specifications i.e. state, identify, outline, describe, evaluate and analyse
- It is good practice for assessors to annotate the coursework identifying where marks have been allocated and the learning outcome the evidence addresses
- Assessors should routinely correct grammatical or spelling errors in learner work
- Keep evidence well organised, and of a suitable standard, when sending for external moderation

### **Further guidance and support**

Centres are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online: [www.edexcel.com/resources/training](http://www.edexcel.com/resources/training)

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