

Moderators' Report/
Principal Moderator Feedback

Summer 2013

Principal Learning

Hospitality

Level 3 Controlled Assessments

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Summer 2013

Publications Code DP036231

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Unit 2: Law and Procedures in the Hospitality Industry

General comments

Only one centre submitted work for Unit HO302. The moderation process indicated a good standard of learning and application of knowledge by the learners. The assignment brief used an appropriate vocational context to focus the learners. Moderation indicates that the tasks set were accessible to the full range of students' abilities, and the tasks were set at the appropriate level. It was pleasing to note that students are able to identify and can also apply the range of key legislation used within the hospitality industry.

LO1: Most students indicated a good understanding of the main legislation and procedures affecting the hospitality industry.

LO2: Learners provided good evidence of the need to comply with food safety and food hygiene legislation in a working environment. Some learners provided more detailed analysis of risks and the steps needed to eliminate risks, but the majority of students provided good coverage of relevant food hygiene legislation and its application.

LO3: This LO requires learners to carry out risk assessments and most learners provided this information in a tabular format. This was generally well presented with learners also including appropriate action planning to minimise and prevent risks. More able students provided more detailed analysis and recommendations as to how to reduce or eliminate hazards/risks.

Overall Comments

- The learner work was of a good standard and reflects expectations for achievement at Level 3.
- The moderation process reveals consistency of marking with good interpretation and application of the marking criteria by the assessor.
- The centre is using the mark bands effectively to discriminate between learners' abilities and achievement.

Unit 3: Customer Service Standards in the Hospitality Industry

General Comments

Only one centre submitted work for Unit 303 which had been accurately and consistently assessed across the sample. A few minor adjustments to marks were made during the moderation process. The sample of work was well organised and well presented with the evidence from learners clearly found. The centre chose to use the suggested Edexcel assessment material and the learner work submitted was very good with most marks awarded falling in MB3.

For the assessment 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. Further more 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

All learners did provide sufficient and detailed evidence to meet the requirements contained within the marking grid. Responses for all four sub tasks were targeted to provide the relevant evidence and gain marks, which mostly fell across the sample in MB3. Learners who performed well were able to describe in detail how hospitality businesses deliver, monitor and measure customer service excellence and used examples from the venues they visited very well. The poster depicting the likely effects of good and poor customer service on hospitality businesses was presented comprehensively.

LO2

The production and presentation of the required Customer Care policy was generally good for all learners and indicated a through understanding and appreciation of the topic. Most learners gained marks in MB3. Learners who performed well were able to identify a broad and detailed set of acceptable and realistic customer care standards and presented them in a clear format.

LO4

All learners participated in a practical work performance within their college training restaurant to gain evidence for LO4 and most were able to evaluate their performance thoroughly and against the standards they had set themselves. Most learners were also able to coherently identify relevant strengths and weaknesses in their performance and provide relevant and realistic suggestions on how their performance could be improved, with most learners gaining marks in MB3. Learners who gained high marks were

able to thoroughly evaluate their performance of working in a customer service environment in detail linking their performance to standards they set themselves. They took a mature approach in identifying relevant and valid strengths and weaknesses and in providing realistic and sensible suggestions of how their performance could be improved in the future.

Key issues emerging:

- Centres needs to familiarise themselves more with the criteria for carrying out controlled assessments as some of the evidence produced by the students does not indicate that the work was carried out in a controlled way.

Unit 4: Building and Developing Effective Hospitality Teams

General Comments

Only one centre submitted work for Unit 304 and the sample had been assessed fairly and accurately with only a few minor amendments to marks being made. The centre appeared to choose to use the suggested Edexcel assessment material as the evidence coming from all the learners was similar. Evidence from learners was clearly found with marks being awarded across all mark bands.

Students 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

Learners who lost potential marks did so by limiting their description of roles and responsibilities of members of a hospitality team to those within their training restaurant environment. Learners who performed well described the different roles and responsibilities of generic hospitality teams and related these to the team within which they were working and/or leading in the practical environment.

LO2

Some descriptions of how a team leader contributes to the success of a hospitality team lacked detail with learners failing 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

Most students gave a thoroughly detailed and considered evaluation of conflict, explaining why it is important to deal with it and demonstrating an understanding of how it could relate to their workplace.

LO4

Most responses were good with students identifying appropriate and realistic standards when planning the performance of hospitality tasks and did so with relevant detail. Some students lost potential marks as the timescales set by most learners were very simple ones eg 'before service'.

LO6

Some learner evaluations of their performance focussed on the event too much and not enough on their own performance as a team member and/or

team leader but most tackled this task competently and had reflected effectively on their performance. Most learners approached this task in a mature manner and were able to provide relevant and realistic suggestions on how their performance could be improved.

Key issues emerging

- No significant issues.

Unit 5: Managing People in the Hospitality Industry

General comments

For this unit learners are required to know how hospitality businesses plan the human resources they require, be able to practice 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.

Learners were able to submit a variety of evidence that demonstrated their knowledge and understanding of managing people in the hospitality industry. They 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 relevant learning outcomes within the unit.

Learners were also able to compare a variety of hospitality establishments thus allowing contextualisation of the theoretical aspects of the unit to realistic practice within the hospitality industry and see that learners were able to identify key aspects of managing people in a variety of hospitality contexts. It was positive that internal verification of learner work had occurred and in some cases minor adjustments to marking highlighted.

Assignment front cover sheets had been used appropriately detailing where marks had been allocated. There was evidence of over generous marking throughout learner work which resulted in marks being adjusted during moderation. In most cases feedback was given to each learner but there was no evidence of on-going feedback which would have allowed learners to potentially move into the higher mark bands. Mark grids were used to full effect in most cases thus demonstrating evidence of good practice, however during moderation it was felt that evidence could have been more explicit across all learners to clearly indicate where the relevant criteria had been met.

Annotation of learner occurred and it was clear throughout the moderation process that learners had made a satisfactory attempt at assessment criteria for HO305. With only one centre submitting a sample for this unit it was difficult to build up a comparison picture based on other centre performance. However on reflecting upon previous years samples it appears that there were some elements of good practice used within this centre e.g. mark criteria had been used to assign a grade (albeit generous), Pearson documentation was used throughout assessment practices and learners had obtained a good grasp of the unit specification. It was good to see that learners had undertaken vital research into the personnel planning aspect of the hospitality industry and were able to demonstrate their knowledge and understanding accordingly.

Learners submitted a variety of evidence that was of a satisfactory/good standard with marks being allocated across a range of mark band criteria.

Overall, evidence submitted covered each of the learning outcomes for this unit.

LO1: Learner evidence was generally of a good standard with marks being awarded in mainly MB2 and MB3. Greater expansion on internal and external influences would have improved learner grades but overall the evidence presented was of an appropriate standard and demonstrated knowledge and understanding of the criteria.

LO2: Learner evidence was of a satisfactory standard for this LO with a spread of marks across grading criteria being awarded. Evidence in some cases was weak and not explicitly detailed against the learning outcome which was a shame as it resulted in learners not being able to obtain marks in MB2 and/or MB3. A greater depth of explanation of the effectiveness of each of the recruitment and selection methods used by a hospitality business would have allowed learners to move into the higher grade boundaries and increase their marks. However, the majority of recruitment and selection procedures were covered and these demonstrated that learners had understood the LO.

LO3: Learner evidence for this LO was positive and demonstrated a good level of knowledge and understanding of the criteria. The majority of learner work was detailed and marks were awarded accordingly across MB2 and MB3.

LO4: Whilst the standard of work was good in some cases learner evidence was lacking in detail resulting in learners either losing marks or remaining in the lower mark bands. This was a shame as marks could have easily been collated if a suitable training and development plan had been produced.

Positive outcomes from this moderation highlighted that each learner had made a good attempt at each of the 4 learning outcomes and presented evidence appropriate to each criteria. Learning outcomes were applied accordingly but some evidence was unfortunately insufficient to move between the lower and higher mark bands. Feedback from the assessor was appropriate and constructive; however this was not explicitly targeted against the individual learning outcomes and/or criteria in the marking grids. Unfortunately there was little guidance as to how the learner could have achieved higher marks. Annotation within learner evidence identified the relevant learning outcome and in most cases this was satisfactorily organised. There was evidence of internal verification and agreement of assessment decisions. Overall, evidence presented was clear, concise and in most cases adhered to the specifications. It is recommended that learners use header sheets to separate each section as oppose to collating evidence across the LO's which makes moderation difficult. It is essential that learners follow the specifications being applied and that the centre regularly uses these within sessions in order to aid understanding of the award being completed. It was positive to see that learners did demonstrate knowledge and understanding of managing people in the hospitality industry and were therefore allocated appropriate marks.

Unit 6: Finance and Budgetary Control in the Hospitality Industry

General comments

For this unit learners are required to understand costing, pricing and the use of break-even analysis used within the hospitality industry. Embedded throughout learner evidence should be an interpretation (either limited, competent or thorough) of financial information to move between the three mark bands. Learners should be able to 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.

It was positive again to see that internal verification of learner work had occurred for Unit HO306 with some minor adjustments of marks being identified. Assignment front cover sheets had been used appropriately detailing where marks had been allocated. There was again evidence of over generous marking throughout learner work which resulted in marks being adjusted during moderation. In most cases feedback was given to each learner but there was no evidence of on-going feedback which would have allowed each learner to potentially move into the higher mark bands.

Mark grids were used to good effect in most cases thus demonstrating evidence of good practice, however during moderation it was felt that evidence could have been more explicit across all learners to clearly indicate where the relevant criteria had been met. Annotation of learner work occurred and it was clear throughout the moderation process that learners had made a satisfactory attempt at assessment criteria for HO306. With only once centre submitting a sample for this unit it was difficult to build up a comparison picture based on other centre performance. However on reflecting upon previous years samples it appears that there were some elements of good practice e.g. mark criteria had been used to assign a grade (albeit generous), Pearson documentation was used throughout assessment practices and learners had obtained a good grasp of the unit specification. It was positive to see that learners were able to make an attempt with the financial accounting and break-even analysis element of the unit and that in most cases could understand and interpret financial statements.

Learners submitted a variety of evidence of a satisfactory/good standard with marks being allocated across a range of mark band criteria. Overall, evidence submitted covered each of the learning outcomes for this unit.

LO1: Learner evidence was of a good standard demonstrating knowledge and understanding of break-even and price comparison for a variety of products and services. There was also good use of figures and calculations for the majority of learners but some unfortunately lacked detail and analysis to support centre marks, thus marks were adjusted during

moderation. The majority of marks awarded for this LO ranged across all 3 mark bands highlighting a range of learner ability.

LO2: Learner evidence for this LO was of a satisfactory standard with some interpretation of financial information. It was positive to see that learners had attempted to understand financial statements albeit with varying degrees of success. The range of examples of how business performance could be improved was somewhat limited throughout however marks were allocated accordingly based on the evidence submitted.

LO3: Learner evidence for this LO was of a good standard with the majority of learners being able to demonstrate knowledge and understanding of a range of budgets used by hospitality establishments. The evidence presented in most cases was detailed thus allowing marks to be allocated in the majority of cases in MB2 and MB3.

LO4: Learner evidence showed a good level of knowledge and understanding of the relevant criteria for this LO with examples being used to support the grade boundary being awarded. Learners made a good attempt to explain how control and accounting methods assist a hospitality business allowing marks to be awarded across a range of mark bands accordingly. It was felt throughout moderation that some evidence was copied and pasted from the internet and not learners own work.

LO5: There was unfortunately a lack of analytical evidence across the majority of learner work for this LO to support marks being awarded in MB3. However the relevant criteria were addressed in the majority of learner work for marks to be awarded in MB1 and MB2.

Positive outcomes from this moderation highlighted that each learner had made a satisfactory/good attempt at each of the 5 learning outcomes and presented evidence appropriate to each criteria. Learners were able to understand costing and pricing procedures, apply break-even analysis, create and interpret financial statements and demonstrate a good knowledge of a range of budgets used within hospitality operations. As a result they were therefore allocated marks accordingly. It is again recommend that learners use header sheets to separate each section as opposed to collating evidence across the LO's which makes moderation difficult. It is essential that learners follow the specifications being applied and that the centre regularly uses these within sessions in order to aid understanding of the award being completed. Finally, the centre must ensure that the full range of the specification is covered within learner evidence to ensure learners can be awarded the appropriate marks at the higher mark bands.

Unit 8: Running a Hospitality Business

General Comments

For this unit 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.

It was clear throughout the moderation process that learners had made a satisfactory/good attempt at assessment criteria for HO308. In most cases the specifications were applied accordingly by the centre however over generous marking did again occur as with previous coursework units, marks were deducted due to insufficient evidence or depth of response applicable to each learning outcome. With only once centre submitting a sample for this unit it was difficult to build up a comparison picture based on other centre performance. However on reflecting upon previous years samples it appears that there were some elements of good practice throughout the moderation process e.g. mark criteria had been used to assign a grade (albeit generous), Pearson documentation was used throughout assessment practices and learners had obtained a good grasp of the unit specification. There were elements of learner evidence that lacked detail in order to allow them to move into MB3. Throughout the moderation process it was however evident that most learners had satisfactorily attempted the unit and relevant criteria across each learning outcome allowing them to successfully obtain a variety of marks. This was positive to see and allowed learners to move across the mark bands for a variety of tasks.

Learners submitted a variety of evidence of a satisfactory/good standard with marks being allocated across a range of mark band criteria. Overall, evidence submitted covered each of the learning outcomes for this unit.

LO1: Learner evidence for this LO was of a good standard demonstrating that learners had some understanding of the factors that contribute to the success of a hospitality business. Whilst the range of responses was limited within the evidence presented it did allow learners to obtain marks in MB1 and MB2.

LO2: Evidence presented for LO2 was again of a good standard and demonstrated across the majority of learners that each had a knowledge and understanding of the legal implications affecting the setting up of a hospitality business. Evidence was in most cases also supported by a range of examples of possible sources of finance. Unfortunately within the evidence certain elements linking to food safety and health and safety were lacking. If this information were present it would have allowed the learners to move into the higher mark bands.

LO3.1: A range of business ideas were explored for LO3.1 and in most cases they were realistic and supported by an appropriate business plan, sales and promotion techniques, and resource details to run the business. However the evidence across all learners was lacking in any great detail i.e. clear business objectives, thus allowing marks to only be applied in MB1 and MB2. A small fraction of learners were able to provide greater detail and marks were allocated accordingly.

LO3.2: A range of sales and promotional techniques were explored which were applicable and relevant to the business plan being presented. However, each of these were lacking in imagination and/or innovation that would have allowed learners to move into the higher mark band.

LO3.3: Unfortunately the majority of learners did not provide a great deal of evidence to demonstrate where a business plan could have been changed in light of potential risks and/or making use of effective feedback. Learners did not make an appropriate number of suggestions for LO3 when exploring a potential business risk or other well considered alternatives, also no evidence to demonstrate that business plans were updated after tutor feedback was presented. Where evidence was presented it was appropriate and applicable to the learners relevant business plan but only explored minor risks within the context of a business operation. In order for learners to have moved into the higher mark band it would have been appropriate to explore greater risk factors to a hospitality business and implement appropriate strategies for business survival in an ever changing context of hospitality.

Positive outcomes from this moderation highlighted that the learner had made a satisfactory/good attempt at each of the 3 learning outcomes and presented evidence appropriate to each criteria. It is essential that learners understand the specifications and that they are used regularly within sessions in order to aid understanding of the qualification being undertaken. Also, the centre must ensure that the full range of the specification is covered within evidence to ensure learners can be awarded the appropriate marks.

Additional comments

Overall the majority of learners had made a good attempt at the internally assessed coursework units and were able to demonstrate a broad depth of knowledge and understanding applicable to the relevant unit. It was positive to see this year many aspects of good practice from the centre and learners providing evidence that was directly related to the specifications. This good practice should be maintained for all future assessment series with particular attention being paid to the recommendations below in order to improve and maintain standards for Pearson awards.

Recommendations for the centre

- Ensure that students are able to understand, and distinguish between the use of active verbs in the specifications i.e. state, identify, outline, describe, evaluate and analyse.

- Ensure that centres cover the whole unit content for each learning outcome.
- Use SAM material to develop a range of skills within the Diploma programme.
- Assessors to annotate every piece of coursework identifying where marks have been allocated and the learning outcome the evidence addresses.
- Use header sheets for each learning outcome.
- Use the grid maps to provide learner feedback and identify where a learning outcome has been met and graded accordingly.
- Assessors to correct grammatical or spelling errors in learner work.
- Learners to provide brief introductions to each task or activity for the learning outcome.
- Keep evidence well organised and of a suitable standard when sending for moderation.
- Centres to adhere to the specifications requesting evidence to be word processed.
- Attend appropriate Edexcel training events that focus on planning and preparation for future assessment series.

Unit 9: Managing a Food Operation in Hospitality

General Comments

Only one centre submitted work for Unit HO309. Throughout the learners' work it was evident that effective teaching had taken place. The centre used tasks that accurately reflect the requirements of the specifications. The tasks were targeted at the correct level using language and terminology that is accessible to learners at this level.

LO1: Learners provided a variety of simple and slightly more complex menus for this learning outcome. The evidence submitted for planning and costing the meals varied, but learners satisfied the requirements of the LO albeit at different levels of ability.

LO3: This LO was completed well by learners and a variety of work was submitted to evidence the ability to prepare, cook and present a variety of dishes to specific specifications. The assessor's marking was fair and consistent with good application of the mark band criteria.

LO5: Learners' evaluations were based on a common template "Head Chef Evaluation (By the team)". The ability of learners to evaluate varied, but most were able to evaluate the effectiveness of the food operation appropriately against the criteria.

Overall Comments

The moderation process indicates that the one centre submitting work for this unit is making careful and accurate application of the marking criteria.

The centre's use of marking is fair and consistent across the learners included in the moderation process.

Unit 10: Hospitality Services

General Comments

Only one centre submitted work for Unit HO310. The instructions for the assignment were clear and appropriate tasks were set. The assignment has clear vocational relevance to Level 3 Hospitality learners. The tasks were written so as to be accessible to the full range of student ability. The quality of the learners' work indicated that effective teaching had taken place. Generally marks were awarded appropriately by the assessor.

LO1: Students indicated a good knowledge of supporting functions within a hospitality business and the roles and responsibilities of different operational areas. The standard of the students' work was generally consistent with good application of the mark band criteria.

LO2: The learners' work was consistent for this LO as they presented evidence that demonstrated a good understanding of how hospitality businesses manage and coordinate supporting functions to meet business requirements. Most students understood the need for good inter-relationships and inter-dependence between departments.

LO3: This LO discriminated effectively between students of different abilities. More able students carried-out more detailed research for an industry related problem using a range of primary and secondary sources. Less able students used fewer sources and their projects were less ambitious. Marks therefore were awarded across the mark bands.

Overall Comments

Moderation confirms that the one centre submitting work for this unit is interpreting and applying the assessment criteria accurately.

The marks awarded are generally accurate and consistent across the learners sampled in the moderation process.



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