

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

Principal Learning  
Travel and Tourism

Controlled Assessments – Level 2

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## **Unit 2: The UK Travel and Tourism Sector**

### **General**

This unit introduces students to the travel and tourism sector and considers its breadth. Students need to be introduced to examples from all the constituent industries. This will ensure that students who successfully complete the Principal Learning for the Higher Diploma in Travel and Tourism will have gained knowledge and understanding of both the sector as a whole and its constituent industries.

The purpose of this unit is for students to gain an understanding of the broad nature of the travel and tourism sector and its importance to the UK economy.

Students will develop understanding of the key factors that have shaped the industries in today's travel and tourism sector and then apply the knowledge gained to anticipate and plan for future developments. They will also gain awareness of the significant impact of uncontrolled and unplanned events.

Having gained insight into the dynamics of the travel and tourism sector, they will then learn how to interpret statistical data and use it to consider changes and trends within the sector, and the impact these may have. This can then be applied to help organisations anticipate and plan for future developments in the sector.

### **1. 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. Tutors should arrange for employers to give a talk on the role of specific organisations within the travel and tourism sector, especially in relation to obtaining up-to-date data about the sector and the impact that change in, for example, technology is having on specific organisations.

Students will find access to employers very useful in understanding the role of industries and of specific organisations.

Employers could be asked to speak to groups of students or to accommodate visits. Employers could contribute to learning outcome 2 by providing a history of their organisation. Students can then link this to general developments post-1945 and suggest what future developments may be needed in light of current trends.

Employers could give feedback where students have created presentations about change within the travel and tourism sector, or talk to small groups about specific aspects, such as technological developments, and their impact in one area of the travel and tourism sector such as passenger transport.

Visits to places such as transport hubs, for example airports or train stations, could provide information for surveys, to how organisations relate to each other. Local employers could be asked about ownership and structure so that students can, from a study of local businesses, relate to the national picture.

Investigation of a variety of trade and professional bodies such as regional tourist boards could be enhanced by visitors from these organisations. Travel and tourism organisations could provide expertise in aspects of employment and how the sector contributes to the UK economy, and could provide non-confidential data on employment for trend analysis. Employers may also be able to assist in the interpretation of these statistics at a local level which could then be applied across the industry sector and in discussions of the implications for businesses of these trends.

Work experience could include investigating the impact of change on the specific industry visited and finding out how that industry relates to other industries within the travel and tourism sector.

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.

Students require evidence to support their understanding of the contribution of the sector to the UK economy. Tutors must, therefore, ensure that students have access to relevant employment and economic information. Similarly, in learning outcome 4, students need access to a wide range of travel and tourism statistical data.

Tutors should encourage students to present their analysis and responses using a variety of media, including written, posters and oral presentations. Students will interpret statistical data and trends to anticipate future developments in travel and tourism. On completion of the assessment, students will be able to apply knowledge of trends in one industry to another industry in the travel and tourism sector.

The controlled assessment is a summative judgment of the students' knowledge, skills and understanding gained through learning of the content range. Learning outcomes 1, 2, 3 and 4 will be assessed via controlled assessment. Controlled assessment is the approach used for principal learning qualifications because it helps students to transfer and apply their learning to the content and task(s) chosen for assessment. It also encourages a more purposeful approach to combining theory and practice that brings together the learning outcomes into a coherent activity, rather than separating assessments into a series of potentially unrelated elements. This unit links to *Unit 1: Journeys and Destinations in Travel and Tourism* by looking at the impacts of travel and tourism. It links to *Unit 5: Travel and*

*Tourism Business Environments* by looking at how industries within the travel and tourism sector work. It also links to *Unit 7: Work in a Travel and Tourism Team*, as students will use the knowledge, understanding and skills gained in this, and all other Level 2 units, to be able to perform in a travel and tourism environment.

Assessors are reminded to focus on the descriptors given in the assessment grid for each learning outcome when making judgements on a student's performance.

## **2. Accuracy of marking**

**During this series only one Centre submitted work for moderation.**

Marking was lenient, particularly when awarding marks from within mark band 3. A number of students were awarded marks from mark band 3 when mark band 2 was more appropriate.

Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on student's 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 students work.

Marks should only be awarded from the range for mark band 3 when all requirements of the statement have been met to an appropriate standard for this qualification.

This unit has four Learning Outcomes:

LO.1 Know the industries and key organisations within the travel and tourism sector and their roles

LO.2 Understand the impact of key factors on the UK travel and tourism sector

LO.3 Understand the importance of the travel and tourism sector to the UK economy

LO.4 is able to interpret statistical data to plan for potential developments in travel and tourism.

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

Some of the evidence presented had not been "Applied" to the real world of work; it was occasionally generic in nature. Some of the evidence submitted was also classroom/internet based and appeared to be very teacher led. Evidence that demonstrated the relationships between organisations and their interdependence on each other was generally very weak.

For LO1, students should explore the industries that make up the travel and tourism sector, including travel services, tourism services, conferences and events, visitor attractions, accommodation services and passenger transport.

Students need to understand that the industries within the travel and tourism sector cannot work in isolation and are interdependent. The industries work with each other to provide the products and services that meet the needs of travellers and visitors. The work submitted for this learning outcome demonstrated an improved understanding when compared to the submissions from previous series.

Students also need to find out about trade and professional bodies. Students are regularly mixing up trade and professional bodies; there is a lack of clear understanding of the differences. Tutors will need to cover the trade and professional bodies in the, "*What you need to learn section*", and should ensure they are up to date. Information about national development agencies is readily available on the internet and on regional tourist board websites.

For LO2, It is important for tutors to introduce students to those factors that historically have shaped the UK Travel and Tourism sector as well as those currently impacting on it. Overall, the evidence produced for this learning outcome was variable.

Key factors that may impact on the Travel and Tourism sector in the future could include environmental factors such as the influence of political and public pressure, development of roads and airports, and the increasing awareness of the importance of sustainability. Socio-economic and cultural changes should also be introduced, such as the increase in disposable income, increased mobility, availability of leisure time, flexible working, and changing demographics. Holiday trends, such as the development of specialist holidays, independent travel, the business travel market and changes in the length and frequency of holidays, should be considered, as should changes in technology that impact on the sector, including e-business, booking systems, internet research, call centres, different check-in systems, GPS, payment systems, and visitor management methods. Other factors include changes in the structure of sector such as mergers and acquisitions, developments in transport such as the Channel Tunnel, high speed rail travel, low cost airlines, and government influences such as the development of public sector tourism, changes in border controls, deregulation of air travel, taxation, diversity and inclusion, and safety and security.

Students could focus on recent events, such as natural disasters or fashions and trends, and discuss how they have affected travel and tourism.

For LO3, much of the analysis of how the travel and tourism sector contributes to the UK economy was basic. Students could consider the industries they came across in LO1, in order to understand the importance of the travel and tourism sector to the UK economy and discuss the types and number of jobs created in those industries. They could then look at statistics and trends for employment in the sector as a whole. Aspects of employment to consider could include the number of employees in the different industries, seasonal employment, and whether employees are part time, full time, temporary or permanent. The relevant Sector Skills Councils will provide statistical information on their websites. In terms of income,

students could consider visitor numbers and visitor spending. The Gross Domestic Product must also be explored.

For LO4, statistical travel and tourism data was interpreted but the level of accuracy was often limited and occasionally moderate. Tutors could, at first, select specific sets of data for students to interpret, with key questions guiding their interpretation. Students should obtain real statistics from a business or organisation in order to ensure that the interpretation and subsequent suggestions genuinely relate to a real sector context. Once students are familiar with key sets of travel and tourism data they could interpret trends in terms of potential developments. This can be introduced by a series of 'if' statements. For example, if there are substantial numbers of older people with a good income and good health what products should the sector provide for this group in the future?

### **3. Administration**

During this series there was limited evidence of a process of internal verification. Edexcel does not require students to submit their portfolios in a file. It is sufficient for students to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Student Authentication, there should ideally be a front cover stating name of student, centre and student number.

### **4. Further guidance and support**

Centre Assessors are reminded that a range of training opportunities and support is available at: [www.edexcel.com/resources/training](http://www.edexcel.com/resources/training)



## **Unit 3: The Customer Experience in Travel and Tourism**

### **General**

The delivery of this unit would benefit from employer engagement. A local employer, for example a hotel manager, could lead a discussion on the importance of good customer service and/or talk about expected employee behaviour. Students could also visit a transport venue, hotel or visitor attraction to observe customer service in practice and discuss their findings with their peers. Tutors could arrange for employers to talk about methods used to monitor and evaluate customer service within their businesses and ask students to prepare questions.

Employers could also be interviewed about legislation and the impact it has had on their business. They could also act as points of reference in role-play scenarios regarding non-compliance with legislation. Employers would be useful in providing non-confidential customer service policies and procedures. They could participate in practice role-play observations and give constructive feedback to ensure effective communication, appropriate presentation, good eye contact and confident body language. They may also be able to contribute to the final summative assessment. Work experience or work placements can play an important part in assessment of this unit.

Students should have the opportunity to apply the customer service skills they have learned and practised to a realistic work setting. When reviewing performance for LO5, students may find it useful to draw on experiences from part-time employment and work placement, if customer focused. The suggested number of guided learning hours (GLH) required to complete the controlled assessment is three and it is expected that the work submitted should bear some relationship to this time period. Before their summative assessment, students should practise a range of customer service activities, for example communication skills which can be used with internal and external customers. Students should also gain experience of a range of situations where customer service is provided and how to identify and respond to a range of different customer types and their diverse needs. Role play could be used to enable students to reflect on their progress and to develop their customer service skills over time.

This unit provides the opportunity to use a variety of assessment methods. For example, the evidence for this unit could include observation record capturing the assessment of skills and personal qualities e.g. during a role play or work placement situation. It is important that when assignment tasks are created they facilitate access to higher mark bands. This unit links to Unit 1: Journeys and Destinations in Travel and Tourism by looking at customers' needs. It links to Unit 4: Employment Opportunities in Travel and Tourism by looking at the skills, behaviours and personal presentation appropriate for work in the travel and tourism sector. It also links to Unit 7: Work in a Travel and Tourism Team, as students will use the knowledge, understanding and skills gained in this, and all other Level 2 units, to be able to perform in a travel and tourism environment.

## **Accuracy of Marking**

**During this series only one Centre submitted work for moderation.**

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

Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on student's 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 mid-point in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of students work.

Marks should only be awarded from the range for mark band three when all requirements of the statement have been met to an appropriate standard for this qualification.

### **LO1: Know what customer service is**

Most students described in some detail how the diverse needs of different customers are identified and met. However, it is important that students comment on not only how customer needs are met but also how they are identified. Many students described different aspects of personal presentation; however students were less able to describe how these aspects impact on the organisation. Tutors could introduce students to the importance of having a smart appearance both from the perspective of the impact it has on customer perception, and to meet personal appearance standards in different customer service situations. Students should understand the importance of adhering to the appropriate dress code.

### **LO2: Understand the importance of customer service to travel and tourism businesses**

Most students explained the importance of customer service to travel and tourism businesses. Students were less able to relate this impact to business success. Many students focused on external customers and the importance of customer care. Internal customers and suppliers should also be explored to provide a more thorough explanation. Examples of suppliers could be a catering company for an airline, a coach company transporting passengers to a resort, a media company providing leaflets for an attraction or a car hire company providing a service to a tour operator.

### **LO3: Understand the impact of key legislation and controls on customer service delivery**

Students explained, using examples, the impact of key legislation on customer service delivery to internal and external customers, with a focus often on disability legislation. Students could focus more on the costs of non-compliance and other impacts of key legislation on customer service delivery to internal and external customers, for example, refunds, fines, prosecution and imprisonment.

**LO5: Be able to review performance**

Students should focus both on their holistic evaluation of their own personal skills, using a range of information and experiences (peers, tutor, work experience, employment) and also how organisations review and evaluate performance, including the methods used for monitoring customer service standards. Solutions for improvement should be achievable.

Care also needs to be taken when assessing this unit as the moderators found that in some cases marking in the higher order Learning Outcomes seemed to be generous, especially as these totals constitute a high proportion of the marks for the Unit.

**Administration**

During this series there was limited evidence of a process of internal verification. Edexcel does not require students to submit their portfolios in a file. It is sufficient for students to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Student Authentication, there should ideally be a front cover stating name of student, centre and student number.

**Further guidance and support**

Centre Assessors are reminded that a range of training opportunities and support is available at: [www.edexcel.com/resources/training](http://www.edexcel.com/resources/training)

## **Unit 4: Employment Opportunities in Travel and Tourism**

### **General**

The purpose of this unit is to introduce students to the world of work in travel and tourism, including potential job roles and progression routes in the sector, so they can develop understanding of the requirements for working in the sector. All the content included in the, "What you need to learn" section needs to be taught.

Students should consider the entire breadth of the sector. This will help to ensure that students who successfully complete the Principal Learning for the Edexcel Higher Diploma in Travel and Tourism will have gained knowledge and understanding of the sector as a whole and its constituent industries.

Students will benefit most from this unit if the delivery is timed to link with a period of work experience. This work experience may or may not be within the sector, but will prove valuable in terms of reflection and self-assessment.

Students are required to research the requirements of job roles across the range of a sector (sectors include: travel services/tourism services/conference and events/visitor attractions/ accommodation services/passenger transport) and then focus on two job roles of particular interest to the student from two different industries. For example, for the travel services sector the different industries include retail travel services, tour operators, ticketing agencies and bureau de change. If students describe the travel and tourism as a whole, it will make the assessment more challenging and students may find the assessment more difficult to achieve within the required GLH for controlled assessment. Furthermore, if the assessment includes many sectors of the travel and tourism industry, there is a risk that evidence becomes theoretical rather than applied to the two different industries within the sector selected by students.

It is recommended that assignment briefs provide the opportunity for students to select two job roles that are of particular interest to them. Centres can use an assignment brief that involves students planning employment for a stated pen portrait however; students should still have the opportunity to select the sector and industries based on the information provided.

The suggested number of guided learning hours for assessment is six hours. This means that there are a significant number of hours allocated for learning in order to sufficiently develop students' knowledge of the employees and employers' rights and responsibilities, their understanding of the requirements for employment and the processes involved; and finally the skills required to plan progression. Within the guided learning hours, students should cover different sectors as outlined in the specification.

Students should apply learning to a different context or situation for the assessment. For example, students can draw upon their learning of planning employment in other sectors of the travel and tourism industry and apply this to a sector of the industry selected for the assessment. Students can also draw upon learning from other units for example, knowledge of the sectors.

This unit provides the opportunity to use a variety of assessment methods. The methods selected should, where possible, reflect the world of work so that students see the relevance of the qualification. Furthermore, this can reduce the written burden on students. Evidence can be captured both verbally and written. For example, the evidence for this unit could include annotated job specifications identifying skills gaps; observation record capturing the assessment of skills, qualifications and personal qualities e.g. at an appraisal meeting; a development plan with identified gaps, areas for improvement and targets; observation record documenting understanding of employment and the processes.

Controlled assessment is the approach used for principal learning qualifications because it helps students to transfer and apply their learning to the context and task(s) chosen for assessment. It also encourages a more purposeful approach to combining theory and practice that brings together the learning outcomes into a coherent activity, rather than separating assessments into a series of potentially unrelated elements.

Students should draw on the theory of employment to inform the planning for progression to further study or employment. For example, students could use their knowledge of statutory and contractual rights and responsibilities to better inform the assessment of skills and the areas for improvement. The understanding of the employment requirements will inform students of the skills gaps and it will allow them to plan more effectively for their future.

Student evidence should be assessed against the assessment criteria in the specification. A note should be taken of command verbs and discriminators for each statement. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. If as a whole the evidence is detailed, however, a few of the sectors are only briefly evidenced, and then a lower mark within the mark band two range would be more fitting. If the evidence is more thoroughly explained or has aspects which are more developed then the higher end of the mark range should be applied.

## **Accuracy of Marking**

**During this series only one Centre submitted work for moderation.**

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

Marking was regularly generous particularly in the higher order Learning Outcomes. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on student's 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 mid-point in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of students work.

Marks should only be awarded from the range for mark band three when all requirements of the statement have been met to an appropriate standard for this qualification.

### **LO1: Understand requirements for employment in travel and Tourism**

Students should review and discuss as a class the different skills, qualities and attributes that are valued in the workplace. In preparation for personal development planning, it would be beneficial if students focus on selected jobs that are particular interest to them and which would offer realistic opportunities for entry and progression.

Students explained the requirements for employment in different industries across the travel and tourism sector. The explanations ranged from brief to some detail. Marking was generous and the evidence was sometimes a description and not an explanation.

### **LO2: Understand the process involved for recruitment, selection and starting employment**

Students should include the typical stages involved in the recruitment and selection process, and a step-by-step run through of the process from an employer's perspective would be useful. Students need to know why and how the induction of new staff takes place and how individuals are then developed in the workplace through training, appraisals and goal setting. Marking was generous as the centre awarded higher marks for descriptive evidence. The focus of some of the evidence was generic and had not been applied to specific industries or jobs.

The recruitment, selection and starting employment process were generally described rather than explained. The evidence was occasionally brief and in some samples, not all areas were considered i.e. some students only focused on recruitment. The evidence relating to progression opportunities was brief and was overall descriptive rather than explanatory.

### **LO3: Know the rights and responsibilities of employers and employees in travel and tourism**

Students could find out about the implications of statutory and contractual rights and responsibilities during their work experience by talking to existing members of staff or a mentor.

Employment legislation may be brought to life with straightforward examples of current disputes, particularly those that relate to the travel and tourism sector in areas such as health and safety, discrimination, and working hours.

### **LO4: Be able to plan progression to further study or employment in travel and tourism**

Students should initially consider employment opportunities across the sector, including job roles they may be less familiar with. They should consider progression routes in terms of the skills, attributes and qualities needed, so they can produce personal development plans.

Proposals for skill gaps and areas for improvement were given but regularly lacked detail and justification. The evidence for a schedule to review progress against a development plan was sometimes not completed or was limited.

### **Administration**

During this series there was limited evidence of a process of internal verification. Edexcel does not require students to submit their portfolios in a file. It is sufficient for students to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Student Authentication, there should ideally be a front cover stating name of student, centre and student number.

Annotation on coursework was limited. Annotation should highlight where key evidence could be found such as:

In LO1, annotation could be used to highlight clearly where students show detail in their explanation of the requirements for employment.

In LO2, annotation could be used to highlight clearly where explanations refer to recruitment, selection, starting employment. Annotation could also highlight progression opportunities.

In LO3, annotation could highlight where evidence can be found in relation to employees and employers and where evidence is felt to be 'in detail' or thorough.

In LO4, annotation could highlight where sources of information and advice has been used. Annotation could highlight where assessment and skills gaps are developed or comprehensive. It could also highlight where goals are set and where there is evidence of reviewing.

## **4. Further guidance and support**

Centre Assessors are reminded that a range of training opportunities and support is available at: [www.edexcel.com/resources/training](http://www.edexcel.com/resources/training)

## Unit 5: Travel and Tourism Business Environments

### General

The purpose of this unit is for students to develop awareness of how travel and tourism businesses work, their structures and business functions, and how they respond to opportunities, pressures and crises. This unit deals with travel and tourism businesses and broadly covers the entire sector.

Students need to be introduced to examples from across the breadth of the sector. This will ensure that students who successfully complete the Principal Learning for the Higher Diploma in Travel and Tourism will have gained knowledge and understanding of both the sector as a whole and its constituent industries. This could, in part, be facilitated through preparatory classroom activities, but also through class presentations of business plans related to different industries within the sector.

Businesses selected for assessment should be real companies that students have become familiar with throughout the unit. This may be a local organisation used to support evidence for *Unit 6: Promotion and Sales in Travel and Tourism*. It would be useful if data studied in Learning Outcome 3 was relevant to the businesses studied in Learning Outcomes 1 and 2 and, therefore, could be extended for Learning Outcome 4.

Students must create a business plan for one of the businesses they have studied to take advantage of business opportunities and trends, providing background information on the business and comparing it with other businesses. They need to interpret statistical travel and tourism business information to establish trends, and explain the impact of trends on travel and tourism businesses. The plan should include objectives, ideas for responses, realistic timescales and the necessary resources.

This unit provides the opportunity to use a variety of assessment methods. Tutors could determine how the evidence for the travel and tourism business information summary and plan should be presented. One possibility is to set up a meeting where individuals present their plans to a 'board of directors'. Comparison and review of plans should be incorporated. Students can take turns to represent the board. Tutors could invite an employer to participate in the meeting.

The suggested number of guided learning hours (GLH) required to complete the controlled assessment is six and it is expected that the work submitted should bear some relationship to this time period.

This unit links to *Unit 1: Journeys and Destinations in Travel and Tourism* by looking at how industries within the travel and tourism sector work. It links to *Unit 2: The UK Travel and Tourism Sector*, which introduces students to the sector as a whole and its constituent industries. It also links to *Unit 7: Work in a Travel and Tourism Team*, as students will use the knowledge, understanding and skills gained in this, and all other Level 2 units, to be



able to perform in a travel and tourism environment. There may be opportunities to link to *Unit 6: Promotion and Sales in Travel and Tourism*, if an identified business objective is linked to increased sales and promotional campaigns. Centres are reminded that evidence should remain discreet for each individual unit.

### **Accuracy of Marking**

**During this series only one Centre submitted work for moderation.**

Marking was generous, particularly when awarding marks from within mark band 3. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on student's performance.

### **LO1: Know the organisation of businesses within the travel and tourism sector**

Some students were able to provide a description of different ownership types and business functions. Few students were able to provide thorough descriptions of different businesses structures.

Students should consider examples of businesses across the breadth of the sector. Where possible, local businesses should be used as case studies, for example a tourist information office could illustrate a public sector organisation and a local visitor attraction could illustrate a private or public limited company. Learners should be introduced to the structure of the business and its functions. Tutors could arrange visits where learners prepare suitable questions in advance, or invite well-briefed speakers from the businesses into the centre. Learners should be encouraged to draw up organisational charts for the businesses they study and make comparisons in terms of size and nature of the functional departments. Information on larger, global operations, such as well-known hotel chains, is readily available on the internet.

### **LO2: Understand how travel and tourism businesses respond to opportunities and pressures**

Many students struggled to achieve the higher mark bands for this outcome. Students appeared unclear about how businesses may respond to 'real life' opportunities and pressures.

Discussions and meetings could take place where students might take on the role of different personnel, representing directors, managers and staff from various functional areas to discuss the possible impact of current opportunities, pressures or crises. Tutors could introduce real events or develop scenarios to present to the business. For example, the business personnel could discuss how they would react to an economic downturn. Evidence captured in a more applied way may help students to better access the higher mark bands.

### **LO3: Be able to interpret key business data to establish trends in the travel and tourism sector**

Much of the evidence presented included some analysis of data with a moderate level of accuracy. Students could explore further transport or tourism statistics for their own region. Tourism statistics are easily accessed from the regional tourist board and usually published on the internet. Tutors could select some simple statistics for students to study, for example data on numbers of visitors to the region, visitor origin, and how much was spent. Some of this data is fairly complex but, at this level, students should know about international arrivals and receipts and the most popular destinations. International tourism organisations produce facts and figures that are accessible at this level. National tourism agencies produce a lot of research data, for example measuring the volume and value of tourism trips taken by UK residents.

Analysis of the impact of emerging trends on business function was generally weak.

Learners must be able to interpret trends in the data. For example, they must decide whether visitor numbers are increasing or decreasing, that more visitors are coming from a particular country. Explanations tended to be brief and at best were in some detail. There should be a discussion on reasons behind the trends. Learners need to understand the impact trends will have on businesses. They could analyse the impact in relation to the businesses they learned about in learning outcome 1. For example, a downturn in visitors to Spain would result in fewer bookings for a tour operator who may then have to cancel chartered aircraft and accommodation and promote other destinations. Learners would consider why this trend occurred. It might have been caused by a change in the exchange rate, a fear of terrorism or poor weather.

### **LO4: Be able to plan to take advantage of business opportunities and trends in travel and tourism**

Students were able to determine basic business objectives and ideas, although many struggled to achieve the higher marks available. Students were able to set basic timescales but struggled to organise resources to support the business plan. The evidence for this learning outcome was regularly limited.

This learning outcome could be delivered by means of case studies, but it would be more meaningful if learners chose a particular current issue, such as an economic downturn, with supporting data, and planned how one of the businesses they studied in LO1 should react in order to maintain or gain business advantage. More-able learners could provide alternative courses of action and evaluate their suitability.

Learners need to consider the role of key entrepreneurs in developing and shaping travel and tourism for this learning outcome. They should explore the key activities of these entrepreneurs and the innovative products and services they have introduced to the sector.

Ensuring that this outcome is approached from an applied perspective, making use of accessible case studies, scenarios and local businesses will

help students to move away from theoretical and more abstract ideas to those which are more realistic.

Appropriate timescales should be explored and recorded, with an identification of the resources required to support business ideas and the plan created. The use of employers in this respect will be most useful in helping to contextualise these resources appropriately.

### **Administration**

During this series there was limited evidence of a process of internal verification. Edexcel does not require students to submit their portfolios in a file. It is sufficient for students to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Student Authentication, there should ideally be a front cover stating name of student, centre and student number.

### **Further guidance and support**

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## **Unit 6: Promotion and Sales in Travel and Tourism**

### **General**

Assessment of this unit requires students to generate a variety of ideas for products and services and then choose one product and one service to consider in more detail.

This unit should assess students' knowledge, understanding and skills through the creation of promotional materials for selected travel and tourism products and services for two different target markets. For the selected product and service they must produce different promotional materials, aimed at different target markets. The promotional materials selected should be suitably contrasting, for example a poster and a web page, or a flyer and a press release.

This unit should be linked to a travel and tourism organisation and relate to realistic products and services. Students may work with a local business to explore their 'real' needs in relation to increasing sales and/ or attracting new target markets. This may be the same organisation used to support *Unit 5: Travel and Tourism Business Environments* and new promotional materials may have been one of the identified business objectives identified to respond to emerging trends.

The use of employer engagement would be most useful throughout the delivery and assessment of this unit. Employers can help to contextualise existing promotional techniques and materials and how the promotion of the features and benefits of their products and services affects sales and the impact on the business. Studying real world examples can help students to better understand theoretical concepts and underpinning knowledge before applying their skills in the creation of their own materials.

When generating a variety of ideas for promotional materials to attract different markets, students should be encouraged to think about relevant ethical and cultural considerations. These should be appropriate to the type of material being suggested, for example, if an idea is put forward for broadcast media, the relevant guidelines produced by regulators. Students should be discouraged from simply identifying generic considerations which are repeated for each promotional idea identified.

This unit provides the opportunity to use a variety of assessment methods. The methods selected should, where possible, reflect the world of work so that students see the relevance of the qualification. Evidence can be captured in written, verbal, audio or audiovisual format. For example, when explaining how features and benefits of products and services can be used in their promotion and sales, student understanding could be assessed through a question and answer session.

The suggested number of guided learning hours required to complete this assignment is ten hours. Students carry out the planning work for their

promotional materials under controlled conditions, and then are allowed time to create their materials before completing their assignment. Students are assessed on the appropriateness and design of their materials, rather than the actual skills involved in creating them.

### **Accuracy of marking**

Assessment was found to be consistently generous for some centres. All students had attempted all five of the learning outcomes, although evidence for a minority of students was brief and incomplete and best suited to the lower mark bands.

#### **LO1: Know the techniques and materials used by travel and tourism businesses to promote products and services**

Assessment of this outcome was generally accurate, with descriptions in some detail. Written evidence was presented by all students for this outcome. Some examples had been provided, although not always related to the travel and tourism sector. Students should be encouraged to explore a variety of materials and techniques used in different industries that make up the sector. The use of examples can be a good way for students to demonstrate understanding of the differences.

#### **LO2: Know how travel and tourism products and services are sold**

Marking was often generous, where evidence was incomplete. A minority of students were able to produce visual representations of vertical and horizontal integration but less able to describe how these channels of distribution worked. Written evidence was presented by all students for this outcome.

#### **LO3: Understand features and benefits of products and services in the travel and tourism sector**

The quality of evidence produced for this outcome was variable. Marking was generous for a minority of centres with marks awarded in the higher mark bands where evidence was basic or incomplete. The majority of students were generally able to describe the features and benefits of products but less able to explain how these can be used in the promotion and sale of products and services. Written evidence was presented by all students for this outcome.

#### **LO4: Understand the importance of promotion and sales to the travel and tourism sector**

Marking was generous in a minority of cases where evidence was brief. A minority of students focused on explaining what products and services are rather than the importance to promotional activities in meeting business objectives.

### **LO5: Be able to create promotional materials for travel and tourism target markets**

The majority of students were able to generate a variety of basic ideas for promotional materials, although less able to link these meaningfully to a particular target market. The majority of students struggled to demonstrate consideration of ethical and cultural issues or focused on a very limited number of ethical issues but without reference to cultural factors.

Posters and leaflets were the most popular choice for materials. The vast majority of students struggled to achieve MB3 which requires the demonstration of creativity and insight to effectively appeal to different target markets. Posters were often very basic and better suited to marks in the lower mark band. A minority of students only completed one example of promotional material and as such, were able to only access very limited marks.

The choice of more detailed and complex materials, for example: brochures or merchandise designs; may provide further opportunities for students to demonstrate more creativity to access marks in the higher mark band.

The majority of students were able to produce basic justifications for the design of their promotional materials, although a broader range of considerations could be explored to access the highest marks, such as the influence of ethical and cultural considerations, specific needs of the target market, appropriateness and suitability.

### **Administration**

Administration for this unit was appropriate. Centres has provided appropriate authentication of the student evidence and signed Student Record Sheets (CRS). Evidence was generally well-organised and presented.

### **Further guidance and support**

Centre 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)

Edexcel provide an 'Ask the Expert' service to provide timely responses to centre queries regarding the delivery and assessment of this qualification. The service can be accessed via Edexcel Online: [www.edexcel.com/Aboutus/contact-us/ask-expert](http://www.edexcel.com/Aboutus/contact-us/ask-expert)

## Unit 7: Work in a Travel and Tourism Team

### General

This unit is focused on the importance of teamwork throughout the travel and tourism sector. Students should develop their knowledge and understanding of teamwork and its importance to travel and tourism businesses in the study of Learning Outcomes 1 and 2, before demonstrating the application of their own planning, collaboration and evaluation skills in Learning Outcomes 3, 4 and 5.

Students must negotiate objectives for delivery of a travel and tourism product or service, cost resources and assess risks. The team should develop a plan to show objectives for team delivery of the product or service, organise and cost resources and assess risks of activities related to the product or service.

On the day(s) of the team activity, individual students should take responsibility for their own contribution and negotiate, collaborate and communicate positively with others towards the team's objectives in developing and delivering products or services, and make records of their own actions.

Although centred on teamwork, it is important for the controlled summative assessment that each student is assessed on their individual contribution to the achievements of the team. Where several individuals contribute to a single piece of work, individual contributions must be clearly shown. Team activities should not rely on the performance of individual members of the team to allow other team members to meet all the assessment criteria.

The use of employer engagement would be most useful throughout the delivery and assessment of this unit. Employers can help to contextualise how effective teamwork works in practice and the importance in meeting set objectives and goals. For example, a visit to a local transport provider may help to demonstrate how employees need to work together as team to ensure passengers have access to clean, punctual and safe transport.

Centres should carefully consider how students will demonstrate their practical team work skills through collaboration with others. This could be via an event, trip, conference or project. The opportunities for students to engage in experiences which reflect the real world of work in the sector are at the heart of this qualification. The use of local employers can be invaluable in helping to facilitate this realistic application and ensure all students are able to access the highest mark bands.

Centres should be careful to avoid very limited opportunities for students to demonstrate teamwork skills as this may restrict the ability for all students to effectively negotiate and communicate positively with team members in a specified role. Centres are reminded of the importance of guiding students towards a suitable team activity which allows all students the ability to

produce evidence which is in line with Mark Band 3 requirements. Team activities in this series included a student travel conference, a quiz night, a cultural exchange event and a day trip to a visitor attraction.

Students should be able to set objectives that are realistic and appropriate to the team activity. Setting a range of appropriate and realistic objectives will also assist students in their review of individual and team performance for LO5.

This unit provides the opportunity to use a variety of assessment methods. The methods selected should, where possible, reflect the world of work so that students see the relevance of the qualification. Evidence can be captured in written, verbal, audio or audiovisual format. For example, when reviewing team activities for LO5, students may demonstrate their ability through a question and answer session, a reflective journal or blog or a video diary.

If verbal evidence takes the form of a question and answer session or review, then a true written account of the review must be supplied including all questions and answers. This evidence must support the marks awarded by the assessor. If verbal evidence takes the form of a presentation, the written evidence must include presentation notes, slides or overhead projections in A4 format. With either form of verbal evidence identified above, the written evidence must be accompanied by an individual Learner Observation Record. The assessor may, in addition, supply audio evidence in MP3 or MPEG format on CD to support their award of marks.

The suggested number of guided learning hours required to complete this assignment is six hours. Controlled assessment is used to help students transfer and apply their learning to the context and task chosen for summative assessment. It encourages a purposeful approach to combining theory and practice that brings together the learning outcomes into a coherent activity.

### **Accuracy of marking**

Accuracy of assessment was variable, with a minority of centres too generous in their allocation of marks. All students had attempted all of the learning outcomes, although evidence was often brief for this level and was best suited to marks in the lower mark bands.

### **LO1: Know how teams work to achieve objectives**

Assessment was generous for this outcome in a minority of cases. Students were able to describe teams and how roles are allocated. Some centres had awarded in the higher mark bands when description was only brief.

Some students had completed team role questionnaires and were able to describe how this information impacted on effective teamwork, in a limited way.

### **LO2: Understand the importance of teamwork in travel and tourism**



Marking had a tendency to be generous, where evidence was brief. Students were able to explain the importance of teamwork in general terms but sometimes struggled to explain the impact of decision making on teams. Some centres had awarded in the higher mark bands when explanation was brief.

### **LO3: Be able to plan and set objectives for travel and team activities**

Assessment was often too generous for this outcome, where evidence was very limited. A minority of students produced very limited evidence of costing resources. Centres are reminded that the team activity selected should provide students with the opportunity to select and cost resources. The majority of students demonstrated their ability to assess risk, often through the use of a risk assessment template.

### **LO5: Be able to review performance**

The majority of students were able to provide a basic evaluation of their personal contribution. Not all students produced a review which also considered the team activities and the achievement of the objectives set for LO3 (both individual and team).

Students should be encouraged to use a range of feedback to inform their review, which is relevant to the chosen team activity. For example, if students worked as a team to run an event for others, their views could be captured and evaluated to help inform student reviews. If a financial objective was set for a charity event, the amount of money actually raised could be considered when reviewing the effectiveness of the team activity and identifying what improvements could be made in the future.

### **Administration**

Administration for this unit was generally appropriate. Centres has provided appropriate authentication of the student evidence and signed Student Record Sheets (CRS). Evidence was always well organised and presented.

### **Further guidance and support**

Centre 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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