
Key Skills Opportunities

The following table sets out how candidates' portfolio evidence for these qualifications can also meet various Key Skills criteria at Level 2. It should be read in conjunction with the assessment evidence grids (included within the unit specifications on this CD-ROM). Each row of the table sets out:

- a Level 2 Key Skills criterion in column 1;
- opportunities within the mandatory AS portfolio units to meet this Key Skills criterion in column 2;
- further comments expanding on these opportunities in column 3;
- potential pitfalls to consider in column 4;
- possible enhancements to the portfolio evidence for these qualifications which would potentially meet the Level 3 criterion for this Key Skill, in column 5.

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long:</p> <ul style="list-style-type: none"> • select and read relevant documents; • identify accurately the main points, ideas and lines of reasoning; • summarise the information to suit your purpose. 	<p>Unit 2</p> <p>A comparison of how the needs of internal and external customers are met in your chosen travel and tourism organisation.</p> <p>Research and analysis into the ways in which your chosen travel and tourism organisation assesses the effectiveness of the customer it provides to its customers.</p>	<p>The documents must relate to the same subject. At this level, the candidates must work independently to select material from the documents. Evidence that appropriate material has been selected from the documents will be implicit in the subsequent summary/comparison.</p>	<p>Evidence that appropriate material has been selected. Candidates need to identify accurately lines of reasoning from text and (images if used).</p>	<p>Each document must be at least 1000 words long. The subject matter must be challenging, offering a number of strands of thought or different approaches. At this level candidates must demonstrate the ability to 'synthesise' the information – this must go beyond a summary as required at Level 2. Lines of reasoning are identified from text and (images if used).</p>
	<p>Unit 3</p> <p>A detailed study of your two contrasting travel destinations – why they appeal to different types of tourists.</p> <p>Your research and analysis, with information from a range of sources into the key features of your two chosen travel destinations.</p>	<p>The documents must relate the same subject (one short haul and one long haul). At this level the candidates must work independently to select material from the documents. Evidence that appropriate material has been selected from documents will be implicit in the subsequent analysis.</p>	<p>With evidence that appropriate material has been selected, candidates need to identify accurately lines of reasoning from text and (images if used).</p>	<p>Study of information along these lines would most likely not provide sufficient material to address the assessment criterion at this level. The subject matter would not be deemed challenging enough at this level.</p>

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long:</p> <ul style="list-style-type: none"> • present relevant information in a format that suits your purpose; • use a structure and style of writing to suit your purpose; • spell, punctuate and use grammar accurately make your meaning clear. 	<p>Unit 2 A review of customer service for one chosen travel and tourism organisation.</p>	<p>Guidance at this level can be given for the appropriate format of writing required.</p>	<p>Work must be accurately spelt and punctuated, and grammatically correct, so meaning is clear. The candidate should not be penalised for one or two errors providing meaning is still clear and mistakes in one document are not repeated in another.</p>	<p>The documents must portray information about complex subjects (those that deal with abstract or sensitive issues and lines of enquiry that are dependant on clear reasoning). Subject matter must be challenging with use made of specialised vocabulary where appropriate. This document could be at least 1000 words long. At Level 3 candidates should have responsibility for selecting and using 'form and style'.</p>

Key Skill Detail for Application of Number Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Interpret information from a suitable source:</p> <ul style="list-style-type: none"> choose how to get the information you need to meet the purpose of your activity; obtain relevant information; choose appropriate methods to get the results you need. 	<p>Unit 3 A location description with maps of different scales of your two chosen destinations. Recent trends in popularity of your two chosen travel destinations as judged by visitor numbers.</p>	<p>Two different sources required. The candidate must show that they can use each source to obtain information that is relevant to the purpose of the activity.</p>	<p>One source must be material that contains a chart or graph. Evidence needs to make clear the purpose of the activity and include a note of how choices were made.</p>	<p>Limited information/source for Level 3 activity.</p>
<p>2.2 Use your information to carry out calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae: <ul style="list-style-type: none"> carry out calculations, clearly showing your methods and levels of accuracy; check your methods to identify and correct any errors, and make sure your results make sense. 	<p>Unit 3 A location description with maps of different scales of your two chosen destinations. Recent trends in popularity of your two chosen travel destinations as judged by visitor numbers.</p>	<p>Maps could be used to carry out appropriate calculations. Data collected could be used to address part d. In all cases appropriate levels of accuracy need to be applied. Checking of calculations needs to be applied. Calculations should involve two or more steps using information from N2.1.</p>	<p>In assessing candidates performance in carrying out calculations involving two or more steps using the information. Data used for part d needs to make comparison of two sets of data that makes use of 20 items. If you need to carry out additional activities to meet all requirements for N2.2 then each activity must include tasks for N2.2 and N2.3 or N2.1 and N2.3.</p>	<p>Limited information/source for Level 3 activity.</p>

Key Skill Detail for Application of Number Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.3 Interpret the results of your calculations and present your findings:</p> <ul style="list-style-type: none"> • select effective ways to present your findings; • present your findings clearly using a chart, graph or diagram and describe your methods; • use more than one way of presenting your findings; • describe what your results tell you and how they meet your purpose. 	<p>Unit 3 Reasoned predictions about their likely appeal in the foreseeable future.</p>	<p>Findings from data collected and analysed could be used to present findings accordingly.</p>	<p>Candidates must describe both the methods used and what the results of the calculations mean in terms of meeting the purpose of the activity.</p>	<p>Limited information/source for Level 3 activity.</p>

Key Skill Detail for ICT Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case:</p> <ul style="list-style-type: none"> • select information relevant to the tasks. 	<p>Unit 2 Research and analysis.</p>	<p>Multi criteria searching required for ICT based information.</p>	<p>ICT based and non ICT based information sources required. This unit could make use of both of these areas.</p>	<p>In reviewing customer service there is most likely not enough opportunities to address the requirements at this level.</p>
	<p>Unit 3 A detailed study of your two contrasting travel destinations. Your research and analysis, with information from a range of sources.</p>	<p>Multi-criteria searching required for ICT based information. Evidence from search and select could be used to address assessment criteria for ICT 2.2 and ICT 2.3.</p>	<p>ICT based and non ICT based information sources required. This unit could make use of both of these areas.</p>	<p>Unit is limiting in addressing this assessment criterion for Level 3.</p>

Key Skill Detail for Improving Own Learning and Performance Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Help set targets with an appropriate person and plan how these will be met:</p> <ul style="list-style-type: none"> • provide information to help set realistic targets what you want to achieve; • identify clear action points for each target and you will manage your time; • identify how to get the support you need and arrangements for reviewing your progress. 	<p>Unit 2 Your application of customer – services skills with a variety of customers in a variety of situations.</p>	<p>Candidates must set realistic targets. Identification of clear action points fro each target. Evidence is likely to include two plans of short term targets.</p>	<p>Candidates need to identify how to get support the support they need and arrangements for reviewing their progress. Plans should not be produced in retrospect.</p>	<p>It is not envisaged that the targets set will generate assessment evidence for Level 3.</p>

Key Skill Detail for Improving Own Learning and Performance Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance:</p> <ul style="list-style-type: none"> • use your action points to help manage your time well; revising your plan when needed; • choose ways of learning to improve your performance, working for short periods without close supervision; • identify when you need support and use this effectively to help you meet targets. 	<p>Unit 2 Your application of customer–services skills with a variety of customers in a variety of situations.</p>	<p>A learning log may be the most useful form of evidence for this component. Other forms of evidence could include records from people who have seen the candidates work and observed how they managed their time.</p>	<p>Candidates should be asked questions based around Part A, by assessors, to check awareness of different learning styles.</p>	<p>It is not envisaged that the targets set will generate assessment evidence for Level 3.</p>
<p>2.3 Review progress with an appropriate person and provide evidence of your achievements:</p> <ul style="list-style-type: none"> • identify what you learned, and how you have used your learning in another task; • identify targets you have met and evidence of your achievements; • identify ways you learn best and how to further improve your performance. 	<p>Unit 2 Basic evaluation of your own performance.</p>	<p>For each of the two targets, it is expected that the candidate will identify the targets they have met and evidence of their achievements. Evidence of what the candidate has said, in context of the communication with an appropriate person, may include records produced by the candidate or person reviewing.</p>	<p>Candidates need to clearly identify how they have used learning from on task to meet another.</p>	<p>As only a basic evaluation is required it is unlikely that Level 3 will be addressed.</p>

Key Skill Detail for Problem Solving Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it:</p> <ul style="list-style-type: none"> • provide information to help identify a problem, accurately describing its main features; • identify how you will know the problem has been solved; • come up with different ways of tackling the problem. 	<p>Unit 2 Including handling a complaint or problem.</p>	<p>Evidence for two examples could take a variety of handwritten, electronically produced oral or visual forms.</p>	<p>Assessors should probe the candidate's underpinning knowledge of different 'ways' of tackling problems.</p>	<p>It is unlikely that handling a customer complaint would require exploring three different ways of tackling the problem, and therefore Level 3 is not likely to be addressed.</p>
<p>2.2 Plan and try out at least one way of solving the problem:</p> <ul style="list-style-type: none"> • confirm with an appropriate person how you will try to solve the problem; • plan what you need to do, identifying the methods and resources you will use; • use your plan effectively, getting support and revising your plan when needed to help tackle the problem. 	<p>Unit 2 Including handling a complaint or problem.</p>	<p>Assessors should look for evidence to show that, within the context of the communication with the appropriate person (e.g. tutor, supervisor), the candidate was able to confirm the option to be taken forward.</p>	<p>Assessors should probe the candidate's underpinning knowledge of planning methods. If no changes were made to their plan, the assessor should question the candidate on how they would have adapted their plan to get around obstacles. Similarly, questions should be asked if support was not obtained/used.</p>	<p>As above</p>

Key Skill Detail for Problem Solving Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.3 Check if the problem has been solved and identify ways to improve problem solving skills:</p> <ul style="list-style-type: none"> • check if the problem has been solved by accurately using the methods you have been given; • describe clearly the results, including the strengths and weaknesses of how you tackled the problem; • identify ways of improving your problem solving skills. 	<p>Unit 2 Including handling a complaint or problem</p>	<p>Use of checking may be observed, or video recorded</p>	<p>The problem may not necessarily have been solved, but assessors should probe the candidate's knowledge of methods</p>	<p>As above</p>