

Examiners' Report/ Principal Examiner Feedback

Summer 2010

PRINCIPAL LEARNING

Hospitality Level 1 Controlled Assessments

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Principal Learning Hospitality

Level 1 Introduction

This was the first moderation of the internally assessed units for the Level 1 Principal Learning in Hospitality. Although there were only a small number of centres who put forward candidates for this series, it is pleasing to report that in many cases the standard of portfolios presented was good, with many candidates showing a good depth of knowledge in the units.

Because Principal Learning is entirely new for Hospitality this academic year, comparisons with related subjects may not be helpful, although, there are clear relationships with these. Indeed teachers may well have used learning materials previously used with other specifications. Teachers are encouraged to take note of the contents of this report in order to support their future learning planning.

Centres have submitted portfolios by the due date and the candidates' work was presented in a well-organised way, with the learning outcomes in a logical order. Candidates could have perhaps been encouraged to paginate their work, and some centres have used treasury tagging to ensure that all candidates' work remained in the correct order. Most samples contained all the relevant work. Candidate record sheets were included with each portfolio and had been completed and signed by the assessors, however, in some cases there were discrepancies between the assessors' marks and the internal moderators' marks.

Annotation of the assessed work would enable the moderator to develop a clear understanding of the rationale for the marks awarded.

In some cases the work presented was generously marked in parts.

It is also pleasing to report that the majority of candidates were given realistic scenarios and fulfilled the requirements for applied learning. It is to be hoped that this is a situation that will continue in the future and with this in mind, recommendations have been made below.

Recommendations

- Candidates could be encouraged to paginate their work
- Assessors could annotate candidates' work to show where they are awarding each learning outcome and what score/mark band is being awarded
- Candidates need to have realistic scenarios for their assignments
- Candidates should be encouraged to use appropriate research sources and avoid such sites as Wikipedia
- Assessors could support candidates by ensuring that all evidence is included in the portfolios.

Level 1 Unit 2 - Importance of the Hospitality Industry to the UK

Learning Outcome 1

In general, learners used a few examples of research methods, and this according to the level 1 descriptors, equates to one or two. Fewer learners used a range of research methods, which equates to three methods. Many learners need to be aware that Wikipedia is not a good source for reference material.

Learning Outcome 2

Learners were all able to describe the structure of the UK catering industry, however, they found it more difficult to move this knowledge into identifying the importance of the industry to the UK economy. The size of the industry was not always covered and it would be a good opportunity for candidates to identify the amount of jobs, the income from overseas and the expansion of the industry over recent years to support their understanding of the importance of the industry.

Learning Outcome 3

Portfolios showed evidence of the knowledge of the structure of the tourism industry, however, it seemed that many learners did not know the links between the tourism industry and the hospitality industry, and could not state how tourism affects the hospitality industry in the UK, many learners using overseas examples.

Learning Outcome 4

It was challenging for most learners to describe how the hospitality industry affects the local area. Many learners were only able to identify the provision of food and beverages, and fewer identified the provision of jobs in catering and the potential increases of sales in other industries because of the number of tourists that might be attracted to the area.

Level 1 Unit 3 - Introducing Customer Service in the Hospitality Industry

Learning Outcome 1

Learners were confident with describing and explaining how customer service is provided within the hospitality industry, indeed most learners communicated this effectively.

Learning Outcome 2

It would have been appropriate for learners to provide more supporting evidence on a wider range of customer rights and consumer protection legislation. Most of the learners only mentioned Health and Safety related customer legislation and did not discuss the Sale of Goods Act, Licensing Laws, or Trades Descriptions which are key areas within customer rights.

Learning Outcome 3

The specifications require examples from two separate tasks for their evidence of time plans and identifying standards, however, learners did not always provide evidence for two tasks. Encouragingly, some learners attempted a variety of realistic standards.

Learning Outcome 5

Learners did not always provide a detailed description of how they have identified strengths and weaknesses in their performance.

Level 1 Unit 4 - Developing Skills to Work in the Hospitality Industry

Learning Outcomes 1 and 2

Learners were all able to describe the key features of a hospitality team, however, they found it more difficult to move this knowledge into identifying the importance of good team work. It would be encouraging to see the learner showing evidence of how the behaviour of the team affects teamwork.

Learning Outcome 3

Most of the learners seemed confident when identifying the acceptable standards that are expected within a hospitality team. Learners did not always provide evidence of a clear and detailed time plan, which would have enhanced the marks available.

Learning Outcome 5

Learners did not always provide examples from two separate tasks on evidenced based on reflective practice, which had a resultant effect on their scores, but it was pleasing to note the detail of the description of performance, both individually and as a team member. It would have been useful to see more supporting evidence on how the learner communicated within a team.

Level 1 Unit 5 - Developing Ideas for Menus

Learning Outcome 1

Learners generally were able to list or outline different types of foods and beverages. Not all candidates were assessed according to the level 1 descriptors. The candidates were able to identify some foods and beverages and should be encouraged to identify sufficient food and beverages to achieve the highest mark band.

Learning Outcome 2

Some learners were all able to calculate the dish costing with an appropriate centre devised reporting form. Unfortunately many learners did not submit dish costings and others did not complete the addition of the ingredient prices. Learners' menus were usually well thought out, although many were only in mark band one, some had demonstrated a move into more complex dishes and higher mark bands. This is an opportunity for the centre to encourage candidates to select more complex dishes in order to achieve in the higher mark bands. The candidates were able to identify appropriate beverages and should be encouraged to identify sufficient appropriate beverages to achieve the highest mark band.

Learning Outcome 3

The portfolios needed to contain a copy of the menus that the learners used for their reviews, not all learners had included these menus making the moderation difficult to carry out successfully. Some learners have used their own menus for their comparison, while the specifications require two new menus. Some centres have provided learners with a number of websites of restaurants from which to find their menus. This is an example of good practice.

Level 1 Unit 6 - Food and Beverages Preparation and Service

Learning Outcome 1

Many learners used their evaluation to record their evidence for methods of cookery and equipment used. This is appropriate and indeed might be considered good practice, it would be helpful if assessors annotated the awarding of marks for this outcome in this case.

Learning Outcome 3

Learners were able to select a range of healthy and nutritious ingredients and determine appropriate portion size. It was encouraging to see the selection of dishes and the variety of healthy and nutritious ingredients selected by the learners. The identification of how learners could make a profit from the food being produced would have enhanced their responses.

Learning Outcome 5

Evidence based around related customer requirements was not always provided. Some learners did make an appropriate evaluation of whether their dishes met customer expectation, based on feedback.

Statistics

Level 1 Unit 2 Importance of the Hospitality Industry to the UK

	Max. Mark	A*	A	B
Raw boundary mark	60	52	38	24
Points Score	4	3	2	1

Level 1 Unit 3 Introducing Customer Service in the Hospitality Industry

	Max. Mark	A*	A	B
Raw boundary mark	60	52	39	26
Points Score	4	3	2	1

Level 1 Unit 4 Developing Skills to Work in the Hospitality Industry

	Max. Mark	A*	A	B
Raw boundary mark	60	53	38	24
Points Score	8	6	4	2

Level 1 Unit 5 Developing Ideas for Menus

	Max. Mark	A*	A	B
Raw boundary mark	60	53	38	23
Points Score	4	3	2	1

Level 1 Unit 6 Food and Beverages Preparation and Service

	Max. Mark	A*	A	B
Raw boundary mark	60	55	38	22
Points Score	8	6	4	2

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

Please note: *Principal Learning qualifications are new qualifications and grade boundaries for Controlled Assessment units should not be considered as stable. These grade boundaries may differ from series to series.*

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