

Performance Descriptions for Foundation, Advanced and Higher Principal Learning Qualifications in Travel and Tourism



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Phase 3 Lines of Learning

Performance descriptions are statements that describe typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to:

- help awarding organisations in designing mark band statements that reflect agreed standards, thus helping to ensure parity across awarding organisations;
- help awarding organisations in designing principal learning qualifications that are pitched at the right level; and
- contribute towards contextualising the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning.

The performance descriptions describe two levels of performance:

Pass

At the bottom of the acceptable range, this is the minimal level of performance for a learner to pass a principal learning qualification.

Top

At the top of the acceptable range, this is what can reasonably be expected of a high-attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of lines of learning topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Specifications are issued as they stand so that awarding organisations can begin using them as soon as possible to develop their principal learning qualifications.

Please note: the numerical references used for performance descriptions do not bear any relationship to those used for lines of learning criteria or those which may be used in subsequent qualifications.

Foundation (Level 1)		Higher (Level 2)		Advanced (Level 3)	
Pass	Top	Pass	Top	Pass	Top
Demonstrates awareness of transport, destinations and attractions to meet well-defined traveller and visitor needs in a routine context .	Demonstrates knowledge of transport, destinations and attractions to meet defined traveller and visitor needs.	Applies knowledge of transport and destinations to meet some needs of travellers and visitors, and makes some recommendations.	Applies knowledge of transport and destinations consistently to meet the needs of travellers and visitors, and makes valid recommendations.	Applies in-depth knowledge of transport and destinations to meet different complex needs, and makes recommendations .	Consistently applies in-depth knowledge of transport and destinations to analyse and meet complex needs of travellers, visitors, businesses and hosts , and makes justified recommendations.

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<p>Uses communication methods and personal skills in routine situations for different audiences.</p>	<p>Uses communication methods and personal skills in different situations and with different audiences.</p>	<p>Uses communication methods appropriately with different audiences in different situations.</p>	<p>Selects and uses appropriate communication methods with different audiences in a range of situations.</p>	<p>Uses different methods to interact and communicate appropriately with different audiences in different situations.</p>	<p>Selects and applies appropriate communication methods, and adapts to a range of situations when interacting with different audiences.</p>
<p>Uses some resources to find out information.</p> <p>Plans and carries out well-defined, routine tasks.</p>	<p>Uses a variety of resources to find and select relevant information.</p> <p>Plans and completes defined tasks.</p>	<p>Uses resources to select appropriate information.</p> <p>Applies planning and personal skills to working in travel and tourism.</p>	<p>Selects and uses appropriate resources to obtain relevant information.</p> <p>Applies thorough planning and effective personal skills to working in travel and tourism.</p>	<p>Uses appropriate research methods to obtain information to make decisions and offer recommendations to complex scenarios.</p> <p>Demonstrates planning and personal skills, applying some theoretical concepts in non-routine tasks.</p>	<p>Selects and uses appropriate research methods to obtain valid information to make informed decisions and offer solutions to complex scenarios.</p> <p>Shows initiative in demonstrating planning and personal skills, applying key theoretical concepts, to a range of non-routine tasks.</p>

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Demonstrates awareness of some external factors and their influence on the travel and tourism sector.	Demonstrates knowledge of some external factors and their influence on the travel and tourism sector.	Knows how travel and tourism businesses work, and shows some understanding of how they respond to a limited range of external factors.	Knows how a range of travel and tourism businesses work, and shows understanding of how they respond to a range of external factors.	Recognises and plans for change in the travel and tourism sectors.	Interprets and analyses data to anticipate, recognise and prepare an appropriate and justified plan for change.
		Demonstrates some understanding of some key sustainability issues and how they influence the travel and tourism sector.	Demonstrates understanding of a range of key sustainability issues, their influence on and how they are addressed by the travel and tourism sector.	Demonstrates understanding of the implications of some sustainability issues, including how they affect the travel and tourism sector. Demonstrates some analysis of how these issues may be addressed by the travel and tourism sector.	Demonstrates in-depth understanding of the implications of a broad range of sustainability issues, including how they affect the travel and tourism sector. Demonstrates comprehensive analysis of how these issues may be addressed by the travel and tourism sector.

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