

Level 3 Business Travel - Synoptic assignment (4782-030)

Assessment Pack

Synoptic Assignment - 2018

General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat, legible and appropriate to the task.

You should make sure that each piece of evidence including any forms are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as any assumptions made. You should use appropriate units at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

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Assignment Brief

Clarke Solutions, a Travel Management Company based in London, is bidding for business with a new client. The client is Addison Mining Corporation (AMC) which is a global mining and trading company.

AMC has a head office in London and mining sites in South Africa. The Amsterdam and Dubai offices are the centre of their trading activities.

Additionally, AMC offers an employee incentive scheme which rewards best performing staff with luxury all-inclusive breaks in some popular island destinations.

You are asked to prepare a bid that demonstrates why AMC should move business to Clarke Solutions.

You will then propose travel arrangements based on scenarios before presenting one of them to the purchasing director of AMC.

The company travel policy permits:

- Business class flights for the CEO at all times.
- Business class flights for Directors for flights over 5 hours and premium economy for shorter flights.
- Premium economy flights for all other staff for flights over 5 hours.

You will then carry out a presentation to the Purchasing Director of AMC to help secure AMC as a new client.

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Tasks

Task 1

Prepare a bid to present that demonstrates why AMC should move business to Clarke Solutions.

The bid should include:

- The main benefits for using a Travel Management Company
- A strategy for managing the account
- Details of products and services that Clarke Solutions offer to business travellers.

Conditions of assessment:

- This task must be completed working alone under supervised conditions
- You will **not** have access to the internet.

What you must produce for marking:

- Completed word processed bid.

Task 2

As part of the request, you have been asked to prepare a range of travel proposals for **each** of the following scenarios.

For **each** proposal you should justify the itinerary you have suggested and highlight any features or benefits.

Scenario 1:

In the last week of June, the CEO has the following travel requirements:

- To travel from London to Johannesburg for a Monday morning meeting
- To be in Amsterdam for Thursday afternoon for a board meeting
- To return to London on Friday lunchtime.

Scenario 2:

In July, a Director has the following travel requirements:

- Return travel from London to Dubai
- 3 nights stay at 5* accommodation which include business facilities for a meeting with 6 clients.

Scenario 3:

- In November, the top 8 performing Sales Executives from the company will be taken on an all-expenses paid luxury return break from London to the Caribbean for 7 nights.

Conditions of assessment:

- This task must be completed working alone under supervised conditions
- You will have access to the internet.

What you must produce for marking:

- Completed word processed travel proposals for **each** of the **three** scenarios to include screen shots/prints of Travel details and costings.

Task 3

Select one element of the bid (task 1) or one of the travel proposals (task 2) to present to the Purchasing Director of AMC.

Following your presentation, there will be a question and answer session led by your tutor.

After completing the presentation you will complete a written reflection of your performance to include your strengths, weaknesses, and how you could improve in future presentations.

Conditions of assessment:

- This task must be completed working alone under supervised conditions
- You will have access to the internet
- You will have access to the documentation produced in tasks 1 or 2 which must **not** be altered
- The presentation should be between a **minimum of 5 minutes** and a **maximum of 10 minutes**.

What you must produce for marking:

- Presentation document and any relevant supporting materials
- Word processed reflection.

Additional evidence of your performance that must be captured for marking:

- Your tutor's notes of your performance to include questions asked and answers provided.

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Task instructions for centres

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Task specific guidance

Candidates' evidence for all tasks **must** be processed and **not** handwritten.

Task 1

This task is based on a hypothetical Travel Management Company (TMC) and the focus is on drawing out the candidate's knowledge and understanding of typical or specialist services that a TMC might offer.

Candidates **must** have access to word processing software but must **not** have access to the internet.

Task 2

Candidates must **not** carry out Task 2 until Task 1 is completed.

Candidates **must** have access to word processing software and the internet.

Whilst it is **not** a requirement to use travel management software, where centres have access to it, it should be used. Tutors **must** ensure that they specify on the practical observation forms whether or not this has been used.

Task 3

Candidates must **not** carry out Task 3 until Task 2 is completed.

Tutors **must** ensure that a copy of the relevant element of work completed by candidates in Task 1 or Task 2 is returned to the candidate at the start of the supervised assessment to support the preparation of presentation materials. This copy **must** be separate from the original that is **k** for marking and must be collected and kept secure at the end of the assessment.

The tutor **must** ensure that at least one oral question is asked. The purpose of questions and answers are to draw out skills required by candidates to deliver a presentation. Although questions may be tailored to gaps in or clarification of content delivered, the tutor's focus should be on how the candidate performs during this part of the presentation. Questions asked should be open and not leading. Questions asked must be recorded on the practical observation form.

If candidates are present during the presentations of their peers, it is expected they will also be carrying out their presentation in the same session. Tutors are expected to collect all presentation materials (Storage device or hard copies of presentation and supporting materials) from participating candidates at the beginning of the session and will return them to candidates prior to delivery of each presentation.

Time

The following timings are provided to support centre planning.

Total – 9 hours and 30 minutes.

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **nine** hours and **thirty** minutes.

The time can be broken down as follows:

Task 1 – 2 hours (recommended maximum)

- The completion of Task 1 in supervised conditions should be scheduled separately from Task 2. It is recommended that no more than **one week** is left between candidates completing Task 1 and starting of Task 2.

Task 2 – 6 hours (recommended maximum)

- The completion of Task 2 in supervised conditions should be scheduled separately from Task 3. It is recommended that no more than **two weeks** is left between candidates completing Task 2 and starting of Task 3.
- This task **must** be completed within one scheduled assessment.

Task 3 – 1 hour and 30 minutes (recommended) to include the following:

45 minutes for preparation
10 minutes for presentation
5 minutes for questions and answers
30 minutes for written evaluation.

- It is recommended that all elements of Task 3 are completed on the same scheduled assessment date. However, tutors can choose to schedule the written evaluation element on a separate scheduled assessment date but it is recommended that no more than **two days** are left between the presentation with questions and answers, and the written evaluation.

PAST ASSIGNMENT (2019) – DO NOT USE FOR LIVE ASSESSMENT

Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use of the knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to ensure an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/video evidence), staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying what **is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate** and **differentiating**.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

lists the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback is critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted

as pass, merit distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allow them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor

guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.

- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the *Technical qualifications – marking, and - moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p style="text-align: center;">(1-2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>
		<p>Examples of types of knowledge expected: Roles and responsibilities, terminology, travel geography, levels of service for business class travellers, product and services, sales and marketing</p>		
		<p>Shows basic knowledge of the business travel sector with some gaps. Examples provided cover a limited range and may not refer to industry terminology consistently. Basic awareness of legislation.</p>	<p>Shows a good range of knowledge of the business travel sector which is sound and often detailed. Accurate use of industry terminology used consistently showing clear knowledge of relevant legislation.</p>	<p>Shows in-depth and detailed knowledge across business travel sector, showing a high degree of confidence and accuracy at all times. Fluent use of industry terminology showing in-depth knowledge of legislation.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? 	<p style="text-align: center;">(1-4 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p style="text-align: center;">(9-12 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p>Examples of understanding expected: service level agreement, applying travel policies, appropriate content of itineraries, responding to business customer needs, contextualising legislation, professionalism</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How well chosen are exemplars – how well do they illustrate the concept? 	<p>Provides minimal or confused explanations of key business travel concepts. Narrow understanding of options available to offer to customers or solve potential problems shown.</p> <p>Poor use of language and behaviours demonstrating poor understanding of the importance within the role.</p> <p>Makes decisions that demonstrate little or no understanding of customer requirements products and services. Not always able to apply travel policies consistently.</p> <p>Top of band: Limited understanding of business travel concepts with some sound understanding of the basic options available to offer to customers.</p>	<p>Shows a good range of understanding of business travel concepts from which are sound and sometimes detailed.</p> <p>Explains proposals and decisions with reasonable supporting detail. Good use of available options shown when briefing the customer and solving problems.</p> <p>Good use of language and positive behaviours demonstrating fair understanding of the importance within the role.</p> <p>Makes decisions that demonstrate reasonable understanding of customer requirements, products and services. Able to apply travel policies consistently.</p> <p>Top of band: Explanations are usually detailed. Understanding is consistent with coherent and well explained reasoning.</p>	<p>Shows in-depth and detailed understanding of business travel concepts, showing a high degree of confidence and accuracy.</p> <p>Fluently and accurately explains proposals and decisions, making suitable adjustments as necessary, based on sound reasoning and technical understanding.</p> <p>Consistent high level professional behaviour and use of language demonstrating excellent understanding of the importance in the role.</p> <p>Makes decisions that demonstrate a secure understanding of customer requirements, products and services. Able to articulate complex detail found within travel policies and apply exceptions effectively.</p> <p>Top of band: Concepts and understanding are applied consistently and effectively in new contexts.</p>

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> How practiced/fluid does hand eye coordination and dexterity seem? How confidently does the candidate use the breadth of practical skills open to them? How accurately/ successfully has the candidate been able to use 	<p align="center">(1-6 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center">(7-12 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p align="center">(13-18 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
<p>Examples of skills expected: itineraries production and content, presentation, customer service skills, levels of service offered, sales techniques, communication skills, marketing techniques</p>				

PAST ASSIGNMENT (2019) – DO NOT

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	<p>skills/achieve practical outcomes?</p>	<p>Minimal technical skills, itineraries may be basic or lack precision and show limited accuracy. Makes little attempt to make adjustments as necessary. Illogical sequencing is evident. Matching customer needs to products and services may be attempted but may not always be successful. Sales techniques are not always evident, and ancillary services may not be offered.</p> <p>Provides basic responses to customer requests which may be structured poorly. Written materials may contain grammatical and spelling errors. Communication methods, language and terminology are generally appropriate.</p> <p>Top of the band: Basic skills are executed effectively and communication is clear.</p>	<p>Sound technical skills, itineraries are accurate but may lack detail, adjustments are attempted although not always effectively. Methodical sequencing is evident.</p> <p>Products and services offered match customer needs. Sales techniques are attempted, often effectively. A limited range of ancillary services is offered.</p> <p>Provides generally consistent responses to customer requests. Grammar and spelling in written materials are consistently correct. Communication methods, language and terminology are adapted to the audience.</p> <p>Top of the band: A broad range of technical skills are demonstrated effectively and communication is always professional and appropriate.</p>	<p>Confident and accomplished technical skills, itineraries are accurate, detailed and presented to a professional standard. Adjustments are handled effectively and accurately with all areas of the itinerary reviewed and updated as appropriate. Sequencing is methodical, efficient and appropriately demonstrated throughout.</p> <p>Products and services offered match customer requirements and identify unspoken needs. Sales techniques are used fluidly at all times and ancillary services are offered as a matter of course.</p> <p>Provides clear and consistent responses to complex customer requests. No grammatical and spelling errors in written materials. Communication methods, language and terminology are always appropriate to the audience and adapted naturally.</p> <p>Top of the band: Technical skills are consistently executed to professional standards.</p>
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PAST ASSESSMENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new 	<p>(1-6 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(7-12 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(13-18 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
<p>Examples of bringing it all together: itineraries, presentation, customer charter, levels of service offered, personal reflect/ evaluation, sources of information acknowledged and dated</p>				

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	contexts/ problems on their own?	<p>There is little evidence of up to date awareness of the business travel environment when interpreting and responding to customer requirements. Limited range of sources used and may not always be reliable. Sources may not be acknowledged in written materials for customers.</p> <p>Some evidence of applied knowledge and understanding in straightforward and routine activities. Provides limited information when making proposals with little or no attempt to tailor approach to different customer requirements and/or circumstances. Little or no attempt to promote products or services.</p> <p>Overall service may be inconsistent and fail to fully meet requirements of the individual traveller and the business.</p> <p>Top of band: A limited range of reliable sources used.</p>	<p>Good evidence of up to date awareness of the business travel environment when interpreting and responding to customer requirements. A range of reliable sources used. Sources are acknowledged in written materials with all relevant details included.</p> <p>Makes a good attempt to analyse and solve problems and reflects on requirements of the individual and business, showing an appreciation of the policies and service expectations.</p> <p>Regularly promotes appropriate products and services.</p> <p>Overall service is well delivered and meets the requirements of the individual traveller and the business.</p> <p>Top of band: Evidence of consideration given to the business objectives of the travel management company.</p>	<p>Strong and consistent evidence of up to date awareness of the business travel environment when interpreting and responding to customer requirements. A wide range of sources are referred to and evaluated for reliability and relevance.</p> <p>Analyses and solves complex problems effectively. Proposes viable alternatives that meet the requirements of the individual traveller and business, showing a skilful application of the policies and service expectations. Promotes products and services at all times reflecting any current marketing initiatives.</p> <p>Overall service is comprehensively delivered.</p> <p>Top of band: Professional approach shown at all times, that would contribute to the success of a travel management company.</p>

PAST AC

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
10	AO5 Attending to detail/perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p align="center">(1-2 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center">(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center">(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>	
		<p>Examples of attending to detail: itineraries, presentation, travel policies, service level agreements, legislation, industry regulations, codes of practice, customer preferences, customer profiles</p>			
		<p>There is limited attention to detail. May sometimes focus on irrelevant information. Evidence provided may show some inaccuracies or omissions. Presentation of proposals is poor and may contain errors.</p> <p>Mainly complies with legislation.</p>	<p>There is consistent attention to detail. Evidence provided is accurate and relevant. Good effort made to provide quality service.</p> <p>Complies with legislation, showing awareness of travel industry regulations, approved codes of practice and organisational policies and procedures.</p>	<p>Demonstrates persistent effort to ensure best quality service is provided. Highly focused at all times, showing care and attention to detail. Key details are error free.</p> <p>Complies with travel industry regulations, approved codes of practice and organisational policies and procedures.</p>	