

# BTEC Level 2 Technical Diploma in Food and Beverage Service: sample delivery plan

## Introduction

This document is aimed at supporting tutors and those delivering BTEC Level 2 Technical qualifications from September 2017. Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have therefore produced two sample delivery plans showing how the BTEC Level 2 Technical Diploma in Food and Beverage Service could be delivered over 6 or 12 months, highlighting assessment milestones and indicating where you can teach units holistically.

## Overview of course delivery and assessment

The BTEC Level 2 Technical Diploma in Food and Beverage Service has 360 GLH and the TQT (total qualification time) is 450 hours. It consists of seven mandatory units.

## Involving employers in the assessment/delivery

Employer involvement in the delivery and/or assessment of technical qualifications is essential. You will need to give evidence of how you have provided opportunities for all your learners to undertake meaningful activity involving employers. 'Meaningful activity' could include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry. Note: Simulated work environments (e.g. college restaurants) cannot be used for work experience
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

For this qualification, employer involvement must be with employers from the hospitality industry and should contribute significantly to at least one mandatory unit. We have also provided suggestions in the units on how employers could become involved in the delivery and/or assessment of this qualification. These units are listed below:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Food and Beverage Service Principles
- Unit 3: Enhancing the Customer Experience
- Unit 4: Food Service Skills
- Unit 5: Hot and Cold Beverage Service Skills

- Unit 6: Handling Payments and Maintaining a Payment Point
- Unit 7: Running a Hospitality Event.

## Which units are externally assessed?

Unit 1 and Unit 2 are externally assessed. Assessment for both units takes the form of an onscreen test, available on demand, with the first assessment in January 2018.

## Internally assessed units

Units 3, 4, 5, 6 and 7 are assessed through assignments set and marked by the centre. The assessments allow learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities.

The synoptic assessment for this qualification is in *Unit 7: Running a Hospitality Event*. It takes the form of a practical task that requires learners to consider and select content that will enable them to apply their knowledge and skills from across the other units in an integrated way to a realistic work situation.

## Induction

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief, importance of command words, how to work to meet deadlines, consequences of not meeting deadlines, how to reference work and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

This document focuses on providing key dates to plan around and examples of how your course delivery could be structured, set out in the sections below:

### Section 1: Sample delivery plan – 12-month model

- A chart setting out key deliverables over a 12-month period (two semesters)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

## Section 2: Sample delivery plan: 6-month model

- A chart setting out key deliverables over a 6-month period (one semester with 2 x 12-week teaching blocks)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Further support can be found within the relevant specification on our website

<https://qualifications.pearson.com/content/dam/pdf/BTEC%20Technicals/food-and-beverage-service/2017/specification-and-sample-assessments/Specification-BTEC-L2-Technical-Diploma-in-Food-and-Beverage-Service.pdf>.

## SECTION 1: Sample 12-month delivery plan

This plan shows how you could deliver the teaching and learning over two semesters (12 months). It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	SEMESTER 1		SEMESTER 2		TOTAL HOURS (GLH)
	Unit No.	Classroom hours	Unit No.	Classroom hours	Classroom hours
	1	60	3	30	90
	2	30	2	30	60
	4	30	4	30	60
	5	30	5	30	60
	6	30	7	60	90
<b>TOTAL HOURS PER SEMESTER</b>		180		180	360
<b>HOURS PER WEEK excl. placement (18-week semester)</b>		10		10	

## Week-by-week breakdown over 12 months

### Key

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning aim
<b>EXT</b>	External assessment	<b>IND</b>	Induction
<b>SA</b>	Summative assessment		

### SEMESTER 1

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
<b>Unit 1</b>	IND	LA O	LA A	LA A	LA A	LA A	LA B	LA B	LA B
<b>Unit 2</b>	IND	LA A							
<b>Unit 4</b>	IND	LA A	LA A	LA A	LA A & B				
<b>Unit 5</b>	IND	LA A							
<b>Unit 6</b>	IND	LA A	LA A	LA A	LA A, B & C				

**SEMESTER 1 (CONT.)**

	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>
<b>Unit 1</b>	LA C	R	R	EXT					
<b>Unit 2</b>	LA A	LA A	LA A	LA B					
<b>Unit 4</b>	LA A & B								
<b>Unit 5</b>	LA A	LA A	LA B						
<b>Unit 6</b>	LA A, B & C	SA	SA						

### Key

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning aim
<b>EXT</b>	External assessment	<b>IND</b>	Induction
<b>SA</b>	Summative assessment		

### SEMESTER 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Unit 3</b>	LA A & B								
<b>Unit 2</b>	LA B	LA C	LA C	LA C	LA C				
<b>Unit 4</b>	LA A & B								
<b>Unit 5</b>	LA B	LA B	LA B	LA C					
<b>Unit 7</b>	LA A	LA B	LA B	LA B	LA B				

## SEMESTER 2 (CONT.)

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<b>Unit 3</b>	LA A & B	SA	SA	SA					
<b>Unit 2</b>	LA C	SA	SA	SA					
<b>Unit 4</b>	LA A & B	SA	SA	SA					
<b>Unit 5</b>	LA C	SA	SA	SA					
<b>Unit 7</b>	LA B	LA C	SA	SA	SA				

## Sample 12-month plan – rationale

### Suggestions for which units to teach in Semester 1

Semesters have been assumed as 18 weeks, allowing for 16–17 weeks of teaching and one week of induction in the first semester.

Unit 1 provides an introduction to the hospitality industry and its employment opportunities. This will help to contextualise the activities undertaken in Units 2, 3, 4, 5, 6, and 7. In addition to this, learners will gain valuable knowledge of the importance of maintaining personal and workplace standards and their role in ensuring business success.

Some of the knowledge gained in Unit 1, especially in learning aim C1, is crucial to maintaining safe working practices in the practical environment. With this in mind, it is recommended the content of C1 (personal hygiene) is taught prior to commencing delivery of other units.

Unit 2 is externally assessed by an onscreen examination. This unit will provide learners with the knowledge and understanding to progress to a service-based role, specialising in food, beverage and/or events services, working in a professional hospitality setting such as a conference centre, restaurant or hotel. In addition, the unit provides the supporting knowledge for the practical Units 3, 4, 5, 6 and 7. It is recommended that this unit be delivered across both semesters in order to provide sufficient opportunity for learners to develop and practise their skills.

Units 4 and 5 allow learners to develop and practise their food and beverage service skills. It is recommended that these units be delivered across both semesters in order to provide sufficient opportunity to develop and practise these skills. Where more than one learning aim is shown in the weekly breakdown, this indicates that the skills for each learning aim, in practical environment, may be practised together.

Unit 6 gives learners the skills to set up a payment point, process customers' bills and take a variety of payments. This 30-GLH unit can be formally assessed at the end of Semester 1.

The practical sessions should allow learners to prepare each of the items listed above and form the basis of the tutor's formative feedback to the learners. Sufficient time has been allowed for the summative assessment activities. Depending on the facilities available in the centre, some of these weeks could be used for exam practice.

### **Suggestions for which units to teach in Semester 2**

Unit 3 builds upon the knowledge and skills gained in Semester 1, which allow the learners to practise the skills needed to solve customer service problems and to exceed customers' expectations. Where more than one learning aim is shown in the weekly breakdown, this indicates that the skills for each learning aim, in practical environment, may be practised together.

Units 2, 4 and 5 can be continued across Semester 2 in order to provide further opportunities for learners to develop and practise their skills. Where more than one learning aim is shown in the weekly breakdown, this indicates that the skills for each learning aim, in practical environment, may be practised together.

Unit 7 is the synoptically assessed unit. This unit brings together all of the knowledge and skills learned in Semester 1, and further developed in Semester 2, as learners are required to plan, organise and review a hospitality event.

As in Semester 1, the practical sessions should allow learners to prepare each of the items listed above and form the basis of the tutor's formative feedback to the learners. Sufficient time has been allowed for the summative assessment activities. Depending on the facilities available in the centre, some of these weeks could be used for exam practice.

## SECTION 2: Sample 6-month delivery plan

This plan shows how you could deliver the teaching, learning and assessment over one semester consisting of two 12-week blocks. It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	BLOCK 1: Weeks 1–12		BLOCK 2: Weeks 13–24		TOTAL HOURS (GLH)
	Unit No.	Classroom hours	Unit No.	Classroom hours	Classroom hours
	1	60	3	30	90
	2	60	7	60	120
	4	30	4	30	60
	5	30	5	30	60
			6	30	30
<b>TOTAL HOURS PER TEACHING BLOCK</b>		180		180	360
<b>HOURS PER WEEK excl. placement (12-week semester)</b>		15		15	

## Week-by-week breakdown over 6 months

### Key

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning aim
<b>EXT</b>	External assessment	<b>WP</b>	Work placement
<b>SA</b>	Summative assessment	<b>IND</b>	Induction

### BLOCK 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Unit 1</b>	IND	LA A	LA A	LA B	LA B	LA B	LA C	LA C	LA C	LA C	R	EXT
<b>Unit 2</b>	IND	LA A	LA A	LA A	LA B	LA B	LA B	LA C	LA C	LA C	R	EXT
<b>Unit 4</b>	IND	LA A	LA A	LA A	LA A & B							
<b>Unit 5</b>	IND	LA A, B & C										

## BLOCK 2

	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<b>Unit 3</b>	LA A & B	SA	SA									
<b>Unit 4</b>	LA A/B	SA	SA									
<b>Unit 5</b>	LA A, B & C	SA	SA									
<b>Unit 6</b>	LA A	LA A	LA A	LA A, B & C	SA	SA						
<b>Unit 7</b>	LA A	LA A	LA A	LA B	LA B	LA B	LA B	LA C	LA C	SA	SA	SA

## Sample 6-month plan – rationale

### Suggestions for which units to teach in Block 1 and Block 2

Blocks have been assumed as 12 weeks, allowing for 10–11 weeks of teaching and one week of induction in the first block.

Unit 1 provides an introduction to the hospitality industry and its employment opportunities. This will help to contextualise the activities undertaken in Units 2, 3, 4, 5, 6 and 7. In addition to this, learners will gain valuable knowledge of the importance of maintaining personal and workplace standards and their role in ensuring business success.

Some of the knowledge gained in Unit 1, especially in learning aim C1, is crucial to maintaining safe working practices in the practical environment. With this in mind, it is recommended the content of C1 (personal hygiene) is taught prior to commencing delivery of other units.

Unit 2 is externally assessed by an onscreen examination. This unit will give learners the knowledge and understanding to progress to a service-based role specialising in food, beverage and/or events services, working in a professional hospitality setting such as a conference centre, restaurant or hotel. In addition, the unit provides the supporting knowledge for the practical Units 3, 4, 5, 6 and 7.

Units 4 and 5 allow learners to develop and practise their food and beverage service skills. It is recommended that these units be delivered across both blocks in order to provide sufficient opportunity to develop and practise these skills. Where more than one learning aim is shown in the weekly breakdown, this indicates that the skills for each learning aim, in practical environment, may be practised together.

The practical sessions should allow learners to prepare each of the items listed above and form the basis of the tutor's formative feedback to the learners. Sufficient time has been allowed for the summative assessment activities. Depending on the facilities available in the centre, some of these weeks could be used for exam practice.

Unit 3 builds on the knowledge and skills gained in teaching block 1 and allows the learners to practise the skills needed to solve customer service problems and to exceed customers' expectations. Where more than one learning aim is shown in the weekly breakdown, this indicates that the skills for each learning aim, in practical environment, may be practised together.

Units 4 and 5 can be continued across teaching block 2 in order to provide further opportunities for learners to develop and practise their skills. Where more than one learning aim is shown in the weekly breakdown, this indicates that the skills for each learning aim, in practical environment, may be practised together.

Unit 6 gives learners the skills to set up a payment point, process customers' bills and take a variety of payments. Where more than one learning aim is shown in the weekly breakdown, this indicates that the skills for each learning aim, in practical environment, may be practised together.

Unit 7 is the synoptically assessed unit. This unit brings together all of the knowledge and skills learned in teaching block 1, and further developed in teaching block 2, as learners are required to plan, organise and review a hospitality event.

As in teaching block 1, the practical sessions should allow learners to prepare each of the items listed above and form the basis of the tutor's formative feedback to the learners. Sufficient time has been allowed for the summative assessment activities; depending on the facilities in the centre, some of these weeks could be used for exam practice.